GALLAUDET
U N I V E R S I T Y

Department of Psychology

Clinical Psychology PhD Program

Program Handbook

2021-2022

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PART 1

WELCOME AND INTRODUCTION

Welcome to the Clinical Psychology Doctoral Program at Gallaudet University, a program that offers superior training in the field of Health Service Psychology and a focus on learning about and working with deaf, hard of hearing, deafblind, and deafdisabled (DHHDBDD) people across the lifespan, who also represent diverse identities, cultures and lived experiences. Our program provides a comprehensive training curriculum that covers the following major areas set forth by the American Psychological Association Commission on Accreditation (APA CoA): discipline-specific knowledge, profession-wide competencies, and advanced integrative knowledge. We use a competency-based evaluation system. Student progress is monitored and feedback is provided based on the core knowledge and skills attained in the three areas mentioned above. The Clinical Psychology Doctoral Program is fully accredited by the American Psychological Association Commission.

Every year, new students are provided an electronic copy (paper copy upon request) of the latest edition of the Clinical Psychology PhD 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 in the program. It will describe your program of study from start to finish and you will use it as a guide for the next several years. Occasionally, we distribute more detailed information about some aspect of the program including any new policies or procedures. When you receive new information, please add it to your handbook materials so you can easily find up-to-date references on policies, procedures, and program requirements. New information also will be posted to the web version of the Handbook. The Handbook you receive your first year is the most important for you, because it explains your particular course of study. Any substantial changes made to the program after you enter that have been shared with the Gallaudet Council of Graduate Education (CGE) and APA will also be shared with you. There are other sources of information, support, and guidance that you can and should use during your time at Gallaudet. Each year the University updates the Gallaudet University Graduate Catalog and Academic Graduate Calendar. Another primary source of information and support is your academic advisor. Your advisor is responsible for helping to orient you to the program, identify resources needed for success, and develop an individualized plan of study that includes guidance regarding course selection, language and communication goals, externship and internship applications, guidance with research projects, and career planning. You are strongly encouraged to consult with your advisor frequently throughout the first year and beyond, and not only when you are registering for classes. Graduate school is very different from undergraduate education in that you will be working closely with the core faculty of the program.

Another major source of information and support for you, especially during your first years in the program, is your fellow students. You and your peers 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 and individual student mentors are very important and result in long-term friendships and professional relationships. You also can expect to receive help, advice and encouragement from the advanced students. They are typically happy to share their experiences if you reach out to them.

We also recognize that you are entering graduate school during uncertain times, which include the major health crisis occurring in this country and the world. However, our experiences to date lead us to believe that we can return to campus at this time and provide you with a high-quality education. This academic year, the University intends to hold almost all courses and activities on campus. As we are returning to campus after many months of remote education, the University currently is requiring proof of COVID vaccination or a medical waiver, weekly onsite COVID testing free to all students, and the use of PPE and social distancing as defined by the University -- the latter of which may change on a weekly, if not daily, basis. Thus, we will work hard as a program to support faculty interactions, class participation, and the development of your research and clinical skills in light of the current health and safety requirements, as well as any changes to them that are made during the year. We encourage you to read all University electronic announcements regarding COVID, visit the electronic University return-to-campus website, and follow Washington, D.C. health announcements regarding the pandemic and related regulations.

As Director of Clinical Training (DCT), I am happy to be a resource and to chat with you about program requirements or about any program-related issues that may concern you. Feel free to email or stop by my office.

I wish you a successful first year!

Lawrence Pick, Ph.D., ABPP
Professor of Psychology
Director of Clinical Training

INFORMATION ABOUT OUR ACCREDITATION

The Clinical Psychology Program has been continuously accredited by the American Psychological Association (APA) Commission on Accreditation (CoA) since 1995. The most recent CoA site visit occurred in 2018 and the next site visit is scheduled for 2028. To maintain our accreditation, we must show that we provide students with training in the discipline-specific knowledge, profession-wide competencies and advanced integrative knowledge necessary for the range of activities in which clinical psychologists may be involved, as well as our specific focus on working with DHHDBDD individuals and communities. Accreditation also requires that faculty and students follow the requirements of the APA Ethical Principles and Code of Conduct in their academic and professional activities. Faculty qualifications, student records, course contents, and student research (including pre-dissertations and dissertations), as well as clinical (practicum, externship, and internship) experiences are all reviewed annually. To make sure we offer current information and training, we regularly review and update the curriculum and course syllabi. Additionally, we send annual reports to the APA. 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 202-336-5979, and their web address is https://www.apa.org/ed/accreditation/about/coa/ .

PROGRAM GOVERNANCE

The program also has been approved by the University Council on Graduate Education (CGE) and Faculty Senate, and these governing bodies review any significant changes made to the curriculum, courses, and or program of study. Additionally, the program faculty meets regularly 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, as well as their experiences in the ever-changing field of Health Service Psychology. You can expect that we also will ask for your input through evaluations of your classes and other experiences, such as program meetings and special committees (e.g., Social Media and Diversity and Social Justice). Dates and times for program meetings and special colloquium vary each semester and are announced at the beginning of each semester. You can also attend faculty meetings, although there are times when meetings or parts of meetings may be closed to students to respect the privacy and confidentiality of students and faculty. Ask the DCT when program faculty meetings are held, as the schedule changes from semester to semester. The program also has retreats that include both faculty and students.

EVALUATIONS OF FACULTY AND STUDENTS

Evaluation of your performance and that of others is an important professional skill that you will have the opportunity to develop. As a first-year student, you will receive evaluative feedback from your instructors and in later years, evaluations of your clinical work during practicum (externships) and predoctoral clinical internship. A summary evaluation is provided to you by the program faculty at the end of your first and second semesters. In subsequent years, you will receive an annual evaluation each summer. You will review the evaluation with your academic advisor, have the opportunity to provide feedback on it, and then it will be placed in your permanent program file. Subsequent to this review, you and your academic advisor will sign the evaluation electronically before it is forwarded to the DCT for their signature.

Students also will be involved in evaluating their instructors, clinical supervisors, and the program. In academic courses, you will be asked to complete anonymous surveys at the end of the semester. Cumulative ratings and comments are shared with the instructor once grades have been posted in Bison. During the first practicum year, you will receive several evaluations each semester from your clinical supervisors, which will be shared with the DCT. During advanced practicum, your primary clinical supervisor will be asked to complete an evaluation of your performance at the end of each academic semester, which also is shared with the DCT and placed in your file.

In the context of professional interactions, we expect that feedback and evaluation from any source (students, faculty or clinical supervisors) 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 a maximal chance of assisting the person being evaluated to improve their performance. This can be a challenging skill to develop and requires 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.

Additionally, 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. If you are consistently not meeting deadlines for major program milestones and or are demonstrating issues with academic integrity, you will develop a remediation plan with your advisor and the DCT, which will be reviewed each semester until there is no need to continue the plan (see below for more detail). The purpose of such a plan is to identify the necessary supports to assist you in successfully completing the program.

PART 2

FACULTY LIST AND BIOGRAPHIES
Clinical Psychology Program Core Faculty

Carolyn A. Corbett, Ph.D., Professor
Dr. Corbett has worked at Gallaudet University since 1988. She was first employed as a psychologist in the University Counseling Center. In 1993, she joined the faculty of the Doctoral Program in Clinical Psychology. She was the Director of Clinical Training from 2014 to 2019. 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 include projects focusing on high-risk behaviors in Deaf adolescents, emotional experiences of Deaf college students, psychological stress in sign language interpreters, and resiliency in Deaf trauma survivors. She is a licensed psychologist providing forensic assessment services.

Lori Day, Ph.D., Professor
Dr. Day received her PhD from the Gallaudet University Clinical Psychology Doctoral Program 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's research interests include families with deaf and hard of hearing children, Parent-Child Interaction Therapy (PCIT), and the training pipeline for deaf and hard of hearing students. She is a licensed psychologist providing pediatric assessment services and individual and family behavioral therapy.

Cara Miller, Ph.D., Assistant Professor
Dr. Miller is an alumna of the Gallaudet University 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. She is a licensed psychologist providing individual therapy for adults.

Lawrence Pick, Ph.D., ABPP, Professor & Director of Clinical Training
Dr. Pick received his PhD from the Neuropsychology Subprogram-Clinical Track at the Graduate School and University Center of the City University of New York. He joined the Doctoral Program in 2009 and became the Director of Clinical Training in 2020. His current research program focuses on: 1) the development and adaptation of culturally- and linguistically-appropriate and accessible psychological and neuropsychological tools for use

with deaf and hard of hearing individuals across the lifespan and 2) evaluation and dissemination of culturally responsive services to DHHDB individuals. His clinical work includes assessment (psychological, neuropsychological, and forensic) and individual and family psychotherapy following humanistic and cognitive-behavioral orientations. He is a licensed psychologist, ABPP diplomate in clinical neuropsychology, and a certified school psychologist in New York state.

Kathryn Wagner, Ph.D., Assistant Professor
Dr. Wagner joined the core faculty in 2019. They received their PhD in Clinical Psychology from Duquesne University in 2016 and completed a postdoctoral fellowship in LGBTQ+ Healthcare at the Bedford Veteran's Affairs Hospital. They are trained in a range of evidence-based psychotherapies, including psychodynamic, cognitive processing therapy for PTSD, acceptance and commitment therapy, dialectical behavioral therapy, and couples therapy. Their current research interests include: qualitative research on the lived experience of deaf/HOH and blind psychotherapists; the disparities that LGBTQ+ people face when trying to access healthcare resources, especially transgender people of color or those who identify as having a disability or deaf/HOH; transference and countertransference issues that arise in supervision when one member of the dyad is d/Deaf and one is hearing; and accessibility and interviewing practices within qualitative research. They are a licensed psychologist providing individual and couples therapy.

Associated Faculty in the Department of Psychology

Sherry Eyer, Ph.D., Associate Professor, School Psychology Program
After 15 years as a school psychologist in Northern Virginia, Dr. Eyer joined the faculty at Gallaudet University Specialist Program in School Psychology in 2014. Her research interests include the identification of factors that predict literacy, numeracy, and social skill outcomes among deaf and hard of hearing students. She also researches the impact of social media on adolescent mental health and functioning. She is a licensed psychologist and nationally certified school psychologist.

Daniel Koo, Ph.D., Professor, Undergraduate Psychology Program and School Director for the School of Human Development and Well-Being
Dr. Koo received his PhD in Brain and Cognitive Sciences from the University of Rochester in 2003. He also 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. He serves as a committee member on dissertation projects.

Deborah Maxwell-McCaw, Ph.D., Professor and Program Director of the Undergraduate Psychology Program
Dr. Maxwell-McCaw received her Master's Degree in School Counseling from Gallaudet University and her doctoral degree in Clinical Psychology from George Washington University. She currently is the Program Director of the Undergraduate Psychology major.

Her research interests are in deaf identity and the measurement of acculturation in Deaf and Hard of Hearing people. She serves as a committee member on dissertation projects.

Deborah Schooler, Ph.D., Professor, Undergraduate Psychology Program
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. She serves as a committee member on dissertation projects.

Tania Thomas-Presswood, Ph.D., Professor and Director of the School Psychology Program
Dr. 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. She co-supervises cases for practicum students and serves as a committee member on dissertation projects. She is a licensed psychologist and a nationally certified school psychologist.

Robert Whitaker, Psy.D., NCSP., ABSNP, Assistant Professor, School Psychology Program
Dr. Whitaker joined the core faculty in 2019. He received his BS in Psychology at St. Francis University of Pennsylvania, his Masters in Developmental Psychology and Specialist in School Psychology at Gallaudet University, and his Doctoral degree in School Psychology at the Philadelphia College of Osteopathic Medicine. Dr. Whitaker has worked for over 20 years as a school psychologist with deaf/hard of hearing students. His research interests focus on psychological assessment, child development, and brain-based neuropsychological approach to school psychology. He serves as a committee member on dissertation projects. He is a nationally certified school psychologist.

Other Contributing Faculty

Talibah Buchanan, Ph.D., Adjunct Professor
Dr. Buchanan completed her BA in psychology and theatre from Cornell University and her PhD in Clinical Psychology at Gallaudet University in 2006. Currently, she is a clinical and forensic psychologist and the director of psychology training as a local maximum-security forensic hospital. She also has a private practice focusing on assessment services and individual, couples, and family therapy. She has been an adjunct faculty for the Clinical Program since 2007.

Nicholas Gala, Ph.D., Adjunct Professor
Dr. Gala is a licensed clinical psychologist who has significant experience with forensic neuropsychological assessment. He graduated from Gallaudet University in 2017 earning his Doctoral degree in Clinical Psychology.

Amarylis Galloza-Carrero, Ph.D., Adjunct Professor
Dr. Galloza-Carrero grew up in Puerto Rico. She completed her undergraduate studies in psychology at the University of Puerto Rico and completed the PhD program in Clinical Psychology at Gallaudet University in 2018. Her clinical work has focused on drug and alcohol addiction, forensic assessment of Hispanic/Latino individuals, and psychotherapy for severe trauma.

Mary Hufnell, Psy.D., Clinical Supervisor
Dr. Hufnell received her PsyD in Clinical Psychology from the Virginia Consortium Program in Clinical Psychology. She recently retired after serving as the Coordinator of Training at the Gallaudet University Counseling and Psychological Services. She continues to provide clinical supervision and serve on dissertation committees.

LaNina Mompromier, Ph.D., Adjunct Professor/Clinical Supervisor
Dr. LaNina Mompremier received her PhD in Clinical Psychology from Gallaudet University. She was formerly the Coordinator of Training at the Gallaudet University Counseling and Psychological Services. Currently, she is in private practice as a psychologist working with deaf and hard of hearing adults.

Regina Nuzzo, Ph.D., Professor, STEM
Dr. Nuzzo has a PhD in Statistics from Stanford University and a graduate certificate in Science Communication from the University of California Santa Cruz. She has taught graduate and undergraduate statistics at Gallaudet since 2006. Her areas of specialty include research reproducibility, cognitive biases during the research process, clear writing for scientists, and statistics communication.

Lauri Rush, Psy.D., Director of Counseling and Psychological Services
Dr. Rush received her doctorate degree in Clinical Psychology in 1991 from Rosemead School of Psychology at Biola University in California and has provided psychological services to deaf individuals and families for over 25 years. She is a licensed psychologist and has worked as a psychologist at the Gallaudet University CAPS and as the supervisor of counseling services at the California School for the Deaf in Fremont. Dr. Rush has been the Director of CAPS (formally known as the MHC) since 1995.

SooHyun Tak, MA, LPC, Assistant Professor, Counseling Department
Originally from South Korea, SooHyun Tak immigrated to the United States with her family for better life and deaf education opportunities. Upon graduating from Gallaudet University with a Master's degree in Clinical Mental Health Counseling, she worked in the fields of advocacy and counseling services for deaf, hard of hearing, and deaf-blind individuals. Ms. Tak returned to Gallaudet University in 2013, bringing her rich fieldwork

experience to the Department of Counseling where she works as a Clinical Mental Health Counseling faculty member. She is a licensed counselor.

Cheryl Wu, Psy.D., Professor and Director of School Counseling, Counseling Department
Cheryl L. Wu is a hard of hearing, first generation Chinese-American. She is a licensed psychologist and the Director of the School Counseling Program in the Department of Counseling at Gallaudet. She received her Master's degree in Mental Health Counseling from Gallaudet, and a Psy.D. in Clinical Psychology with a multicultural and community emphasis from the California School of Professional Psychology-Alameda campus. Her areas of specialization include racial-cultural identity development, cross cultural communication skills training, multicultural and social justice counseling competencies, Asian American Mental Health; and the promotion of culturally responsive services with culturally and linguistically diverse families with deaf/hard of hearing children.

