



Department of Psychology

Clinical Psychology Ph.D. Program

Program Handbook

2018-2019



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# PART 1

## INTRODUCTORY INFORMATION

### WELCOME AND INTRODUCTION

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 towards your doctoral degree.

Every year, new students are given a paper copy of the latest edition of the Clinical Psychology Program Handbook. An electronic copy of the Handbook is also placed on the Clinical Psychology Program website. **Please read the entire handbook carefully and keep it throughout your time here.** 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 the 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 your advisor frequently throughout 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 is 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 future 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 typically 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.  
Professor of Psychology  
Director of Clinical Training

## INFORMATION 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 the 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 American Psychological Association (APA) Ethical Principles and Code of Conduct in their professional activities. Faculty qualifications, student records, course contents, student research/pre-dissertations and dissertations, 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 was 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](http://www.apa.org).

## 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 and feedback. 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 (*dates and times for these meetings vary per semester*) and retreats including both faculty and students. Based on student feedback, we will be having some meetings where the agenda is set by the faculty,

and some meetings where the agenda will be set by the students. In this way, we will be sure to address a variety of program concerns, as well as have time to interact together.

## 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 will receive evaluative feedback from your instructors, and you will also get a summary evaluation at the end of your first semester and each semester thereafter. **You will receive an electronic copy of your evaluation. Upon receipt, you should review the evaluation with your academic advisor. Both you and your academic advisor are required to sign the evaluation electronically, and it will be forwarded to the program director for the final signature.** 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 individuals 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 professors, supervisors, and/or advisors.

In the professional context, we expect that feedback and evaluation from any source (students or faculty) will be fair, unbiased, and balanced. We also expect that feedback will be provided in a professional manner and in such a way that provides 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 evaluations from various perspectives, and hope that you will raise any questions you have as they come up.

## PART 2

### FACULTY BIOGRAPHIES

#### FACULTY LIST 2018-2019

##### *Clinical Psychology Program: Core Faculty*

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

Dr. Carolyn 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.

#### **Lori Day, Ph.D., Associate Professor**

Dr. Lori 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.

#### **Cara Miller, Ph.D., Assistant Professor**

Dr. Cara Miller is an alumna of Gallaudet University's Clinical Psychology Graduate Program. She completed her internship at the Counseling Center at the University of Missouri in Columbia, Missouri, and went on to complete her post-doctoral fellowship through the University of California Berkeley's Counseling and Psychological Services

Center. Her research, teaching, and clinical interests converge in the areas of social and multicultural psychology; gender and sexuality; disability and psychosocial identity; trauma and post-traumatic growth; grief/bereavement; and applications of research and science on the psychology of human-animal interaction.

### **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. Lawrence 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.

*Associated Faculty in the Department of Psychology*

**Caroline Kobek Pezzarossi, Ph.D., Professor, Chair of the Psychology Department**

Dr. Caroline 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.

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

Dr. Tania Thomas-Presswood received her doctoral and master's degrees 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.

**Daniel Koo, Ph.D., Professor, Director Undergraduate Program**

Dr. Daniel 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.

**Dennis B. Galvan, Ph.D., Professor**

Dr. Galvan received his Ph.D. in Educational Psychology from University of California at Berkeley. 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**

Dr. Deborah Maxwell-McCaw 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.

**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.

**Poorna Kushalnagar, Ph.D., Associate Professor**

Dr. Poorna Kushalnagar specializes in health psychology and directs the Deaf Health Communication and Quality of Life Center. She is the principal investigator of grants funded by the National Institute of Health that total over \$2M. These grants support studies aligned with her primary research interests in: (1) generic- and deaf/hh-specific quality of life outcomes; (2) adaptation and standardization of PROMIS-Deaf profile for deaf/hh adults; (3) trends of Internet usage for cancer health-related purposes; and (4) applied interventions to improve patient reported outcomes among deaf/hh people across the lifespan. In addition to directing Deaf Health Communication and Quality of Life center, Dr. Kushalnagar serves as a research mentor for undergraduate and graduate students in biobehavioral and social science fields. Dr. Kushalnagar received her B.A. in Psychology at Gallaudet University; M.A. in Psychology at the University of Houston; and Ph.D. in Developmental Psychology at the University of Houston.

**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., 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.

**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.

*Other Contributing Faculty***Mary Hufnell, Psy.D.**

Dr. Mary Hufnell received her Psy.D. in Clinical Psychology from the Virginia Consortium Program in Clinical Psychology. She is currently the Director of Training at the Gallaudet Counseling and Psychological Services (CAPS) and oversees students' clinical work, particularly their therapy practicum and externships.

**Elizabeth Romero, Ph.D.**

Dr. Elizabeth Romero received her Ph.D. in Clinical Psychology from Gallaudet University. She is currently a Psychologist at Gallaudet Counseling and Psychological Services (CAPS) and oversees students' clinical work, specifically their psychological assessment during practicum and externship.

*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*

**Renee' Smith, Program Support Specialist**

Ms. Renee' Smith is our Program Support Specialist. She keeps us going on the right track. Please introduce yourselves to Renee' and it is critical that she has all of your up to date information.

## PART 3 PROGRAM REQUIREMENTS AND CURRICULUM

### PROGRAM MODEL AND TRAINING GOALS/OBJECTIVES

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 the aspect of 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 evenly balances the training and experiences in scholarly research with experience and training in clinical practice.

The following table summarizes the current goals and objectives of our program. It organizes the goals into categories indicating readiness of the student to progress throughout the program (e.g., readiness for practicum, internship, practice):

<b>GOAL/OBJECTIVE</b>		
<b>1. Graduates will conduct themselves in a manner that reflects the values and attitudes of psychology; demonstrate awareness and sensitivity in working professional with diverse individuals, groups, and communities; apply ethical and legal concepts in professional activities; and practice personal and professional self-awareness.</b>		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR ENTRY TO PRACTICE</b>

<i>1A. Honesty, personal responsibility and adherence to professional values</i>		
Understands professional values; honest; responsible	Demonstrates adherence to professional values as a psychologist-in-training; recognizes situations that challenge adherence to professional values	Monitors and independently resolves situations that challenge professional values and integrity
<i>1B. Demeanor</i>		
Understands how to conduct oneself in a professional manner	Communication and physical conduct is professionally appropriate across different settings	Conducts self in a professional manner across settings and situations
<i>1C. Accountability</i>		
Accountable and reliable	Accepts responsibility for own actions	Independently accepts personal responsibility across settings and contexts
<i>1D. Cultural Diversity</i>		
Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings	Applies knowledge of others as cultural beings in assessment, treatment, and consultation	Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation
<i>1E. Knowledge of Ethical, Legal, and Professional Standards and Guidelines</i>		

Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct; and demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology	Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards, guidelines, laws, statutes, rules, and regulations	Demonstrates advanced knowledge and application of the APA Ethical Principles and Code of Conduct and other relevant ethical, legal, and professional standards and guidelines
<i>1F. Ethical Conduct</i>		
Displays ethical attitudes and values	Integrates own moral principles/ethical values in professional conduct	Independently integrates ethical and legal standards with all competencies
<i>1G. Reflective Practice and Self Assessment</i>		
Displays basic self-awareness; engages in initial self-assessment regarding core competencies	Displays broadened self-awareness; engages in reflection regarding professional practice; demonstrates broad, accurate self-assessment of competence	Demonstrates reflectivity both during and after professional activity; accurately self-assesses competencies in all competency domains; recognizes limits of knowledge/skills
<b>2. Graduates will relate effectively and meaningfully with individuals, groups, and/or communities.</b>		
<i>2A. Interpersonal Relationships</i>		

Displays interpersonal skills	Forms and maintains productive and respectful relationship with clients, peers/colleagues, supervisors and professionals from other disciplines	Develops and maintains effective relationships with a wide range of clients, colleagues, organizations and communities
<i>2B. Affective Skills</i>		
Displays affective skills	Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback non-defensively	Manages difficult communication; possesses advanced interpersonal skills
<i>2C. Expressive Skills</i>		
Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills	Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language	Verbal, nonverbal, and written communications are informative, articulate, concise, sophisticated, and well-integrated; demonstrates thorough grasp of professional language and concepts
<b>3. Graduates will demonstrate knowledge of the Science of Psychology and of research/analytic methods.</b>		
<i>3A. Scientific Foundation of Professional Practice</i>		

Understands the scientific foundation of professional practice	Demonstrates knowledge, understanding, and application of this concept of evidence-based practice	Independently applies knowledge and understanding of scientific foundations independently applied to practice
<i>3B. Scientific Literature</i>		
Demonstrates the ability to read and critique scientific literature	Demonstrates the ability to integrate critiqued scientific literature into a literature review and appropriately analyze data related to a self-selected research question with supervisory support	Demonstrates the ability to integrate critiqued scientific literature into a literature review and appropriately analyze data related to the self-selected research question with limited supervisory support
<i>3C. Scientific Method</i>		
Demonstrates the ability to apply the scientific method to provided research questions.	Demonstrates the ability to apply the scientific method to a self-selected research question and analyze and interpret the data obtained with supervisory support	Demonstrates the ability to apply the scientific method to a self-selected research question and analyze and interpret the data obtained with limited supervisory support
<i>3D. Research Questions</i>		

Demonstrates the ability to generate appropriate null and alternative hypotheses to investigate research questions	Demonstrates the ability to generate appropriate scientific methodology to investigate a self-selected research question, draft a paper based on the self-selected research question and complete a research project with supervisory support	Demonstrates the ability to generate appropriate scientific methodology to investigate a self-selected research question, draft a paper based on a self-selected research question, and complete a research project with limited supervisory support
<i>3E. Quantitative and Qualitative Methods</i>		
Is able to explain the difference between qualitative and quantitative research	Demonstrates the ability to select appropriate analyses (quantitative or qualitative) to evaluate the data to be generated with supervisory support	Demonstrates the ability to select appropriate analyses (quantitative or qualitative) to evaluate the data to be generated with limited supervisory support
<b>4. Graduates will demonstrate integration and application of research, theory, and methods of practice in clinical psychology.</b>		
<i>4A. Graduates will demonstrate knowledge of research bases for professional practice in psychology</i>		
Demonstrates knowledge of theoretical and research foundations of evidence-based practice	Articulates issues derived from the literature in supervision and case conferences	Applies scientific methods to professional practice
<i>4B. Graduates will demonstrate knowledge of theoretical bases underlying major evidence-based psychotherapy orientations</i>		

Demonstrates knowledge of theoretical bases underlying the practice of psychotherapy	Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation	Demonstrates the ability to integrate appropriate evidence-based therapeutic techniques based on client presenting problem
Demonstrates the ability to formulate an evidence-based psychotherapy treatment plan	Implements an evidence-based psychotherapy treatment plan based on client presenting problem, utilizing at least one consistent theoretical orientation	Develops and carries out an evidence-based psychotherapy treatment plan and is able to make appropriate adjustments to the plan based on client progress
Demonstrates basic helping skills	Displays evidence-based clinical skills	Displays evidence-based clinical skills with a wide variety of clients and uses good judgment even in unexpected or difficult situations
Demonstrates basic knowledge of methods to examine intervention progress and outcome	Evaluates treatment progress and modifies treatment planning as indicated, using established outcome measures	Independently evaluates treatment progress and modifies treatment planning as indicated, even in the absence of established outcome measures
<i>4C. Graduates will be able to competently complete administrative aspects of the psychotherapy process</i>		

Demonstrates understanding of HIPAA requirements related to psychotherapy	Prepares appropriate treatment documentation and database entries for psychotherapy clients. Completes termination summaries and all documentation required by HIPAA	Manages all documentation, including billing, related to psychotherapy clients
<i>4D. Graduates will demonstrate knowledge of theoretical bases underlying test selection and standardized test administration procedures</i>		
Works with supervisor to select appropriate tests based on client presentation	Demonstrates the ability to discuss and select appropriate tests based on client presentation	Independently develops and administers an appropriate test battery based on client presentation
Administers tests according to standardized procedures	Administers and interprets tests according to standardized procedures	Understands test interpretation and modifications for special populations
Scores tests in a timely manner for review by supervisor	Prepares drafts of psychological assessment reports in a timely manner	Prepares final psychological evaluation reports with minimal revisions required
Demonstrates understanding of HIPAA requirements related to psychological assessment	Complies with HIPAA requirements related to psychological assessment	Maintains test protocols and other assessment records according to APA Ethical Standards and HIPAA
<i>4E. Graduates will be able to competently complete administrative aspects of the psychological assessment process</i>		

