



Department of Psychology

Clinical Psychology Ph.D. Program Program Handbook

2015-2016



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PART 1

WELCOME AND INTRODUCTION

Introduction to this Handbook

Welcome to the Clinical Psychology Doctoral Program at Gallaudet University. For most people, graduate education changes their lives, both professionally, and personally. Our program is rigorous and intense, with many requirements and also many resources that you should know about. This Handbook is designed to be a source of information for you as you begin the program and as you go through each step to the doctoral degree.

Every year, new students are given a paper copy of the latest edition of the Clinical Psychology Program Handbook. **Please read the entire handbook carefully and keep it.** It will describe your program from start to finish and you can use it as a guide for the next several years. Occasionally we distribute more detailed information about some aspect of the program, or a new procedure. When you get new information, please put it in your handbook so that you can easily find up-to-date references on policies, procedures, and generally how to get things done. New information will be posted to the web version as well. Another important source of information that you should keep is the Graduate Catalog for this year. I advise you to keep this handbook and the catalog together in a place where you can easily refer to them. Each year a new edition of the handbook will be posted to the website. You should review the new handbook annually to see if there is new information pertinent to your program. The handbook you receive your first year is the most important for you, however, as it explains your particular course of study. Changes made to the program after you enter may not necessarily apply to your program of study, making this handbook critical to you.

There are other sources of information, support, and guidance that you can and should use. A primary source and resource is your academic advisor. Your advisor's job is to help you get oriented to the program, identify the resources you need for success, and develop an individualized plan of study that includes advice on course selection, externship applications, as well as research guidance and career planning. I suggest you consult with her or him frequently during the year, not just when you are registering for classes.

As Director of Clinical Training (DCT), I am also happy to be a second resource and to talk with you about program requirements or about any program-related issues that may concern you. You will find that our faculty are available and interested in talking with you outside of class. We keep our program small so that we can give individual attention to each student, and we care about your progress. We remember our own graduate training and we understand that you are not just trying to gain knowledge and skills, but to develop your own professional identity and understanding of yourself as a psychologist. Don't hesitate to come to us if issues come up that you would like to discuss.

A third major source of information and support for you, especially during your first year in the program, is your fellow students. You and your classmates will be working very hard and spending a great deal of time together. Many students find that during their first year in the program the mutual support and encouragement they receive from their classmates are very important and lead to long-term friendships. You can also expect to get help, advice and encouragement from advanced students. They are usually happy to share their experiences if asked.

If you find anything missing from this book, or if parts of it are confusing, please let me know. It is revised each year, and student feedback is important. Good luck and I wish you a successful year!

Carolyn Corbett, Ph.D.
Director of Clinical Training

About our Accreditation

The Clinical Psychology Program is accredited by the Commission Accreditation of the American Psychological Association. To maintain our accreditation, we must show that we provide students with knowledge, training, and experience necessary for the range of activities in which clinical psychologists may be involved. Accreditation also requires that faculty and students follow the requirements of the APA Ethical Principles and Code of Conduct in their professional activities. Faculty qualifications, student records, course contents, student research and dissertations, and practicum, externship, and internship experiences are all reviewed periodically. To make sure that we offer current information and training, we constantly review our curriculum and our course syllabi. In addition, we send reports annually to the APA. Every few years, on a schedule determined by the Commission on Accreditation, we have a full review with a site visit, the most recent of which will be in September 2015. This review includes input from faculty, students, supervisors, and administrators. Information, comments, or questions about our accreditation can be directed to the Commission on Accreditation at the Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, NE, Washington, DC 20002. Their phone number is 202-336-5500, and their web address is www.apa.org.

About Program Governance

The program faculty meets weekly to monitor and administer the program. Because updating our program is an ongoing process, feedback and suggestions from students are always welcome. Many current aspects of the program were developed because of student requests. You can expect that we will ask for your input through evaluations of your classes and other experiences, and through group meetings devoted to discussion of program or training issues. You can also attend faculty meetings if you want to, although there are times when meetings or parts of meetings may be closed to students to respect privacy and confidentiality of students and faculty. Ask the program director when program faculty meetings are held, as the schedule often changes from semester to semester. We also hold periodic program-wide meetings, usually on Friday afternoons following the department colloquium, and retreats including both faculty and students.

About Evaluations of Faculty and Students

Evaluation of our own performance and of the performance of others is an important professional skill that we will give you the opportunity to develop. As a student, you receive evaluative feedback from your instructors, and you will also get a summary evaluation at the end of your first semester and each summer thereafter. These evaluations should be reviewed with your advisor, then **signed and returned to the program director**. If you are having difficulty in the program, we will provide you with more frequent feedback to help you know what is expected and how you are doing. You will also be involved in evaluating the program and the faculty. In this program, evaluations are always shared with the individual involved. Therefore, you will get copies of evaluations the faculty conduct of your work, and we will get copies of your evaluations of our performance as teachers, supervisors, or advisors.

In the professional context, we expect that feedback and evaluation from any source (students or faculty) will be fair, unbiased, and balanced, and that feedback will be provided in a professional manner and in such a way that it has maximal chance of assisting the person being evaluated to improve their performance. This can be a challenging skill to develop, requiring honesty, tact, and an ability to view situations from a professional rather than personal perspective. We will have many opportunities to discuss evaluation from various perspectives, and hope that you will raise any questions you have as they come up.

PART 2

FACULTY & CURRENT STUDENTS

PART 2

FACULTY AND STUDENTS
Current Students
Clinical Psychology Program

Fall 2015

First Year Students

Micah Corwin
Lauren Eng
Catherine Rose Feroah
Haley Popp
Garret Shelenhamer

Second Year Students

Aileen Aldalur
Tiffany Bridgett
Grady Gallagher
Stephanie Lopetegui
Yessica Rodriguez
Gillie Strauss
Garry Wright

Third Year Students

Jesus Barreto-Abrams
Rena “Liz” Courtney
Ryleigh Downtin
Gregory Farber
Noelle Opsahl
Lakitha Owens
Paul Silvasi

Fourth Year Students

Nur Farhana Aftar
Kaitlin Brown
Joanna Dziura
Nicholas Gala
Angela Turner
Erica Wilkins

Fifth Year Students

Colleen Caverly
Donna Guardino
Hannah Joharchi

Danielle Previ
Rachel Roberts
Amanda Strasser

Advanced Students

Alesia Howard Allen
Barbara Cooper
Amarilys Galloza-Carrero
Evan Goodman
Keli Holmes
Tyler Pietz
Brittany Sterling

Interns

Frank Adams
Jaimee DiMarco
Amy Letteri
Elizabeth Romero

A note about internships: Internships in clinical psychology are offered by many accredited internship sites around the country. Our students have been very successful in obtaining nationally-known internships that provide a variety of training experiences. These are located all over the United States, and include in-patient and out-patient programs for adults and/or children, major university-affiliated medical centers, psychiatric hospitals, forensic programs, Veterans Administration Medical Centers, community Counseling and Psychological Services (CAPS)s, and university counseling centers. For more information, consult the Association of Professional Psychology Internship Centers web site (www.APPIC.org).

**Clinical Psychology Program
Department of Psychology
Faculty Listing for 2015-2016**

Clinical Program Core Faculty

Carolyn A. Corbett, Ph.D., Associate Professor & Director of Clinical Training

Dr. Corbett has worked at Gallaudet University since 1988. She was first employed as a psychologist in the University Counseling Center. In 1993, she joined the faculty of the doctoral program in Clinical Psychology. Dr. Corbett's dissertation research was on factors that influenced retention and academic persistence of African American Deaf college students. Her current research interests are in the areas of mental health issues of minority deaf individuals, ethical issues important when conducting research in small communities, and psychological stress in sign language interpreters. Dr. Corbett's research team has projects including high-risk behaviors in Deaf adolescents, emotional experiences of Deaf college students, psychological stress in sign language interpreters, and resiliency in Deaf trauma survivors.

Patrick Brice, Ph.D., Professor

Dr. Brice received his Ph.D. from the University of Illinois-Chicago in 1983 and taught in the Department of Counseling at Gallaudet before joining the Psychology Department in 1995. He served as Director of clinical Training from 2000 to 2013. He has extensive experience and specializes in assessment of and psychotherapy with deaf children, and conducts a private practice in addition to his primary teaching and research activities. His clinical orientation is psychoanalytically informed, but utilizes brief and alternative psychotherapy treatment approaches, including the use of hypnosis. Dr. Brice's research interests include the study of attachment issues in families with deaf children, including adult attachment perspectives, and the assessment of self-regulation in deaf children.

Lori Day, Ph.D., Assistant Professor

Dr. Day received her Ph.D. from our own doctoral program in Clinical Psychology in 2010. After completing her pre-doctoral internship at the Baylor College of Medicine in Houston, TX, she went on to complete a two-year postdoctoral fellowship in Clinical Neuropsychology at the Kennedy Krieger Institute, Johns Hopkins University School of Medicine in Baltimore, MD. Dr. Day has research interests in families with deaf and hard of hearing children, applications of technology to the development of reading, and has expertise in research methodology and data analysis. She has already served on several dissertation and predissertation committees and consults with various research projects on design and analysis issues.

Donna Morere, Ph.D., Professor

Dr. Donna Morere has been involved in the field of deafness since 1986, joining the faculty in the Clinical Psychology Program in 1990. She teaches courses in research methods, cognition, neuro-anatomy/-physiology, neuropsychological assessment, psychopharmacology, and occasionally health psychology and gerontology. She also supervises assessments by graduate students, particularly those involving children and adults with complex presentations. In addition to her teaching activities, Dr. Morere maintains a private practice in Clinical Neuropsychology providing services to individuals who are deaf or hard of hearing using ASL,

Cued Speech or Oral communication, focusing on children with complex special needs. Dr. Morere's research interests include primary language disorders in deaf children, adaptation of neuropsychological assessment instruments for use with deaf and hard of hearing individuals, cognition and memory, executive functioning and attention disorders, and reading and language development in deaf children.

Lawrence H. Pick, Ph.D., Professor

Dr. Pick received his Ph.D. from the Graduate School and University Center of the City University of New York in 2002, completing the neuropsychology subprogram of the Clinical track. His research interests focus on the neurocognitive development of children and adults with hearing loss and the potential influences of cultural and educational factors. He also conducts work in areas related to deaf-blind populations and healthcare education for Deaf adults. His clinical work includes assessment and psychotherapy following a cognitive-behavioral orientation. Prior to joining the Clinical Psychology Program at Gallaudet in January of 2009, he taught at Queens College in New York City and maintained a private practice.

Other Faculty in the Department of Psychology

Dennis Galvan, Ph.D., Professor, Chair of the Psychology Department

Dr. Galvan received his Ph.D. in Educational Psychology from University of California at Berkeley. As of fall 2012, Dr. Galvan assumes the role as Chairperson in the Department. His research interests are in psycholinguistics and language acquisition, particularly language learning in deaf children of deaf parents. He also writes and presents on the teaching of psychology, particularly with special populations. He teaches primarily in the Undergraduate Psychology Program, but regularly teaches a course on the teaching of psychology in the Clinical Psychology Program.

Deborah Maxwell-McCaw, Ph.D., Professor, Director Undergraduate Program

Dr. Maxwell received her Master's Degree in School Counseling from Gallaudet University, and her doctoral degree in Clinical Psychology from George Washington University in Clinical Psychology. She currently is the director of the undergraduate psychology major, teaches undergraduate courses and serves on many predissertation and dissertation committees; her research interests are in deaf identity and the measurement of acculturation in Deaf and Hard of Hearing people.

Tania Thomas-Presswood, Ph.D., Associate Professor and Director, School Psychology Program,

Dr. Thomas-Presswood received her doctoral and masters degree in Clinical and School Psychology from Hofstra University. Her research interests relate to linguistic minorities and acculturation. Dr. Thomas-Presswood teaches in and directs the NASP Accredited School Psychology Program.

Sherry Eyer, Ph.D., Associate Professor

Dr. Sherry Eyer is currently an Associate Professor in the Department of Psychology at Gallaudet University where she teaches in the School Psychology and Undergraduate Psychology programs. She has a Ph.D. in Clinical Psychology from California School of

Professional Psychology, San Diego and post-doctoral training in Neuropsychology from Medical College of Virginia/Virginia Commonwealth University. She has a re-specialization in School Psychology from George Mason University. Her practice includes the assessment and intervention for children with learning disabilities, emotional and behavioral disorders and Autism Spectrum Disorders.

Elizabeth Gibbons, Ph.D., Associate Professor

Dr. Gibbons received her Ph.D. in School Psychology from Temple University in Philadelphia in January of 2009. She has studied the role of the school psychologist in placement decisions for deaf students and did field placements at both the Pennsylvania School for the Deaf and The Delaware School for the Deaf. She is a Nationally Certified School Psychologist who has presented on functional behavioral analysis of problem behaviors in students as well as on preschoolers developing skills in numerical equivalencies.

Daniel Koo, Ph.D. Associate Professor

Dr. Koo received his Ph.D. in Brain and Cognitive Sciences from the University of Rochester in 2003; he previously earned a Master's Degree from Gallaudet University in Linguistics. Dr. Koo's research interests focus on the effects of language modality on language processing, specifically studying cued speech and sign language users. Dr. Koo teaches in the undergraduate program, serves on dissertation committees and teaches graduate level psycholinguistics.

Bryan Miller, Ph.D., Professor

Dr. Miller received his Ph.D. in School Psychology from Temple University. He teaches in the School Psychology Program and is interested in ecological approaches to assessment and intervention with at-risk children. Dr. Miller consults with a number of school systems related to early intervention and appropriate services for deaf students.