Professors Emeritus/Emerita/Retired

Patrick J. Brice, Professor, Professor Emeritus
Dr. Brice received his PhD from the University of Illinois-Chicago in 1983 and taught in the Department of Counseling at Gallaudet before joining the Psychology Department in 1995. He served as Director of Clinical Training from 2000 to 2013. He had extensive experience and specialized in assessment of and psychotherapy with deaf children. His clinical orientation was psychoanalytically informed, but utilized brief and alternative psychotherapy treatment approaches. Dr. Brice's research interests included the study of attachment issues in families with deaf children, including adult attachment perspectives, and the assessment of self-regulation in deaf children. He retired in 2018.

Virginia Gutman, Ph.D., Professor Emerita
Dr. Gutman received her PhD from Duke University in 1973 in Clinical Psychology. 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 the Doctoral Program (1990-1999) and also served as Chairperson of the Department from 2001 until 2008. Her clinical orientation combined psychodynamic and cognitive-behavioral approaches. 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. Dr. Gutman retired from Gallaudet in 2008.

Irene W. Leigh, Ph.D., Professor Emerita
Dr. Leigh received her PhD degree in Clinical Psychology from New York University in 1986. From 1985 to 1991 she worked at the Lexington Center for Mental Health Services. 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 related 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, <u>Psychotherapy for Deaf Clients from Diverse Populations,</u> and co-authored <u>Cochlear Implants in Children: Ethics and Choices</u>. Dr. Leigh retired in 2012.

Donna Morere, Ph.D., Professor, Retired
Dr. Donna Morere has been involved in the field of deafness since 1986, joining the faculty in the Clinical Psychology Program in 1990. She taught courses in research methods, cognition, neuropsychological assessment, psychopharmacology, health psychology and gerontology. She also supervised the assessment work of the graduate students Dr. Morere's research interests included 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 literacy in deaf children. Dr. Morere retired in 2020.

Administrative Staff

Renee' Smith, M.A., Program Support Specialist
Ms. Renee' Smith is the Program Support Specialist for School I and the Clinical Psychology Program. Ms. Smith provides support to the program, faculty and students, and is an integral part of the daily operations of the Doctoral Program.

PART 3

PROGRAM REQUIREMENTS AND CURRICULUM

PROGRAM MODEL AND TRAINING GOALS/OBJECTIVES

The Gallaudet University Doctoral Program in Clinical Psychology is designed to include four years of full-time course work and a one year of a full time predoctoral clinical internship. A total of five years is anticipated from matriculation into the program through internship and graduation. Many students complete all required courses and clinical experiences within 5 years, but some individuals require an additional year or two to finish the program, because they need more time to complete their research projects and or achieve sign language, communication and or cultural competencies.

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 as they pertain to deaf and hard of hearing people. The program of study and curriculum includes (1) courses and experiences in core areas of psychology that provide the foundational knowledge, skills and tools to be a psychologist, including methods of research and statistical analysis, (discipline-specific knowledge and advanced integrative knowledge), (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 (profession-wide competencies), and (3) courses and experiences that develop and expand upon knowledge and skills specific to the field of deafness, as well as understanding and working with deaf and hard of hearing people (program-specific knowledge and competencies). The result is a program that evenly balances the training and experiences in areas of scholarly research with those of clinical science and 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 (i.e., readiness for practicum, internship, and entry to practice):

GOAL/OBJECTIVE		
1. Graduates will conduct themselves in a manner that reflects the values and attitudes of psychology; demonstrate awareness and sensitivity in working professionally with diverse individuals, groups, and communities; apply ethical and legal concepts in professional activities; and practice personal and professional self-awareness.		
READINESS FOR PRACTICUM	**READINESS FOR INTERNSHIP**	**READINESS FOR ENTRY TO PRACTICE**
1A. Honesty, personal responsibility and adherence to professional values		
Understands professional values; honesty; and responsibility	Demonstrates adherence to professional values as a psychologist-in-training; and recognizes situations that challenge adherence to professional values	Monitors and independently resolves situations that challenge professional values and integrity
1B. Demeanor		
Understands how to conduct oneself in a professional manner	Communication and behavioral conduct are professionally appropriate across educational and clinical settings	Conducts self in a professional manner across a variety of different settings and situations
1C. Accountability		
Accountable and reliable	Accepts responsibility for own actions	Independently accepts personal responsibility across different settings and contexts

1D. Cultural Diversity		
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
1E. Knowledge of Ethical, Legal, and Professional Standards and Guidelines		
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
1F. Ethical Conduct		
Displays ethical attitudes and values	Integrates own moral principles and ethical values in professional conduct	Independently integrates ethical and legal standards with all competencies
1G. Reflective Practice and Self-Assessment		
Displays basic self-awareness; and engages in initial self-assessment regarding core competencies	Displays broadened self-awareness; engages in reflection regarding professional practice; and demonstrates broad, accurate self-assessment of competence	Demonstrates reflectivity both during and after professional activity; accurately self-assesses competencies in all competency domains; and recognizes limits of knowledge and skills

2. Graduates will relate effectively and meaningfully with individuals, groups, and/or communities.

2A. Interpersonal Relationships		
Displays interpersonal skills	Forms and maintains productive and respectful relationship with clients, peers, colleagues, supervisors and professionals during educational and clinical training experiences	Forms and maintains effective relationships with a wide range of clients, colleagues, organizations and communities
2B. Affective Skills		
Displays affective skills	Negotiates differences and handles conflict satisfactorily; and provides effective feedback to others and receives feedback in an open and respectful manner	Manages difficult communications; and possesses advanced interpersonal skills
2C. Expressive Skills		
Communicates information, ideas, and feelings clearly using verbal, nonverbal, and written skills	Communicates information, ideas, and feelings clearly using verbal, nonverbal, and written skills in a professional context; and demonstrates a clear understanding and use of professional language	Verbal, nonverbal, and written communications are informative, articulate, concise, sophisticated, and well-integrated; and demonstrates thorough grasp of professional language and concepts

3. Graduates will demonstrate knowledge of the Science of Psychology and of research/analytic methods.

3A. Scientific Foundation of Professional Practice

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 to practice

3B. Scientific Literature

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

3C. Scientific Method

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

3D. Research Questions		
Demonstrates the ability to generate appropriate null and alternative hypotheses to investigate research questions and or pose research questions appropriate to qualitative research paradigms	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
3E. Quantitative and Qualitative Methods		
Is able to explain the difference between qualitative and quantitative research paradigms	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
3F. Dissemination of Research Findings		
Demonstrates preliminary knowledge and skills in the development of materials for professional dissemination	Prepares research findings for submission as a poster or presentation at a university-based, local or national conference of a professional organization or as a journal submission	Presents a poster or a formal presentation at a university-based, local or national conference of a professional organization and or has a paper accepted for publication; and successfully defends dissertation

4. Graduates will demonstrate integration and application of research, theory, and methods of practice in clinical psychology.

4A. Graduates will demonstrate knowledge of research bases for professional practice in psychology

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

4B. Graduates will demonstrate knowledge and application of theoretical bases underlying major evidence-based psychotherapy orientations

Demonstrates basic knowledge of the theoretical bases underlying the practice of psychotherapy	Consistently formulates and conceptualizes cases utilizing at least one evidence-based orientation	Demonstrates in-depth understanding of evidence-based orientations and techniques based on the client's presenting problem
Demonstrates the ability to formulate an evidence-based psychotherapy treatment plan	Implements an evidence-based psychotherapy treatment plan based on client's 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's progress
Demonstrates basic knowledge of methods to examine intervention progress and outcome	Evaluates treatment progress and modifies treatment planning as indicated, using established outcome measures	Consistently evaluates treatment progress and modifies treatment planning as indicated, even in the absence of established outcome measures

4C. Graduates will be able to complete administrative aspects of the psychotherapy process		
Demonstrates understanding of APA Ethical Standards and HIPAA requirements related to psychotherapy	Prepares appropriate treatment documentation and database entries for psychotherapy clients; completes termination summaries and all documentation following APA Ethical Standards and HIPAA requirements with supervisory support	Manages all documentation including billing, related to psychotherapy clients, following APA Ethical Standards and HIPPA requirements with limited or no supervisory support
4D. Graduates will demonstrate knowledge and application of theoretical bases underlying test selection and standardized test administration procedures		
Demonstrates basic knowledge of test selection and standardized test administration procedures based on client presentation	Demonstrates a developing ability to discuss and select appropriate tests and standardized test administration procedures based on client presentation	Independently selects an appropriate test battery based on client presentation
Administers tests according to standardized procedures	Administers and tests according to standardized procedures for a limited set of populations	Administers tests according to standardized procedures for a variety of populations
Understands how to score tests and is able to conceptualize the process of case interpretation and writing of reports	Scores and interprets tests for a limited set of populations with supervisory support; and prepares drafts of psychological assessment reports integrating feedback from supervisor	Independently scores and interprets tests for a variety of populations; and prepares final psychological evaluation reports with minimal revisions required

4E. Graduates will be able to complete the administrative aspects of the psychological assessment process		
Demonstrates understanding of APA Ethical Standards and HIPAA requirements related to psychological assessment	Prepares appropriate documentation and database entries for assessment clients; completes all database entries and documentation following APA Ethical Standards and HIPAA requirements with supervisory support	Manages all documentation including billing, related to assessment clients, following APA Ethical Standards and HIPPA requirements with limited or no supervisory support
5. Graduates will demonstrate knowledge of supervision and consultation.		
5A. Graduates will have a foundation in the theory and methods of supervision		
Demonstrates awareness of theoretical models and approaches to effective supervision	Demonstrates knowledge of theoretical models and approaches to effective supervision	Demonstrates comprehensive knowledge of theoretical models and approaches to effective supervision
Demonstrates awareness of ethical and legal issues essential to effective supervision process	Demonstrates knowledge of ethical and legal issues essential to effective supervision process	Demonstrates comprehensive knowledge of ethical and legal issues essential to effective supervision process
Demonstrates awareness of factors affecting the quality of supervision	Demonstrates basic knowledge of factors affecting the quality of supervision	Demonstrates advanced knowledge of factors affecting the quality of supervision

5B. Graduates will demonstrate an understanding of the process of supervision		
Demonstrates basic knowledge of expectations for supervision	Prepares appropriately for supervision; and demonstrates the ability to anticipate issues that may arise during supervision;	Demonstrates the ability to anticipate complex and or unique issues that may arise during supervision; and 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 supervisors	Demonstrates the ability to establish collaborative working relationships with 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 interactions with peers
Initiates discussion with faculty of personal reactions to anticipated work with clients	Initiates discussion with supervisor of own reaction to clinical work	Initiates discussion and generates solutions when working with supervisors
5C. Graduates will have a foundation in the theory and methods of consultation		
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

5D. Graduates will demonstrate an understanding of the process of consultation

Demonstrates basic knowledge of expectations for consultation	Prepares appropriately for consultation; and demonstrates the ability to anticipate issues that may arise during consultation	Demonstrates the ability to anticipate complex and or unique issues that may arise during consultation; and 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 establish collaborative working relationship with other professionals, consumers, and agencies

6. Graduates will demonstrate competence to work with deaf and hard of hearing clients.

6A. Graduates will demonstrate language and communication knowledge and skills needed for effective clinical services to deaf and hard of hearing clients

Demonstrates consistent efforts via courses and or community activities to develop spoken and sign languages knowledge and skills	Is able to establish and maintain communication using spoken or sign languages during interactions with deaf and hard of hearing clients, colleagues, and community groups	Communicates with little to no difficulty using spoken or sign languages during interactions with deaf and hard of hearing clients, colleagues, and community groups

Completion of Clinical Language Course Requirements - Spoken English may be rated N/A. Written English and ASL are required of all students
 	
Program Cognitive Assessment
  English:
  ASL:
Program Personality Assessment
  English:
  ASL:
Program Clinical Interview/Basic Therapy Skills
  English:
  ASL:
 	
American Sign Language Proficiency Interview (ASLPI) score of 2+
ASLPI Dates:
ASLPI Scores:
	Practicum I Competencies - Spoken English may be rated N/A. Written English and ASL are required of all students
	
	Practicum I-Assessment
	  English:
	  ASL:
	Practicum I-Intervention
	  English:
	  ASL:
	
	ASLPI score of 3 or better and or successful completion of the Clinical Sign Language Evaluation (CSLE)
	
	ASLPI Dates:
	ASLPI Scores:
	
	CSLE Date:
	CSLE Rating:
		Continues development and use of English and ASL during interactions with deaf and hard of hearing clients, colleagues, and community groups

6B. Graduates will be able to demonstrate an understanding of deaf and hard of hearing lived experiences, as well as their own hearing status identity,		
Define the Deaf and hard of hearing communities and related cultural considerations	Demonstrates basic knowledge of the deaf and hard of hearing individual and related identities, as well as familial, community and cultural considerations	Demonstrates advanced and integrative knowledge of the deaf and hard of hearing individual and related identities, as well as familial, community and cultural considerations
Define and identify own hearing status, identity(ies), and culture(s)	Discusses and recognizes the impact of their hearing status, identity(ies), and culture(s) on clinical work with deaf and hard of hearing individuals and communities	Engages in ongoing and in-depth exploration of their hearing status, identity(ies), and culture(s); and the related impact on clinical work with deaf and hard of hearing individuals and communities

6C. Graduates will have experience with and have demonstrated competency in clinical services with deaf and hard of hearing individuals

Defines the foundational knowledge and clinical skills needed to work with deaf and hard of hearing individuals	Demonstrates the ability to formulate cases and clinical interventions for deaf and hard of hearing individuals from a developmental perspective	Demonstrates advanced case formulation and treatment planning for deaf and hard of hearing individuals
Demonstrates basic knowledge of evidence-based psychotherapy for work with deaf and hard of hearing individuals	Demonstrates competency in conducting evidence-based psychotherapy with deaf or hard of hearing individuals in their preferred languages with supervisory support	Formulates and implements evidence-based psychotherapy with deaf or hard of hearing individuals with minimal or no supervisory support
Conceptualizes the administration of a standardized testing battery to deaf and hard of hearing individuals	Selects, adapts, and administers full battery assessments to deaf and hard of hearing individuals using cognitive, objective, and projective techniques in their preferred language with supervisory support	Demonstrates the ability to recognize the individual clinical and communication needs of deaf and hard of hearing individuals; and selects, adapts, and administers test batteries accordingly with minimal to no supervisory support.
Score and interprets test findings; and generate mock reports for deaf and hard of hearing individuals	Scores, interprets, and drafts psychological reports for deaf and hard of hearing individuals, and provides feedback in their preferred language, with supervisory support	Scores, interprets, and drafts psychological reports for deaf and hard of hearing individuals, and provides feedback in their preferred language, with minimal to no supervisor support

Our training curriculum consists of coursework, research experiences, and clinical training. In addition, some students become involved in other professional activities, such as participation in research laboratories, program-related projects, graduate assistantships, and teaching assistantships that contribute to their development. All courses and training experiences in the program address one or more of the above-mentioned training goals and objectives.

PROGRESS TOWARD DEGREE

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 PhD programs in clinical psychology, has a large number of required courses, and successful completion of all of them is necessary for obtaining the degree. The program also requires research, clinical experiences, and involvement in the activities and programs of the department such as colloquia, student-faculty program meetings, and workgroups. Satisfactory achievement in all required competencies is necessary for a student to be retained in the Clinical Psychology Program, and eventually granted a doctoral 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 and competencies you will need to become a clinical psychologist, and to learn to manage the personal and professional demands of the 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.

OVERVIEW OF PROGRAM MILESTONES
This section is intended as a summary of major learning activities and outcomes, as well as related timelines for students as they progress through the Clinical Psychology Program. More detailed information is provided in subsequent pages.

- **Successful Progress Towards Completion of Coursework**
    - Completion of required all coursework with a grade of "B" or above during Years 1-4.

- **Pre-dissertation Research Project**
    - Committee-approved Pre-Dissertation Proposal no later than the end of the Spring semester during the 2nd year of study. Committee-approved final Pre-Dissertation Project completed no later than the end of the Spring semester during the 3rd year of the program.