<p>Completes database training and file management training at practicum site</p>	<p>Completes final psychological evaluation reports integrating feedback from supervisor</p> <p>Delivers final reports to clients and provides professional feedback sessions to clients regarding results</p>	<p>Completes all aspects of the psychological evaluation process including administration, report-writing, feedback, charting, and financial requirements</p>
<p><b>5. Graduates will demonstrate knowledge of professional consultation and supervision.</b></p>		
<p><i>5A. Graduates will have a foundation in the theory and methods supervision</i></p>		
<p>Demonstrates awareness of theoretical models and approaches to effective supervision</p>	<p>Demonstrates knowledge of theoretical models and approaches to effective supervision</p>	<p>Demonstrates comprehensive knowledge of theoretical models and approaches to effective supervision</p>
<p>Demonstrates awareness of ethical and legal issues essential to effective supervision process</p>	<p>Demonstrates knowledge of ethical and legal issues essential to effective supervision process</p>	<p>Demonstrates comprehensive knowledge of ethical and legal issues essential to effective supervision process</p>
<p>Demonstrates awareness of factors affecting the quality of supervision</p>	<p>Demonstrates basic knowledge of factors affecting the quality of supervision</p>	<p>Demonstrates advanced knowledge of factors affecting the quality of supervision</p>
<p><i>5B. Graduates will demonstrate an understanding of the process of supervision</i></p>		

Demonstrates basic knowledge of expectations for supervision	Prepares appropriately for supervision	Demonstrates the ability to anticipate complex and/or unique issues that may arise during supervision  Demonstrates the ability to conceptualize factors important in the provision of supervision
Demonstrates the ability to establish a positive working relationship with a supervisor	Demonstrates the ability to establish a positive working relationship with a variety of clinical supervisors	Demonstrates the ability to establish collaborative working relationships with clinical supervisors and supervisees
Demonstrates willingness to admit errors and accept feedback	Demonstrates the ability to incorporate supervisor feedback in clinical work	Demonstrates the ability to generate feedback with supervisees and/or in clinical interaction with peers
Initiates discussion with faculty of personal reactions to anticipated work with clients/patients	Initiates discussion with supervisor of own reaction to clinical work	Initiates discussion and generates solutions when working with supervisors
<i>5C. Graduates will have a foundation in the theory and methods of consultation</i>		
Demonstrates awareness of theoretical models and approaches to effective consultation	Demonstrates knowledge of theoretical models and approaches to effective consultation	Demonstrates comprehensive knowledge of theoretical models and approaches to effective consultation

Demonstrates awareness of ethical and legal issues essential to effective consultation process	Demonstrates knowledge of ethical and legal issues essential to effective consultation process	Demonstrates comprehensive knowledge of ethical and legal issues essential to effective consultation process
Demonstrates awareness of factors affecting the quality of consultation	Demonstrates basic knowledge of factors affecting the quality of consultation	Demonstrates advanced knowledge of factors affecting the quality of consultation
<i>5D. Graduates will demonstrate an understanding of the process of consultation</i>		
Demonstrates basic knowledge of expectations for consultation	Prepares appropriately for consultation	Demonstrates the ability to anticipate complex and/or unique issues that may arise during consultation  Demonstrates the ability to conceptualize factors important in the provision of consultation
Demonstrates the ability to establish a positive working relationship with faculty and peers	Demonstrates the ability to establish a positive working relationship with other professionals, consumers, and agencies	Demonstrates the ability to independently establish a positive working relationship with other professionals, consumers, and agencies

<b>6. Graduates will demonstrate competence to work with D/deaf and hard of hearing clients.</b>		
<i>6A. Graduates will demonstrate communication skills needed for effective clinical services to D/deaf and hard of hearing clients</i>		
Demonstrates consistent efforts via courses and community activities to attain ASL fluency	Has attained ASL fluency and can assess and match the communication style of the client	Maintains ASL Fluency. Communicates effectively in meetings with clients, colleagues, and community groups where there is language diversity
Takes the ASLPI Examination each semester until a score of 2+ or better is attained	Achieves an ASLPI Score of 3 or better	Continues communication and interaction with members of the D/deaf and hard of hearing communities
<i>6B. Graduates will be able to demonstrate an understanding of deafness and its implications for individual, family and community life</i>		
Able to recognize the diversity of the D/deaf and hard of hearing communities.	Demonstrates the ability to formulate cases and clinical interventions for D/deaf and hard of hearing individuals from a developmental perspective.	Demonstrates both factual and clinical knowledge of the needs of D/deaf and hard of hearing clients, and provides information to the treatment team regarding the needs of the communities.
Able to define the Deaf community as a culture.	Demonstrates advocacy skills to facilitate services for D/deaf and hard of hearing clients	Advocates for D/deaf and hard of hearing clients and their families and coordinates

	and their families.	appropriate services.
Able to discuss and recognize the impact of own hearing status and culture on clinical work within the D/deaf and hard of hearing community.	Makes consistent efforts to maintain cultural competency over time while working with D/deaf and hard of hearing clients.	Supports professional peers in the pursuit of culturally competent work with D/deaf and hard of hearing clients

<i>6C. Graduates will have experience with and have demonstrated competency in clinical services with both D/deaf and hard of hearing individuals</i>		
Ability to identify a variety of standardized tests that are appropriate for assessing D/deaf and hard of hearing clients.	Ability to select a standard battery that would be appropriate for a D/deaf or hard of hearing client. Ability to make appropriate adaptations due to hearing status.	Ability to independently identify, select, and adapt appropriate standardized tests for use with D/deaf and hard of hearing clients.
Ability to conceptualize the administration of a standardized testing battery in American Sign Language	Has administered full battery assessments to D/deaf and hard of hearing clients using cognitive, objective, and projective techniques.	Demonstrates the ability to recognize the clinical and communication needs of D/deaf and hard of hearing clients and adapts testing sessions accordingly.

Able to score and interpret test findings, and generate an appropriate report for D/deaf and hard of hearing individuals	Has completed administration, scoring, interpretation, and report writing of full psychological batteries for D/deaf and hard of hearing clients.	Actively explores new tests as they emerge to determine their appropriateness for use with D/deaf and hard of hearing individuals. Adapts appropriate tests accordingly.
Demonstrates appropriate knowledge of evidence-based psychotherapy techniques with D/deaf and hard of hearing individuals.	Demonstrates competency in conducting psychotherapy session, with D/deaf or hard of hearing clients, in their preferred languages.	Able to independently formulate and carry out a psychotherapy treatment plan for D/deaf or hard of hearing clients.

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, 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 the psychology 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 at <https://www.gallaudet.edu/academic-catalog/registration-and-policies/graduate-policies.html> .