Raylene Harris Paludneviene, Ph.D., Associate Professor

Dr. Paludneviene received her doctoral degree in clinical psychology from Gallaudet University, and completed her clinical internship at the University of Rochester Medical Center, and was a Postdoctoral Research Fellow in the Brain and Cognitive Sciences program at the University of Rochester. Her research focuses on the interaction between brain organization, cognition, and American Sign Language.

Caroline Kobek Pezzarossi, Ph.D., Assistant Professor

Dr. Kobek Pezzarossi received her Ph.D. in Clinical Psychology from Gallaudet University in August of 2008, after earning her M.A. in rehabilitation counseling and working in vocational rehabilitation prior to that. She completed her clinical psychology internship at Jackson Memorial Hospital/University of Miami Medical Center. Dr. Kobek Pezzarossi also worked in the D.C. office on Compliance with ADA. Her research interests are in social psychology and inequities in access to mental health services.

Deborah Schooler, Ph.D., Associate Professor

Dr. Schooler received her PhD in developmental psychology from the University of Michigan. Her research examines adolescent development in social and cultural contexts, focusing specifically on health behaviors related to body image and sexual health. She is especially

interested in the intersection of gender and culture, and how adolescents learn about health from their families, their friends, and the mass media.

Associated Faculty from Other Departments

William Kachman, Ph.D.

Dr. Kachman received his Ph.D. in School Psychology from the University of Maryland at College Park. He is Assessment Coordinator at the Gallaudet University Counseling and Psychological Services (CAPS), and coordinates and supervises students in assessment at CAPS. He also sometimes teaches courses for the School Psychology Program.

LaNina Mompremier, Ph.D.

Dr. Mompremier received her Ph.D. in Clinical Psychology from Gallaudet University. She is currently the director of training at the Gallaudet Counseling and Psychological Services (CAPS) and oversees students' clinical work, particularly their therapy practica and externships.

Professor Emeritus/Emerita

Virginia Gutman, Ph.D., Professor Emerita

Dr. Gutman received her Ph.D. from Duke University in 1973 in Clinical Psychology. She had extensive clinical experience with survivors of abuse, rape and sexual assault. From 1980-88 she worked with the Gallaudet Counseling Center, as Staff Psychologist and then as Director, working in both crisis-oriented and traditional psychotherapy with deaf college students. Dr. Gutman was the first Director of Clinical Training for our doctoral program and served as Chairperson of the Department from 2001 until 2008. Her clinical orientation combined psychodynamic and cognitive-behavioral approaches, but with strong interests in consultation and supervision. She specialized in psychotherapy with women. Among her areas of research interest were ethical issues in mental health and deafness, gay and lesbian issues in deafness, and deaf adults with severe mental illness. She retired from Gallaudet in 2008 and lives in Florida.

Irene W. Leigh, Ph.D., Professor Emerita

Dr. Leigh received her Ph.D. degree in Clinical Psychology from New York University in 1986. From 1985 to 1991 she worked at the Lexington Center for Mental Health Services, serving as Assistant Director from 1989 to 1991. Previously she worked at the Lexington School for the Deaf as a teacher, director of guidance services, parent newsletter editor, and counselor-therapist. Dr. Leigh's research interests relate to depression among deaf people, identity issues, parenting, attachment, and cochlear implants. She continues to present on these topics nationally and internationally, and maintains a private practice. In addition to various publications, she edited the book, Psychotherapy for Deaf Clients from Diverse Populations, and co-authored Cochlear Implants in Children: Ethics and Choices. Dr. Leigh retired in 2012 and lives in Maryland.

Staff

We are thrilled to have our Program Support Specialist, Ms. Renee' Smith. She keeps us going on the right track. Please introduce yourselves to Renee' and make sure that she has all of your up to date information. If she does not have your information, YOU DO NOT EXIST.

Clinical Psychology Program Graduates
2015

Name	Began	Graduated	Chair
Sybil Smith Gray	1990	1995	Donna Morere
Judith Fruge	1990	1996	Donna Morere
Ernesto Santistevan	1990	1996	Donna Morere
JoAnn Mackinson	1991	1996	Irene Leigh
Gina Rehkemper	1990	1996	Donna Morere
Lisa Marshall	1991	1997	Irene Leigh
Heather Hunt	1992	1997	Donna Morere
Natasha Kordus	1992	1998	Carolyn Corbett
Cynthia Nickless	1990	1998	Virginia Gutman
Robert Mulcahy	1990	1999	Irene Leigh
Patricia Dobosh	1992	1999	Virginia Gutman
Melissa Sporn	1993	1999	Patrick Brice
Barrie Morganstein	1994	1999	Irene Leigh
Jessica Rosenbaum	1994	2000	Patrick Brice
Peter Hauser	1994	2000	Irene Leigh/Neil Reynolds
Amy Hecht	1995	2000	Virginia Gutman
Jason Luciano	1995	2000	Patrick Brice
Amanda O'Hearn	1995	2000	Virginia Gutman
Michelle Yetman	1995	2000	Patrick Brice
Irmgard Friedburg	1991	2000	Irene Leigh
Frances Ralston	1991	2000	Patrick Brice
Eileen Sarett-Cuasay	1993	2000	Donna Morere
Holly Coryell	1993	2001	Donna Morere
Anne Steider	1996	2001	Patrick Brice
Mercedes Alfaro-Chilelli	1996	2002	Irene Leigh
Robert Baldwin	1997	2002	Irene Leigh/Neil Reynolds
Sylvestro Menzano	1994	2002	Carolyn Corbett
Monica Motley-Robb	1996	2002	Virginia Gutman
Candace McCullough	1997	2003	Virginia Gutman
David Feldman	1999	2004	Virginia gutman
Amy Szarkowski	1999	2004	Patrick Brice
John Gournaris	1998	2004	Irene Leigh
Kasi Patterson	1998	2004	Patrick Brice
Shawn Kalback	1998	2004	Patrick Brice
Linda Ridall	1994	2004	Patrick Brice
Caroline Kendall	1998	2004	Virginia Gutman
Candice Tate	1996	2005	Irene Leigh

Raylene Harris	1997	2005	Virginia Gutman
Tom Zangas	2000	2005	Virginia Gutman
Lauren Esposito	1998	2005	Irene Leigh
Nan Truitt	2000	2006	Donna Morere
Ruchi Bhargava	2001	2006	Patrick Brice
Talibah Buchanan	2000	2006	Patrick Brice
Michelle Smith	2001	2007	Carolyn Corbett
Tracy Durham	2001	2007	Irene Leigh
Donald Kearly	1999	2008	Donna Morere
Caroline Kobek-Pezzarossi	2002	2008	Virginia Gutman
Angelia Lawson	2002	2008	Virginia Gutman
Jennifer Reesman	2003	2008	Patrick Brice
Shilpa Hanumantha	2000	2008	Irene Leigh
Elizabeth Halper	2003	2009	Donna Morere
Adam Brownfeld	2005	2010	Donna Morere
Lori Day	2005	2010	Patrick Brice
Pamela Dean	2004	2010	Donna Morere
LaNina Mompremier	2004	2010	Irene Leigh
Marina Simon	2001	2010	Carolyn Corbett
Joseph Smail	2003	2010	Donna Morere
Christen Szymanski	2005	2010	Patrick Brice
Elizabeth Adams	2005	2011	Patrick Brice
Leslie Klein	2005	2011	Irene Leigh
Cara Miller	2006	2011	Irene Leigh
Martin Stone	2004	2011	Irene Leigh
Brittney Ziskind	2003	2011	Patrick Brice
Melissa Anderson	2007	2012	Irene Leigh
Tiesha Finley	2006	2012	Carolyn Corbett
Erin McLaughlin	2001	2012	Irene Leigh
Kelly Wolf-Craig	2006	2012	Irene Leigh
Michael Yates	2006	2012	Carolyn Corbett
Jason Zodda	2007	2012	Irene Leigh
Kathleen Donnelly-Wijting	2003	2013	Carolyn Corbett
Michal Morgan	2001	2013	Patrick Brice
Rachael Plotkin	2008	2013	Patrick Brice
Dorri Daggett	2009	2014	Carolyn Corbett
Kathleen Donnelly-Wijting	2004	2014	Carolyn Corbett
Wyatte Hall	2008	2014	Donna Morere
Leah Murphy	2007	2014	Donna Morere
Daniel Nead	2005	2014	Carolyn Corbett
Carly Ostrom	2009	2014	Donna Morere
Shawn Nelson Schmitt	2006	2014	Irene Leigh
Gregory Witkin	2008	2014	Donna Morere

Anna Crisologo	2007	2014	Donna Morere
Rebecca Elliot Smith	2009	2015	Lawrence Pick
Timothy Ainger	2010	2015	Lawrence Pick
Kimberly English	2010	2015	Patrick Brice

Larry G. Stewart Award Recipients

Each year the Clinical Psychology Program Faculty recommend a student to receive the Larry G. Stewart award, in honor of Professor Larry Stewart, who taught in this department from 1989 until his death in 1992. The honor reflects Dr. Stewart's commitment to professionalism, integrity, and highest standards in theory, practice, and research in psychology and deafness.

1993	Sybil Smith-Gray
1994	Judi Fruge
1995	Lisa Marshall
1996	JoAnn Mackinson
1997	Peter Hauser
1998	Michelle Yetman
1999	Mercedes Alfaro-Chilelli
2000	Holly Coryell
2001	Robert Baldwin
2002	Amy Szarkowski
2003	Raylene Harris
2004	Linda Ridall
2005	Lauren Esposito
2006	Talibah Buchanan
2007	Caroline Kobek Pezzarossi
2008	Christen Szymanski
2009	LaNina Williams
2010	Melissa Anderson
2011	Cara Miller
2012	Erin McLaughlin
2013	Leah Murphy
2014	Carly Ostrom
2015	Rebecca Elliott Smith

PART 3

PROGRAM REQUIREMENTS AND CURRICULUM

Summer, 2014
Program Objectives and Training Model

Our training program is based upon a **scholar-practitioner program model**. We train students to be competent in clinical practice, in the tools of scientific and scholarly inquiry in psychology, and in the application of these methods in deafness. Therefore our curriculum includes (1) courses and experiences in core areas of psychology that teach the knowledge and tools all psychologists should know, including methods of research and statistical analysis, (2) courses and experiences that train students in how psychological knowledge and methods can be applied to clinical problems, particularly through psychological assessment and interventions, and (3) courses and experiences that build skills and knowledge needed to apply these areas to the field of deafness and the needs of deaf and hard of hearing people. The result is a program that fairly evenly balances the training and experiences in scholarly research with experience and training in clinical practice.

The program has three major training goals for graduates, each with a number of individual objectives. The following table summarizes those goals and objectives:

<u>Goal/Objective</u>
1. Graduates will demonstrate an understanding of the Science of Psychology and of Research/analytic methods
<i>1.1 Graduates will be able to articulate methods & content in core areas of psychology, including human development, biological aspects, social aspects, cognitive, & affective aspects, and the history of the discipline</i>
<i>1.2 Graduates will demonstrate sufficient knowledge of techniques of research and data analysis to be able to critique, to plan, and to conduct research projects. (See research competency listing and developmental structure).</i>
2. Graduates will be able to demonstrate familiarity with research, theory, and methods of practice in clinical psychology
<i>2.1 Graduates will be able to describe both normal and pathological development</i>
<i>2.2 Graduates will have developed a foundation of clinical assessment skills and will be able to apply theoretical, clinical, and research-based information to practical assessment questions.</i>
<i>2.3 Graduates will be able to demonstrate a foundation of skills in psychotherapy and psychological interventions and be able to apply clinical, theoretical, and research-based knowledge to psychotherapy problems.</i>
<i>2.4 Graduates will be able to describe ethical and professional problems and their solutions.</i>
<i>2.5 Graduates will demonstrate familiarity with cultures other than their own and able to apply clinical information to multicultural settings</i>
3. Program graduates will demonstrate competence to work with deaf and hard of hearing as well as hearing clients

<i>3.1 Graduates will demonstrate communication skills needed for effective clinical services to deaf clients</i>
<i>3.2 Graduates will be able to articulate an understanding of deafness and its implications for individual, family, and community life.</i>
<i>3.3 Graduates will have experience and demonstrated competency in clinical services with both deaf and hearing individuals.</i>

Our training curriculum is comprised of coursework, research experience, and clinical practice. In addition, there are a variety of other professional activities, such as participation in program activities and projects, assistantships, teaching, and others that contribute to student development. Each of the courses and training experiences addresses at least one, and many address several of the training goals and objectives.

PROGRESS TOWARD DEGREE

Student progress through the Clinical Psychology program and achievement of program goals and objectives includes a number of steps. The next sections address the various training requirements and standards, the “Milestones” you are expected to achieve, and the courses that you will be taking. Along the way there are a variety of types of evaluations to help you and the faculty assess your progress towards achieving program goals. Our program, like most Ph.D. programs in psychology, has a large number of required courses, and successful completion of all of them is necessary for obtaining the degree. A doctoral program in clinical psychology is much more than courses, however. The program also requires research, clinical experiences, and involvement in the activities and programs of the department such as colloquia. Satisfactory achievement in all required areas is necessary for a student to be retained in the Clinical Psychology Program, and eventually granted a degree from Gallaudet University. The variety of experiences with which you will be involved will help you to broadly understand the field of psychology, to develop the skills you will need to become a clinical psychologist, and to learn to manage the personal and professional demands of our profession.