- **Language and Culture Competencies**
    - Completion of English and ASL clinical competencies in Assessment (Cognitive and Personality) and Clinical Foundations courses by July 1st of the 1st year.
    - ASLPI score of 2+ by June of the 1st year
    - Successful completion of Psychology and Deafness course and Practicum I: Assessment and Therapy courses
    - ASLPI score of 3 or completion of the Clinical Sign Language Evaluation by July 1st of the 4th year

- **Practicum I and Practicum II and III (Externship II and III)**
    - o Students participate in Practicum I experience at Gallaudet Counseling and Psychological Services (CAPS) (usually in the 2nd year, but possibly during the 3rd year if language, communication, and cultural competencies have not been satisfied by the end of the 1st year of study), and Practicum II (Externship) (usually completed in the 3rd year of study). Most students are encouraged to to participate in Practicum III (Externship) during their 4th year of study to gain additional clinical training.

- **Comprehensive Examination**
    - o The Comprehensive Examination is taken at the end of the Spring semester of the 3rd year subsequent to successful completion of Clinical Practica I and II, and completion of the Pre-Dissertation Project. If a student is unable to complete Practica II until a later date due to developing language and communication or professional competencies, the Comprehensive Examination will be taken after successful completion of Practicum II.
    - o The examination requires demonstration of knowledge pertaining to theory, research and practice of clinical psychology and the ability to apply this knowledge to deaf, hard of hearing, and hearing individuals. Successful completion of all three sections (i.e., Development, Assessment, and Intervention) is required to sit for the Qualifying Examination (Dissertation Proposal Defense).

- **Qualifying Examination (Dissertation Proposal Defense)**
    - o In order to advance to doctoral candidacy and conduct the dissertation project, students must establish a dissertation committee that has been approved by the committee chair, DCT, and Graduate Dean. The student will then prepare a dissertation proposal and successfully complete a spoken or signed defense of the proposal before their committee. This requirement typically occurs no later than the end of September of the 4th year of study.

- **Predoctoral Clinical Internship.**
    - o A one-year, full-time internship is usually completed during the 5th or 6th year of study. The application process, through the [Association of Psychology Postdoctoral and Internship Centers (APPIC)](#) and [National Matching Service (NMS)](#), typically occurs during the Fall of the 4th or 5th year. Applicants visit internship sites for interviews in December and January, and selections are usually made in February. The dissertation proposal defense and committee approval form, as well as all language competencies must be successfully completed to apply for an internship and be provided a letter of support from the DCT.

<u>Time Limit for Completion of Degree</u>.
In order to maintain a current knowledge base and set of clinical skills, students are expected to complete their degree no later than seven year from initial matriculation. Any student who is unable to complete the degree within the seven-year limit may petition for up to two one-year extensions if they are in good standing with the program. Each extension request will be reviewed by the clinical faculty on its merits. Students who are granted 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; 2) the student's lack of recent exposure to the material or clinical training may compromise their 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.

PROGRAM REQUIREMENTS AND STANDARDS

The profession of Health Service 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 requirements and standards. 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. Additionally, there will be opportunities to receive training in the provision of supervision and consultation. Because our students will work with deaf, hard of hearing, and hearing individuals, they must also develop appropriate language and communication skills, as well as an understanding of various aspects of being deaf and hard of hearing, including the affective, behavioral, biological, cognitive, developmental, linguistic, medical, mental health, and social implications of deaf and hard of hearing identities and cultural experiences.

Academic achievement is important for success in this program. However, many experiences that help students to develop as psychologists occur outside the classroom (e.g., research labs, assistantships, practicum, externships, colloquia, study groups, individual and team projects, and informal communication with other students and with faculty). This time spent outside of formal classes is essential to preparing for a career in Health Service Psychology.

Additionally, a factor contributing to 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 and Social Media, 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* and students are expected to adhere to the policy throughout their time at the University. 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. The Clinical Psychology Program also has developed a Social Media Policy (see Appendices), which students are expected to review and adhere to throughout their studies.

To further 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. All students should plan to attend the Psychology Department Colloquia (dates/times to be announced each semester), and Clinical Program Meetings, which are faculty-student collaborative meetings. Schedules for these and other events are announced at the beginning of each semester and all students are expected to join.

Successful completion of the program requires satisfying a number of requirements in each of the above-mentioned areas. Specific requirements and standards for each are outlined below. More information about any area can be obtained from program faculty.

1. RESIDENCY REQUIREMENT

The program is designed so that in Years 1 through 4, students will be on campus taking classes, completing research requirements, obtaining clinical practicum/externship experiences, and developing their knowledge of ASL and Deaf culture, and applying it to academic and clinical endeavors. The residency requirement of the program requires all students to 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 at least nine credits per semester. Therefore, students must be registered for at least nine credits for a minimum of six semesters to meet the residency requirement. It is expected that students will plan accordingly to make full use of the Psychology Department, training experiences in the Washington, D.C. Metropolitan Area, and the unique multicultural and bilingual experience of the Gallaudet University campus.

In extenuating circumstances, students who need to leave the D.C. metro area can petition the program after they have completed five to six consecutive semesters that includes the majority of required coursework, Practicum I at CAPS (PSY 784-787), one full year of Practicum II (PSY 885-886), and the final pre-dissertation project has been approved and deposited with the DCT. In this situation, students should discuss their needs and proposed plan of learning with their advisor. This plan also will need to be approved by the DCT.

During the 2021-2022 academic year, it is anticipated that all classes will be live and scheduled during the day or evening. Some advanced seminars and special topic courses are offered in the evenings to ensure that students who have practicum and externship responsibilities are able to attend. It is possible that changes will be made to include hybrid or remote learning due to unforeseen circumstances related to the COVID-19 pandemic. If such changes occur, students will be provided notification as soon as possible by the University and their instructor.

2. COMPETENCIES
Discipline Specific Knowledge (DSK)
- DSK categories (History and Systems of Psychology, Basic Content Areas in Scientific Psychology, Advanced Integrative Knowledge in Scientific Psychology - ASK, and Research Methods, Statistical Analysis and Psychometrics) are primarily covered by coursework.

Profession-Wide Competencies
- Successful acquisition of profession-wide competencies is founded in the following characteristics and skills:

- o Personal qualities such as honesty, open-mindedness, flexibility, interest in understanding of own and others' attitudes and behavior, respect for others, tolerance of differences, and commitment to social justice, ability to manage stress;
- o Interpersonal skills and the ability to work effectively with others in various roles (client, coworker, supervisor, fellow student, etc.). This includes interpersonal and relationship building skills;
- o Knowledge of and appropriate application of the [American Psychological Association's Ethical Principles of Psychologists and Code of Conduct](#) in all student learning activities, including coursework, papers, research projects, practicum assignments, assistantship assignments, collegial interactions with faculty and fellow students, and any other activities that have a bearing on their professional lives and development;
- o Knowledge of the professional literature, including current research and its application to clinical practice;
- o Psychological assessment skills;
- o Intervention and treatment skills, including understanding of empirically supported treatment approaches;
- o Supervision theory and methods;
- o Consultation theory and methods, and the ability to work collaboratively with other disciplines; and
- o Cultural and individual diversity and differences, and cultural competence skills.

Readiness for Practicum (Externship) and Pre-Doctoral Clinical Internship.
- Part of the evaluation of students is determining when a student is qualified to undertake Practicum I (usually in the 2nd year), Practicum II and Practicum III (usually in the 3rd and 4th years) and internship (usually in the 5th or 6th years). In making these determinations, faculty consider student's performance on the academic competencies including: discipline-specific knowledge, profession-wide competencies, and advanced integrative knowledge; academic progress; progress in required research projects, clinical skills, and language and communication competencies; and professionalism, reliability, ability to handle responsibility, and ability to handle the stresses and demands anticipated in the clinical setting.

- Clinical competencies and the associated personal characteristics are acquired and assessed through courses in clinical areas, and through supervised experience in a 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.

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 their faculty advisor. They also should develop a sound understanding of research design, data collection, analyses, and interpretation. Finally, students are expected to uphold and follow ethical guidelines in the development and administration of the research projects, as well as the protection of participants in their studies.

- Research Ethics Training: In order to be eligible to conduct research as a student at Gallaudet University, students are required to undergo research ethics and compliance training. The University has contracted with CITI, an online training site, to provide ethics education to students and faculty. In order to be eligible to conduct research, student researchers are required to take two modules: Students in Research and Responsible Conduct of Research (if planning to film participants.) These basic modules must be passed with a score of 80% or better in order to be deemed eligible. Depending on the type of study conducted, you may be asked to complete additional CITI modules.

- The Pre-Dissertation is meant to be a small project that exposes student to doctoral-level research, attempts to answer a one or two research questions using a simple methodology, and or is a pilot study for a future project. The Pre-Dissertation project is fully supported by the research mentor and students are expected to regularly meet with them and join the research team while developing, conducting and completing the project. Students are expected to have successfully completed their Pre-Dissertation Proposal (e.g., literature review, research questions, and methodology) by the end of the Spring semester during the 2nd year. The final Pre-Dissertation Project should be approved by the committee and submitted to the DCT by the end of the Spring semester during their 3rd year.

- The Dissertation project is meant to build on the Pre-Dissertation findings and is usually a larger study that includes more complex questions and or methodologies. Although students may be more independent at this point in the program, they are still expected to work closely with their research mentor and the research team throughout the process. The Dissertation Proposal must be approved by the committee and passed at the defense prior to students applying for clinical internship.

- During evaluations, research supervisors report on how well a student is progressing in their 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;

o Articulating and following the steps in designing and carrying out a research project;
o Understanding and being able to develop testable hypotheses;
o Defining and measuring variables and psychological constructs;
o Developing appropriate research strategies for psychological questions;
o Understanding how to analyze and evaluate data generated by research;
o Being able to professionally write up a report of data; and
o Disseminating research findings via poster, professional presentation or publication.

● Students are expected to prepare and submit their work for presentation at campus, national or international conferences and or as journal manuscripts. It is hoped that each student will have the opportunity to prepare their work and or participate in the preparation of work conducted in a lab or work experience throughout their time in the program.

Language and Communication Competencies
● English and ASL knowledge and skill in relation to clinical competencies is measured through multiple-measures during the course of the program (Clinical Language Course Competencies in American Sign Language and English; ASLPI scores of 2+ and 3; the program Clinical Sign Language Evaluation (CSLE); Communication throughout coursework and other program activities). Several Profession-Wide Competencies are tied to achieving these Language and Communication Competencies (see below).

● Students are expected to meet with their faculty advisors each semester of their 1st year in the program and at least once each subsequent year to establish a Language and Communication Plan that includes individual goals and measurable outcomes. It is important for students who enter the program with developing sign language or cultural experiences to allot significantly more time during their 1st and 2nd years to developing their knowledge and skills. Alterations in the standard schedule of courses may be made in order to accomplish this. Students entering the program who need additional support with the English language should also address individual goals and measurable outcomes.

● During the 1st year of study, all students will be asked to successfully complete basic clinical language competencies in the areas of cognitive and personality assessment, as well as clinical interview. Students will have the opportunity to demonstrate competency in each area during the respective class. Each area must be successfully demonstrated in sign language and English (spoken or written depending on the primary language(s) of the student). If a student is unable to complete each of the three clinical language competencies in both languages during the respective classes, they will have until the beginning of July of the 1st year to complete each set of tasks. Entry to Practicum I is contingent on completing this set of program requirements,

- During the 1ˢᵗ year of study, students also should take the GU-ASLPI once a semester until they achieve a score of "2+" to begin Clinical Practicum I.

- Students must achieve an ASLPI rating of "3" or higher, or successful completion of the CSLE in order to submit their applications for internship and graduate from the program.

- Each semester throughout the program, English and sign language knowledge and skills will be assessed through faculty observation, coursework, and the annual evaluation to determine whether students are developing knowledge of professional use of English, ASL and or other forms of sign communication.

3. REQUIRED COURSES AND CURRICULUM

The courses listed below comprise the required core of the PhD program course work in Clinical Psychology. Additional courses may be taken as electives, to support student's areas of interest, or support a desired specialization. For more extensive information on courses or the program of study, please refer to *The Graduate School Catalog* or contact the DCT.

The curriculum currently requires a minimum of four years of full-time study prior to internship, and includes a total of 109 credit hours. Seventy-six hours include required courses and at least 12 hours are required electives. These may be taken so as to create an informal concentration (clinical child, neuropsychology, geropsychology, etc.), or distributed so as to create more breadth. The curriculum also requires a minimum of 18 credit hours of practicum and 12 credit hours of 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 (and approved by the DCT and the Graduate Dean), and will depend upon the availability of faculty to supervise the independent study.

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 following table summarizes program requirements in the various areas:

Area of Study	Hours Required
Pre-Matriculation Preparation	Variable
Language and Communication	Variable
Psychological Foundations	
Statistics and Research courses	11

- PSY 710 - Introduction to Applied Statistics - PSY 713 - Psychological Statistics II - PSY 712 - Research Methods - PSY 703/704 - Research Seminar	
- PSY 800 - Independent Research (pre-dissertation) (6) - PSY 900 - Dissertation credit (6)	12
<u>Biological Bases of Behavior</u> - PSY 840 - Neuroanatomical and Neurophysiological Foundations - PSY 854 - Psychopharmacology	6
<u>Cognitive/Affective Bases of Behavior</u> - PSY 752 - Cognitive Psychology - PSY 762 - Psychology of Emotion	6
<u>Social Bases of Behavior</u> PSY 809 - Social Psychology and Human Diversity	3
<u>Individual Differences</u> - PSY 834 - Adult Psychopathology - PSY 723 - Psychology and Deafness	6
<u>Human Development</u> - PSY 733 - Child Development - PSY 833 - Adult Development and Personality	6
<u>History and Systems</u> PSY 820 - History and Systems in Psychology	2
<u>Diversity</u> PSY 862 - Multicultural and Urban Issues in Clinical Practice	3
Clinical and Professional Areas	
<u>Psychological Measurement/Assessment</u> - PSY 749 - Intellectual Assessment - PSY 866 - Objective Personality Assessment - PSY 865 - Projective Personality Assessment	9
<u>Psychological Interventions</u> - PSY 782 - Foundations of Clinical Skills - Three additional intervention courses including PSY 836 Methods of Psychotherapy if not taken prior to enrollment	12
PSY 781 - Clinical Psychology Ethics/Practice	3
<u>Practicum Experiences</u> - PSY 784/785 (fall)/PSY 786/787 (spring) - Practicum I - PSY 885/886 - Practicum II (externship)	18
Electives (Other courses that may include up to 6 credit hours of Practicum III)	9

● Pre-doctoral Internship (1 credit per semester and summer)	3
Total Credit Hours	109

Practicum (Externship) Enrollment

- Students participating in clinical training at the levels of Clinical Practicum I must complete PSY 784-787 during their 2nd year unless they defer an additional year for development of competencies related to language, communication, and culture.

- Any student engaged in Clinical Practicum II or III off-site training during the academic year must be registered for the respective course and attend the seminar. Any student engaged in off-site training during the summer sessions must register for at least one credit of PSY 887 or PSY 987. The number of credits will depend on the amount of work being invested in the summer training and should be discussed with the academic advisor. If students are continuing their clinical training from the prior Spring semester or are beginning their Fall semester practicum during the summer, they also must register for at least one credit of PSY 887 or PSY 987. Summer registration is required to provide support to the student and ensure that their clinical hours can be counted as part of their training.

- Any student engaged in clinical training must have active liability insurance for trainees and this must be renewed each year as necessary. This will be discussed by each Practicum instructor.

- All students engaged in practicum/externship training must submit a supervisory agreement, a final evaluation signed by their supervisor, and a description of activities and hours completed during the training that is signed by the supervisor. These materials will be submitted to the professor on record and then shared with the DCT and placed in the student file. If these materials are not in the student file at the time of internship application, the practicum/externship experience may not be verified by the DCT.