## PROGRAM 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 “REQUIRED COURSES AND CURRICULUM”), 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, practicum, externships, colloquia, study groups, individual and team projects, and informal communication with other students and with faculty. Students are expected to spend time 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 stay 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 can be found at <https://www.gallaudet.edu/academic-catalog/registration-and-policies/graduate-policies/academic-integrity.html> .

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 (dates/times to be announced each semester), and Clinical Program Meetings, which are faculty-student get-togethers. Schedules for these and other events are announced at the beginning of each semester.

## **1. RESIDENCY REQUIREMENT**

**The Gallaudet University Doctoral Program in Clinical Psychology is designed as a full-time five-year program of study. There is a residency requirement that all students must be on campus for a minimum of three years of full-time study. Full-time study is defined by the University and the Financial Aid Office as being registered for nine credits per semester. Therefore, students must be registered for nine credits for a minimum of six semesters in order to meet the residency requirement. The curriculum of the clinical psychology program as written in the sample schedule in this handbook indicates that students generally take between 12 and 15 credits per semester.**

The program is designed so that in years one through four, students will be on campus taking classes, completing research requirements, and obtaining clinical practicum/externship experiences. The program is designed to provide you with optimal support and mentorship from the faculty as you progress through the program. It is expected that students will plan accordingly to make full use of the Psychology Department, training experiences in the Washington, DC Metropolitan Area and the unique immersion experience of the Gallaudet University campus.

This program is not a distance-education model, and it is expected that students attend classes on campus to ensure maximum learning from faculty, fellow students, and professional colleagues. Classes for the most part are scheduled during the day. However, there are exceptions from time to time, based on faculty availability. Advanced seminars and special topics courses are very often offered in the evenings to ensure that students who have practicum and externship responsibilities are able to attend.

**In extenuating circumstances, students who need to leave the DC metro area can petition the program after they have completed their first three years of coursework, practicum at CAPS (PSY 784-787), one full year of externship (PSY 885-886), and the final pre-dissertation project**

has been approved. Students must also meet the three-year residency requirement noted above before a request can be considered.

## **2. GRADUATE STUDENT 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 Coursework**
  - See Annual Evaluation section below for more information on evaluation of success
- **Pre-dissertation Research Project**
  - Generally completed by the end of the third year (see below for description)
- **Comprehensive Examination**
  - The Comprehensive Examination is conducted during the third year of the program. Students will receive questions covering the core areas of clinical psychology including: psychotherapy, assessment, and development. The examination will require students to demonstrate their knowledge of the theory, research and practice of clinical psychology and be able to apply their knowledge with d/Deaf and hard of hearing individuals.
- **Practicum and Externship**
  - Students 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).
  - 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 is required to enter practicum (PSY 785) and be assigned therapy clients.
    - Students with a GU-ASLPI of 2 may register for the course but will not be assigned therapy or assessment cases with D/deaf signing clients until the required competency is demonstrated.

- Students who do not achieve a GU-ASLPI of 2+ during PSY 785 may apply to take the Alternative Sign Language Assessment Level I.
- If students have not achieved a GU-ASLPI of 2+ or passed the Alternative Sign Language Assessment Level I by the end of PSY 785 they will be assigned a grade of Incomplete and must work to satisfy all course requirements before they are allowed to register for PSY 786.
- Students who have a GU-ASLPI of 0, 1, or 1+ may not register for PSY785 in the fall of their second year and should meet with their advisor to develop an ASL action plan.

Students must consult with their academic advisors BEFORE submitting applications for Externship sites. 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. If students have not achieved an ASLPI of 2+ and completed PSY786 they may not register for Externship (PSY885). Additionally, students who do not have an APPROVED pre-dissertation 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 pre-dissertation requirement by the end of their third year.

From time to time, students may 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 externship sites must discuss their plans with their academic advisors. **NO STUDENT WILL BE ALLOWED TO HAVE TWO EXTERNSHIPS WITHOUT APPROVAL OF HIS/HER ACADEMIC ADVISOR.**

Students enrolled in summer practicum experiences must register for a minimum of 1 credit per site and attend the summer seminar. Failure to register for externship credit hours will be considered a violation of the APA Code of Ethics.

- **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 successfully complete an oral defense of the proposal before their 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, through the Association of Psychology Postdoctoral and Internship Centers (APPIC) National Matching Service, 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 coursework 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 GU-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. **Students may not formally register with the National Matching Service until approved by their Director of Clinical Training.**
- **Annual Faculty Evaluation of Each Student**
  - Students' progress towards mastering the competencies and program benchmarks are assessed regularly throughout the program. The faculty formally reviews the progress of every student **annually**, each spring, **from their first year until they graduate from the program**, with first-year students receiving an additional formal evaluation in December after completion of their first semester. Input from research mentors, supervisors, instructors, assistantship supervisors, and clinical supervisors will be provided, and the student's performance in their course will be 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 summarized in a written student evaluation (see program documents) and the academic advisor reviews and discusses the evaluation with the student. This guides 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 development of a remediation plan or 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 a recommendation for immediate dismissal without a probationary period.

- **Other Evaluations and Feedback**

- The core Clinical Psychology Faculty meet weekly to discuss program issues, including student performance and progress. If a student is found to be experiencing difficulty in clinical, academic, research, or other areas at any time during the year, a special review is conducted by the faculty at that time without waiting for the annual review.
- In most courses, students receive grades on tests, examinations, and papers during the semester. Faculty 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.

- **Remediation Plans**

- When a student's performance has been judged to be less than satisfactory, either at a formal end-of-year evaluation or during an assessment of progress during the academic year, a plan for remediation is constructed by the faculty and shared with the student. The remediation plan is adapted from APA's Competency Initiatives in Professional Psychology and articulates the particular competency (ies) that the student has not developed appropriately, as well as a plan of action on the part of the student, the academic advisor, and the clinical program (see program documents below). The remediation plan also includes a description of the criteria for judging a student's improvements in the weaker areas and attaining satisfactory achievement. The faculty involved in working on the remediation plan, in conjunction with the student, determine the time frame for evaluating progress, depending on the competencies that have not been attained. At the end of the agreed-upon time frame, the student's progress is assessed using the methods documented in the remediation plan. If the student has made satisfactory

progress, the remediation plan is discontinued, though all regular ongoing evaluations will continue to be conducted and the student's continued progress assessed. If the student has not made satisfactory progress, the clinical faculty convenes to determine the next steps, which could include:

- Continued remediation work
  - Formal Academic Probation
  - Recommendation for dismissal from the program
- The Director of Clinical Training and the academic advisor then meet with the student to communicate and share the recommendations of the faculty deliberations and to provide the student an opportunity to respond.
- **Academic Probation**
    - A number of student difficulties can lead to recommendation to the Dean of the Graduate School that the student be placed on academic probation. The most common reasons that a student may be placed on probation are as follows:
      - Course grades that are below a B
      - Failure to complete comprehensive examinations by fall of the fourth year
      - Failure to meet research milestones in a timely manner
      - Inability to meet clinical competencies in a timely manner
      - Unethical behavior on campus or in a practicum placement
      - Failure to satisfactorily complete a formal remediation plan
    - If the faculty evaluation of a student's progress, using the competency benchmarks and program milestones, deems that there are serious deficiencies, a recommendation will be made to the Dean that the student be placed on Academic Probation. A formal remediation plan will be constructed to reflect the concerns of the cause for probation, actions needed by all involved, data required to assess progress, and a timeline for successful removal from probation. A letter to the Dean of the Graduate School will be written, by the Director of Clinical Training, with copies to the student and

the academic advisor, recommending academic probation and the terms of the probation.

- If a remediation plan is already in place, and additional issues are raised, the clinical faculty will convene to discuss options. Possible outcomes may include modification of the remediation plan, continue on probation, or recommendation for dismissal from the program.
- **Academic Dismissal**
  - In the case that a student has been unable to successfully complete a remediation plan, and/or remove themselves from Academic Probation, upon assessment of the student's progress by the Clinical Program Faculty, a recommendation for Dismissal may be made to the Dean of the Graduate School, following discussion of this recommendation with the student. This recommendation is only made when all efforts at supporting a student's successful progress have been exhausted and professional development is still deemed as unsatisfactory. As indicated earlier, should the student engage in unethical or unlawful conduct while a student in the Clinical Program, a recommendation for Dismissal may be made without a period of Academic Probation.
- **Readiness for practicum and internship.**
  - Part of the evaluation of students is determining when a student is qualified to undertake Practicum I (usually in the second year), Practicum II and Practicum III (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.

### **3. 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 beginning of their second year. If the student has not gained a score of 2+ by the end of their first year of study, they are expected to meet with their advisor to develop an ASL action plan. Students may take the ASLPI at the end of the summer in order to determine if they can meet the standards for Practicum I.

- Standard requirements are that all students must achieve an ASLPI rating of **3 or higher**, or successful completion of the alternative examination 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.

## Clinical Competencies

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

- Interpersonal skills and ability to work effectively with others in various roles (client, coworker, supervisor, fellow student, etc.) This includes 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 theory and methods, and the ability to work collaboratively with other disciplines
- Cultural and individual diversity and differences, and cultural competence skills
- Supervision theory and methods
- 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 apply scientific methodology
  - Being able to critically evaluate scientific literature
  - Articulating and following the steps in designing and carrying out a research project
  - Understanding and being able to develop testable hypotheses
  - 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 their 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.

#### 4.CURRICULUM WORK

##### **Course Grades**

- Satisfactory performance as reflected by a grade of B or above is required in all core courses. The Graduate School Policy is that 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. Students should be aware that Incomplete grades may jeopardize financial aid and graduate assistantship eligibility.
- 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 a 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. Students will also need to check with the Office of the Registrar to ensure that their waiver has been approved. 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 and within the Graduate School information online. Students taking internship and working on their dissertations must register for dissertation credit (PSY 900) and internship credit (PSY 999). In order to be eligible for financial aid and graduate assistantships, students may have to be registered for a full-time load (i.e., 9 credits during both the Fall and Spring semesters).

### **Research Enrollment**

- Management of student research projects is a time-consuming process for the faculty. In order to provide you with the attention you need and desire for the support of your predissertation and dissertation research, after the first year you must register for a minimum of one hour of the appropriate research course (PSY 800 for the predissertation and PSY 900 for the dissertation) in the correct section

during each semester in which you are actively working on your project, **including summer semesters**. University policy indicates that students must be registered for at least one graduate credit hour for graduate students to receive faculty mentoring for their thesis (predissertation) or dissertation research and writing, to defend a thesis proposal, to defend a thesis, to defend a dissertation proposal, and to defend a dissertation. Students are responsible to ensure that they are registered for the research hours that align with the project on which they are actively working (e.g., registering for PSY 800 when working on the predissertation and PSY 900 when working on the dissertation. Except in situations where approval has been obtained from your research advisor, students should not register for PSY 900 credits until their final predissertation project is under review of their committee. Students must be registered for dissertation credit (PSY 900) during the semester (including summer) in which they defend their dissertation.

## 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. 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.
  - 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:
    - **\*Violation of these guidelines may constitute academic misconduct and be grounds for suspension, probation, or dismissal from the program.**
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 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.
3. 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.
4. 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 that requires them to engage in clinical activities 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 or research activity. 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.
- In addition, students considering any employment position outside of their assigned graduate assistantship should discuss the prospective job with their Academic Advisor in order to develop a training plan that ensures the student is able to allocate appropriate time into his or her graduate training.
- In both situations, if the Academic 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.

## 5. PREDISSERTATION

### Research Mentor/Supervisor

- In the first year, each student will be assigned to work with a member of the clinical faculty who will function as a research mentor. When a student identifies an area of serious interest, s/he 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 faculty member of the Clinical Psychology Program, s/he will normally become the student's academic advisor. If the research supervisor is not a faculty member of the Clinical Psychology Program, a clinical faculty 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. **The chair of the project must be a member of the Clinical Psychology Program faculty. In some instances, a student may want to have another faculty member outside of the Clinical Psychology program serve as a Co-Chair. In this situation, the student must make a formal request in writing to the Clinical Faculty, indicating how the Co-Chair will help them best meet their research training goals.** The predissertation project will normally be completed by the end of the student's third year.
- In order to complete the requirements for the predissertation 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 Predissertation 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 the Clinical Psychology Program Website.

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### **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 person's 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.