The next section provides an overview of our requirements and expectations. In addition to the requirements outlined here, policies that cover all Gallaudet graduate students also apply. You can find more information about Gallaudet's general policies and requirements for graduate students in the Graduate Catalog.

REQUIREMENTS AND STANDARDS

The profession of psychology comprises varied roles and responsibilities. Since psychologists must be able to work independently at a high degree of professionalism, skill, and flexibility, our training program includes a number of aspects. These include courses in scientific and professional topics (see the section “Ph.D. Program Courses”), experience in planning, conducting and reporting research, training in scholarly methods, and skill development in psychological service areas such as assessment and intervention. Because our students will work with deaf and hard of hearing individuals, they must also develop communication skills and an understanding of various aspects of deafness, including the developmental, social, cognitive, linguistic, medical, and mental health implications of deafness and hearing loss. Successful completion of the program requires successful completion of requirements in all these areas. Specific standards for each are outlined below. More information about any area can be obtained from program faculty.

Academic achievement is important for success in this program. However, many experiences that help students to develop as psychologists occur outside the classroom, in research labs, assistantships, practica, externships, colloquia, study groups, individual and team projects, and informal communication with other students and with faculty. Students spend many hours in the Psychology Department outside of classes, thinking about and discussing what they are learning, working on departmental computers, and planning their future professional lives. This time spent outside of formal classes is essential to preparing for a career in clinical psychology.

A main factor in professional development is adherence to high standards of academic integrity. As we adjust to the electronic age and the free flow of information through the internet, it is more imperative than ever that we keep mindful of all of our actions. Not only must we act with integrity, it is equally important that there is no possible appearance of anything less than complete honesty in our professional work. Towards that aim, Gallaudet University’s Graduate School has developed an **Academic Integrity Policy** that has been carefully reviewed. This policy lays out the academic goals and objectives to maintain high standards of integrity, and helps describe procedures to deal with behavior that goes against academic standards. That policy is handed out with this handbook and is also posted on our website.

To assist with this process of professional development, the Psychology Department and the Clinical Psychology Program sponsor activities designed to promote active engagement with theory, research, and practice in psychology. Continual critical thinking about what we know, how we know it, and how we apply it in clinical and educational settings is encouraged. Two out-of-class activities that all students should plan to attend are Psychology Department Colloquia (scheduled for some Fridays from noon to one), and Clinical Program Meetings, which are faculty-student get-togethers following each colloquium. Schedules for these and other events are announced at the beginning of each semester and usually coincide so that program meetings follow Friday noon-time colloquia.

GRADUATE STUDENT MILESTONES

Milestones

This section is intended as a summary of major steps for students as they progress through the Clinical Psychology Program. More detailed information is provided in subsequent pages.

- **Successful Progress Towards Completion of Course Work**
See Annual Evaluation section below for more information on evaluation of success
- **Predissertation Research Project**
Generally completed by the end of the third year (see below for description).
- **Practicum/ Externship**
Students are undertake a practicum experience at Gallaudet Counseling and Psychological Services (CAPS) (usually in the second year), and two externships (usually in the third and fourth years). **In order to be eligible to register for practicum, students must obtain a score of 2+ or better on the American Sign Language Proficiency Interview (ASLPI) or alternative evaluation which will be described below. Students who have not obtained the required ASLPI score CANNOT register for practicum.**

Students must confer with their academic advisors BEFORE submitting applications for externship. In the third year, students should anticipate that they will have one 16-20 hour externship placement. In order to be eligible to apply for externship in the fourth year, students must be making appropriate academic progress. Students who do not have an APPROVED predissertation proposal completed by the end of the fall semester of their third year will not be eligible to apply for externship. It is anticipated that students will complete their predissertation requirement during the summer between their third and fourth year.

From time to time, students would like to take on two externship placements. Students who wish to do so must be making satisfactory ACADEMIC AND RESEARCH progress. Students who are contemplating taking on two externships must discuss their plans with their academic advisors. NO STUDENT WILL BE ALLOWED TO HAVE TWO EXTERNSHIPS WITHOUT APPROVAL OF HIS/HER ACADEMIC ADVISOR.

- **Dissertation Proposal Defense/Qualifying Examination**
In order to Advance to candidacy and be permitted to conduct a dissertation project, each student must prepare a detailed dissertation proposal, and sit for an oral examination, satisfactory to a faculty committee. This must be completed before any student will be permitted to **apply** for an internship. **In order to intern in the fifth year, the qualifying examination must be completed early in the Fall of the fourth year.** This means that the final proposal must be to your chair and then to the committee during the summer **AT THE LATEST** in order to be scheduled for a defense in the early fall.

- **Internship.**

A one-year, full-time internship is required for the Ph.D. in clinical psychology (usually in the fifth or sixth year). The internship must be at a training facility and program approved by the clinical psychology faculty. APA-accredited programs are strongly preferred. Internships typically begin and end around Labor Day, although some (especially those in hospital settings) begin around July 1. The application process normally occurs the previous Fall. Applicants visit internship sites for interviews in December and January, and selections are made in early February in accordance with the APA/APPIC regulations. Students applying for internship must be certified as qualified and ready for internship by the program director.

The requirements for such certification are:

- The pre-dissertation research project must be completed, with final copies of both the research report and the signed committee approval form on file.
- The Comprehensive Examination must have been passed.
- All required course work must be completed, or an approved plan must be ready for completing required courses prior to the proposed beginning of the internship.
- You must have received a score of 3 on the ASLPI or have been approved as meeting the requirements via the alternative examination process. **YOU CANNOT BE CERTIFIED FOR INTERNSHIP UNTIL YOU ACHIEVE THE APPROPRIATE SIGN LANGUAGE COMPETENCE.**
- The Qualifying Examination must be completed. This includes formally establishing the doctoral committee and passing an oral examination conducted by the doctoral committee on the research proposal and any other areas the committee wishes to examine. Necessary paperwork verifying completion of both these steps must be on file with the director of clinical training and with the Dean of the Graduate School.
- The student must review with the DCT all APPIC guidelines and requirements for the internship application process, and agree to follow these guidelines.

Annual Faculty Evaluation of Each Student

The faculty formally reviews the progress of each student each spring. Input from research mentors and supervisors, instructors, assistantship supervisors, and clinical supervisors as well as performance in courses are reviewed. Academic progress, timely completion of program milestones and requirements, development of professional skills and development of the personal and interpersonal skills and behaviors necessary for professional competency are all included. The results of this evaluation are discussed with the student, and should assist the student and academic advisor in devising future training directions.

Serious problems in academic, research, or clinical areas that are identified during these reviews can become grounds for placing students on probation, and if not corrected can become grounds for dismissal. While this rarely occurs, ethical or academic performance problems that in the judgment of the faculty render a student unfit for the practice of clinical psychology or are likely to cause harm to clients may lead to immediate dismissal without a probationary period.

Other evaluations and feedback

If a student is found to be in difficulty in clinical, academic, research, or other areas at any time during the year, a special review will be conducted by the faculty at that time, without waiting for the annual review.

In most courses, students will receive grades on tests, examinations, and papers during the semester. Faculty will also discuss informally with students, when necessary, any areas, whether academic or professional, that the faculty member believes need attention. Students are expected to use such interim feedback to monitor their own development and progress, and to discuss potential problems as they arise with their instructors and/or with their advisors.

Readiness for practicum, externship, and internship.

Part of the evaluation of students is determining when a student is qualified to undertake practicum (usually in the second year), externship (usually in the third and fourth years) and internship (usually in the fifth or sixth year). In making these determinations, faculty consider students' communication competencies, academic progress, **progress in required research projects**, clinical skills, professionalism, reliability, ability to handle responsibility, and ability to handle the stresses and demands anticipated in the clinical setting.

COMPETENCY

Communication Competencies

Students are evaluated individually to determine American Sign Language and other communication competencies. It is expected that students will have achieved a score of 2+ on the ASLPI by the end of their second year. If the student has not gained a score of 2+, they are expected to enroll in intensive sign language study during the summer of their second year. Students may take the ASLPI at the end of the summer in order to determine if they can meet the standards for practicum. If a score of 2+ is not obtained, the student can petition the faculty for the alternative examination. However, it is best not to wait, as faculty evaluators are not available during the summer months.

Standard requirements are that all students must achieve a rating of "2+" in ASL by the beginning of the second year in order to qualify for practicum, and a rating of "3" in order to qualify for internship. Failure to achieve the required competency levels can delay a student's starting practicum or internship. Progress on the development of sign language competency is evaluated by the faculty as part of each student's annual evaluation.

Additional individual competency requirements may be developed for each student depending upon area of concentration. It is important for students who enter the program with little experience in sign communication to plan to allot significant amounts of time to developing this skill. Alterations in the standard schedule of courses may be made in order to accomplish this. Please discuss individual needs with your advisor.

Additional information can be found in the “Communication” section of this handbook.

Clinical Competencies

Successful acquisition and practice of clinical competencies are founded in the following characteristics, which we look for in all students:

Personal Dispositions

- Interpersonal skills and ability to work effectively with others in various roles (client, coworker, supervisor, fellow student, etc.)
- Personal qualities such as respect for others, tolerance of differences, honesty, open-mindedness, flexibility, commitment to social justice, ability to manage stress, and interest in understanding of own and others' attitudes and behavior.
- Ethical sensitivity and behavior, which includes knowing and using a high level of ethical, professional, and legal standards in clinical practice, scholarship, and research.
- Students are expected to know and appropriately apply the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct in all their activities, including course work, assistantship assignments, collegial interactions with faculty and fellow students, papers, research projects, practicum assignments, and any other activities which have a bearing on their professional lives and development.

Necessary Clinical Competencies:

- Interpersonal and relationship building skills.
- Knowledge of the professional literature, including current research and its application to clinical practice.
- Psychological assessment skills
- Intervention and treatment skills, including understanding of empirically supported treatment approaches
- Consultation skills and ability to work collaboratively with other disciplines
- Diversity and cultural competence skills
- Ability to apply an understanding of the ethical code to clinical practice and decision making
- Supervisory skills

Clinical competencies and the associated personal characteristics are acquired and assessed through courses in clinical areas, and through supervised experience in variety of clinical, research, and academic settings. The clinical faculty will solicit evaluations from all practicum, assistantship, and research supervisors as part of the continuing evaluation of student competencies, which will continue throughout the student's training in the Clinical Psychology Doctoral Program, including the internship year.

Failure to demonstrate required clinical competencies, ethical sensitivity, and the personal characteristics associated with and necessary for these, as well as failure to perform acceptably in academic work or research, can be grounds for suspension or termination from the program.

Research Competencies

Students are expected to be involved in learning about and conducting research throughout their program of study. Students are expected to develop their expertise in a research area by conducting a thorough review of the literature under the supervision and direction of faculty. Students should develop a sound understanding of research design, data collection, analyses, and interpretation. Students are expected to uphold and follow ethical guidelines to protect participants in their studies.

During evaluations, research supervisors report on how well a student is progressing in his/her research area and how well they are developing the research competencies required by the program. These research competencies include:

- Understanding and being able to define science
- Articulating and following the steps in designing and carrying out a research project
- Understanding group studies
- Defining and measuring variables and psychological constructs
- Developing appropriate research strategies for psychological questions
- Understanding how to analyze and evaluate data generated by research
- Being able to professionally write up a report of data

Students who have not successfully completed the predissertation research project by the summer at the end of their third year must develop a written plan for completion that will be reviewed by the research supervisor and readers. If approved by the supervisor and readers, the plan will be submitted to the clinical program faculty for approval. It then becomes binding, and failure to comply with the written plan for completion will be grounds for dismissal from the program. Students may find they need to reduce their course load or other responsibilities in order to focus on completion of their research studies. Failure to complete research requirements will jeopardize timely entrance into internship, application for the Masters Degree, and graduation with the Doctor of Philosophy degree.

CURRICULUM WORK

Course Grades

Satisfactory performance as reflected by a grade of B or above is generally required in all core courses. A grade below B in any course will result in a faculty review of the student's progress, and may lead to probation, termination from the program, or requirements for remedial activities on the student's part.

Students are responsible for monitoring their progress and grades in all their courses and for taking the initiative to talk with faculty if their academic standing appears to be in jeopardy at any time during the semester.

In graduate courses, regular attendance, keeping up to date with readings and assignments, and participation in class discussions is expected. You are also expected to let your instructors know if you do not understand information, concepts, or assignments. If a personal emergency or unavoidable conflict requires you to be absent from class or to miss a deadline, it is your responsibility to let your instructor know IN ADVANCE if possible and to identify ways that you can make up any work that you missed.

Course Completion.

Completion or demonstration of equivalent acceptable competence in all required courses is mandatory. University policies on courses in which a student receives an "Incomplete" are available in the Graduate Catalog and online.

Waivers of particular courses are considered only when a student has completed an essentially similar course and can demonstrate thorough mastery of the content area. In most cases, courses taken in departments of study other than psychology will not be considered the equivalent of psychology department course requirements.

If a student believes a waiver of a particular course may be justified, this should first be discussed with the student's academic advisor. The advisor will discuss advantages and disadvantages of the waiver in question and inform the student how to initiate the request for waiver and what documentation will be needed. Waivers of courses will be considered in light of the student's overall goals and training needs.

Typically, syllabi of courses previously taken, along with the student's papers and examinations from the course will be requested. These materials will be examined by the advisor and by the instructor of the course for which the student has requested waiver. The student may also be asked to take a written and/or oral competency examination.