Research Enrollment

- Upon beginning research requirements for the program, you must register for three credits of PSY800 (Pre-dissertation/Independent Research) during the fall and the spring semesters of your 2nd year. Subsequent to that time, you will need to register for at least one credit of PSY800 per semester (including summers) if you are working on the project and receiving support from your research advisor. You must be enrolled in PSY800 every semester until the project is complete, authorized by your committee, and submitted to the DCT.

- Once your work on the dissertation proposal and research has begun, you must register for three credits of PSY900 (Dissertation Research) during the fall and the spring semesters. Subsequent to completing 6 credits of PSY900, you will need to be

registered for at least once credit of PSY900 per semester (including summers) if you are working on the project and receiving support from your research advisor. You must be enrolled in PSY900 every semester until the proposal is defended and the project is completed, authorized by the committee, defended and submitted to the Office of the Graduate Dean. Except in situations where approval has been obtained from your research advisor, students should not register for PSY900 credits until their final Pre-Dissertation Project is under review of their committee. Students must be registered for dissertation credit (PSY900) during the semester (including summer) in which they defend their dissertation.

- 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/pre-dissertation 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 PSY800 when working on the predissertation and PSY900 when working on the dissertation).

- The above does not apply if the student is on an approved Leave of Absence (LOA).

Continuous Enrollment
- All graduate degree seeking students must maintain continuous matriculation from the time of admission until the completion of all degree requirements. There are three ways that a student can maintain continuous student status:
    o A student must be registered for at least one graduate credit hour per semester;
    o A student must be registered for Continuous Enrollment status or;
    o A student must be on an approved Leave of Absence
    .
- Students who have completed course work requirements for their degree, but are utilizing the resources of the University during pre-dissertation or dissertation research and writing must register for at least one graduate credit hour each semester. At least one credit hour per semester is required for graduate students to be able to take candidacy or qualifying examinations, to take comprehensive examinations, to receive faculty mentoring for thesis or dissertation writing, to submit a pre-dissertation proposal, to defend a dissertation proposal, and/or to defend a dissertation.

- To request a Leave of Absence, a student must follow the procedures outlined in the Graduate Catalog section on Graduate.

Course Completion
- Completion or demonstration of the Minimal Level of Achievement (MLA) 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 automatically convert to a grade of "F" if a grade has not been submitted following the semester during which it was assigned by faculty. Incomplete and "F" grades can jeopardize eligibility to receive financial aid and graduate assistantship funds

Course Grades

- Satisfactory performance 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 if two or more classes are not passed. See link for more information: *Graduate Grading System*

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

Transfer Credits

- Waivers of particular courses are considered only when a student has completed a similar course from another accredited University or college, and can demonstrate a passing grade and 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. In certain situations, the course can be waived, but the student may be encouraged to audit the doctoral-level course given unique knowledge, research, and practices specific to deaf and hard of hearing individuals. A maximum of 18 credits may be considered for transfer. See link for more information: *Transfer Credit Policy*.

- 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 should be presented in order for the waiver to 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.

- 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 DCT. The DCT will determine whether a waiver or partial waiver of requirements will be granted, any substitute requirements that

may be mandated (e.g., a written, signed, and/or oral competency examination, or review and submission of written work related to deaf and hard of hearing people in the desired topic), and specific expectations and timelines for completion of substitute or partial requirements based on recommendations from the academic advisor and/or instructor of the course.

- 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 the responsibility of the student to check with the Office of the Registrar to ensure that their waiver has been approved.

- Program history indicates that students who have earned a Master's degree prior to entering the doctoral program still require five years to complete the remaining course, research, and clinical requirements.

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, as well as 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:
  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 instructor rather than with another student; and

4. For students in clinical practica, test data, reports, therapy notes, etc. 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.

Violation of these guidelines may constitute academic misconduct and be grounds for suspension, probation, or dismissal from the program as described in the Graduate Student Handbook.

4. PRACTICUM (EXTERNSHIP)

Practicum I must be completed at the Gallaudet University Counseling and Psychological Services (CAPS) unless a student has a conflict of interest due to previously receiving services at CAPS or if an alternative track (Child and Family) is available the year of Practicum I. All advanced clinical practicum assignments (Practicum II and III) must be approved by the academic advisor or in the event of an externship outside the DC Externship Consortium, 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. For example, if a site provides training without direct supervision from a licensed clinical psychologist, the accrued hours may not generally be used for purposes of satisfying program requirements or internship applications.

All telework responsibilities must be shared with the Practicum instructor and documented on the initial training agreement to ensure students are being provided adequate training and supervision. At the current time the program does not support students knowingly working with or coming into contact with patients who have symptomatic or asymptomatic COVID-19 or directly working in areas where there are known COVID-19 patients at the time of training. Students are expected to work with Gallaudet University, their direct supervisors onsite, and the Human Resources department onsite if accommodations are required due to a documented disability and/or to have access to PPE (e.g., clear facial masks) that provides access to language-based information.

General Practicum Experiences

- Four semesters of practicum experience are typically required. Additional practicum experiences are available for advanced students and may be required by some internship programs, especially those focusing on certain specialty areas (e.g., neuropsychology, forensic psychology).

- All students engaged in practicum/externship training must submit a supervisory agreement, a final evaluation signed by their supervisor, and a description of activities and hours completed during the training that is signed by the supervisor. These materials will be submitted to the professor on record and then shared with the DCT and placed in the student file. If these materials are not in the student file

at the time of internship application, the practicum/externship experience may not be verified by the DCT.

Practicum I
- The first practicum takes place during the second year at CAPS, which provides student counseling services and limited community services. CAPS is an interdisciplinary training clinic with trainees from psychology, counseling, and social work. Students receive intensive training in psychological assessment and therapeutic intervention with deaf, hard of hearing, and hearing clients.

- Students typically will carry at least three psychotherapy clients over the two semesters of practicum and complete at least four comprehensive and integrative psychological assessments. Services provided by practicum students are supervised by the clinical psychology faculty and CAPS staff.

- Prerequisites for Practicum I include completion of clinical language course competencies in English and ASL during the 1st year, demonstrating a "2+" or higher (on the GU-ASLPI rating system) level of sign language competency, and endorsement by the core faculty. See link for more information: American Sign Language Proficiency Interview (ASLPI) – Gallaudet University. In the event that a student has achieved all language requirements and only received an ASLPI of 2, they will be allowed to register for Practicum I, but deaf and hard of hearing clients will be assigned at the discretion of the Practicum instructor and the CAPS staff. Students are expected to achieve the ASLPI of 2+ and work with a variety of deaf and hard of hearing clients by the end of the Practicum I year.

Practicum II and III (Externship)
- Externship experiences in the 3rd year and beyond are most often at off-campus agencies or hospitals; there are more than 60 such externship sites in the Washington-Baltimore region. Information about these sites can be found on the Clinical Psychology Organization page in Blackboard, Gallaudet's Externship Database, and at the Washington DC Area Externship Consortium website (see link for website: DC Consortium Guidelines). It is also very helpful and strongly encouraged that you consult with advanced students who may have knowledge of sites and valuable advice to offer.

- Students are 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 their unique training needs, qualifications, and interests. The Practicum instructor(s) and the DCT are currently overseeing the program's externship process, and they can provide support 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. However, there are a limited number of sites that provide services to

deaf, hard of hearing, and deafblind individuals in the Metro DC area for which students can request a training experience. In these instances, the student must work with the externship instructors or DCT to contact the sites and ensure the training and supervision is equivalent to those sites described on the DC Consortium list.

- As noted above, any student whose externship placement continues into or occurs only during the summer semester must register for a minimum of one credit per site placement for the experience 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.

- Students who are not progressing with course or research requirements, may not be approved to apply for Practicum II or III.

Liability Insurance
- All health professionals, including students, should have their own professional liability protection and many practicum sites require students to show evidence of liability coverage prior to beginning practicum. All students must purchase liability insurance prior to starting any work with clients and maintain it throughout the clinical experience. We require each student to purchase a student professional liability insurance policy prior to the beginning of the second year in the program and in subsequent years prior to graduation. 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. Insurance typically requires renewal each year. **Copies of the insurance certification or policy must be provided to the practicum instructors and the DCT for the student's file.**

- Student liability insurance is available for a low fee from the American Psychological Association Insurance Trust, but there are other options. 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 with an array of information and networks for professional work as a psychologist. More information about joining APA is available at this APA website. Information on purchasing Trust liability insurance coverage is available from practicum instructor(s), the DCT, or from the carrier at 1-877-637-9700 and this website: https://www.trustinsurance.com/.

  Criminal Background Checks
- Criminal background checks are required by many agencies, including the Gallaudet CAPS. Students are given information at the beginning of the practicum

or externship year about how to complete the background check and the cost. Students are responsible for covering the cost of these checks.

5. PRE-DISSERTATION

- The pre-dissertation project is meant to be a faculty-supported preliminary project that allows students to begin develop their knowledge and skill in the area of psychological research. Depending on the previous experiences of the student, this project should address one or two simple research questions.

Research Mentor

- In the 1st year, each student will be matched with a member of the clinical faculty who will serve as a research mentor. This decision is usually based on interests expressed by the student during the application and interview process. Otherwise the match will be made prior to the beginning of the first semester based on the aligned interests of the student and faculty.

Pre-Dissertation Committee

- The pre-dissertation committee is composed of the Chair, who is usually the research mentor (academic advisor). The student will work with their Chair to select two pre-dissertation committee members who must be approved by the Chair and DCT (see the Pre-Dissertation Committee Approval Form). At least two of the committee members must be doctoral-level psychologists with backgrounds and training in clinical psychology research. One of the members may be selected from another program in the University or from an outside agency. In the latter situation, this individual usually has a doctoral or graduate degree in an area of specialization that will support the student to complete their specific project.

- In some instances, a student may want to have another faculty member or researcher outside of the Clinical Psychology program serve as a Co-Chair. In this situation, the individual must have demonstrated prior successful experience acting as a pre-dissertation or thesis mentor in a post-secondary institution. The student must make a formal written request to the DCT indicating how the Co-Chair will assist them in meeting their research goals and include the curriculum vitae (CV) of the professional. These materials will be reviewed by the academic advisor and DCT and must be approved prior to the individual taking on this role.

- Once the committee has been selected and agreed to participate on the project, the student must complete the Pre-Dissertation Committee Approval Form and submit it to the DCT.

Pre-Dissertation Proposal

- Based on work completed during the 1st year of courses and meetings with the faculty mentor, students will identify an area of interest, review the literature, identify a methodology and data analytic plan, and draft a pre-dissertation

proposal. The proposal should be written following the *Publication Manual of the American Psychological Association, 7th Ed.* (2020).

- In consultation with the chair and the members of the pre-dissertation committee, the student develops a proposal to be reviewed by the committee members. Research proposals and reports invariably require numerous revisions and readings by the faculty committee advising the student. It is important to discuss with each member of your committee how long they will need to review 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 their help is particularly needed.

- The committee must sign the Pre-Dissertation Proposal Form once they have approved the final draft of the proposal. The proposal should be completed no later than the end of the Spring semester during the 2nd year.

Conducting the Pre-dissertation Project
- After the final draft of the pre-dissertation proposal has been approved by the pre-dissertation committee, the student will develop a timeline for completion of the project with their committee.

- Subsequent to committee and GU Institutional Review Board (IRB) – Gallaudet University approval, the student will conduct the study and analyze the data. The final documentation of the study typically will include the final literature review, methods, results, discussion, references, and any accompanying tables, figures, or appendices. It should also be written following the *Publication Manual of the American Psychological Association, 7th Ed.* (2020).

- In drafting the pre-dissertation report, the results and discussion sections will not have been included in the approved proposal, and therefore, will require extra time to conceptualize, write, review, and revise. Since these are often the most significant parts of the document, be sure to allow sufficient time to complete these sections.

Pre-Dissertation Final Documentation
- The committee will review drafts until they are ready to provide final approval. The project will be considered to be successfully completed when the committee signs the Pre-Dissertation Project Approval Form.

- Word and PDF versions of the final project, as well as the Pre-Dissertation Project Approval Form should be submitted to the DCT and the Psychology Department Program Support Specialist.

- The pre-dissertation project should be completed no later than the end of the Spring semester during the student's 3rd year.

6. COMPREHENSIVE EXAMINATIONS

Students are required to take the comprehensive examinations following completion of their 3rd year in the program if they have successfully finished the majority of their core coursework, fully participated in Clinical Practicum I and II experiences, and have finished or are near completion of their Pre-Dissertation project. The exact examination dates are set, with student input, during the Spring semester each year and generally offered immediately following the end of the Spring semester. Students who have completed their 3rd year of study, but who have not completed a full year of Clinical Practicum II may petition to take 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 that 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 Clinical Practicum II. The Clinical Faculty as a whole will make the determination as to the outcome of the request.

The comprehensive examination is a written English product that consists of three sections that draws on the following areas: psychology and deafness; ethics in psychological research and clinical practice; psychotherapy; assessment; research-based assessments and interventions; psychopathology and psychodiagnosis; human development; and diversity. In each of these areas, knowledge of the implications of issues for clients from various linguistic and cultural backgrounds are often included in each part. Additional topics for a particular year may be announced in conjunction with the schedule for the year. Each answer must be limited to 20 typed, double-spaced pages with a 12-point font (list of references is additional pages). All work on the comprehensive examination, including proofreading, must be the student's own work. No help is allowed under any circumstances.

One section focuses on developmental issues. The case scenario represents an individual at some point in the lifespan. To answer the specific questions, students must show familiarity with typical development, developmental psychopathologies, and how various theories of development might apply to the case. The questions may ask about specific domains of development, such as language or cognitive development, or may ask students to determine what issues or factors are most important to discuss. Again, ethical, legal, and cultural issues are often included in this part.

A second section addresses psychological assessment. Students are given a case summary and test results (e.g., cognitive, personality, adaptive behavior measures). Answers include a discussion of possible etiologies, what assessment procedures should be recommended, what diagnoses should be considered, and recommendations regarding this hypothetical client. Again, documentation and research-based evidence must be provided as needed to support the answer. Ethical, legal, and cultural issues often are included in the questions.

A third section concerns psychodiagnostics and therapeutic intervention(s). For this section, students are given a clinical case, and asked to discuss diagnostic and treatment

issues. This requires making (and justifying) a diagnosis and planning a course of treatment often following an evidence-based 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, professional, and cultural issues often must be discussed as they pertain to the case.

Each of the three sections will be graded on a Pass/Fail basis. In order for the comprehensive examination to be graded, a student must submit full responses for each of the three parts: Development, Psychological Assessment, and Psychotherapy/ Psychodiagnostics. Students who do not submit one or more of the three sections will automatically fail the examination and be asked to retake it during the next cycle. Students also must also adhere to the time deadline for submission of the examination and late responses will also be considered an automatic failure.

Faculty raters are blind to the identity of each writer and use criteria and a summary rubric to score each part. Students are provided the summary rubric with specific feedback on each question. 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 rating of Fail on one of the three parts will be permitted to sit for a re-examination in that content area. Students who receive a rating of Fail on two or three of the parts must retake the entire examination during the next cycle.

Students who have not passed the entire comprehensive examination by the end of the Fall semester of the 4th year may be placed on a remediation plan or probationary status depending on their progress in other areas of the program (i.e., completion of the pre-dissertation project). Students who do not pass the entire comprehensive examination by the end of August following the 4th 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 pass the comprehensive examination before undertaking the qualifying examination (Dissertation Proposal Defense). Exceptions to this may be granted in unique circumstances and must be approved by the student's advisor and the Clinical Faculty.

Preparation for comprehensive examinations should begin with keeping good notes in classes, and making sure that students have achieved the competencies in the areas described above before they attempt to take the comprehensive examination. 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

The semester prior to taking the comprehensive examinations, students should work with their advisors to develop a schedule of study and practice testing. We recommend that

students study with classmates, test each other, and practice reading and evaluating each other's answers. Faculty also are available to review practice answers.

A recent reference list for students preparing for the comprehensive examination is posted on the Clinical Psychology Blackboard page. Copies of questions from previous comprehensive examinations and reference lists are posted on the Clinical Psychology Blackboard page. Additional references in key content areas will be distributed periodically.