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## 6. 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 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 Clinical Psychology Program faculty 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.
  - Typically, a student will have a single dissertation chairperson. As noted above, this person must be a member of the Clinical Psychology Program. At times, a person outside of the Clinical Psychology Program faculty who is otherwise qualified to chair a dissertation committee may have unique expertise or access to facilities which place them under consideration as a co-chair of the dissertation committee. Such situations will be considered on a case by case basis. The proposal for such consideration and a rationale should be submitted by the student to the Clinical Psychology Faculty and the decision to approve such a co-chair position will be made by the full Clinical Psychology Faculty. Should a person outside the Clinical Psychology Program faculty be approved as the dissertation co-chair, the co-chair who is a member of the Clinical Psychology Program faculty will function as the student's academic advisor and make all decisions related to the student's coursework, clinical experiences, and other aspects of the student's progress in the program. The role of the outside co-chair will be limited to the activities related to the student's dissertation.

### **Dissertation Committee**

- Typically, after satisfactorily completing the requirements of the Comprehensive Examination and the Pre-dissertation research project, the student will form a dissertation committee, which will have a minimum of five members. This committee is responsible for assisting with the development, approval, 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 Clinical Psychology faculty member who is the dissertation chair and at least one other committee member must be a member of the Psychology Department. Additional committee members 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 and the Graduate Dean. 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 University's Dissertation Handbook. Both the dissertation proposal and the dissertation itself should conform to the guidelines set forth in 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 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 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 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 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**

- A 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, and the results and discussion sections) 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 specific areas in which that person's 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 as specified in the **Dissertation Handbook**. 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 also be found in the **Dissertation Handbook**.

## **7. PRACTICUM**

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 the [APA website](#). 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 student and may be required by some internship programs.

### **Practicum I**

- 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. Please refer to the Communication section of this document for further information regarding communication requirements.

### **Practicum II and III (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, Gallaudet's Externship Database, and at the Washington DC Area Externship Consortium website. 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.
- Students are also expected to discuss their applications and site lists with their academic advisor to decide which types of experiences and agencies are best suited to meet the student's unique training needs, qualifications, and interests. Dr. Lori Day is currently the program's externship resource person, and she can provide supports to students as they complete the application and interview process. Each externship program selects its own trainees. In most cases, **the clinical psychology program does not place students in particular externships.**
- Any student whose externship placement continues into or occurs only during the summer semester needs to register for a minimum of one credit per site placement for the training hours to be counted toward program sanctioned clinical training hours. This ensures that you will have adequate program support for your placement and are covered under the university's risk insurance coverage.

## **8. COMPREHENSIVE EXAMINATIONS**

Students are required to take the comprehensive examinations following completion of their third year in the program. It was determined that students need the experience gained during a full year of externship in order to respond to the questions at the required

level. Thus, at this time, students will be expected to pass the written comprehensive examinations related to key content areas following the completion of their third year given completion of a full year of externship at that time. Students who have completed their third year but who have not completed a full year of externship will be considered for taking the comprehensive examination only if they have completed comparable clinical experiences prior to matriculating into the program. In order to request such consideration, the student must submit a formal request to the Clinical Faculty which documents their prior experience satisfying the externship criterion and a rationale for the student's taking the examination prior to completion of the full year of externship. The Clinical Faculty as a whole will make the determination as to the outcome of the request.

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 may be announced in conjunction with that year's schedule.

The written comprehensive examination consists of three questions that require 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. Copies of questions from previous comprehensive examinations and reference lists are posted on the Clinical Psychology Blackboard page.

Each question will be graded on a Pass/Fail basis. Determination of the outcomes for scores that do not satisfy the requirements for a Pass will be reviewed by the full clinical

faculty based on the recommendations of at least two readers. Students who receive a grade of Fail on one question will be permitted to have a re-examination in that content area. Students who receive a grade of Fail in 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 following the fourth year will be placed on formal probation with the Graduate School. 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 Proposal Defense). Exceptions to this must be approved by the student's advisor and the Clinical Faculty.

### **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.

### **Comprehensive Examination General Information**

Comprehensive Examinations are generally taken just after the completion of the third year of the program. The exact examination dates are set, with student input, during 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. **All work on comprehensive examinations, including proof reading, must be the student's own work. Absolutely no help is allowed under any circumstances.**

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 that the student demonstrate multicultural 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 citations from the literature.

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. By the 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 other's answers. You will be able to review past comprehensive examination questions to give you an understanding of what questions are often asked.

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

## **9. 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](#). 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, spring, and summer terms. You must be registered for all three terms in order to document one full year of internship on your transcript. The course number is PSY 999: Clinical Psychology Internship. Some students choose to register for more hours to maintain full-time status. 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.

## **10. 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 some 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). You do have the option to not have the President of the United States' signature on your diploma. If so, you will need to notify the registrar. Your diploma will typically arrive several 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 six 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, or delays in acquiring sign language proficiency. 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 1 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.

## **11. 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.

## **12. 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.

## **13. GRIEVANCES**

### **Grievance Policy and Procedures for Gallaudet Clinical Psychology Students**

1. Every student has the right to lodge an informal grievance to the Director of Clinical Training about a problem or relationship with a faculty member(s) or another student(s) in which behavior is perceived to be unfair or alleged harm has occurred to the student. A timely response to the student will be made within 10 business days of the initial contact. The purpose of the informal complaint presentation is to encourage and facilitate a conversation between the Director of Clinical Training and the student outlining the problem. During this conversation the Director of Clinical Training may offer advice, counsel, and brainstorm possible

solutions. The informal meeting will be considered confidential and every effort will be made to protect the student and their privacy.

2. While the informal path is the recommended first step, if the student believes that they have not resolved the problem after the informal process or if a student does not want to pursue an informal grievance, then they can file a formal grievance to the Director of Clinical Training. Formal grievances are initiated by a letter from the student, outlining the problem.
3. Once a formal grievance has been lodged, the Director of Clinical Training will assemble a Grievance Committee and serve as its Chair. The committee will convene within 10 business days of initial contact. This committee will be made up of the Department Chair, two other faculty members from the Clinical Psychology Program, two students in the program (both of different years and not in the same year as any of the students involved in the complaint), and one outside faculty member from either the Department of Counseling, the Department of Social Work, or the School Psychology Program. If the Department Chair is a member of the Core Clinical Psychology faculty, then the Department Chair will designate a faculty member from either the Undergraduate Program or School Psychology Program. A faculty member named in the complaint may not serve on the committee. This group will serve as the investigators of the grievance and will be charged with the task of finding the facts in the case and ensuring that due diligence is being given to the complaint investigation. Every measure will be taken to ensure that the privacy of all individuals involved in the Grievance will be protected. In the event that the Director of Clinical Training is the focus of a grievance, the previous Director of Clinical Training will serve in his/her stead for both informal and formal grievances.
4. The Grievance Committee will interview all parties relevant to the grievance and collect all relevant information and materials necessary for adjudicating the dispute/problem. The committee will attempt to finish their investigation within a 4-week time period, if not sooner. At least five members of the committee, including one from each constituency, must be active participants in the proceedings either in person, or by use of meeting technology (Skype, Fuze, etc.) to render a recommendation. Every effort should be made to reach a conclusion within the allotted time period.