If the academic advisor, after consultation with the course instructor and review of all materials, agrees that a waiver or partial waiver is in order, the advisor will make this

recommendation to the Clinical Program Faculty. The Clinical Program Faculty will determine whether a waiver or partial waiver of requirements will be granted, any substitute requirements that may be mandated, and specific expectations and time lines for completion of substitute or partial requirements.

These expectations and requirements will be confirmed in writing, with a copy to the student and a copy to be kept in the student's file. It is important to note that the Graduate School allows only a limited number of credits to be transferred in from other universities. Program history indicates that even students who have already earned a Master's degree still need five years to complete our program requirements.

Continuous Enrollment

All students seeking degrees from Gallaudet University are required to be registered for at least one credit every fall and spring semester, unless on a Leave of Absence. Further information on this can be found in the Graduate Catalog. Students taking internship or working on their dissertations must register for dissertation credit (PSY 900) and internship credit (PSY 999). Students working on predissertation research can register for PSY 800. In order to be eligible for financial aid, students may have to be registered for a full-time load. See the catalog for the definition of a full-time student.

Study Groups and Tutoring

Students often find it useful to work in groups. The following guidelines outline appropriate and inappropriate uses for study groups, tutoring, and feedback among students on their work.

In some courses, instructors may assign joint or team projects. In such cases, the instructor will inform the students how to prepare any joint products and how individual and team effort will be graded.

When a project, assignment, or test has not been assigned as a team or joint effort, the following guidelines apply:

1. Everything a student turns in for a grade or to meet a course or program requirement should be that student's own work.
2. It is appropriate and often helpful for students to study in teams, pairs, or groups, and to coach, tutor, or quiz each other on concepts and information all are trying to learn. Also, some classes have teaching assistants who provide information, tutoring and feedback to students enrolled in the class.
3. It is not appropriate for anyone to correct, edit, write, or rewrite work done by another person that will be turned in for a grade or to satisfy a requirement, unless this has been cleared in advance with the instructor or faculty member to whom the work will be submitted.
4. When a take-home examination is given, it is not appropriate to discuss the questions or answers with each other, or to share whole or parts of answers, from the time the

examination is given out until it is turned in. If students have questions about the test, these should be discussed with the teacher rather than with another student.

5. For students in practicum, test data and reports should never be shown to anyone not directly involved with the case as a clinician or supervisor. This means no editorial or other assistance on preparing assessment reports.

Outside Employment

Any outside employment by students in Clinical Psychology must be approved by the Program Director, including any work on or off-campus that is not part of a Psychology Department Graduate Assistantship or an approved psychology practicum. Certain types of employment by psychology students in training can constitute practicing without a license in the eyes of State Psychology Boards, and this can have catastrophic effects on the student's future professional opportunities. Therefore the Program Director will review all outside employment to assure that the student does not undertake work that may jeopardize current or future professional status.

Students considering outside employment should discuss the prospective job with their Academic Advisor. If the Advisor and the Program Director agree that the job is appropriate, a copy of the letter of appointment, conditions of employment, contract, or any other information describing the job responsibilities, activities, and supervision, must be submitted to the Program Director for inclusion in the student's file.

PREDISSERTATION

Research Mentor/ Supervisor

In the first year, each student will be assigned to work with a research mentor to become familiar with the research process. Research mentors are usually faculty of the Psychology Department Clinical program, or occasionally psychologists in other campus departments, who have active research programs and are interested in having new students in their research team as trainees and possibly as collaborators.

When a student identifies an area of serious interest, he or she may request to work under the supervision of a researcher with expertise in this area who can provide on-going guidance. This supervision arrangement will become official with the agreement of the researcher and of the clinical faculty. If the research supervisor is a member of the Department of Psychology, he or she will normally become the student's academic advisor. If the research supervisor is not a member of the Department of Psychology, a departmental member must agree to serve as co-supervisor of the project, in order for the supervisory arrangement to be submitted for approval to the clinical faculty.

Predissertation Committee

All students will be expected to complete a Predissertation Research Project under the direction of their chosen research supervisor. This project will normally be completed by the end of the student's third year.

In order to complete the requirements for the Pre-dissertation Research Project, the student will conduct an empirical study, under the guidance of the research supervisor (or supervisor and co-supervisor). This study should include a literature review, planning and conducting the study, analysis of data, and preparation of a report in APA style (Students are strongly encouraged to submit these reports for publication and/or presentation at a professional meeting). The student will also select two pre-dissertation committee members who must be approved by the clinical psychology faculty. Students may have more than two additional committee members. At least two of the committee members must be doctoral level psychologists. The Pre-dissertation Research Project will be considered to be successfully completed when the supervisor(s) and committee members notify the Director of Training in writing that the project has been satisfactorily completed, and an acceptable research paper written.

Forms for documenting that the committee has approved the predissertation proposal and later the completed research report are available on-line.

Prior Thesis Acceptance

A student who has previously completed an empirical master's thesis may petition their predissertation committee to accept the thesis as full or partial fulfillment of the predissertation requirement. If the committee determines that the previous master's thesis satisfies the predissertation research requirement, the student's advisor will request approval from the full clinical faculty. If approved, this will be recorded as described above under waivers of course requirements.

Drafting the Predissertation

In consultation with the chair and the members of the predissertation committee, the student develops a proposal to be submitted to the predissertation committee members, who must approve the proposal in writing before the project actually begins. Research proposals and reports invariably require numerous revisions and numerous readings by the faculty committee advising the student. It is important to discuss with each member of your committee how long the committee member will need to read each draft, when you want to have their responses in order to prepare your next revision, and time periods when the committee member will not have time to attend to your proposal. It is also helpful to discuss with each committee member any particular areas in which that persons' help is particularly needed.

After the final draft of predissertation proposal has been accepted by the predissertation committee, the student will develop a timeline for completion of the predissertation project with their committee.

A "Complete first draft" of the predissertation means all sections are completed, including references. As appropriate, partial drafts (e.g., the literature review, the methods section, and the results) will frequently have been reviewed and revised previously. In writing a predissertation report, the results and discussion sections will not have been included in the proposal, and therefore will require extra time to conceptualize, write, review, and revise. Since these are often the most significant sections of the document, be sure to allow sufficient time for this.

After Completion of Predissertation Project

Once complete, students submit the completed predissertation to the predissertation committee for review. All three members of the predissertation committee must approve the final report. After the predissertation research project is complete, the student must provide copies as follows. (Each copy must include the complete research report in its final approved form, with the Predissertation Report Approval Form as its cover sheet):

- 1 Copy for Research Advisor
- 2 Additional predissertation committee copies (one for each committee member)
- 4 copies for the Program Director, which are distributed as follows
 - 1 Copy for student's file
 - 1 Copy for the Psychology Department Library
 - 2 Copies for the Gallaudet Library

The student should provide the Research Advisor and Committee Members with their copies. The other four copies should be given to the Program Director.

PRACTICUM & EXTERNSHIPS

All clinical practicum assignments must be approved by the clinical psychology faculty. Criteria include the adequacy of supervision available, the kinds of activities and responsibilities involved, and the student's readiness for a particular type of clinical experience.

Liability Insurance

All students must purchase liability insurance prior to starting any work with clients. All mental health professionals, including students, should have their own professional liability protection. Many practicum sites require students to show evidence of liability coverage prior to beginning practicum. We require each student to purchase a student professional liability insurance policy, which is available for a low fee from the American Psychological Association Insurance Trust, prior to the beginning of the second year in the program. Proof of insurance

must be on file before any clients can be referred. It is recommended that students purchase this insurance during the summer before the fall when they will start practicum (usually the summer between first and second years), so that there will not be an unnecessary delay in starting to work with clients.

A student must be a member of the American Psychological Association (APA) before applying for this insurance coverage. APA graduate student membership is extremely beneficial in that it provides many resources for students to an array of information and networks for professional work as a psychologist. More information about joining APA is available at <http://www.apa.org/students/>. Information on purchasing Trust liability insurance coverage is available from the program director or from the carrier at 1-877-637-9700. Copies of the insurance certification or policy must be provided to the program director for the student's file.

Criminal History Checks

Criminal history checks are required by many agencies, including the Gallaudet Counseling and Psychological Services. Students are given information at the beginning of the practicum or externship year about how to get the background check completed and the cost.

Practicum and Externship Experience

Four semesters of practicum and externship experience are typically required. Additional practicum experience is available for advanced students, and may be required by some internship programs.

Practicum

For most students, the first practicum takes place in the second year. This practicum is conducted at the Gallaudet University Counseling and Psychological Services (CAPS), which provides both student counseling and services to the community. CAPS is an interdisciplinary training clinic with trainees from psychology, counseling, and social work. Services provided by practicum students are supervised by the Clinical faculty and by CAPS staff. The second-year practicum assignment provides intensive training in psychological assessment with deaf, hard of hearing, and hearing clients. Students will also carry at least two psychotherapy clients over the two semesters of practicum. Instructors provide supervision and support. All practicum experiences require at least a 2+ (on the GU-ASLPI rating system) level of sign language competency.

Externship

Externship experiences in the third year and beyond are most often at off-campus agencies or hospitals; there are more than 50 such externship sites in the Washington-Baltimore region. Information about these sites is on the Clinical Psychology Organization page in BlackBoard. Some individual program descriptions are posted on the Blackboard system under Clinical Psychology Program and Information. It is also very helpful and strongly encouraged

that you consult advanced students who may have intimate knowledge of sites and valuable advice to offer.

Applications and assignments for externships are managed by a faculty externship coordinator, Dr. Lori Day, who can direct students to lists of externships available and additional information. Each externship program selects its own trainees, however. In most cases, **the clinical psychology program does not place students in particular externships**. Instead, each student should start by consulting with her or his advisor and the externship coordinator, to decide which types of experiences and agencies are best suited to meet the student's unique training needs, qualifications, and interests.

COMPREHENSIVE EXAMINATIONS

Comprehensive Examination

Students are normally expected to pass written comprehensive examinations related to key content areas in January of their third year. Comprehensive examinations draw on the following areas: psychology and deafness; ethics in psychological research and clinical practice; psychotherapy; assessment; psychopathology and psychodiagnosis; human development; and diversity. In each of these areas, knowledge of the implications of issues for clients from various cultural backgrounds is included. Additional topics for a particular year will be announced in conjunction with that year's schedule.

The written comprehensive examination consists of three questions which require that students be familiar with the specific content areas and be able to integrate their knowledge to address complex issues. The questions ask students to integrate academic knowledge with clinical applications for particular cases. Areas of knowledge include but are not limited to courses taken. Students are expected to acquire a broad foundation of knowledge in key areas that goes beyond class reading lists. Additional references in key content areas will be distributed periodically. Students are encouraged to consult with faculty to determine whether they need to undertake additional study in a particular area before taking the comprehensive examination.

A recent reference list for students preparing for comprehensive examination is posted on the Clinical Psychology Blackboard page. Sample questions can be made available by the program director prior to the actual exam.

Each question will be graded on a Pass/Fail basis. Students who fail one question will be permitted to have a re-examination in that content area. Students failing more than one area must retake the entire examination. Students who have not passed the entire comprehensive examination by the end of the Fall semester of the fourth year will be on probationary status. Students who do not pass the entire comprehensive examination by the end of August of the fourth year will be terminated from the program. In truly unique situations beyond the student's control, a student may apply to the Clinical Faculty for an extension of the probation. Such extensions will be granted rarely, and for strictly limited periods of time.

A student must normally pass the comprehensive examination before undertaking the qualifying examination (Dissertation). Exceptions to this must be approved by the student's advisor and the Clinical Faculty.

Copies of questions from previous comprehensive examinations and reference lists are posted on the Clinical Psychology Blackboard page.

Masters Degree

Students enrolled in the doctoral program can apply to receive an interim Master of Arts in Psychology degree after the following requirements have been satisfied:

- Completion of all required courses of the first three years;
 - Completion of practicum and the required externship;
 - Passed comprehensive examinations;
 - Predissertation project completed and final report approved, with four copies submitted to the Department;
 - Faculty recommend awarding the degree.

Students wanting a Master's degree must file an "Intent to Graduate" form with the Registrar and follow other procedures of the university in order to receive the degree. Having the degree may help you qualify for employment, externship, or internship opportunities before you receive the doctoral degree.

DISSERTATION

Dissertation Chair

Following completion of the Pre-dissertation Research Project, each student will begin the dissertation process. It is **CRITICAL** that students review the University's Dissertation Handbook (<http://aaweb.gallaudet.edu/GSPP-Dissertation-Thesis-Handbook.xml>) for information on the procedures, the necessary forms, paperwork, etc. Not doing so can result in students arriving at the dissertation defense and not being allowed to proceed because forms were not filled out or filed appropriately.

Students will start the intellectual process by selecting a topic of study for the dissertation (frequently, though not always, a continuation of their research program from the predissertation) and a dissertation chair. The dissertation chair must be a member of the Department of Psychology who is authorized by the Graduate Faculty to chair dissertations. Assignment of dissertation committee chairs requires the consent of the proposed chair and the clinical faculty; the dissertation chair will thenceforth serve as the student's academic advisor. The dissertation area may be related to the topic of the Pre-dissertation Research Project (and typically is), but this is not required.