7. DISSERTATION

- The Dissertation Project usually builds upon the work of the Pre-Dissertation Project, is more expansive and requires more independence from the student; although, faculty and committee support are provided throughout the course of the work.

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* (2020) for information on the required forms, procedures and process.

- Students will start the intellectual process by working with their dissertation chair, who is often the research who supported the pre-dissertation project. The student selects an area of study for the dissertation project and begins to review, analyze and synthesize the literature.

Dissertation Committee

- The student will form a dissertation committee which usually has a minimum of five members. In certain circumstances, students can petition for a smaller committee if there is a valid rationale. This committee is responsible for assisting with the development, approval, and monitoring of the dissertation research project. Committee members are often selected based on unique knowledge or skills they can bring to supporting the student during the work.

- The dissertation chair must be a member of the Clinical Psychology Program faculty who is authorized by the Graduate Dean to chair dissertations. Assignment of dissertation committee chairs requires the consent of the proposed chair and the clinical program faculty; the dissertation chair will then serve as the student's academic advisor (if it is not the same person acting as chair for the Pre-Dissertation project). 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 DCT and the request will be discussed and decided upon by the 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.

- The Clinical Psychology faculty member who is the dissertation Chair and at least one other committee member must be a member of the GU Psychology Department. Additional committee members may be from other GU departments or institutions outside of GU. Committee members must meet the requirements for Graduate Faculty status and the committee members must be approved by the Clinical Psychology faculty and the Graduate Dean. Any member without Graduate Faculty status at GU must submit their CV's to the DCT who will forward them, and the Graduate Faculty Status Form to the Graduate Dean for final approval. The student also must complete the Establishment of a Dissertation Committee Form and submit it to the graduate school with all supporting documents. This form must be signed by all committee members and approved by the Graduate Dean.

- Throughout the process, it is important to discuss with each member of your committee how long they will need to read each draft (often two to four weeks per 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 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. This process usually takes several months in order for the student to become well acquainted with the relevant literature, prepare drafts of the introduction and methods, and receive feedback on these drafts by the chair and members of the committee. Students who are developing their dissertation proposals should consult the *University's Dissertation Handbook* (2020). 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, 7th Edition, 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. Aspects of the dissertation proposal may now be represented in both English and ASL. If a student would like to include ASL in the

proposal they should work with their academic advisor and committee, as well as check with the Office of the Graduate Dean early in the development of the product.

Defense of the Proposal (Qualifying Examination)
- Once the final proposal is ready for review and defense, the dissertation committee members provide feedback on the dissertation proposal, and an oral or signed examination on its contents is completed. The Qualifying Examination may also include other areas at the discretion of the committee. This examination comprises the main part of the Qualifying Examination. Results of the examination process can be Pass with No Revision, Pass with Minor Revisions, Pass with Major Revisions, or Fail. Any result of Pass with Revisions must be addressed by the student and reviewed by the Chair or the entire committee following a specific timeline. The Qualifying Examination is only rescheduled in the event a student Fails their first examination.

- When the dissertation committee is satisfied with the competencies displayed in the dissertation proposal and the Qualifying Examination is passed, the student is admitted as a candidate for the PhD degree. At the proposal defense, the committee will sign the [Dissertation Proposal Approval Form](#) if the proposal is approved as written. If minor or major revisions are required, the committee will review the changes according to the specified timeline and then sign the Dissertation Proposal Approval Form.

- All students must pass the Qualifying Examination and submit their final revisions before being permitted to apply for an internship. Therefore, students who wish to go on internship in their 5th year must successfully complete the requirements of the Qualifying Examination no later than the beginning of October of their 4th year. Completion of this is a prerequisite for internship applications; therefore, make sure the proposal is ready as early as possible. A good rule of thumb is to disseminate a complete draft of the proposal to the dissertation committee no later than the end of May 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 project. This must be within the allowable time limits of the program (see the "time limits" section), and must be approved by the members of the dissertation committee. Such projects typically take one to two years to collect and analyze data, as well as draft the final portions of the dissertation. The University Dissertation Guidelines specify additional requirements of the University regarding the dissertation process. For example, the Dissertation Proposal Approval Form 2 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 (2020) for guidance.

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 process. Please also maintain close contact with your Chair regarding review and dissemination of drafts to other committee members. Aspects of the final dissertation may now be represented in both English and ASL. If a student would like to include ASL in the final dissertation, they should work with their academic advisor and committee, as well as check with the Office of the Graduate Dean early in the development of the product.

Dissertation Defense
- Upon agreement of the student and committee chair, students submit the completed dissertation to the dissertation committee for review (although committee members may have reviewed certain sections or drafts earlier in the writing process). A final defensible version of the dissertation must be approved by the committee and submitted with the Committee Approval Form to the DCT and Graduate Dean no later than three weeks prior to the defense date. The Authorization to Schedule Dissertation Defense Form must be submitted to the DCT and the Graduate Dean at the same time as the defensible draft of the dissertation. The Candidate Questionnaire Form must also be submitted at that time, and asks about background information of the doctoral candidate for the campus announcement inviting the community to the formal defense. The Office of the Dean of the Graduate School must be included in the scheduling and coordinating of the final defense. This link includes all the above forms: https://my.gallaudet.edu/graduate-school-forms-and-documents/dissertation-forms.

- During the open portion of the scheduled defense, the student will present their dissertation project to the Gallaudet community and other invited individuals, as well as the committee. This hour-long presentation includes time for questions from the general audience, but not the committee. During the closed portion of the defense (approximately one additional hour), the audience will be asked to leave and the student will discuss their project only with the committee. 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.

- At the end of the closed portion of the defense, the student will be asked to leave in order for the committee to deliberate their final decision which will be Pass without Revisions, Pass with Revisions, or Fail. The student will then be invited to return to be informed of this decision. A decision of Pass with Revisions will be reviewed with the student and the committee, specific changes will be clarified, and a timeline for these revisions will be decided upon by the group. Revisions usually must be completed within one to two weeks following the defense, and reviewed by the Chair. In the event there is a decision of Fail, the student will be required to meet with the committee Chair, academic advisor (if a different faculty member), and the DCT to discuss next steps.

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 Chair or committee for approval. Once the dissertation has been approved, the committee will be asked to sign the Dissertation Approval Form (See Appendix H of the Dissertation Handbook for a sample version of this form). The final copy of the dissertation 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. **Bound copies must be completed for the doctoral program and the University library.** In addition to the bound copies the University requires students to arrange for copies for their committee members if they so desire.

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

8. PREDOCTORAL CLINICAL INTERNSHIP
Internships are usually the last part of PhD training and are paid, full-time, year-long 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 occur at hospitals, institutions, agencies and schools that have internship training programs. 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. We adhere to the Association of Psychology Postdoctoral and Internship Centers (APPIC) and National Matching Services, Inc. (NMS) guidelines and procedures during the internship application process. Students are bound by these guidelines, as well the process when applying for an internship as part of the match system.

To be awarded the PhD degree, each student must successfully complete an approved 12-month, full-time clinical psychology internship. A few internships are part-time and occur

over a longer period (for example, ½ time for 24 months). The internship must be at a training facility and program approved by the clinical psychology faculty and DCT. APA-accredited programs are strongly preferred, as the quality of training in accredited programs is verified regularly by the accreditation process. APA-accredited programs in good standing with APA are automatically approved by the program. Information on accredited internship sites is available through APPIC's website. Note that the internship application procedure is conducted entirely online. The application process, through the APPIC National Matching Service, normally occurs the previous Fall (October-November). Applicants visit internship sites for interviews in December and January, and selections are made in early February in accordance with the APA/APPIC regulations. Internships typically begin between July 1 through September 1. A student interested in a non-accredited internship should inform the DCT before the internship is accepted so that the faculty can determine if the internship experience will satisfy program requirements.

Students applying for internship must be certified as qualified and ready for internship by the DCT. To qualify for internship, students must have completed all curriculum requirements, including all coursework, sufficient clinical practicum experiences, the pre-dissertation project, the dissertation proposal, the comprehensive examination, language and communication competencies (ASLPI of "3" or higher or passing the program Clinical Sign Language Evaluation), and have the endorsement of the clinical psychology faculty.

Internship sites provide the DCT with feedback on interns' progress and formal evaluation at least twice a year, which becomes part of the student's doctoral record. Prior to the start of each internship, the faculty prepares 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 DCT should be contacted.

Students must register for at least one credit hour (PSY 999: Clinical Psychology Internship) for the fall, spring, and summer terms while they are on internship. They must be registered for all three terms in order to document one full year of internship on the transcript. The University can certify you as a full-time student when registered for one credit-hour of PSY 999 if necessary to assist with deferring loans. This status, however, will not qualify you for additional student loans.

9. GRADUATION
Application for Graduation
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 usually at 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.

While students may graduate in May, December, or August, commencement is held only in May. Students who plan to participate in commencement must satisfy program requirements and submit relevant forms by the deadlines established in the academic calendar. Refer to the Graduate Catalog or contact the DCT or Graduate School Assistant Dean for further information.

Awarding of MA degree in Psychology
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 I and II;
● Passed comprehensive examinations;
● Pre-dissertation project completed and final report approved, with four copies submitted to the Department; Faculty recommend awarding the degree;
● Completion of the first year ASL and English Clinical Language Course Competencies; and
● Obtaining an ASLPI score of "2+" or higher.

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.

Awarding of PhD degree in Clinical Psychology
The PhD degree will be awarded after successful completion of the internship, the dissertation defense, and all other program 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 DCT 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, and date of completion of all requirements. Please give the DCT all the above information as soon as your dissertation defense is completed.

If all requirements except the internship have been completed prior to submitting the request to graduate, the final date of the degree will be based on the date the internship is completed. In such cases, the diploma will not be released until the DCT receives written verification from the internship training director that the student has completed the internship. This can be by mail, fax or email, 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 when submitting your request to graduate. Your diploma will typically arrive several months after your actual graduation date. If you have questions about diplomas, contact the Registrar's Office.

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);
3. You have at least a satisfactory 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; and
4. The intern must initiate the request to have this information (#3) sent (by letter, fax, or e-mail) to the DCT.

Students 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 DCT has personal 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; and
6. Complete exit interview with the Financial Aid Office.

10. POST-GRADUATION
The department faculty want to stay in contact with our graduates. You also 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.

To maintain contact, the DCT will request a physical address, an email address, and home and work number numbers to be able to establish contact for the Alumni Surveys

ANNUAL EVALUATIONS AND RELATED PLANS

- **Annual Faculty Evaluation of Each Student**
  - Students' progress towards mastering the competencies and program benchmarks are assessed regularly throughout the program. Academic progress, timely completion of program milestones and requirements, development of discipline-specific knowledge and advanced integrative knowledge, and development of the personal and interpersonal skills and behaviors necessary for professional-wide competencies are all included in the evaluation. The faculty formally reviews the progress of every student annually at the end of the academic year from their first year until they graduate from the program. First-year students receive an additional formal evaluation after completion of the first fall semester. Input from advisors, course instructors, research mentors, clinical supervisors, and assistantship supervisors will be reviewed as part of the evaluation. The results 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 goals. The evaluation form is reviewed and sign by the DCT and placed in the student's file.

  - Serious problems in academic, research, or clinical areas that are identified during these reviews can become grounds for the development of a remediation plan or for placing students on probation, and if not corrected, can become grounds for dismissal from the program. 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**
  - 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.

  - The core Clinical Psychology Faculty meet at least bi-weekly to discuss the program, including student performance and progress. If a student is found to be experiencing difficulty in academic, research, clinical or other areas at any time during the year, a special review is conducted by the faculty prior to the annual review.

- **Remediation Plans**
  - o When a student's performance has been judged to be less than satisfactory, either during the annual evaluation or during an assessment of progress during the academic year, a plan for remediation is constructed by the student, academic advisor, and DCT with input from the core faculty. If the DCT also acts as the academic advisor, the student is asked to invite another member of the core faculty to participate in the discussion.

  - o The remediation plan is adapted from the Competency Benchmarks in Professional Psychology Form, and articulates the particular competency(ies) that the student has not sufficiently achieved, 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 ability to attain the minimal level of achievement (MLA). 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.

  - o 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 determined to be completed; 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; or
    - Recommendation for dismissal from the program.

    The DCT 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**
  - o A number of issues can lead to a 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:
    - Multiple course grades below a "B" (see Graduate Catalog);
    - Failure to complete comprehensive examinations by the end of the fall of the fourth year;
    - Not meeting research competencies in a timely manner;
    - Not meeting clinical competencies in a timely manner;
    - Unethical behavior on campus or in a practicum placement; and or

- Failure to satisfactorily complete a formal remediation plan.

o 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 of the Graduate School that the student be placed on academic probation. A formal 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 DCT, with copies to the student and the academic advisor, recommending academic probation and the terms of the probation.

o 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**
  o In the event 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 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 enrolled in the Doctoral program, a recommendation for Dismissal may be made without a period of Academic Probation.

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 confidential personal matter you wish to discuss with a faculty member, you might want to clarify with the person involved whether you want the information shared with others.

GRIEVANCES

Grievance Policy and Procedures for Gallaudet Clinical Psychology Students

1. Every student has the right to lodge an informal grievance with the Director of Clinical Training (DCT) for the Doctoral Program in Clinical Psychology about a problem or relationship with a faculty member(s) or another student(s) in which behavior is perceived to be unfair, discriminatory, or alleged harm has occurred to the student submitting the grievance. A timely response to the student will be made within 10 business days of the initial contact. The purpose of the informal complaint process is to encourage and facilitate a conversation between the DCT and the student outlining the problem. During this conversation the DCT 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 (meeting directly with the individual with or without a mediator - e.g., the DCT or University Ombudsperson) 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 DCT. Formal grievances are initiated by a letter from the student, outlining the problem. If the complaint is with the DCT, the student should submit the informal or formal grievance to the previous DCT. If this DCT is also involved in the complaint, the informal or formal grievance should be submitted to the School I Director. In either of these instances, all of the following text concerning the current DCT should be substituted with the previous DCT or the School I Director, respectively.

3. Once a formal grievance has been lodged, the DCT will assemble a Grievance Committee and serve as its Chair. The committee will convene no later than 10 business days of receiving the formal written grievance. This committee will be made up of the School I Director, 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 School Psychology Program or Department of Counseling. If the School I Director is a member of the Core Clinical Psychology faculty, then the DCT 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.

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 DCT will then convey these recommendations in writing to all relevant parties. The DCT will respond within three business days of the Grievance Committee recommendation. Members of the Grievance Committee will not discuss the specific grievance or outcome(s) with any other faculty or student in the program (not involved in the process) subsequent to completion of their duties.

6. If the complainant is dissatisfied with the recommendations of the committee, they can then appeal to the School I Director, 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 faculty, it should go directly to the School I Director 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.

PART 4
ADDITIONAL PROGRAM AND COURSE INFORMATION

Ph.D. Program Courses
A Guide for Graduate Students

Pre-Matriculation Preparation
Students who are admitted to the program with limited experiences with deaf and hard of hearing people and/or emerging 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 most likely will need to take the summer intensive at Gallaudet or engage in equivalent learning activities. 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.

Summary of Clinical Psychology Program Requirements
5-Year Doctoral Program

Year 1
Required Courses (Fall, Spring, and Summer)
Become involved in research through working with a faculty "Research Mentor"
Prepare draft of pre-dissertation literature review
Complete the ASL and English Clinical Language Course Competencies
Take the GU-ASLPI each semester during the academic year
Achieve a GU-ASLPI rating of at least "2+" by July.

