

CLINICAL STUDENT HANDBOOK

Department of Psychology
University at Buffalo
The State University at New York

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CHAPTER 1

Nature of the Program

Welcome to the Clinical Psychology Ph.D. Training Program. We hope that the years that you spend in the program will prepare you for the many exciting careers available to you. This manual is meant to provide some basic guidance for you as you plan your training. It should be supplemented by the Psychology Department's Graduate Student Manual. Even more important, however, is the thoughtful advice and recommendation of your faculty advisor. You will find that the faculty, and particularly your faculty academic advisor, are helpful and supportive.

Like all quality programs in clinical psychology, this program is demanding. The faculty will expect you to learn to do professional quality work. Although our standards are high, we try to maintain a supportive and encouraging attitude. We strongly encourage you to get involved in your advisor's laboratory immediately and stay involved right up to the completion of your Ph.D. It has been our experience that few of our highly selected graduate students fail to make the grade. Instead, students are much more likely to get into academic difficulty because they isolate themselves from aspects of the program or from their faculty advisor.

The following material represents a description of the specific requirements and details of procedures for completing the Ph.D. degree in Clinical Psychology. Please note that our training program, like the discipline of psychology, is constantly reevaluated and modified to reflect changes in the discipline. The requirements spelled out in this manual may differ from earlier versions of the manual. You should rely on the edition that came out the year you started the program as a guide for what you are required to do to complete your program.

You should obtain a copy of the Department of Psychology's Graduate Student Manual, which includes information on matters not discussed in this Clinical Psychology Manual, including procedures and deadlines for becoming a doctoral candidate, steps to follow in completing the dissertation, policies on assistantships, registration, transfer of credits, incompletes, grievance procedures, etc.

CHAPTER 2

Program Requirements

In order to receive the Ph.D. in Clinical Psychology a student must complete six requirements: (1) course requirements; (2) ethical and professional training; (3) two preliminary projects; (4) practical competence in clinical skills; (5) an approved clinical internship; and (6) a doctoral dissertation and defense of the dissertation. Each of these is described in greater detail below.

Course Requirements

- ___ Psy 605, Clinical Research: Designs, methods and ethics
- ___ Psy 607, Advanced Statistical Methods I
- ___ Psy 608 or 861/4, Advanced Statistical Methods II
- ___ Psy 609, Multivariate Statistics
- ___ Psy 624, Clinical I: Psychopathology
- ___ Psy 654, Clinical II: Psychological Assessment
- ___ Psy 751, Clinical III: Clinical Treatments: Adult
- ___ Psy 778, Clinical IV: Clinical Treatments: Child & family
- ___ Psy 611, History & Systems
- ___ Clinical Elective I
- ___ Clinical Elective II
- ___ Distribution (biological bases of behavior)
- ___ Distribution (cognitive-affective bases of behavior)
- ___ Distribution (social bases of behavior)
- ___ Practicum I (Intervention I & Intervention II)
- ___ Practicum II (Intervention III & Intervention IV)

NOTE: The university has a 72-credit rule that states that tuition will not be waived for more than 72 credits of graduate study.

SEQUENCE OF COURSES

Below is a typical course sequence.

	FALL	SPRING
YEAR I	Research	Research
	Statistics I (607)	Statistics II (608 or 681)
	Clinical I: Psychopathology (624)	Clinical II: Psychological Assessment (654)
	Distribution or Clinical Elective	Clinical Research (605)
	Brown Bag	Brown Bag
YEAR II	Research	Research
	Clinical III: Adult Treatments (751)	Clinical IV: Child/family Treatments (778)
	Statistics III (609)	Distribution or Clinical Elective
	Practicum (Intervention I)	Practicum (Intervention II)
	Brown Bag	Brown Bag
YEAR III	Research	Research
	History & Systems	Distribution or Clinical Elective
	Practicum (Intervention III)	Practicum (Intervention IV)
	Distribution or Clinical Elective	Distribution or Clinical Elective
	Brown Bag (2 nd Year Project Presentation)	Brown Bag
YEAR IV	Research	Research
	Placement ^a	Placement ^a
	Brown Bag	Brown Bag

- Minimal practicum hours: 150 hours direct contact
- Students must take a total of 3 distribution courses outside of clinical and 2 clinical electives
- Students are expected to provide at least 52 direct contact hours per year, between May 1st and the following April 30th, in the PSC after completing their practicum courses

^a A community placement is optional. If chosen students must submit a petition to their academic advisor describing the nature of the experience, how it will be supervised, how the placement will enrich the student's training and be consistent with timely progress through the program. The Clinical Area will not approve placements that have inadequate supervision or that are not consistent with the student's development and timely progress through the program. Choosing such a placement does not relieve students of the responsibility of carrying clients in the PSC.

Ethical and Professional Development

Students are expected to develop an understanding of the issues underlying professional and scientific responsibility and integrity. We have elected to integrate this training into the program rather than rely on a stand-alone course. Listed below are some of the ways in which ethical concepts are presented in the training program.

1. Each student is expected to read and become thoroughly familiar with the APA Code of Professional Ethics.
2. Issues involving ethical and professional responsibility are included specifically, and with assigned readings, in several of the area courses including the following:
 - a) The APA Ethical Standards is assigned reading in Psychology 654, Clinical Assessment, the course in assessment taken by all area students.
 - b) Ethical Standards are also discussed in Psychology 751, Clinical Interventions, another required course for all area students. The course includes a specific presentation and focus on ethical guidelines.
 - c) A text on ethical issues in clinical practice is a required reading in the second year practica sequence.