Dissertation Committee

After satisfactorily completing the requirements of the Comprehensive Examination and the Pre-dissertation research project, the student will form a dissertation committee, which will normally have five members. This committee is responsible for assisting with the development, approving and monitoring of the dissertation research project. At least one committee member must be from *outside the Department of Psychology, but a member of Gallaudet University*. The dissertation chair and at least one other committee member must be a member of the Psychology Department. One committee member may be from outside of Gallaudet University. Committee members must meet the requirements for Graduate Faculty status and the constitution of the committee must be approved by the Clinical Psychology faculty. Additionally, the CV's of any outside committee members must be submitted to the DCT and the Graduate School.

Dissertation Proposal

In consultation with the chair and the members of the dissertation committee, the student develops a proposal to be submitted to the dissertation committee members, who must approve the proposal in writing before the project actually begins. Students who are developing their dissertation proposals should consult the Gallaudet University Dissertation Handbook, available from the Graduate School Office and the Graduate School website (<http://aaweb.gallaudet.edu/GSPP-Dissertation-Thesis-Handbook.xml>). Both the dissertation proposal and the dissertation itself should conform to the guidelines set forth in the The Dissertation Handbook. For example, the dissertation is written in chapter format, following APA style with the exception that the dissertation is considered a published document. Therefore, tables and/or figures are not appended but are placed in the document where they should fall.

Defense of the Proposal (Qualifying Examination)

The dissertation committee members review the dissertation proposal, and conduct an oral examination on its contents. The oral examination may also include other areas at the discretion of the committee. This examination comprises the main part of the Qualifying Examination. When the dissertation committee is satisfied with the competencies displayed in the dissertation proposal and oral examination, the student is admitted as a candidate for the Ph.D. degree. At the proposal defense, the committee will sign off on the Proposal Approval Form if the proposal is approved as is or with minor changes. In some instances where there are more substantial changes, the form will be signed off on upon completion of revisions.

All students must pass the Qualifying Examination before being permitted to apply for an internship. Therefore, students who wish to go on internship in their fifth year must complete the requirements of the Qualifying Examination by the early part of the Fall semester of their fourth year. Completion of this is a prerequisite for internship applications; therefore make sure your proposal is ready as early as possible. A good rule of thumb is to disseminate a complete first draft of the proposal to the dissertation committee by the end of June of the year in which you

intend to apply for internship. In some instances faculties' summer plans may require an earlier submission, so consultation with each committee member about availability is important.

Post Dissertation Proposal Acceptance

After the dissertation **proposal** has been accepted by the dissertation committee, the student will have a specific period of time to complete the dissertation. This must be within the allowable time limits of the program (see the "time limits" section below), and must be approved by the members of the dissertation committee. The university's Dissertation Guidelines specify additional requirements of the university regarding the dissertation. For example, **the Dissertation Proposal Approval form must have the date of IRB approval noted on it and the proposal and this form must be submitted to the office of the Graduate School Dean.** Once again, see the Dissertation Handbook for guidance.

Students submit the completed dissertation to the dissertation committee for review. A final "defense" version of the dissertation must be approved by the faculty and submitted to the Graduate Dean no later than three weeks prior to the defense date. A "Request to Defend" form must go to the Graduate Dean, who will also request background information about the doctoral candidate for the campus announcement inviting the community to the formal defense. Committee review includes an oral examination (dissertation defense) on the completed project. All five members of the dissertation committee must be present for the dissertation defense. In addition, a representative from the office of the Dean of the Graduate School attends the dissertation defense as a non-voting member. The office of the Dean of the Graduate School **must** be included in the scheduling and coordinating of the final defense. The Dissertation Handbook should be sitting on your desktop (either literally or virtually) throughout this time, and used to ensure all procedures are followed appropriately.

Dissertation Preparation Time

Research proposals and reports at both the dissertation and predissertation level invariably require numerous revisions and numerous readings by the faculty committee advising the student. In order to assure that every project receives adequate faculty attention, the following guidelines are suggested by the faculty in planning the completion of various phases of these projects.

Drafts

An initial complete first draft of the dissertation should be submitted well before the beginning of the semester in which you intend to graduate. "Complete first draft" means all sections are completed, including references. As appropriate, partial drafts (e.g., the literature review, the methods section, the results) will frequently have been reviewed and revised previously. In writing dissertations, the results and discussion sections will not have been included in the proposal, and therefore will require extra time to conceptualize, write, review, and revise. Since these are often the most significant sections of the document, be sure to allow sufficient time for this.

How Long Will it Take? It is important to discuss with each member of your committee how long the committee member will need to read each draft, when you want to have their responses in order to prepare your next revision, and time periods when the committee member will not have time to attend to your proposal. It is also helpful to discuss with each committee member any particular areas in which that persons' help is particularly needed.

Dissertation Defense

The dissertation may be completed either before or after completion of the internship. When the dissertation committee is satisfied with the final draft of the dissertation report, there will be a formal Dissertation Defense. This is typically scheduled as a two-hour meeting; the first hour is open to the campus community and anyone else interested in hearing about the topic. The Candidate makes a formal presentation of the project and answers questions from the audience. After the formal presentation and questions from the audience, the meeting is closed. At that point, the committee will conduct an oral examination of the candidate on the dissertation project and other areas of concern to the committee members.

Dissertation Completion Procedures

After the defense, any corrections or changes required by the committee should be made, and the final version of the dissertation submitted to the committee for approval. Once the committee has approved the dissertation, a final copy must be delivered to the graduate school for binding. Information on procedures and fees are available from the Graduate School. In addition to the bound copies the university requires, the students must arrange for copies for their committee members.

More information on dissertation procedures and the forms needing to be signed at the defense can be found in, you guessed it, the Dissertation Handbook.

INTERNSHIP

Internship

To be awarded the Ph.D. degree, each student must successfully complete an approved 12-month, full-time clinical psychology internship. A few internships are part-time for a longer period (for example, ½ time for 24 months). We adhere to the Association of Professional Psychology Internship Centers (APPIC) guidelines and procedures during the internship application process. Students are bound by these guidelines as well in applying for internship.

Internships are usually the last part of Ph.D. training and are structured clinical training experiences in which students provide a range of clinical services, receive intensive individual and group supervision, and attend training seminars designed to build skills and knowledge necessary for the independent practice of psychology. Internships are taken at facilities that have internship training programs. APA-accredited programs are strongly preferred, as the quality of training in accredited programs is verified regularly by the accreditation process. Internship sites

must be approved by the clinical psychology faculty. APA-accredited programs are automatically approved. A student interested in a non-accredited internship should inform the program director before the internship is accepted so that the faculty can determine if the internship experience will satisfy program requirements.

To qualify for internship, students must have completed all curriculum requirements, including all communication competencies, the comprehensive examination, the pre-dissertation project, and the dissertation proposal, and have the endorsement of the clinical psychology faculty.

Accredited internships are available throughout the United States and Canada. While there are a number of internships located in the Washington, D.C. and Baltimore metropolitan area, we recommend that students investigate a number of internships around the country and apply to those that best match their interests and experiences, without regard to location. Like externships, internship programs decide which applicants to select – the clinical program does not make decisions about where to place interns. Application deadlines are generally in October and November, and internships usually start either at the beginning of July or around Labor Day.

Information on accredited internship sites is available through APPIC's website, www.appic.org. Note that the internship application procedure is conducted entirely online. This includes letters of recommendation, which authors will need to upload to the application site.

Internship sites provide the clinical psychology faculty with feedback on interns' progress, which becomes part of the student's total doctoral record. Prior to the start of each internship, the faculty prepare a summary of the intern's training needs, including information from faculty and externship supervisors and the student, which is sent to the internship training site. If the intern or the internship program faculty require assistance or consultation during the internship year, the program director should be contacted.

Students on internship must register for at least one credit hour for fall and spring semesters. This is usually PSY 999 (Clinical Psychology Internship). Some students choose to register for more hours to maintain full-time status. PSY 999 has variable credit; students should be aware, however, that the University can certify you as doing full-time academic work when registered for one credit-hour of PSY 999. This is important because it means you only need to be registered a single credit of internship which is less expensive, but still be able to defer payback of any student loans until after internship. This will NOT qualify you for additional student loans, but will defer loan payback.

****GRADUATION****

Awarding of degree.

The Ph.D. degree will be awarded after successful completion of the Internship, the Dissertation Defense, and all other requirements. Please consult the graduate catalog for deadlines for awarding of degrees. Your degree will be dated December, May, or August,

depending upon when you actually complete all requirements for the degree. However, your transcript will show the actual dates you completed the requirements. Awarding of degrees is contingent on the program director submitting the following information to the Office of Registration and Records (to appear on your transcript): date of completion of comprehensive examinations, date of completion of qualifying examination (Dissertation), title of dissertation, date of dissertation defense, date of completion of all requirements. Please give the program director all the above information as soon as your dissertation defense is completed. A form for providing this information is included in the Forms section of this handbook.

The last date is often the date the internship is completed. In such cases, the diploma will not be released until the program director receives written verification from the internship training director that the student has completed the internship. This can be by mail, fax or E-Mail, and can be very brief, since a more extensive evaluation letter will usually be submitted by the internship training director later. Since this verification is not a regular part of most internships, the student should take the initiative to see that the required verification is prepared and sent.

Diplomas are printed only once a year, partly dictated by the White House's signature program (the diploma is signed by the sitting U.S. President). Therefore, your diploma may arrive months after your actual graduation date. If you have questions about diplomas, contact the Registrar's Office.

Time Limit for Completion of Degree.

The doctoral program is designed to include four years of course work and a one year clinical internship. In general a total of five years from matriculation into the program through internship and graduation is anticipated. In some cases, students require more time to finish the program. Most students to date complete the program in 6 years. The usual reason for a student needing more than 5 years to complete the degree is delay in completing the pre-dissertation project and/or the dissertation. Most students complete all required courses and externships within 4 years.

In order to maintain a current knowledge base, students are expected to complete their degree within a seven year period from initial matriculation, including the defense of the dissertation.

Any student who is unable to complete the degree within the seven year limit may petition for up to two one-year extensions. Each extension request will be reviewed by the clinical faculty on its merits. Students who are allowed extensions may be required to repeat basic courses if the faculty determines that either: (1) there have been significant changes in the field since the student took a course; or (2) the student's lack of recent exposure to the material may compromise his or her ability to function adequately in some area of psychology; or (3) the student's recent or cumulative performance indicates a lack of understanding or skills in some important core area.

Application for Graduation

While students may graduate in May, December, or August, commencement is held only in May. Students who plan to participate in commencement must meet special time lines. Refer to your Graduate Catalog or contact the Graduate School for further information and specific dates for a given year.

Students intending to graduate in a particular academic year (whether December, May, or August) must file an Application for Graduation form with the Registrar's Office by the beginning of November. Students on internship are advised to submit this form before leaving for internship, whether or not they are sure they will meet all graduation requirements that year. It is easier to delay a graduation request than to add a student at the last moment.

Participation in Commencement

Some students qualify to participate in May commencement although they will not receive their degrees until August.

This requires that:

1. The student is currently in an approved internship that will not conclude by May (generally all clinical psychology internships fall into this category).
2. All other program requirements are completed by the end of the Spring semester, including defending the dissertation by the required deadlines for Spring semester graduation (contact the Graduate School and talk also with your advisor about the current year's Graduate School deadlines and when you must submit various revisions to your committee to have a realistic opportunity to complete the dissertation defense by these deadlines). Remember that the defense of the dissertation often results in additional revisions. Be sure to allow time for these.
3. You have a good mid-year evaluation from your internship director and get a written certification from your internship director that you are making satisfactory progress as of April 15 and are expected to complete all requirements of the internship no later than the first day of classes for the subsequent fall semester.
4. Since internship directors do not routinely provide these verifications, the intern must initiate the request to have this information sent (by letter, fax, or e-mail) to the Clinical Program Director.

Check-list for Graduation Continued

Other items that must be completed in preparation for graduation are listed below. Interns planning to participate in commencement in May of their internship year are advised to complete as many as possible of these before leaving for internship. More information is available from the Graduate School.

1. Get measurements for cap and gown (Bookstore)
2. Make sure all student accounts and financial aid requirements are satisfied (and clear up any outstanding library fines or parking tickets)
3. Submit change of address forms to the Bookstore, the Registrar, and the Cashier's Office.
4. Make sure the Psychology Department has your mail and e-mail addresses and home and work phone numbers for contacts during the internship year.

5. Pay dissertation fees and fill out any required dissertation paperwork in the Graduate School Editor's office.
6. Complete exit interview with the Financial Aid Office.

POST GRADUATION

After You Graduate

The department faculty want to stay in contact with our graduates. You will no doubt need letters of recommendation or verification of your training from time to time. Furthermore, you are an important part of our professional network, and often projects and collaborations begun during the years in graduate school can continue to develop for years to come. We are often asked for referrals, and knowing something about your activities helps us to connect callers with our graduates all over the country.

In addition, the American Psychological Association includes information about the activities of graduates in their review of programs, so our ongoing contact with you is important for our maintenance of accreditation, as well as allowing us to get feedback from you as you enter your first and subsequent post-doctoral level positions about what in your program of study was of particular value or additions/revisions that may be needed. Last, but not least, we are proud of our graduates and interested in where you are and what you are doing.

CONFIDENTIALITY

Student records are confidential under the Buckley Amendment. The University policy on confidentiality of academic records is described in the Graduate Catalog.

In order to provide the best educational program to each student, faculty routinely discuss information pertaining to student learning and progress with each other. Therefore, if you have a personal matter you wish to discuss confidentially with a faculty member, you might want to clarify with the person involved whether you want the information shared with others.

GRIEVANCE

Grievance Procedure

A student who has a complaint or grievance that cannot be satisfactorily resolved through discussion with the parties involved should be handled by making an appeal first to the Program Director and then if necessary to the Department Chair. The University also has a student grievance procedure, described in the Graduate Catalog.