Year 2
Required courses (Fall and, Spring)
Clinical Practicum I Assessment and Intervention (On-campus)
Select supervisor and committee members for pre-dissertation research project
Finalize pre-dissertation proposal, apply for IRB and small grant funds if necessary,
   and begin collecting and analyzing data
Apply for Clinical Practicum II in February/March – Match day is usually in April
Continue to take the GU-ASLPI to achieve a rating of "3" or higher

Year 3
Required and elective courses (Fall and Spring)
Clinical Practicum II (Off-campus)
Complete and submit pre-dissertation project report by the end of the Spring
semester
Prepare for and pass comprehensive examination (Summer semester)
Prepare dissertation proposal and select dissertation committee
Continue to take the GU-ASLPI to achieve a rating of "3" or higher. Otherwise pass
   the program Clinical Sign Language Evaluation

Year 4
Required and elective courses (Fall and Spring, if remaining)
Clinical Practicum III (Off-campus)
Complete dissertation proposal and qualifying examination (defense of proposal) no
later than mid-October, and begin collecting and analyzing data. Data must be
collected prior to leaving for internship.
Achieve GU-ASLPI rating of "3" or pass the program Clinical Sign Language
Evaluation - by early October
Apply for, interview, and learn of internship match decision

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 and Graduate in August

Summary of Course Requirements
Clinical Psychology Program
August 2021

DISCIPLINE-SPECIFIC KNOWLEDGE (REQUIRED COURSES)
<u>History and Systems</u>
PSY 820 History and Systems in Psychology (2)

<u>Affective Aspects of Behavior</u>
PSY 762 Psychology of Emotion (3)

<u>Biological Aspects of Behavior</u>
PSY 840 Neuroanatomical and Neurophysiological Foundations of Neuropsychology (3)
PSY 854 Psychopharmacology (3)

<u>Cognitive Aspects of Behavior</u>
PSY 752 Cognitive Psychology (3)

<u>Developmental Aspects of Behavior</u>
PSY 733 Child Development (3)
PSY 833 Adult Development (3)

<u>Social Aspects of Behavior</u>
PSY 809 Social Psychology and Human Diversity (3)

<u>Research Methods</u>
PSY 712 Research Methods in Psychology (3)
PSY 703-4 Research Seminar (1,1)
PSY 800 Individual Research (6)
PSY 900 Dissertation Research (6)

<u>Quantitative Methods</u>
PSY 710 Principles of Statistics (3)
PSY 713 Psychological Statistics II (3)

<u>Psychometrics</u>
PSY 749 Intellectual Assessment (4)

ADVANCED INTEGRATIVE KNOWLEDGE (REQUIRED COURSES)
PSY 723 Psychology and Deafness (3)
PSY 762 Psychology of Emotion (3)
PSY 752 Cognitive Psychology (3)

PROFESSION-WIDE COMPETENCIES (REQUIRED COURSES)
Ethical and Legal Standards
PSY 781 Ethics & Professional Issues (3)

Individual and Cultural Diversity
PSY 862 Multicultural and Urban Issues in Clinical Practice (3)
PSY 834 Adult Psychopathology (3)

Assessment
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)
PSY 785-6 Clinical Psychology Practicum (3, 3)
PSY 885-7 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)

Supervision and Consultation
PSY 785-6 Clinical Psychology Practicum (3, 3)
PSY 885-7 Clinical Psychology Externship (3, 3, 3)
PSY 999 Clinical Psychology Internship (1)

A total of 9 hours of electives in assessment and intervention are required in this area. Students may use PSY 985-987 Advanced Externship to partially meet this requirement (6 hours). The following courses are offered in this program. Other assessment and intervention courses may be taken through the consortium.

Child Clinical Psychology Treatment Methods
Cognitive Behavioral Therapies
Forensic Psychology
Group Psychotherapy
Hypnosis and Brief Psychotherapy
Introduction to Clinical Supervision
Neuropsychological Foundations and Assessment
Psychological Consultation
Trauma-Informed Interventions

SAMPLE COURSE SCHEDULE

First Year Fall	First Year Spring
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	836 Methods of Adult Psychotherapy
PST ASL Class if needed	PST ASL Class if needed
First Year Summer	
704 Research Seminar: Pre-dissertation Proposal Lit Review 866 Personality Assessment - Objective PST ASL Class or Intensive if needed	

Second Year Fall	Second Year Spring
733 Child Development	833 Adult Development
840 Neuroanatomy & Neurophysiology	723 Psychology & Deafness
784 Clinical Practicum I: Therapy	786 Clinical Practicum I: Therapy
785 Clinical Practicum I: Assessment.	787 Clinical Practicum I: Assessment.
800 Individual Research	800 Individual Research
8XX Assessment/Intervention Elective OR	7xx Cognition or Psychology of Emotion OR
862 Multicultural when offered	8XX Assessment/Intervention Elective
Second Year Summer	
If working on pre-dissertation or dissertation research - must be registered for PSY 800 (Independent Research), PSY 900 (Dissertation Research) If engaged in formal Clinical Practicum II or II, must be enrolled in PSY 887 or PSY 987 (Optional Practicum) for clinical hours to count towards internship	

Third Year Fall	Third Year Spring
8xx Assessment/Intervention Elective OR 862 Multicultural when offered 8xx History and Systems OR Social Psychology 885 Practicum II 800 Individual Research 900 Dissertation Research (if predissertation is already completed)	8xx Neuropsychology Assessment OR Psychopharmacology 7xx Cognition or Psychology of Emotion OR 8xx Assessment/Intervention Elective OR 862 Multicultural when offered 886 Practicum II 900 Dissertation Research

Third Year Summer

Comprehensive Examinations.

If working on dissertation research - must be registered for PSY 900 (Dissertation Research)

If engaged in formal Clinical Practicum II or II, must be enrolled in PSY 887 or PSY 987 (Optional Practicum) for clinical hours to count towards internship

Fourth Year Fall	Fourth Year Spring
8xx Assessment/Intervention Elective 8xx History and Systems OR Social Psychology 995 Practicum III (elective) 900 Dissertation Research	8xx Neuropsychology Assessment OR Psychopharmacology 8xx Assessment/Intervention Elective 986 Practicum III (elective) 900 Dissertation Research

Fourth Year Summer

If working on dissertation research - must be registered for PSY 900 (Dissertation Research)

If engaged in formal Clinical Practicum II or II, must be enrolled in PSY 887 or PSY 987 (Optional Practicum) for clinical hours to count towards internship

Fifth Year Fall, Spring, & Summer

999 Internship

900 Dissertation Research (As needed. Must be registered semester of defense and deposit)

Clinical Psychology Doctoral Course Number, Title, (Credits) and Description

PSY 703 - RESEARCH SEMINAR (1)

This seminar introduces students to ongoing faculty, staff, and student research projects. The seminar also includes direct experience as a research assistant in a faculty or staff member's research program. Ethical issues in research with human subjects receive particular emphasis.
Prerequisite: Enrollment in the clinical psychology program or consent of instructor
Co-requisite: PSY 711 or equivalent

PSY 704 - RESEARCH SEMINAR (1)

This seminar introduces students to ongoing faculty, staff, and student research projects. The seminar also includes direct experience as a research assistant in a faculty or staff member's research program. Ethical issues in research with human subjects receive particular emphasis.
Prerequisite: Enrollment in the clinical psychology program or consent of instructor
Co-requisite: PSY 712 or equivalent

PSY 710 - INTRODUCTION TO APPLIED STATISTICS IN THE SOCIAL SCIENCES (3)

Discussion of the concepts, use, and interpretation of data visualization, descriptive statistics, and inferential statistics methods in research, with an emphasis on the social sciences. Topics and tools include scales of measurement, measures of central tendency, measures of variability, univariate and bivariate graphical plots, measures of correlation, simple linear models, confidence intervals for means and proportions, and hypothesis testing for means and association. Data analysis software including SPSS will be used.
Prerequisites: Undergraduate or graduate statistics course covering confidence intervals and hypothesis testing, or the equivalent, or permission of the instructor.

PSY 712 - RESEARCH METHODS IN PSYCHOLOGY (3)

Covers principles of research design in psychology from two-group comparisons to complex multiple treatment designs. Also includes guidelines and criteria for writing research reports and articles, questionnaire and survey research, case studies and other single-subject designs, correlational studies, naturalistic observation, and ethical considerations in research.
Prerequisite: PSY 711.

PSY 713 - PSYCHOLOGICAL STATISTICS II (3)

Covers inferential statistics including simple and complex analysis of variance, multiple comparisons between means, and analysis of covariance. Chi-square and other nonparametric statistics and partial and multiple regression are included. Experience with computer programs (SPSS) for these statistical analyses will be provided.
Prerequisite: PSY 711.

PSY 720 - TEACHING OF PSYCHOLOGY (3)

This course focuses on the teaching of undergraduate psychology, with a Professional Portfolio developed as an end product to the course. In addition, students will be introduced to the scholarship and pedagogy of teaching. Students will have the opportunity to discuss issues related to teaching undergraduate psychology courses at Gallaudet University. Topics such as the following will be discussed: the syllabus, choosing a text, the first class, lecturing and presenting material, assessing student learning through tests, quizzes, written assignments and other methods, the faculty-student relationship and dealing with difficult students among other topics. Issues relating to deaf learners will also be discussed.

PSY 723 - PSYCHOLOGY AND DEAFNESS (3)

This course provides in-depth exploration of the complex interrelationships between the functioning of deaf and hard-of-hearing individuals and psychological, biological, and socio-cultural aspects within a human systems framework that incorporates multicultural perspectives. Psychological principles and theories related to the emotional, cognitive/linguistic, behavioral, and cultural development of deaf and hard -of-hearing individuals are considered. Also considered are factors including the influence of etiology/genetics, varying levels of hearing loss and age of onset, familial variables, linguistic and communication approaches, technology, educational settings, psychopathology, and cultural aspects.

PSY 733 - CHILD DEVELOPMENT (3)

Knowledge bases in child and adolescent development, including biological, cognitive, social, affective, and moral development. Methodological and theoretical issues and controversies in the study of human development are discussed.
Prerequisite: Matriculation in the Clinical Psychology Program.

PSY 749 - INTELLECTUAL ASSESSMENT: MEASUREMENT PRINCIPLES AND APPLICATIONS (4)

An intensive course in theory, methods, and clinical skills in appraisal of individual intelligence, including a critical analysis of individual tests, criteria for evaluating and selecting tests, values, limitations of tests, test selection, administration & scoring, analysis and interpretation of test results, preparation of reports, and legal and ethical standards in assessment.
Prerequisite: Matriculation in the Clinical Psychology Program.

PSY 751 - PSYCHOLOGY OF PERCEPTION (3)

Theories and research findings in human and animal perception with emphasis on the visual system. Course topics include: neuroanatomy and physiology of the visual system, psychophysics, color vision, space perception, form perception, information processing, and the psychopathology of perception.
Prerequisite: Enrollment in graduate programs in clinical psychology or school psychology or permission of the instructor.

PSY 752 - COGNITIVE PSYCHOLOGY (3)
This course provides an understanding of current theories and research in the field of cognitive psychology, including information processing, memory, learning, language development, and the influence of deafness on cognitive development and strategies, particularly as they relate to clinical practice and research.

PSY 762 - PSYCHOLOGY OF EMOTION (3)
This course introduces various approaches to emotion with a focus on the current theories and research in the field. Students will gain an understanding of the structure, function, and development of emotional processes, the interplay between emotional and cognitive processes, and the underlying neurological mechanisms. As human social emotions are a significant component of both psychological well-being and psychological distress, we will examine the role of social emotions in relation to positive psychology, mental health, and psychopathology. The relationship between hearing loss and emotional development and functioning, particularly as they relate to clinical practice and empirical research, will be addressed throughout the course. Some topics and readings may be more or less emphasized depending upon student interests.

PSY 781 - CLINICAL PSYCHOLOGY ETHICS AND PROFESSIONAL ISSUES (3)
This course introduces clinical psychology doctoral students to ethical issues and professional practice in clinical psychology. The course covers the APA Code of Ethics, ethical decision-making and clinical judgment, professional expectations and guidelines, legal obligations of psychologists, and an overview of clinical practice settings. Cross-cultural and social justice issues in clinical practice are emphasized as they relate to ethical decision making in the evolving world of clinical practice.
Prerequisite: Enrollment in clinical psychology doctoral program or permission of instructor.

PSY 782 - FOUNDATIONS OF CLINICAL SKILLS (3)
This course focuses on clinical observations and interviewing skills, and is an introduction to the practice of psychotherapy. The focus is on building skills for planning, initiating, conducting, and evaluating therapeutic interventions with clients. Students will learn how to: conduct a mental status evaluation; use semi-structured interviews; conduct open-ended interviews with adults and children; and conduct behavioral observations. Emphasis is on the development of skills necessary in the practice of clinical psychology.
Prerequisite: Enrollment in clinical psychology doctoral program

PSY 784 - CLINICAL PSYCHOLOGY PRACTICUM I: THERAPY (FALL) (3)
This fall course is generally taken in the second year of the clinical psychology program. It provides clinical training through a practicum placement at the University Counseling and Psychological Center (CAPS). Students will participate in a weekly seminar, as well as weekly individual and group supervision. Training will focus on diagnostic interviewing, clinical assessment, case formulation, treatment planning, therapeutic interventions, report writing, and client feedback. Supervision (i.e., individual and group) is provided by licensed psychologists (i.e., program faculty and on-site supervisors).

Cultural, linguistic, and individual diversity factors are emphasized throughout the course and will be applied to clinical work. Supervision and consultation theories and practices also are introduced at this level of training.

Prerequisites: Second year standing in the clinical psychology program; PSY 749, 781, 782, 834, 836, 865, 866; satisfactory communication skills; and an ASLPI interview rating of 2+.

PSY 785 - CLINICAL PSYCHOLOGY PRACTICUM I: ASSESSMENT (FALL) (3)

This fall course is generally taken in the second year of the clinical psychology program. It provides clinical training through a practicum placement at the University Counseling and Psychological Center (CAPS). Students will participate in a weekly seminar, as well as weekly individual and group supervision. Training will focus on diagnostic interviewing, clinical assessment, case formulation, treatment planning, therapeutic interventions, report writing, and client feedback. Supervision (i.e., individual and group) is provided by licensed psychologists (i.e., program faculty and on-site supervisors). Cultural, linguistic, and individual diversity factors are emphasized throughout the course and will be applied to clinical work. Supervision and consultation theories and practices also are introduced at this level of training.

Prerequisites: Second year standing in the clinical psychology program; PSY 749, 781, 782, 834, 836, 865, 866; satisfactory communication skills; and an ASLPI interview rating of 2+.

PSY 786 - CLINICAL PSYCHOLOGY PRACTICUM I: THERAPY (SPRING) (3)

This spring course is generally taken in the second year of the clinical psychology program. It provides continued clinical training through a practicum placement at the University Counseling and Psychological Center (CAPS). Students will continue to participate in a weekly seminar, as well as weekly individual and group supervision. Training will focus on the continued development of the following: diagnostic interviewing, clinical assessment, case formulation, treatment planning, therapeutic interventions, report writing, and client feedback. Supervision (i.e., individual and group) is provided by licensed psychologists (i.e., program faculty and on-site supervisors). Cultural, linguistic, and individual diversity factors will continue to be emphasized throughout the course and will be applied to clinical work. Supervision and consultation theories and practices are further explored at this level of training.

Prerequisites: Second year standing in the clinical psychology program; PSY 749, 781, 782, 834, 836, 865, 866; satisfactory communication skills; and an ASLPI interview rating of 2+.

PSY 787 - CLINICAL PSYCHOLOGY PRACTICUM I: ASSESSMENT (SPRING) (3)

This spring course is generally taken in the second year of the clinical psychology program. It provides continued clinical training through a practicum placement at the University Counseling and Psychological Center (CAPS). Students will continue to participate in a weekly seminar, as well as weekly individual and group supervision. Training will focus on the continued development of the following: diagnostic interviewing, clinical assessment, case formulation, treatment planning, therapeutic interventions,

report writing, and client feedback. Supervision (i.e., individual and group) is provided by licensed psychologists (i.e., program faculty and on-site supervisors). Cultural, linguistic, and individual diversity factors will continue to be emphasized throughout the course and will be applied to clinical work. Supervision and consultation theories and practices are further explored at this level of training.