5. Based on the outcome of the meeting, the Grievance Committee, the committee will draft formal recommendations for a resolution. The Director of Clinical Training will then convey these recommendations in writing to all relevant parties. The Director of Clinical Training will respond within three business days of the Grievance Committee recommendation.
6. If the complainant is dissatisfied with the recommendations of the committee, they can then appeal to the Chair of the Psychology Department, who will assist the student in preparing a formal grievance to the Dean of the Graduate School.
7. In the event the complaint is lodged against the entire Clinical Program, it should go directly to the Chair of the Psychology Department for informal complaints and to the Dean of the Graduate School for formal complaints.
8. For all sexual harassment and sexual offenses, please refer to:

<http://www.gallaudet.edu/title-ix-at-gallaudet-university.html>

For complaints of discrimination, please refer to:

<http://www.gallaudet.edu/af/section-2-fiscal-and-physical-resources/228-anti-discrimination-policy-and-complaint-procedure.html>

For grievances related to accommodations disabilities, please refer to:

<http://www.gallaudet.edu/eop/federal-eeo-laws/section-504ada-student-grievance-procedure.html>

The program will follow the policies set in place by Gallaudet University and will refer such issues to their respective departments and offices. These matters are serious, and as such, have other resources dedicated specifically to their cause, as well as their own process and policies for addressing them.

**Gallaudet University**  
**Department of Psychology**  
**Clinical Psychology Program**  
Ph.D. Program Courses  
A Guide for Graduate Students

## REQUIRED COURSES AND CURRICULUM

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:

<b>Area of Study</b>	<b>Hours Required</b>
Pre-Matriculation Preparation	Variable
Sign language and related areas	Variable
<b>Psychological Foundations</b>	
<u>Statistics and Research courses</u> Statistics, Statistics II, Research Methods, Research Seminar	11
Independent Research (6) and dissertation credit (6)	12
<u>Biological Bases of Behavior</u> Neuroanatomical and Neurophysiological Foundations Psychopharmacology	6
<u>Cognitive/Affective Bases of Behavior</u> Cognitive Psychology, Psychology of Emotion	6
Social bases of behavior (Social Psychology and Human Diversity)	3
<u>Individual Differences</u> Adult Psychopathology, Psychology and Deafness	6
<u>Human Development</u> Child Development, Adult Development and Personality	6
History and Systems	2
<u>Diversity</u> Multicultural and Urban Issues in Clinical Practice	3
<b>Clinical and Professional Areas</b>	
<u>Psychological Measurement/Assessment</u> Cognitive/Psychoeducational Assessment, Objective, and Projective Personality Assessment	9

<u>Psychological interventions</u> Foundations of Clinical Skills, 3 other intervention courses including Methods of Psychotherapy if not taken prior to enrollment	12
Clinical Psychology Ethics/Practice	3
Practicum I and Practicum II (externship)	12
Electives (Other courses, up to 6 hours of additional externships)	9
Predoctoral Internship (1 credit per semester and summer)	3
<b>Total</b>	<b>103</b>

### **Pre-Matriculation Preparation**

Students who are admitted to the program with deficiencies in exposure to deafness issues and/or sign language competency may be required to attend summer courses in these areas prior to enrolling. **Students who have had no sign language exposure prior to enrollment are strongly encouraged to come for the summer intensive.** This requirement will vary depending upon the student's level of competency when accepted for the program. Students without sufficient preparation in core areas of undergraduate psychology may be asked to complete specific courses prior to enrollment in order to have full status in the program. A student's status will be provisional until these requirements are fulfilled.

### **Communication Competency**

All students will be expected to display competencies in various communication areas in order to satisfactorily progress through the program and to be approved for practica and internships. Courses in sign language and other activities to build communication skills will be recommended or required as needed to assist students in achieving necessary levels of competency. Students will be assessed on an individual basis to determine communication training that may be required or recommended.

## 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 practicum

Apply for practicum in February and March – Selection for practicum is April

Select supervisor and committee members for pre-dissertation research project

Continue to finalize predissertation proposal

**Year 3**

Required and elective courses

Practicum – 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 spring

Prepare for comprehensive examination

Pass comprehensive examination

Form dissertation committee

Prepare dissertation proposal

**Year 4**

Required and elective courses

Advanced practicum

Complete dissertation proposal and qualifying examination (defense of proposal) by

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, July1 - 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**

<u>First Year Fall</u>	<u>First Year Spring</u>
712 Research Methods	703 Research Seminar
749 Intellectual Assessment	713 Statistics (II)
710 Statistics (I)	865 Personality Assessment– Projective
781 Ethics/Professional Issues	782 Foundations of Clinical Skills
834 Adult Psychopathology ASL Class as needed	836 Methods of Adult Psychotherapy ASL Class as needed
<b>Summer</b>	
866 PersonalityAssessment - Objective Proposal Lit Review	Predissertation
704 Research Seminar	
851 Group Psychotherapy (Elective Offered)	

<u>Second Year Fall</u>	<u>Second Year Spring</u>
733 Child Development	833 Adult Development
840 Neuroanatomy & Neurophysiology	8XX Intervention elective or 723 Psychology & Deafness 7xx Cognitive-Affective Course

<p>Practicum PSY 784: Therapy and PSY 785: Assessment.                  8XX Intervention Elective or PSY 862                  Multicultural when offered                  800 Individual Research</p>	<p>(Cognition or Psych of Emotion)                  PSY 786: Therapy and 787: Assessment                  800 Individual Research</p>
<p>Continue to work on Predissertation. PSY 800 (Independent Research), PSY 900 (Dissertation Research) and PSY 887 (Optional Practicum) are available each summer.</p>	