Appeals

Questions, complaints, or appeals should generally be handled first with the individuals directly involved. Assistance and advice can be obtained from your advisor or the program director.

Sexual Harassment.

The Clinical Psychology Program and Gallaudet University does not condone sexual harassment of any kind, involving faculty, staff, students, clients, or others. In addition, the university has policies covering sexual harassment and sexual misconduct. These policies can be found in the Graduate Catalog.

Gallaudet University
Department of Psychology
Clinical Psychology Program

Ph.D. Program Courses
A Guide for Graduate Students

The courses listed below comprise the core of the Ph.D. program course work in Clinical Psychology. Courses marked with an asterisk(*) are required. Others may be taken depending upon each student's areas of interest and desired specialization. For more extensive information on courses or the program of study, please refer to the Gallaudet University Catalog of Graduate Studies, or contact the Clinical Psychology Program Director.

The curriculum is always under review by the faculty, to ensure that our offerings continue to provide students with a good foundation for a career in clinical psychology, and that our students continue to be well prepared for high quality externships, internships, post-doctoral positions, and professional employment. The curriculum currently requires a minimum of four years of full-time study prior to internship, and includes 60 hours of required courses. In addition, at least 12 hours of electives are required. These may be taken so as to create a concentration (child, aging, health, etc.), or distributed so as to create more breadth. The curriculum also requires a minimum of 12 credit hours in practicum and 12 credit hours in individual research.

No more than one elective and one required course may be taken through independent study. Only certain courses are permitted as independent study. Such arrangements must be approved by the student's advisor or advisory committee and depend upon the availability of faculty to supervise the independent study.

The following table summarizes program requirements in the various areas:

Area of Study	Hours Required
Pre-Matriculation Preparation	Variable
Sign language and related areas	Variable
Psychological Foundations	
Statistics and Research courses Statistics, Statistics II, Research Methods, Research Seminar	11
Independent Research (6) and dissertation credit (6)	12
Biological bases of behavior Neuroanatomical and Neurophysiological Foundations Psychopharmacology	6
Cognitive/affective bases of behavior Cognition, Psycholinguistics, Perception	6
Social bases of behavior (Social Psychology and Human Diversity)	3
Individual differences Psychopathology, Psychology and Deafness	6
Human Development Child Development, Adult Development and Personality	6
History and systems	2
Clinical and Professional Areas	
Psychological measurement/assessment Cognitive/Psychoeducational Assessment, Objective, and Projective Personality Assessment	9
Psychological interventions Foundations of Psychotherapy, 3 other intervention courses including Methods of Psychotherapy if not taken prior to enrollment	12
Clinical Psychology Ethics/Practice	3
Practicum and externship	12
Electives (Other courses, up to 6 hours of additional externships)	12
Total	101

Includes psychological interventions in health care settings (offered as needed).

Related courses in allied fields

A&S 716 Audiology: Educational and Habilitative 3 hours
Implications

Fundamentals of hearing, diagnostic audiologic procedures, interpretation of audiologic tests, and special diagnostic procedures for infants, children, and difficulty-to-test clients.

III. Cognitive and Affective Bases of Behavior

Requirement: any 6 hours in this area

PSY 751 Psychology of Perception 3 hours

Theory and research findings in human and animal perception, with emphasis on visual systems (May be permitted as independent study) (offered as needed).

PSY 752 Cognitive Psychology 3 hours

Psychological study of thinking, information processing, problem solving, and memory. Includes cognitive processes in adulthood and aging. Cognition and deafness (May be permitted as independent study) (offered every two years).

PSY 739 Psychological Development II: Learning 3 hours
and cognitive development

Perceptual learning, concept learning, problem solving, and memory. Effects of early hearing impairment upon learning and cognitive development (offered annually through the School Psychology Program).

PSY 815 Psycholinguistics 3 hours

Language development and acquisition, relation of language to issues of culture, relationships, and power (May be permitted as independent study)(offered every two years).

IV. Social Bases of Behavior

* **PSY 809 Social Psychology and Human Diversity 3 hours**

Foundations in social psychology, including theoretical aspects of intergroup relations and cultural/ethnic diversity (May be permitted as independent study) (offered every two years).

Related courses in allied fields

LIN 741 Sociolinguistics of the U.S. Deaf Community 3 hours
Sociolinguistic concepts and methodologies in the context of the U.S. Deaf Community.

LIN 745 Languages and Cultures in Deaf Communities 3 hours
Anthropological and sociolinguistic approaches to the relation between language and culture. Use of participant observation and ethnographic methods in cultural research

V. Individual Behavior

* **PSY 733 Child Development 3 hours**
Overview of child and adolescent development, including physical, emotional, social, cognitive, and linguistic aspects (May be permitted as independent study) (offered annually).

PSY 732 Child Psychopathology and Behavior Disorders 3 hours
Childhood disorders and psychopathology, including classification and psychodiagnostic issues. Special issues in diagnosis of disorders in deaf and hard of hearing children (offered as requested).

* **PSY 833 Adult Development and Personality 3 hours**
Intellectual, personality, and social development in adulthood, including exploration of lifestyles, occupations, and family factors (offered annually).

* **PSY 834 Adult Psychopathology 3 hours**
(Co-listed with COU 714. Take the section designated for Clinical Psychology students) Normal and pathological variants of adult functioning. Psychodiagnostic criteria and the DSM-IV system. Special issues in diagnosis of deaf and hard of hearing adults (offered annually).

PSY 835 Late Adulthood and Aging 3 hours
Social, intellectual, vocational, and cultural aspects development in later life. Impact of late onset hearing loss receives particular consideration (May be permitted as independent study)(offered as needed).

* **PSY 723 Psychology and Deafness 3 hours**
Effects of prelingual and later deafness or hearing impairment on psychological development and adaptation. Includes educational and cultural as well as individual perspectives (offered annually).

VI. History and Systems

- * **PSY 820 History and Systems in Psychology 2 hours**
Review of various theoretical approaches in the development of psychology as a discipline, including the relation between psychological theories and systems of thought in areas such as philosophy (May be permitted as independent study)(offered every two years).

Clinical and Professional Areas

I. Professional and Ethical Issues

Note: Material on these topics is also covered in practicum, assessment, and psychotherapy courses.

- * **PSY781 Clinical Psychology Ethics and Professional Issues 4 hours**
Required first-year course covering ethical and professional issues when working with children and adults. Ethical and professional issues are integrated into functioning within a multi-cultural society, particularly working within the Deaf community.

Related Courses in allied fields

- COU 730 Law for School Counselors, Psychologists, and Social Workers 3 hours**
Orientation to the U.S. legal system and topics in law, counseling, and psychology in the schools. Particular attention to applications to hearing impaired students.

II. Psychological Measurement and Assessment

- * **PSY 749 Intellectual Assessment: Measurement Principles And Applications 4 hours**
Introduction to basic psychometric principles, and administration, scoring, and interpretation of intelligence measures with children and adults. Special issues in intellectual assessment of deaf persons (offered annually).

- * **PSY 865 Personality Assessment: Projective Techniques 3 hours**
* **PSY 866 Personality Assessment: Objective Techniques 2 hours**

Administration, scoring, and interpretation of various methods of personality assessment in children and adults. Special issues in personality assessment of deaf persons (offered annually).

Suggestions for Selection of Electives

Careful selection of electives can allow individual students to develop additional breadth, or concentrate on developing depth in one or more particular areas. In selecting electives, each student should discuss clinical and research interest areas, goals, and training needed in detail with his or her advisor. Students are encouraged to select electives that will support the development of skills they anticipate needing in order to pursue their individual research and clinical interests. Electives may be taken in the Psychology Department, in other Departments at Gallaudet, or through the Washington DC Consortium of Universities. (See the section on “Consortium” later in this handbook).

Special skills and experience can also be developed by selection of externship sites. A wide range of externship opportunities offering work with a great variety of populations are available in the Washington DC metropolitan area.

In addition, students can apply for a variety of research assistant positions off-campus in area agencies, in order to gain experience in program evaluation and other applied areas.

PART 4

SUMMARY AND SAMPLE SCHEDULE

Quick Summary of Program Requirements
Clinical Psychology Program
5-Year Doctoral Program

Year 1

Required Courses (Spring, Fall, and Summer)
Become involved in research through working with a faculty “research Mentor”
Prepare draft of pre-dissertation literature review
Achieve a GU-ASLPI rating of “2 Plus” by the end of the summer

Year 2

Required courses
On-campus assessment practicum
Psychotherapy experience through Foundations of Psychotherapy course lab
Apply for externship in February and March – Selection for externship is April
Select supervisor and committee members for pre-dissertation research project
Continue to finalize pre-dissertation proposal

Year 3

Required and elective courses
Externship – assessment and interventions
Predissertation Proposal Approved by end of Fall semester, apply for small grant if needed
Collect and analyze data, complete predissertation project report by end of the summer
Prepare comprehensive examination during January of third year
Pass comprehensive examination

Year 4

Required and elective courses
Advanced externship
Form dissertation committee
Prepare dissertation proposal
Complete dissertation proposal and qualifying examination (defense of proposal) by early
October
Achieve GU-ASLPI rating of 3 by early October
Apply for internship, fall
Internship interviews, December-January
Internship selection, February
Collect data before departure for predoctoral internship

Year 5

Internship, July 1 - June 30 or September 1 - August 31 (dates are approximate)
Complete dissertation and schedule dissertation defense by early April
Participate in commencement in May
Graduate in August

SAMPLE SCHEDULE

<p><u>First Year Fall</u></p> <p>712 Research Methods 749 Intellectual Assessment 711 Statistics (I) 781 Ethics/Professional Issues 834 Adult Psychopathology ASL Class as needed</p>	<p><u>First Year Spring</u></p> <p>703 Research Seminar 713 Statistics (II) 865 Pers Assess–Projective 782 Foundations of Clinical Skills 836 Methods of Adult Psychotherapy ASL Class as needed</p>
<p>Summer</p> <p>866 Pers Assess - Objective Predissertation Proposal Lit Review 704 Research Seminar 851 Group Psychotherapy (Elective Offered)</p>	
<p><u>Second Year Fall</u></p> <p>733 Child Development 840 Neuroanatomy & Neurophysiology 785 Practicum 8XX Intervention Elective 800 Individual Research</p>	<p><u>Second Year Spring</u></p> <p>833 Adult Development 8XX Intervention elective 723 Psychology & Deafness 7xx Cognitive-Affective Course (Cognition or Psycholinguistics) 786 Practicum 800 Individual Research</p>
<p>Continue to work on Predissertation. PSY 800 (Independent Research), PSY 900 (Dissertation Research) and PSY 985 (Optional Practicum) are available each summer.</p>	
<p><u>Third Year Fall</u></p> <p>8xx Intervention Elective (Supervision, Child Psychotherapy, Hypnosis/Brief Therapy) 8xx History and Systems or Social Psychology 885 Externship 900 Dissertation Research Predissertation Proposal Approved</p>	<p><u>Third Year Spring</u></p> <p>8xx Neuropsychology or Psychopharmacology 8xx Cognitive-Affective Course (Cognition or Psycholinguistics) 8xx Intervention Elective (see 2nd Year Spring) 886 Externship 900 Dissertation Research Predissertation complete, First draft of dissertation proposal</p>
<p>Comprehensive Examinations. PSY 800 (Independent Research), PSY 900</p>	

(Dissertation Research) and PSY 985 (Optional Practicum) are available each summer.

<u>Fourth Year Fall</u>	<u>Fourth Year Spring</u>
8xx Intervention Elective (see 3 rd year spring) 8xx History and Systems or Social Psychology 995 Advanced externship (elective) 900 Dissertation Research Complete Dissertation Proposal and Qualifying Examination Apply for Internship	8xx Neuropsychology or Psychopharmacology 8xx Intervention Elective (see 2 nd Year Spring) 986 Advanced externship (elective) 900 Dissertation Research

PSY 800 (Independent Research), PSY 900 (Dissertation Research) and PSY 985 (Optional Practicum) are available each summer.

Complete data collection for dissertation

Fifth Year Fall/Spring/Summer

Internship
Complete and Defend Dissertation
Degree awarded in August

Summary of Course Requirements
Clinical Psychology Program
August 2013

Note: In addition to these courses, the doctoral degree has other requirements. See the Program Handbook, Progress Toward Degree and Milestones, for a full description.

Statistics and Research

- PSY 711 Principles of Statistics (3)
- PSY 712 Research Methods in Psychology (3)
- PSY 713 Psychological Statistics II (3)
- PSY 703-4 Research Seminar (1,1)
- PSY 800 Individual Research (6)
- PSY 900 Dissertation Research (6)

Theories and Systems

- PSY 820 History and Systems in Psychology (2)

Biological Aspects of Behavior

- PSY 840 Neuroanatomical and Neurophysiological Foundations of Neuropsychology (3)
- PSY 854 Psychopharmacology (3)

Cognitive and Affective Aspects of Behavior

Any six hours

- PSY 751 Psychology of Perception (3) - independent study
- PSY 752 Cognitive Psychology (3)
- PSY 815 Psycholinguistics (3)

Social Aspects of Behavior

- PSY 809 Social Psychology and Human Diversity (3)

Human Development

- PSY 733 Child Development (3)
- PSY 833 Adult Development (3)

Individual Variation and Differences

- PSY 723 Psychology and Deafness (3)

Dysfunctional Behavior and Psychopathology

- PSY 834 Adult Psychopathology (3)

Professional and Ethical Behavior

- PSY 781 Ethics & Professional Issues (3)

Psychological Measurement and Assessment

PSY 749 Intellectual Assessment (4)
PSY 865 Personality Assessment: Projective Techniques (3)
PSY 866 Personality Assessment: Objective Techniques (2)

Psychological Interventions

PSY 836 Methods of Therapy (3) (or equivalent)
PSY 782 Foundations of Clinical Skills (3)

A total of 6 hours beyond the three courses listed above are required in this area. The following courses are offered in this program. Other intervention courses may be taken through the consortium.