Prerequisites: Second year standing in the clinical psychology program; PSY 749, 781, 782, 834, 836, 865, 866; satisfactory communication skills; and an ASLPI interview rating of 2+.

PSY 800 - INDIVIDUAL RESEARCH (1-12)

This course provides credit for individual student research projects at the pre-dissertation stage, conducted under approved faculty supervision.

Prerequisites: PSY 703, PSY 704, PSY 711, and PSY 712 or equivalent with consent of instructor.

PSY 809 - SOCIAL PSYCHOLOGY AND HUMAN DIVERSITY (3)

This course introduces theoretical and research foundations in social psychology, particularly as related to clinical/personality psychology and to the study of cultural minorities and the diversities of human experience.

PSY 820 - HISTORY AND SYSTEMS (2)

Review of theoretical approaches in the historical development of psychology as a discipline, including the emergence of clinical and experimental psychology from roots in philosophy and physiology. The principal systems and schools of thoughts in the history of psychology will be surveyed, including psychophysics, structuralism, functionalism, behaviorism, gestalt theory, psychoanalysis, and cognitive theories, to reveal their impact on contemporary psychology.

Prerequisites: Graduate standing in psychology or permission of the instructor.

PSY 825 - HEALTH PSYCHOLOGY (3)

This course will introduce the interaction of psychological and biological factors in health and illness, and the effects of psychological interventions on high- and low-risk life-styles and medical outcomes. Students will become familiar with theories of psychobiological interactions, biological systems believed to be affected by this interaction, and assessment and intervention techniques used to alter health outcomes of these interactions. Specific diseases such as cancer, heart disease, and asthma will be addressed, as will treatment compliance and the role of the psychologist in the medical setting.

PSY 826 - CLINICAL CHILD PSYCHOLOGY TREATMENT METHODS (3)

A survey of treatment methods with children and adolescents, the child in the context of the family, and issues in working with and understanding educational and other settings.

PSY 833 - ADULT DEVELOPMENT AND PERSONALITY (3)

This course introduces students to theories of adult development throughout the adult life cycle. The interweaving of biological, social, cultural, and psychological aspects of development will be examined relative to dimensions of change that occur throughout adulthood. We will explore conceptualizations of change in physical functioning, personality, socialization, occupation, cognition, and other aspects of development during adult life and aging. The impact of various life-styles, gender, culture, ethnicity, family factors, and deafness among other things will all be considered as pertinent throughout the course.

PSY 834 - ADULT PSYCHOPATHOLOGY (3)
This course provides an understanding of normal and psychopathological variants of adult functioning and development. Diagnostic criteria, psychodynamic issues, and applications of DSM-IV will be discussed. Treatment implications of various diagnostic categories will be included.
Prerequisites: Enrolled students in clinical psychology or mental health counseling or permission of instructor.

PSY 835 - LATE ADULTHOOD AND AGING (3)
This course will provide the student with basic information about the physical, social, and psychological effects of aging, the developmental issues which arise during older adulthood, and the approaches to coping with these changes and adjustment to the death of loved ones and the individual's own confrontation with mortality.

PSY 836 - METHODS OF ADULT PSYCHOTHERAPY (3)
An overview of methods and theories of psychotherapy used with adults. Covers professional and ethical guidelines as applied to the conduct of psychotherapy.
Prerequisites: PSY 781 and PSY 834 or permission of instructor.

PSY 840 - NEUROANATOMICAL & NEUROPHYSIOLOGICAL FOUNDATIONS OF NEUROPSYCHOLOGY (3)
This course provides a foundation in functional neuroanatomy, neurophysiology, and the presentation and effects of brain injuries, illnesses, and syndromes. It also includes material on peripheral sensory and perceptual functions. When you complete this course, you should have a basic knowledge of brain structure and function/dysfunction and the interaction of mind and body. An emphasis is placed on application of the information to clinical populations and the ability to critically evaluate neurophysiological and neuropsychological research.

PSY 843 - NEUROPSYCHOLOGICAL FOUNDATIONS AND ASSESSMENT (3)
This course introduces the foundations of neuropsychology, including an introduction to functional neuroanatomy, neuropsychological research, and the presentation and effects of brain injuries, illnesses, and syndromes. Students learn to apply this knowledge through the administration, scoring, and interpretation of selected neuropsychological screening tests, with emphasis on their use with deaf and hard of hearing populations
Prerequisite: PSY 840.

PSY 851 - GROUP PSYCHOTHERAPY (3)

This is an introduction to the theory and practice of group counseling and psychotherapy, with application to group work with deaf individuals. There are didactic and experiential components in this course, which provide students with the opportunity to develop an understanding of group development, dynamics, and counseling theories; group leadership styles; group counseling methods and skills; and other group approaches.
Prerequisite: PSY 836.

PSY 854 - PSYCHOPHARMACOLOGY (3)

This course introduces the uses, neurophysiological mode of action, and physiological and behavioral effects of various categories of psychoactive medications, including antipsychotic, anxiolytic, and antidepressant medications. Basic psychopharmacological research and the psychomimetic effects of drugs used for the treatment of medical disorders will be discussed.
Prerequisite: PSY 840

PSY 860 - COGNITIVE BEHAVIORAL THERAPIES (3)

In this course, students will gain a theoretical understanding of cognitive behavioral therapies. Students will learn the principles of behavioral change including operant conditioning, classical conditioning, and schedules of reinforcement. Students will learn how to complete a case formulation using principles of cognitive behavioral therapy as applied to depression, anxiety, personality disorders, and other mental health diagnoses. Students also will be trained in the progressive relaxation technique.

PSY 861 - ADVANCED TOPICS IN PARENT-CHILD INTERACTION THERAPY (3)

This course includes formal didactic training in providing Parent Children Interaction Therapy (PCIT), as well as an overview of alternative parent-training programs. Special emphasis will be placed on meeting the therapist competency requirements for certified PCIT therapists and adapting PCIT for use with deaf persons.
Prerequisites: PSY 782 & PSY 836

PSY 862 - MULTICULTURAL AND URBAN ISSUES IN CLINICAL PRACTICE (3)

The Washington D.C. Metropolitan Area is one that is very culturally diverse. This course will focus on the special issues that are raised when offering mental health and psychotherapy services to persons of color who reside in this large urban area. During the course, students will have the opportunity to examine the following content areas: the psychology of racism and oppression, theoretical issues and research findings on psychotherapy with minority populations, the impact of therapist racial/cultural characteristics on the therapeutic process, multicultural issues in psychodiagnostic testing, and relevant issues for traditional and emerging minority groups. Each class period will also include a module on an "urban issue" of concern to area residents.
Prerequisites: PSY 781, PSY 834, PSY 836, PSY 865, and PSY 866.

PSY 865 - PERSONALITY ASSESSMENT: PROJECTIVE TECHNIQUES (3)

During this course, students learn the basic principles of the Exner Comprehensive System of Rorschach testing. Students learn how to administer the Rorschach, practice scoring using the Exner System, and interpreting the test results. Other projective techniques such as the Thematic Apperception Test are also covered. Students practice report-writing skills. Information learned about personality testing is integrated with information previously learned in Assessment II: Intellectual Assessment.
Prerequisites: PSY 781 and PSY 749.

PSY 866 - PERSONALITY ASSESSMENT: OBJECTIVE TECHNIQUES (2)

This course addresses the uses and limitations of the MMPI-2 and other frequently used objective measures used to assess personality factors and possible psychopathology in clients. Special attention is given to possible adaptations and need for caution in interpretations when such measures are used with deaf and hard of hearing clients and clients whose cultural history/affiliation is outside the mainstream. Students are expected to develop skills in the integration of data derived from objective measures with other assessment results into a coherent and useful report.
Prerequisites: PSY 834 and PSY 749.

PSY 870 - HYPNOSIS AND BRIEF PSYCHOTHERAPY

The present course is an elective, intervention course in the Clinical Psychology program. It introduces students to the work of Milton Erickson and others who have pioneered the use of hypnosis in clinical settings. While this course does NOT lead to certification in the field of hypnosis, it will lay the foundation for anyone later wishing to pursue certification through professional groups such as the American Society for Clinical Hypnosis (ASCH). The course is highly experiential, including work on trance inductions, development of metaphors, and application of trance principles and hypnosis to specific kinds of issues in psychotherapy and healing in general, as well as application of hypnosis work with deaf people. Enrollment in this course signifies that you agree to serve as a participant with one or more of your classmates. In addition to the experiential component, the course will provide students the opportunity to review research into hypnosis and hypnotic phenomena.

PSY 880 - CLINICAL SUPERVISION (3)

Clinical Supervision provides students with an introduction to theory, methods, and ethical issues in the supervision of clinical services. The course emphasizes the supervision of psychotherapy and related interventions. Supervision of other clinical services, such as assessment and crisis intervention, are also included. Both individual and group supervision are considered. Classes include lecture, discussion of readings, and case material.

PSY 885 - CLINICAL PSYCHOLOGY EXTERNSHIP (3)

Generally taken in the third year, this practicum includes experiences in assessment, interventions, treatment planning, and other areas in a community agency, medical center, or other service facility.

Prerequisites: Third year standing in the clinical psychology program, PSY 785, PSY 786, and PSY 836.

PSY 886 - CLINICAL PSYCHOLOGY EXTERNSHIP (3)
Generally taken in the third year, this practicum includes experiences in assessment, interventions, treatment planning, and other areas in a community agency, medical center, or other service facility.
Prerequisites: Third year standing in the clinical psychology program, PSY 785, PSY 786, and PSY 836.

PSY 887 - PRACTICUM II: SUMMER SESSION (1-3)
Generally taken in the third year, this practicum includes experiences in assessment, interventions, treatment planning, and other areas in community agency, medical center, or other service facility.
Prerequisites: PSY 885 and 886

PSY 900 - DISSERTATION RESEARCH (1-12)
Students may register for dissertation research while conducting any phase of their dissertation research project.
Prerequisite: Doctoral students in clinical psychology who have advanced to candidacy for the Ph.D. degree.

PSY 985 - ADVANCED CLINICAL PSYCHOLOGY EXTERNSHIP (1-6)
This course can be taken by students who have completed the required externship and wish additional supervised clinical experiences
Prerequisites: PSY 885 and PSY 886.

PSY 986 - ADVANCED CLINICAL PSYCHOLOGY EXTERNSHIP (1-6)
This course can be taken by students who have completed the required externship and wish additional supervised clinical experiences
Prerequisites: PSY 885 and PSY 886.

PSY 987 - PRACTICUM III: SUMMER SESSION (1-3)
This course can be taken by students who have completed the required intermediate practicum (externship) and are obtaining additional supervised clinical experiences. Placement is at one of a range of local agencies and includes experiences in assessment, intervention, treatment planning, case conceptualization, and/or consultation.
Prerequisites: PSY 785, 786, 836, 885, and 886

PSY 990 - APPIC APPLICATION FOR PREDOCTORAL INTERNSHIP AND PROFESSIONAL TOPICS (3)
The primary focus of this course is on preparing students for the clinical psychology predoctoral internship application and interview process. Assignments will include identifying potential sites; beginning the formal APPIC application; writing essays, cover letters, and CVs; requesting letters of recommendation; and calculating clinical hours. Activities will include mock interviews and professional networking. The remainder of the course is designed to prepare students for practice or post-doctoral training beyond the internship, with a discussion of topics that are of interest to the students. This might include (but is not limited to): billing and insurance, different practice settings, negotiating salary and benefits, professional advocacy, and work/life balance.
Prerequisites: PSY 785 & PSY 786

PSY 999 - CLINICAL PSYCHOLOGY INTERNSHIP (1)
Registration indicates that the student is undertaking a psychology internship approved by the clinical psychology program at the predoctoral or doctoral level.
Prerequisites: Open only to students who have completed comprehensive examinations, advanced to candidacy for the Ph.D. degree, and are in an internship approved by the clinical psychology program faculty.

CONSORTIUM COURSES

Many students are interested in taking courses at other universities that are not offered by the Gallaudet Clinical Program. 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 DCT 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 master's 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 websites 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. First, the course(s) must be approved by the student's advisor and the DCT. At this point, the student may work with the Offices of the Graduate School and Registrar to register for the course(s). Please note that each university has a different starting date and therefore, registration deadlines may vary. In order to qualify for a consortium course, you will need to plan early and to be diligent about following up with the Offices of the Graduate School and Registrar.

PART 5
FACILITIES AND RESOURCES

Psychology Department Facilities and Resources

The Department of Psychology provides a number of resources and facilities to support your doctoral study at Gallaudet University. Students will only be allowed on campus if they have provided proof of COVID vaccination (or a medical waiver) to the Student Health Services prior to the beginning of the Fall 21 semester. Students must comply with Gallaudet University policies and procedures regarding weekly COVID testing, daily health screening, mask use, and social distancing. These policies and procedures may change throughout the academic year and will be shared with students through University email. Any questions or concerns should be raised with the DCT or the University COVID team. All courses are intended to be taught live during the academic year. However, hybrid or remote learning may occur at the discretion of the University, which may impact access to the following:

1. **Copy machine**: The departmental copy machine may be used for Gallaudet business only. Students should not use the copy machine for personal use unrelated to Gallaudet business or course work. Any copies made for personal use will be billed to the student's account at the rate announced 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. If students need supplies please see the DCT or the Program Support Specialist. Students are not to use the refrigerator, microwave, dishwasher, coffee machine, or related supplies in this room.

2. **Computer lab**: The computer lab is for graduate student use and has word processing, statistical analyses, and psychological test scoring programs available for student use. The computers there should be used by Psychology Department students only. 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 they 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 for only a few minutes.

The Graduate Student Study Room is for the use of graduate students in the School and Clinical Psychology programs. Other students, friends, or family members are not permitted in this room.

Each student has a mailbox in the Graduate Student Study Room. Confidential or private information is sometimes left in these boxes, such as clinical materials, and student papers and grades. Although these mailboxes are not locked, envelopes containing

materials placed in each box are only for the eyes of the person it is addressed to. The following rules apply to student mailboxes:

- Do not take anything out of another person's mailbox without specific permission from that person.

- Do not read or open anything in another person's mailbox without specific permission from that person.

- Do not leave confidential information sitting in your mailbox for any longer than is necessary. 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 do not have time to read it, 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 the Clinical and School Psychology Programs. This library is used for classes in assessment and for reference, and has an excellent collection of instruments in standard use for cognitive, neuropsychological, and personality assessments. 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 and Conference Registration**: Funds are available to support student travel to professional conferences when a student is presenting their research. Students are responsible for checking for emails from the Graduate School or Graduate Student Association announcing financial support for travel. The Psychology Department has very limited travel support funds. If you are unable to obtain support from the Graduate School or GSA, please make a formal request to the DCT well in advance of potential travel. Please note that if you submit to present and do not receive funding though the University, you will be responsible for funding your travel and registration to the event.

Library Resources

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

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

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

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

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

Counseling and Psychological Services (CAPS)

CAPS is a University Counseling Center providing services to deaf, hard of hearing, deafblind, and hearing students. 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. The Director is Dr. Lauri Rush.

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, or DCT can provide you with referrals to professionals in the community who have good credentials and appropriate communication skills. If cost is an issue, they can guide you to a profession or agency offering 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 the professional. To give you maximal flexibility, confidentiality, and access to behavioral health services 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.

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 tries to provide Psychology Department assistantships to all students in good standing who request one during years one through four of the programs. 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 use 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. For more information, please contact the DCT.

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 Assistants: 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.

Test Library Assistants: Test 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 Assistants: 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.

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. **Adjunct Instructor**: 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 successfully completed the "Teaching of Psychology" course** with a strong background in the relevant area and excellent language skills may be hired for undergraduate teaching. Students interested in such positions should contact the DCT 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 their **3rd** year and beyond if they also are demonstrating satisfactory progress in the doctoral program.

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

5. **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, this should be discussed with your advisor and the DCT before you make any commitment to teaching.