<p><u>Third Year Fall</u></p> <p>8xx Intervention Elective (Supervision, Child Psychotherapy, Hypnosis/Brief Therapy) or PSY 862                  Multicultural when offered                  PSY 800 Individual Research                  8xx History and Systems or Social Psychology                  885 Practicum II                  900 Dissertation Research (if predissertation is already completed)                  Predissertation Proposal Approved</p>	<p><u>Third Year Spring</u></p> <p>8xx Neuropsychology or Psychopharmacology                  7xx Cognitive-Affective Course (Cognition or Psych of Emotion)                  8xx Intervention Elective or PSY 862 Multicultural when offered (see 2<sup>nd</sup> Year Spring)                  886 Practicum II                  900 Dissertation Research                  Predissertation complete, First draft of dissertation proposal</p>
<p>Comprehensive Examinations. PSY 800 (Independent Research), PSY 900 (Dissertation Research) and PSY 987 (Optional Practicum) are available each summer.</p>	

<p><u>Fourth Year Fall</u></p>	<p><u>Fourth Year Spring</u></p>
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8xx Intervention Elective (see 3 <sup>rd</sup> year spring)	8xx Neuropsychology or Psychopharmacology
8xx History and Systems or Social Psychology	8xx Intervention Elective (see 2 <sup>nd</sup> Year Spring)
995 Practicum III (elective)	986 Practicum III (elective)
900 Dissertation Research	900 Dissertation Research
Complete Dissertation Proposal and Qualifying Examination	
Apply for Internship	
PSY 800 (Independent Research), PSY 900 (Dissertation Research) and PSY 987 (Optional Practicum) are available each summer.	
Complete data collection for dissertation	

Fifth Year Fall/Spring/Summer

PSY 999 Internship

PSY 900 Dissertation Research

Complete and Defend Dissertation

Degree awarded in August

Summary of Course Requirements

Clinical Psychology Program

August 2017

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 710 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

Six hours

- PSY 752 Cognitive Psychology (3)
- PSY 762 Psychology of Emotion (3)

Social Aspects of Behavior

- PSY 809 Social Psychology and Human Diversity (3)

Diversity

- PSY 862 Multicultural and Urban Issues in Clinical Practice (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 &amp; 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

Psychological Consultation

Child Clinical Psychology Treatment Methods

Hypnosis and Brief Psychotherapy

Introduction to Clinical Supervision

Group Psychotherapy

Electives

Nine 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 885-7 Clinical Psychology Externship (3, 3, 3)

PSY 985-7 Clinical Psychology Externship (3, 3, 3)

PSY 999 Clinical Psychology Internship (1)

(Students must register for a minimum of one hour each semester and summer)

## 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, tables for group and individual work, a refrigerator, and a microwave. Each student is assigned a locker where you can leave your personal items or books. Do not leave work or personal belongings on the tables. 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 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. Please be courteous and clean up after yourselves. **NO DIRTY DISHES OR DIRTY MICROWAVE PLEASE.**

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:

- Don't take anything out of another person's mailbox without specific permission from that person.
- Don't read or open anything in another person's mailbox without specific permission from that person.
- 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: 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. You are responsible for looking out for emails from the Graduate School, announcing support from the Graduate Student Travel Fund. The Psychology Department has very limited travel support funds. If you are unable to obtain support from the Graduate School, please make a formal request from the Program Director. Also, please see Ms. Renee' Smith, the program support specialist, for a Student Travel Request Form.

### **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 the clients served at CAPSS are deaf or hard of hearing. The Director is Dr. Lauri Rush. Dr. William Kachman is Director of Assessment and Children's Services. Dr. Mary Hufnell is the Director of Training.

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 **only** allowed to teach during 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 financial support 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.

**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**

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 curricula 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.

### **Classroom Discussion Policy**

In this era of increased intensity around discussions of diversity, including differing political opinions, it is especially critical for psychologists to be mindful of the impact of their words and behavior on their colleagues and those with whom they work. It is all of our job to work diligently at being courteous, civil, and respectful to everyone, particularly while discussing topics that may provoke intense personal reactions. While lively debate, disagreement, and discourse are the centerpiece of academic life, these must be tempered with respect, empathy, and mindfulness. This is the goal for all of us.

## **Sign Language Evaluation Equivalency Procedures**

### **Clinical Psychology Program Department of Psychology Gallaudet University August 2017**

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. Students are encouraged the GU-ASLPI once a semester until they achieve the milestones discussed below. It is important to note that there is generally no benefit to students to take the GU-ASLPI more than one time per semester as language development requires time and experience..

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 Procedures

- Competencies for Practicum (Clinical Practicum I PSY 786/787)

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 is required to enter practicum (PSY 785) and be assigned therapy clients. Students with a GU-ASLPI of 2 may register for the course but will not be assigned therapy or assessment cases with D/deaf signing clients until the required competency is demonstrated. Students who do not achieve a GU-ASLPI of 2+ during PSY 785 may apply to take the Alternative Sign Language Assessment Level I. If students have not achieved a GU-ASLPI of 2+ or passed the Alternative Sign Language Assessment Level I by the end of PSY 785 they will be assigned a grade of Incomplete and must satisfy all course requirements before they are allowed to register for PSY 786.

#### Procedures of the Alternative Sign Language Evaluation I:

If a GU-ASLPI of 2+ is not achieved, then students will be allowed to demonstrate their skills via an alternative evaluation consisting of a structured developmental interview such as the BASC-3 and administration of the information and vocabulary subtests of the WAIS.

- 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.

- Procedures for Alternative Sign Language Evaluation II:

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 clinical interview and administration of the WAIS-IV Vocabulary and Information subtests provided that:

- Students can show evidence of having taken the GU-ASLPI on a regular basis (e.g., every semester) in an effort to achieve a score of 3
- 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 a current rating of 2+ will 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.

**Clinical Communication Evaluation  
Clinical Psychology Program  
Department of Psychology**

Student \_\_\_\_\_ Date \_\_\_\_\_

Observer \_\_\_\_\_

Understanding of what client says	Acceptable for clinical setting Borderline Inadequate for clinical setting
Comments	

Clarity of communication to client (include goodness of fit to client's communication style and level).	Acceptable for clinical setting Borderline Inadequate for clinical setting
Comments	

Rapport with client (evaluate presence of appropriate behaviors to develop and maintain rapport).	Acceptable for clinical setting Borderline Inadequate for clinical setting
Comments	

How does the student manage any communication difficulties that occur?	Acceptable for clinical setting Borderline Inadequate for clinical setting
Comments	

Overall adequacy of communication	Acceptable for clinical setting Borderline Inadequate for clinical setting
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**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. In order to qualify for a consortium course, you will need to plan early and to be diligent about following up with the Graduate School.

### **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](http://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](http://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](http://www.agbell.org)