Cognitive Behavioral Therapies
Multicultural and Urban Issues in Clinical Practice
Psychological Consultation
Child Clinical Psychology Treatment Methods
Hypnosis and Brief Psychotherapy
Introduction to Clinical Supervision
Group Psychotherapy

Electives

Twelve hours required (6 hours may be advanced Externship, PSY 985-986)

Practicum, Externship, and Internship Experiences

PSY 785-6 Clinical Psychology Practicum (3, 3)
PSY 885-6 Clinical Psychology Externship (3, 3)
PSY 999 Clinical Psychology Internship (Variable)
(Students must register for a minimum of one hour each semester)

PART 5
FACILITIES AND RESOURCES

Psychology Department Facilities

The Department of Psychology provides a number of resources and facilities to support your doctoral study at Gallaudet University. Some are listed below:

1. Copy machine The departmental copy machine may be used for Gallaudet business only. If you make copies for personal use, unrelated to Gallaudet business or course work, you should reimburse the department. Rates for this are announced at the beginning of each academic year. The machine is located in the Psychology Department Kitchen/Mailroom and is available during regular office hours only. It will also do high-speed scanning.
2. Computer lab The computer lab is for graduate student use. The computers there should be used by Psychology Department students only. Exceptions are made only with the explicit permission of a Psychology Department faculty member. Your Gallaudet University ID card will open the graduate student computer lab. Please be sure that this room is closed and locked whenever it is not in use.
3. Graduate Student Study Room. This room contains mailboxes, file cabinets for student use, a large table for group and individual work, study carrels, computers and a printer, refrigerator, microwave, and telephone for local calls only. Each student is assigned a locker where you can leave your personal items or books. Do not leave work or personal belongings on the carrels as they are first come, first served and open to all psychology graduate students. Please be sure the door is closed and locked whenever it is unoccupied, even if you leave for only a few minutes.

The Graduate Student Study Room also contains internship information files, practicum information files, reference books, and notebooks containing readings for various courses in Clinical and School Psychology. Since these resources are shared by all, please help to be sure they are kept in good shape, and that files and books do not leave the graduate study room except for copying.

The Graduate Student Study Room is for the use of graduate students in school and clinical psychology only. Other students, friends, or family members are not permitted in this room.

Each student has a mailbox in the Graduate Student Study Room. Confidential or private information is sometimes left in these boxes, such as drafts of clinical reports, test protocols, and student papers and grades. Although these mailboxes are not locked, material placed in each box is only for the eyes of the person it is addressed to. The following rules apply to student mailboxes:

1. Don't take anything out of another person's mailbox without specific permission from that person.
2. Don't read or open anything in another person's mailbox without specific permission from that person.

3. Don't leave confidential information sitting in your mailbox for any longer than is necessary. Find out when your drafts of clinical reports will be returned and arrange to pick them up quickly (e.g., not left in your box over a weekend). It is not appropriate to have another person pick up confidential clinical information from your box.

Please check your mail regularly and do not allow papers to pile up in it. Material of general interest may be circulated to your mailbox. Please pass this on quickly. If you don't have time to read it, just pass it on and let it circulate back to you at a later date.

4. Research Space There is space in the Psychology Department is available for individual and group meetings with research subjects. Researchers can reserve space with the program support specialist. Rooms are available both with and without one-way mirrors for observation, digital video, or Echo 360. Digital video equipment can also be reserved for research purposes.

5. Test Library The Psychology Department maintains a library of tests and assessment instruments that are used in Clinical and School Psychology. This library is used for classes in assessment and for reference, and has an excellent collection of instruments in standard use for cognitive assessment, neuropsychological assessment, and personality assessment. Sample copies of instruments useful for specialized purposes such as research projects are also available for review in the test library. Test library procedures are published each Fall.

6. Student Travel. Funds are available to support student travel to professional conferences when the students are presenting. Please see Ms. Renee' Smith, the program support specialist, for a Student Travel Request Form. Also be sure to request travel support from the Graduate Student Association. You can see either the Program Director or Department Chair for more information.

Counseling and Psychological Services (CAPS) at Gallaudet University

CAPS is a combined university counseling center and community mental health service. It also serves as an interdisciplinary training clinic for students in mental health disciplines (psychology, counseling, and social work). Located in the Kellogg Conference Center, the Clinic contains facilities for observing and videotaping interviews, assessments, and individual, group, and family therapy. Facilities for play assessment and play therapy are also available. Most of its clients are deaf or hard of hearing. The Director is Dr. Lauri Rush. Dr. William Kachman is Director of Assessment and Children's Services.

Psychology students are assigned to CAPS for their first practicum experience in assessment and psychotherapy in the second year of study. Externships are also available through the Center for interested students.

A note about personal psychotherapy for clinical psychology students

Personal psychotherapy can be an extremely helpful personal and professional experience for psychologists in training. We encourage you to consider this at some point in your program.

Because all of our students receive training at CAPS, it would present a dual relationship for the staff also to provide psychotherapy services to students of the Clinical Psychology Program. For your personal therapy or counseling, it is important that you see someone who you are confident will never be involved in supervising or evaluating you. The CAPS Director, Dr. Lauri Rush, can provide you with referrals to professionals in the community who have good credentials and appropriate communication skills. If cost is an issue, she can guide you to a therapist who offers low or sliding fee services for students in training.

Please note that if you purchase your health insurance through Gallaudet University, you will have much better mental health benefits than most other insurance policies provide. When you use your Gallaudet insurance policy, no one but you and the insurance provider is informed that you saw a psychotherapist. To give you maximal flexibility, confidentiality, and access to psychotherapy or counseling for yourself, we strongly encourage you to purchase Gallaudet's student insurance policy unless you have determined that another policy has equivalent mental health benefits.

Teaching Opportunities

Many graduate students in Clinical Psychology are interested in developing teaching skills as well as clinical and research skills. Several opportunities are available.

1. Teaching Assistants. Clinical Psychology students are typically assigned as teaching assistants for faculty in undergraduate courses during their first year. Additional T.A. work may be assigned to more advanced students as well. Responsibilities in these Assistantships may include lesson or syllabus development, preparation of study guides and other materials, grading student papers and tests, leading class discussions, and teaching a limited number of classes, depending upon the interests and skills of the graduate student.

2. Lab Assistants. Several graduate courses have labs in which students practice the skills taught in class. These labs are taught by advanced graduate students who already have a high level of skill in the area being taught. Among the classes that have labs are the Professional Ethics and Skills sequence, the statistics sequence, and assessment and psychotherapy courses. Generally lab assistant positions are assigned to qualified students as part of a departmental or graduate school assistantship.

3. Teaching of Psychology course. Dr. Galvan, one of the most experienced instructors in the department, offers a course on “Teaching of Psychology.” This course has been offered yearly in recent years. Students hoping to teach psychology at Gallaudet or elsewhere in the future should take this course as one of your electives. You can request this course from Dr. Galvan.

4. Instructor positions. Each semester the Department of Psychology hires a few temporary instructors to teach sections of popular undergraduate courses such as Introduction to Psychology, Abnormal Psychology, or Child Development. Graduate students **who have completed the “Teaching of Psychology” course** with a strong background in the relevant area and excellent communication skills may be hired for undergraduate teaching. Students interested in such positions can apply to the Department Chair and/or the Undergraduate Program Director early in the semester prior to the one in which they wish to teach. Given the rigorous nature of our program, Ph.D. students are allowed to teach only the second semester of their third year and beyond.

5. Informal experiences. Students who are interested in teaching are encouraged to volunteer for informal teaching opportunities, such as providing guest lectures in undergraduate classes.

6. Teaching in Other Departments. Clinical Psychology students are sometimes invited to teach courses in other departments. If you are asked to teach a course for another department, you should inform the Psychology Department Chairperson, and also discuss the position with your advisor and the program director before you make any commitment to teaching.

Assistantships and Financial Aid

Many doctoral students receive financial assistance through Psychology Department Assistantships. In addition, the Graduate School offers some assistantships and fellowships that are available on a competitive basis for students in any graduate program, and you may be eligible for other financial support through the Financial Aid Office. The Psychology Department makes an effort to provide Psychology Department assistantships to all students in good standing who request one during years one through four of the program. These assistantships are for the academic year (fall and spring). For the summer following the first

year, additional assistantships may be provided. Departmental policy is to stretch our assistantship funds to cover as many students as possible. To do this, we use Federal Work Study funds to supplement departmental funds for any student who is eligible for FWS. For that reason, we ask all students who want a departmental assistantship to apply for FWS. For students eligible for FWS, their assistantships are their work-study jobs. The Graduate School gives the Psychology Department a few tuition scholarships each year. These are generally awarded to students with great financial need as determined by the Financial Aid Office and superior academic performance.

Students who are interested in particular kinds of assistantship assignments are encouraged to let the faculty know of their interests. Student-initiated assistantship positions are sometimes possible, when a student identifies an area of need and the faculty agree to make an assistantship assignment in that area.

The range of assistantship assignments available changes frequently. The following is a list of sample assistantship assignments that are frequently available.

Teaching Assistantships: TA's are assigned to a graduate or undergraduate instructor to assist with the mechanics of teaching a course. Responsibilities may include preparing, locating, copying, and distributing materials, getting information about the course to students, and grading papers. Sometimes TA's can be involved in providing lectures or leading discussions.

Lab Assistants: Lab assistants are advanced students with excellent skills in a particular area who are assigned to assist students in a course by leading a lab outside of class in which students can develop and practice skills. Lab assistants usually have regular group meetings with students, help them individually with their skill development, give feedback to students, and provide information on student skill development to the instructor. Statistics courses, assessment courses, and the professional seminar course usually have lab assistants.

Research Assistants: Faculty members sometimes need research assistants to help them with specific aspects of their research, such as literature searches, data collection or data analysis.

Program Assistants: Program assistants work on program administration tasks such as collecting and organizing information on practicum and internship opportunities, organizing program meetings, communicating with prospective students, and coordinating interviews with applicants.

Library Assistants: Library assistants keep track of materials in the test library, including checking tests in and out, determining if any parts are missing, and inventorying, classifying and shelving new materials. Identifying materials that need to be ordered and assisting with ordering new testing materials may also be included.

Computer Assistant: The Psychology Department's computer resources are coordinated by a faculty member who is the chair of the Computer Committee. The student computer assistant helps to get new computers ready for operation, installs upgrades and new programs, and helps other students with learning to use the departmental computers.

SELECTING CONSORTIUM COURSES

Many students are interested in taking courses at other universities. This is a good way to broaden and enrich your training, especially since there are a number of fine clinical psychology programs with different emphases in the consortium. Please be aware of a few limitations on the use of consortium courses:

Generally, you should not take courses that we offer in our program in the consortium.

Take them here instead and limit consortium courses to those we do not offer. If a specific scheduling or other problem makes it impossible or inadvisable for you to take a course here, you can discuss special needs with your advisor. If you are not sure when we will next offer a course, see the program director or the course's regular instructor. We offer all required courses and most electives either every year or every other year.

To count toward your doctoral program here, consortium courses should generally be from a doctoral program (not a masters program) at another university. Again, if there are special considerations, discuss this with your advisor. Generally courses from masters programs will be approved only if no comparable course is offered in our program or another doctoral program, and the course is important for your educational and training goals.

The Graduate School collects information each year about courses offered at other area universities, and you can also find schedules on the web sites of the university offering the course. However, this information may change so it is always wise to verify times and prerequisites with the instructor offering the course.

Registering for a consortium course involves a different form from your regular registration form. Also, remember that each university has a different starting date. Therefore, registration deadlines may vary. Please contact Katie Spiegel in the Graduate School well in advance to make sure you have all the information you need in time to make appropriate plans.

Library Resources

As a Gallaudet graduate student, you have access to the resources of the Washington Research Library Consortium, of which the Gallaudet University Library is a member. The Gallaudet library has the world's largest collection of published and unpublished materials related to deafness. Other local libraries have different strengths or specialties. At consortium member libraries you can check out books and other materials from other library consortium members, just as you would from the Gallaudet library. You can pick these up at the other library, or have them delivered to the Gallaudet library. More information on consortium facilities and resources is available from the Reference Desk at the Gallaudet Library, or the web site library.gallaudet.edu. In addition, the Gallaudet library can borrow materials through Inter Library Loan from any library world-wide. There are also a number of useful specialized libraries in the Washington, DC area. A few are listed below. In these non-consortium local libraries, you can read or copy articles or books on the premises but cannot in general check them out. Call ahead to find out their policies.