Outside Employment

- Any outside employment by students in Clinical Psychology that requires them to engage in clinical activities must be approved by the Director of Clinical Training, 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. Examples include acting as a psychology associate without the training and state license, working on crisis or suicide hotlines or text lines, etc. 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 and potentially interfere with gaining licensure as a psychologist. Therefore, the DCT will review all outside employment to support students in determining work opportunities 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 for their graduate training.

- In both of the above situations, if the Academic Advisor and the Director of Clinical Training 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, should be submitted to the DCT for inclusion in the student's file.

PART 6
LANGUAGE AND 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 language and 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 Language and 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

LANGUAGE AND COMMUNICATION POLICY

Philosophy
Accessible language and 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.

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.

APA Ethical Responsibilities Related to Language and 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.

Language and 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. Interpreters are provided for deaf or hard of hearing students or hearing students with approved accommodations under the ADA who require ASL-English translation to support their educational progress. Interpreters are not provided to hearing students to support ASL acquisition or comprehension during courses and other program activities. 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 multifaceted and complex process. Therefore, each person has the responsibility to make a concerted effort to enhance receptive and expressive aspects of language use and communication. This applies not only to the learning environment, but in any place on campus.

The program and faculty are not responsible for the development of students' basic conversational skills in American Sign Language and English, and will support them in identifying University and community courses or experiences if requested. ASL, sign language, and English (written and or spoken) may be used during the course of program activities depending on the skills of the faculty, staff and or students, as well as the intent of the learning activities.

Psychology Faculty

Faculty language and communication concerns involving colleagues or students should be addressed in a direct and professional manner. If this cannot be resolved at an individual level, the individual should confer with the DCT. If the issue is with the DCT, the individual should confer with the previous DCT or the School I Director.

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 language and communication difficulties with their instructors first. If satisfactory resolution is not achieved, then the students may discuss their concerns with the DCT and/or request permission to attend meetings of their program faculty to discuss concerns about language and communication needs. If the issue concerns the current DCT or the entire faculty, the student should confer with the School I Director.

Students should be aware that their language and 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 or fluency in order to be effective. While the Clinical and School Psychology Programs have their own language and communications requirements, both adhere to the basic expectation that graduate students will endeavor to achieve and continually maintain ASL proficiency or fluency. Graduate students will also be sensitive vis-a-vis their ability to match the language and communication preferences of those with whom they may come into professional contact.

Classroom Discussion Policy

In this era of diversity, 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 Requirements and
Evaluation Equivalency Procedures**

**Clinical Psychology Program
Department of Psychology
Gallaudet University
August 2021**

Language and communication competencies are an essential part of the professional development of psychologists who work with deaf, hard of hearing, deafblind, and hearing people. 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 a variety of people in a variety of professional settings and roles. Achieving competence in sign language is considered imperative. Graduates of the program should be able to:

- Engage in proficient or fluent conversation in sign language on a wide variety of personal and professional topics;
- Modulate their language and communication based on the needs of the communication partner, a colleague, or a client; and
- Interview and assess diverse clients fluently

Multiple methods of assessing language and communication are used by the faculty to determine ASL ability including a rating of "3" or higher on the Gallaudet University-American Sign Language Proficiency Interview (GU-ASLPI), which should be the goal for all students. As part of the evaluation process, all students are required to take GU-ASLPI evaluations to assist in determining language and communication skills. The GU-ASLPI is conducted and rated by their staff who are independent from the Psychology Department. The GU-ASLPI asks the individual to engage in a videotaped conversation in ASL with a trained professional for 30 minutes. The conversation can cover a variety of topics and is meant to evaluate minimal conversational ability. The videotaped conversation is rated by trained raters and scores fall between "0" and "5". Scores of "0" represent no to very minimal ASL ability while scores of "5" are meant to represent native or native-like users of ASL who have an excellent grasp of the grammatical features and vocabulary for the language. Although the psychometric properties of the GU-ASLPI are still being evaluated, our experience indicates that deaf native ASL users often earn scores between "3+" and "4+".

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 no more than once a semester until all communication competency requirements have been satisfied. Students should take the GU-ASLPI at least once during the first academic year of their program and no more than once a semester in subsequent years until the program milestones are achieved. It is important to note that there may be minimal development in skills across a single semester and thus, taking the

GU-ASLPI every semester will not reflect significant change in the knowledge and skills of a student.

Sign Language competency is also 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; and/or
- The Clinical Sign Language Evaluation.

Evaluation Procedures
Competencies for Practicum (Clinical Practicum I: PSY 784-787)
Prerequisites for 2nd year clinical experiences (assessment and psychotherapy) include a level of sign language proficiency that allows for effective communication in closely supervised situations with deaf and hard of hearing clients. Students must successfully complete the sign language competencies in the following areas during their first year: 1) Clinical Language Course Competencies (cognitive assessment, personality assessment, and clinical interviewing, 2) A GU-ASLPI rating of "2+" or better, 3) faculty observations during courses and program interactions. Students who have a GU-ASLPI score of "0 - 1+" by the beginning of July of their 1st year will not be allowed to register for PSY 784 and 785 irrespective of their performances on the other sign language competencies.

Competencies for Internship and Graduation
Prerequisites to apply for internship and ultimately to graduate include communication competencies that will allow communication with a range of linguistically diverse 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 professional expert in deafness or skilled in sign language. A GU-ASLPI rating of "3" or above satisfies this requirement and must be achieved in order to submit the APPIC internship applications. 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 higher is earned.

Students who do not achieve a GU-ASLPI of "3" by the semester prior to applying for internship, they apply to take the program Clinical Sign Language Evaluation. No student can be certified by the DCT as fully qualified for internship until sign language competency requirements are satisfied. Applications for the Clinical Sign Language Evaluation must be received no later than June 1st 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.

Procedures of the Clinical Sign Language Evaluation
The following procedure is meant to allow students the opportunity to demonstrate that their sign language abilities are proficient, and is not a lowering of standards or expectations of fluency. Students with a current rating of at least "2 or 2+" will need to have a very strong and convincing portfolio of evidence that demonstrates feedback from appropriate other observers, and ongoing efforts to improve skills.

Process for Requesting the Evaluation
Students must submit a formal letter of request to the DCT to take the Clinical Sign Language Evaluation accompanied by a portfolio documenting past learning and experiences with ASL. Evidence should include the following:
- Attempts at taking the GU-ASLPI;
- Significant and consistent efforts to improve sign language knowledge and ability, which may include participation in sign language classes, other organized learning experiences, and consistent immersion activities where students are signing on a regular basis;
- Feedback from instructors or supervisors having observed the student's sign language ability;
- Feedback from peers concerning the student's sign language ability; and
- Feedback from students that have been taught (only through formal classroom evaluations and not direct requests for letters of support).

The letter of request and portfolio will be discussed with the core faculty. If the alternative evaluation is authorized, instructions for the process will be provided by the DCT. This evaluation will be videotaped and the student will be required to then formally score the responses of the volunteer and submit all of the materials to the DCT.

This evaluation will consist of conducting a full clinical interview including an MSE and administration of either WAIS or WJ-IV Cognitive subtests to an undergraduate volunteer via ASL. The DCT will provide the clinical interview format, as well as the specific WAIS or WJ-IV Cognitive subtests.

The DCT will share the video and interview/test materials with a faculty in the psychology department who has a Ph.D., is trained in clinical psychology, and is experienced in administration of psychological tests with deaf and hard of hearing individuals. The rater will complete the Clinical Sign Language Evaluation Form (see below). If the majority of ratings are a Pass, the student will be able to continue with the next set of program requirement(s). If the majority of ratings are Borderline or Not Satisfactory, a second rater will be asked to rate the video and materials. If there is disparity between the two sets of ratings, the program faculty will then look at the feedback and scores from the GU-ASLPI, the ratings from the Clinical Sign Language 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.

**Clinical Psychology Program
Department of Psychology**

Clinical Sign Language Evaluation Form

Student Name:
Date of Administration:
Rater Name:
Date of Rating:
Measures Administered:

Please consider the following ratings as applied to a doctoral trainee working with deaf or hard of hearing community clients who uses sign language as one of their primary languages (excluding clients with language neglect or deprivation, foreign-born deaf or hard of hearing signers with late acquisition of sign language). Circle the appropriate decision for each item, as well as provide comments regarding the strengths and areas of development for the trainee. If an item is rated as Borderline or Inadequate for the clinical setting, please specify in the comments areas of weakness or need for development, as well as recommended types of interventions (e.g., intake interview versus high stakes risk intervention) or assessment practices (psychodiagnostic interview versus neuropsychological assessment) based on the level of language and communication ability observed during this evaluation.

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

Comments:

2. Understanding of client's language
Acceptable for clinical setting
Borderline
Inadequate for clinical setting

Comments:

3. Clarity of trainee's language
Acceptable for clinical setting
Borderline
Inadequate for clinical setting

Comments:

4. Goodness of fit between trainee and client language and communication style
Acceptable for clinical setting
Borderline
Inadequate for clinical setting

Comments:

5. Language and communication errors impacting rapport, comprehension, and/or test administration

Acceptable for clinical setting
Borderline
Inadequate for clinical setting

Comments:

6.Trainee management of language errors and/or communication difficulties that occur?

Acceptable for clinical setting
Borderline
Inadequate for clinical setting

Comments:

7.Is this trainee demonstrating language and communication skills that indicate they are ready to see DHH community clients for psychotherapy?
Yes _____   Yes with specific restrictions _____   No _____

Comments:

8.Is this trainee demonstrating language and communication skills that indicate they are ready to see DHH community clients for psychological testing?
Yes _____   Yes with specific restrictions _____   No _____

Comments

Clinical Psychology Program
Social Media Policy

This policy governs the publication of commentary on social media by graduate students within the Gallaudet Clinical Psychology Program. Here, social media refers to any facility for online publication and commentary, including but not limited to, blogs, wiki's, social networking sites such as Facebook, Instagram, Pinterest, Twitter, Snapchat, WhatsApp, Tumblr, LinkedIn, Flickr, Reddit, YouTube, etc. This policy is in addition to and complements any existing or future policies regarding the use of technology, computers, e-mail and the internet found in the Gallaudet Graduate Catalog.

The Gallaudet Clinical Psychology Program is committed to supporting honest, transparent, and knowledgeable dialogue through social media. While our graduate students are welcome to publish or comment using social media in accordance with this policy, they are urged to do so thoughtfully. The same reasons that make social media attractive also are the same elements that can injure how one comes to be perceived as a professional. As such, all uses of social media should be treated in the same manner as other professional obligations as outline in the ethical guidelines and policy recommendations set for by the American Psychological Association (APA).

Practicum and internship students should comply not only with the statements outlined herein, but also any policies and procedures of practicum or internship placements. Clinical psychology students should:

1. Use secure settings on social media;
2. Keep present your professional identity when using social media;
3. Be informed of the social media policy of internship and practicum sites and share the program's social media policy with supervisors; and
4. Be advised that unethical use of social media which includes the Clinical Psychology Program social media policy may result in dismissal from the program.

Below are the program expectations for appropriate social media use by Clinical Psychology doctoral students.

Protect Privacy and Confidentiality:
- Student must adhere to professional and ethical requirements to protect the privacy and confidentiality of their clients. Avoid posting any sensitive information regarding records of students and families you serve as part of your training experience. This includes but not limited to name, grade, name of school or teacher, services received, etc. Also ,do not post pictures or videos that include students or families.
- Students must not post confidential information (e.g., email address, phone numbers, physical address, etc.) about the program's faculty, its students, its alumni, supervisors, or various affiliates.

- Use good ethical judgment and follow University polices and federal requirements, such as the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA).
- Students have the ethical responsibility to report to the Clinical Psychology DCT any peer not in compliance with this policy.
- Students must refrain from posting or contributing to discussions about a situation involving named or pictured individuals without their expressed permission.
- Students are advised not to post anything that cannot be presented in any public forum. Your social networking should not harm the program, its faculty, its students, its alumni, various affiliates, or yourself. Keep present that online posts are permanent; even when they have been deleted, they can be accessed years later even by future employers.

Respect Your Audience and Colleagues:
- Be respectful in your posts. Avoid personally offensive comments, ethnic slurs, insults, obscenity, racist comments, hate speech, threats of violence, or potentially defamatory statements that may be interpreted as ridicule or demeaning to persons based on their age, color, creed, disability, national origin, immigration status, socioeconomic status, mode of communication, political beliefs, race, ethnicity, religion, gender, gender identity, gender expression, or sexual orientation or any other personal or distinguishing characteristic. Your behavior may lead to dismissal from the program due to professional suitability issues.
- Students must not use social media to bully, intimate, hurt the reputation, or maliciously defame other students, faculty, staff, or supervisors; in the same way, candidates must not make grossly disloyal, reckless or maliciously false statements about the Clinical Psychology Program, classmates, faculty, staff, and supervisors. If you have a disagreement with someone, talk to the person directly. It is the professional and ethical way.
- Respond respectfully to anyone who posts comments you find disagreeable.
- Students should comply with any applicable state and federal, trademark, trade secret, copyright and other intellectual property laws.

Consider "*Friending*" Carefully:
- In general, faculty or staff and other affiliates who hold management or supervisory roles are discouraged from "friending" requests from graduate students they oversee. Supervisors may accept *friend* requests initiated by the graduate student if s/he does not believe it will impact the work relationship negatively. Supervisors may deny *friend* requests initiated by the graduate student if s/he believes doing so would create a conflict of interest.
- "Friending" of students and families whom you serve on social media websites is discouraged. Professionals in care roles generally should refrain from initiating or accepting *friend* requests except in unusual circumstances such as the situation where an in-person friendship pre-dates the professional relationship (a situation that may pose a conflict of interest, in and of itself).

Time and Place of Posts:
- Make sure that your social media presence does not interfere with your commitments and obligations as a student in the program.
- Avoid using social media while in class or during experiential learning opportunities within training sites (i.e., practicum and internship), unless it is work-related.

Be Careful About Posts:
- Social media communication is not private. Even in cases where only your contacts can see what you wrote, there is a possibility that messages can be forwarded or copied making them visible to a wider audience. Beware that any photos, videos, written comments, and other postings can serve to undermine a school psychologist's personal safety, integrity and/or professional competence.
- If passionate about a subject, remember it is wise to delay posting until you are clearheaded. Social networks often are not the best forums for raising grievances that might be better addressed in other venues or handled privately. Be mindful of posting information that you would not want the public to see. Think of every post as being on record.
- Students should use care in how they represent the program. You may be unofficially representing the program when participating in online discussions about the program or subjects related to a student, staff, or faculty member. Be careful not to disparage the reputation of the program or individual's affiliated with the program.

Respect Copyright and Trademark Laws:
- Students must abide by copyright laws by ensuring that they have permission to use or reproduce any copyrighted text, photos, graphics, video or other material owned by others.
- Use of Gallaudet logo or other trademark materials to imply official communication without permission from the program, the Graduate School, or Gallaudet University is prohibited.

Correct Mistakes:
- Carefully consider the accuracy, clarity, length, and tone of your comments before posting them. Have the facts before you post. If you make a mistake, admit it, and make the appropriate correction quickly. If someone accuses you of posting something improper, deal with it quickly and respectfully. If the content of your message would not be acceptable for face-to-face conversation, over the telephone, or in another medium, it likely will not be acceptable for social media.
- The Clinical Psychology Program encourages thoughtful social media interaction and does not seek to censor contributions to these sites. However, while this innovative technology offers exciting opportunities to build networks with deaf, hard-of-hearing, deafblind, deafdisabled, and hearing colleagues, boundaries between personal and professional matters can be blurred. The program believes

the use of social media entails personal responsibility. As such, use common sense when posting.

- Students are reminded that social media sites are public domains and information are accessible to all.
- Students are encouraged to continually assess the ethical implications of their social media use and to exercise caution.
- The Clinical Psychology Program will appropriately investigate and will take corrective action, including academic disciplinary action that may result in dismissal, any improper use of social media by school psychology candidates (see the Gallaudet Clinical Psychology program's policy of addressing concerns about professional disposition or suitability).