Library of Congress
Independence Avenue at First Street, SE
Washington, DC 20540
<http://www.loc.gov/library> or lcweb.loc.gov
Voice 202-707-5000
Main Reading Room TTY 202 707-9951

National Institutes of Health
NIH Library
Building 10, Room 1L25G
9000 Rockville Pike
Bethesda MD 20894
<http://www.nih.gov/>
301-496-4000

National Library of Medicine
8600 Rockville Pike
Bethesda MD 20894
<http://www.nlm.nih.gov/>
301-594-5983

Alexander Graham Bell Association for the Deaf
Volta Bureau Library
3417 Volta Place
Washington DC 20007-2778
www.agbell.org

PART 6
COMMUNICATION

American Sign Language and Sign Communication at Gallaudet University

Since its inception as an institution of higher learning, Gallaudet University has endorsed direct visual communication among deaf, hard of hearing and hearing members of the community. Clear, understandable signing is the responsibility of each of us. Because of the increasing social, cultural, and linguistic diversity of our students, we have reexamined and described what effective sign communication means at Gallaudet.

American Sign Language and English

Gallaudet University is a bilingual community in which both American Sign Language and English thrive. We recognize that in our campus community ASL and English coexist in complex ways; accordingly, this statement reflects the attitudes, philosophies, and realities of sign diversity on campus.

Sign Communication

The University is committed to creating a visual communication environment which best supports scholarship and the basic tenets of humanistic education. Three principles guide our work together to ensure that clear visual communication is the norm in every University unit and department.

Principle 1: At Gallaudet, effective sign communication supports education.

Each of us has the right and responsibility to understand and be understood. Clear and well-paced visual communication is a requirement for this learning community. Because Gallaudet is an institution of higher education whose primary mission is to educate deaf and hard of hearing individuals, understanding of the content we wish to convey, more than the mode of communication, must guide our actions.

Principle 2: Sign communication at Gallaudet will be inclusive, respectful and flexible.

Our community will incorporate and respect ASL, and recognize that students, faculty members and staff members may each have different visual communication needs. We will respect the sign language style of every individual and use whatever is necessary to communicate in a given situation. We will know and practice deaf/hearing communication etiquette so that public discourse, both formal and informal, is fully accessible.

Principle 3: Direct sign communication is central to the Gallaudet vision.

Since effective visual communication in this bilingual community is fundamental to the successful achievement of our academic mission, Gallaudet will develop the training and assessment programs necessary to ensure that all of us have the opportunity to become fluent signers. We will each be assertive and sincere in our efforts to attain sign language proficiency so that we can all communicate directly with each other.

**GALLAUDET UNIVERSITY
DEPARTMENT OF PSYCHOLOGY**

**COMMUNICATION POLICY
May 1994**

Philosophy

Accessible communication is the right of all Gallaudet University community members and those served by the Department of Psychology. Therefore, it is the ethical responsibility of every Psychology Department member, including faculty, staff, and students, to respect individual differences and recognize the diversity of language and communication styles used by different individuals. This is crucial as we follow Gallaudet's educational mission to convey information and ideas which can only occur through accessible communication for everyone.

APA Ethical Responsibilities Related to Communication

According to the APA Board of Ethnic Minority Affairs, psychologists need a socio-cultural framework which considers diversity of values, interactional styles, and cultural expectations including language and communication styles. This framework should be incorporated within curriculums developed by the various programs in the Department of Psychology, so as to be reflected within a wide range of courses wherever applicable.

Communication Policy

* Direct communication whenever possible, using methods that everyone present and participating can use at the same time, should be encouraged. Requests for interpreting services to meet individual needs should be respected at all times. Interpreter requests should not be misconstrued to imply less than satisfactory communication skills, but rather perceived as an attempt to facilitate communication. Interpreting needs could include cued speech, oral, ASL, PSE or any other generalized methods. Aural needs should also be considered.

* Communication is a two-way street. Therefore, each person has the responsibility to make a concerted effort to enhance receptive as well as expressive aspects of communication.

* As defined in the University Faculty Guidelines, the term American Sign Language is to be used in an all-inclusive sense, even including signs expressed in English word order, with or without voice—in much the same way many deaf and hard of hearing people communicate among themselves and with hearing people.

Psychology Faculty

- * Faculty communication concerns involving colleagues or students should be addressed in a professional manner.
- * Attempts should be made, either formally or informally, to improve communication, whether it be with faculty or students.
- * Faculty will adhere to the Gallaudet University policy regarding faculty communication evaluation and the improvement of signing ability (See Faculty guidelines on Evaluation and Competence). Faculty should strive for continued improvement in signing skills and not be satisfied with minimal levels of competency.

Psychology Students

- * Psychology students should address any communication difficulties with their instructors first. If satisfactory resolution is not achieved, then the students may discuss their concerns with the appropriate Program Director of Department Chair, and/or request permission to attend meetings of their program faculty to discuss concerns about communication needs.
- * Students should be aware that their communication skills may have strengths and weaknesses, and understand their part in communication's effectiveness.
- * If a student's communication is not effective, that student is expected to seek appropriate guidance.
- * It is an ethical responsibility for graduate students who expect to work with those relying on American Sign Language for communication to attain ASL proficiency in order to be effective. While the clinical and school psychology programs have their own communications requirements, both adhere to the basic expectation that graduate students will endeavor to achieve and continually maintain ASL proficiency. Graduate students will also be sensitive vis-a-vis their ability to match the communication preferences of those with whom they may come into professional contact.

Sign Language Evaluation Equivalency Procedures

Clinical Psychology Program Department of Psychology Gallaudet University August 2014

Communication competencies are an essential part of the professional development of psychologists who work with deaf people. The Clinical Psychology programs endorses the following principles:

Achieving competence in sign language is considered imperative. Graduates of the program should be able to:

- ♣ Carry on a fluent conversation in sign language on a wide variety of personal and professional topics
- ♣ Modulate their communication based on client needs
- ♣ Interview and assess diverse clients fluently

A rating of “3” on the Gallaudet University—American Sign Language Proficiency Interview (GU-ASLPI) should be the goal for all students, demonstrating a high level of fluency in American Sign Language.

Sign Language competency can be seen and demonstrated in ways other than a GU-ASLPI rating. These can include:

- ♣ Ratings by faculty of sign language skill in classroom settings.
- ♣ Ratings by supervisors of sign language competence with deaf clients
- ♣ Feedback from undergraduate students in courses that the doctoral student has taught
- ♣ Videotaped interviews with deaf individuals using assessment interviews, formal testing protocols, or other psychologically relevant materials.

For all students in the clinical psychology program, these competencies are evaluated by the faculty to assure that students have sufficient skills to work with deaf people in a variety of professional settings and roles. As part of the evaluation process, all students are required to take GU-ASLPI evaluations to assist in determining communication skills. The faculty use GU-ASLPI evaluation results as well as other relevant information to determine when criteria have been met. The GU-ASLPI is offered only at scheduled times during the fall and spring semesters and summer. Students should sign up to take the GU-ASLPI each semester until all communication competency requirements have been satisfied.

Evaluation Procedure

- Competencies for second year clinical experiences

Prerequisites for second year clinical experiences (assessment and psychotherapy) include a level of sign language proficiency that allows for effective communication in closely supervised situations with deaf clients. A GU-ASLPI rating of 2+ or better meets the requirement for practicum. Students are not allowed to participate in these experiences until the required competency is demonstrated.

Students who are below a GU-ASLPI rating of “2+” when admitted to the program are expected to exert every effort during their first two semesters to develop sign language competencies that will enable them to qualify at the required level prior to the Fall semester of their second year. These efforts should include not only taking appropriate sign language classes, but also using all available additional opportunities to develop expressive and receptive sign language skills. This might include participating in individual or small group tutoring, taking sign language modules through the Center for ASL Literacy, participation in the ASL-English Mentoring Program, and most, importantly, participation in campus and community activities (professional and social) in which interaction with deaf people who use ASL will occur. Frequent, regular opportunities to communicate at length and about a variety of topics with native, fluent users of the language is essential for gaining ASL skills. **Classes and tutoring alone are not usually sufficient to achieve the required level of competency.**

Sometimes GU-ASLPI scores may not give a clear picture of a student’s proficiency. Students who meet the following criteria can apply to be evaluated through an alternate method.

- GU-ASLPI rating that is close to 2+
- The student has taken the GU-ASLPI each semester and summer
- The student has participated in all available classes
- The student has found regular opportunities for ASL exposure outside of classes

The alternative evaluation gives us an additional way to assess whether a student has sufficient skills to begin clinical experiences even though the desired GU-ASLPI level has not yet been achieved.

To apply, contact the GU-ASLPI Director of Clinical Training and the Practicum coordinator. Provide documentation of classes and other activities designed to attain mastery of ASL. She will present this information to the clinical psychology faculty. If the faculty approve an alternative Clinical Communication Evaluation, a mock interview will be arranged, in which the student is videotaped conducting an interview using sign language with a deaf undergraduate volunteer. Faculty review the videotape assessing clinical aspects of communication (such as matching student’s communication to the client’s), technical proficiency in the sign language

used, and other relevant communication areas. Reviewers typically include both Psychology Department faculty and an outside reviewer experienced in the teaching and evaluation of ASL.

The reviewers' ratings are communicated to the Clinical Psychology faculty, who make a final decision about whether the student is ready to begin clinical experiences. This process has several steps and can only be done during the academic year (not during summers or breaks), so please plan accordingly.

- Competencies for Internship

Prerequisites for the internship include communication competencies that will allow communication with a range of deaf clients in an unpredictable variety of clinical settings, in which the student may have to exhibit considerable judgement and autonomy in evaluating and treating patients and clients, and may not have close supervision from professionals expert in deafness or skilled in sign language. A GU-ASLPI rating of "3" or above satisfies this requirement.

It is the belief of the program that students should make every effort to achieve this level of fluency and continue in their sign language acquisition efforts until a 3 or even a 3+ or 4 is earned.

If a GU-ASLPI rating of 3 is achieved, no additional evaluation is required.

If 3 is not achieved, then:

students who have achieved a 2+ will be allowed to demonstrate their skills via an alternative evaluation consisting of a videotaped interview and administration of the WAIS-IV Comprehension subtest provided that:

- Students can show evidence of having taken the GU-ASLPI on a regular basis (e.g., every semester) in an effort to achieved an Intermediate Plus rating
- Students can demonstrate significant and consistent efforts to improve their sign language abilities. This should include participation in sign language classes, other organized learning experiences, and consistent immersion activities where students are signing on a regular basis.

If the alternative evaluation is authorized, the student is responsible for scheduling the interview as directed by Dr. Corbett.

Additionally, students will compile a portfolio related to their sign language that includes:

- Feedback from supervisors
- Feedback from peers
- Feedback from students that have been taught
- The videotaped Comprehension Subtest administration and item scores, and interview.
- A scored protocol from the WAIS-IV Comprehension Subtest.

Program faculty can then look at the feedback and scores from the GU-ASLPI, the ratings from the alternative evaluation, and the materials compiled in the Sign Language Portfolio to determine if the student possesses the skills necessary to converse, match a deaf client's mode, and interview/assess a client accurately and fluently.

This procedure is meant to allow students the opportunity to demonstrate that their sign language abilities are strong, and is not a lowering of standards or expectations of fluency. Students with Intermediate will necessarily need to have very strong and convincing evidence in terms of videotaped interviews, feedback from appropriate other observers, and efforts to improve skills before being judged competent.

No student can be certified by the Program Director as fully qualified for internship until sign language competency requirements are satisfied. Applications for alternative evaluation must be received no later than November 1 of the year in which the student intends to apply for internship. Earlier notification is preferable, so that students know early in the fall whether they qualify for internship or not.

PART 7

COMPREHENSIVE EXAMINATIONS

Comprehensive Examination General Information

Comprehensive Examinations are generally taken in the summer following a student's third year in the program. Typically they are scheduled around Memorial Day. The exact examination dates are set early in the Spring semester each year. While the specific questions asked change each year, here are some things that you can expect always to be the case. Comprehensive examinations consist of three questions. Each requires students to use and integrate what they have learned in their courses and readings in dealing with questions about a case. Each answer must be limited to 20 typed, double-spaced pages.

One question deals with psychodiagnostics and psychotherapy. For this question, students are given a complex clinical case, and asked to discuss diagnostic and treatment issues. This requires making (and justifying) a multi-axial diagnosis and planning a course of treatment. The treatment approach and its rationale must be described and applied to specific elements of the case, and documentation to support its anticipated effectiveness must be given. Ethical, legal, or professional issues must also be identified.

A second question addresses assessment issues. Students are given a case summary and some test results (including both cognitive and personality measures). Answers include a discussion of what assessment procedures should be recommended, what diagnoses would be considered, and recommendations regarding this hypothetical client. Again, documentation must be given as needed. Ethical and legal issues must be noted.

The third question concerns developmental issues. For this question, the case scenario is of a child or adolescent. To answer this question, students must show familiarity with normal development, developmental psychopathologies, and how various theories of development might apply to the case. The question may ask about specific domains of development, such as language development or cognitive development, or may ask students to determine what is most important to discuss. Again, ethical and legal issues will have to be considered.

All the questions require good multi-cultural competence and an understanding of issues to do with deafness or hearing loss. All the questions also must be well-organized and coherently written, and include appropriate documentation.

Preparation for comprehensive examinations should begin with keeping good notes in your classes, and making sure that you have competencies in the areas described above before you attempt to take the comprehensive examination. A copy of the latest comprehensive examination reference list is attached. This is revised from time to time. By Spring semester before you plan to take comprehensive examinations, you should have a schedule of study and practice testing worked out. We recommend that you study with classmates, test each other, and practice reading and evaluating each others answers. You will be able to review past comprehensive examination questions to give you an understanding of what questions are often asked.

See the Program Requirements section of this handbook for more information on comprehensive examination scoring.

Suggested references for comprehensive examinations can be found on the Clinical Psychology Organization Blackboard Page.