Preliminary Requirement

The preliminary requirement consists of three components, a Second Year project, a Third Year project, and a Clinical Competency requirement. For each of these components it is the responsibility of the student to inform the area in writing of its completion using the appropriate form shown in the appendix of this manual. In addition, for Second and Third Year Projects a final copy of the approved paper must be filed in the clinical area office. For the Clinical Competency Requirement the prospectus compiled by the student (see description of the requirement) must be filed in the clinical area office. A permanent file of prelim papers is kept in the clinical psychology area office and is available for the use of both students and faculty.

Each of these preliminary requirements produces direct benefits for the student. The professionally relevant educational benefits include, but are not limited to, the following:

1. Close individual contact with committee members, enabling the student to better

understand and utilize the committee member's intellectual viewpoints, knowledge, and experience and enabling the faculty member to make sound evaluative judgments of the student.

2. Increase in experience, confidence, and professional identification as a consequence of completing work of considerable scope that faculty accept as meeting standards of performance applicable to the doctoral program.

3. Furtherance of progress in the doctoral program through the use of knowledge and skills in designing or completing additional requirements such as the proposal for the doctoral dissertation, or the dissertation itself.

4. Furtherance of professional career through publication of the work or through presenting it in professional contexts such as professional meetings, colloquia, seminars, or lectures.

5. Use of the work in other work contexts, such as job interview, program planning and implementation, or research grant applications.

Research Mentorship

The first step in the completion of the second and third year preliminary requirements is to develop the skills necessary to accomplish these tasks. Each student should at all times during their graduate career work with a faculty member who has an active research program. Each semester students are evaluated in regard to their research activities with their mentor.

Second Year Preliminary Requirement (Second Year Project)

Each student is required to complete an empirical research project under the guidance of a chair and at least one additional clinical area committee member. If it would be helpful for the project, a clinical adjunct faculty may serve as a third committee member. Although known as the "Second Year Project," work on this requirement should begin during the first year of graduate school. The project must be completed by the end of the fourth semester of graduate school.

The following steps are involved in completing this requirement:

1. A formal written proposal for the research project should be prepared by the student under the direction of the chair and submitted to the remaining committee member(s) for review. The committee may meet with the student to discuss the details of the proposal and approve the final design. Once approved, the student should file a copy of the approved proposal signed by committee members with the secretary of the clinical area group within ten days of its approval. This procedure is essentially equivalent to the procedure used for the dissertation. The proposal should normally be completed in the first year or, at the very latest, the beginning of the second year of graduate study.

2. At the completion of the study the student submits a written paper based on the study. This paper should follow APA style and take the form of a manuscript that could

potentially be submitted for publication. The committee will read and evaluate the paper. At the discretion of the committee the paper may need to be revised and resubmitted before it is approved. Once approved, the paper should be filed with the clinical area secretary, together with the approval form signed by the committee (see appendix).

3. Students are expected to present their Second Year Projects at the Clinical Area Brown Bag in the fifth semester of graduate school. This presentation does not, however, constitute part of the evaluation of the project.

Third Year Preliminary Requirement (Third Year Project)

Each student is also required to complete a written Third Year project under the guidance of a chair and at least one additional clinical area committee member. If it would be helpful for the project, a clinical adjunct faculty may serve as a third committee member. The specific nature of the project will be tailored to the needs of the student and hence various types of papers can satisfy the Third Year preliminary requirement. These include, but are not limited to, a critical review paper, a paper reporting a meta-analysis, a theoretical paper, or a paper reporting empirical research. Whatever option is chosen, the paper should be no longer than 50 double-spaced typed pages (using Times New Roman 12 point font), including the reference section, tables, figures etc. The paper must follow APA publication style.

The following steps are involved in completing this requirement:

1. The student chooses a topic and prepares a statement of goals (maximum of two pages) which can be presented to prospective committee members. After some discussion with faculty, the student forms a committee.
2. A paper is prepared in consultation with the committee.
3. The committee evaluates and, if appropriate, approves the paper. Once approved, the paper should be filed with the clinical area secretary, together with the approval form signed by the committee (see Appendix).

Given the critical importance of the Second and Third Year Preliminary Requirements in the training of the Ph.D. candidate, a waiver of these requirements based on previous work will generally not be granted.

The high expectation for quality in these projects will mean that most papers will go through several drafts. You should anticipate that it will require at least four months to bring a project from a complete initial draft to a fully approved project.

Deadlines for Completion of Projects

The Second Year and Third Year Projects are to be completed by the end of the fourth and sixth semesters, respectively. It is important for you to have a realistic sense of the time pressures imposed by this system of deadlines. Most students should use their first year to explore possible

topics for their preliminary requirements, and to approach faculty members about being on the committee.

If you cannot complete a project by the deadline, you must submit a formal petition to the clinical area for an extension. THIS PETITION SHOULD BE SUBMITTED AS SOON AS IT BECOMES CLEAR THAT THE ORIGINAL DEADLINE IS NOT LIKELY TO BE MET – IT MUST BE SUBMITTED NO LATER THAN THE DATE OF THE ORIGINAL DEADLINE. In the petition, you must demonstrate that the project was begun early, pursued in earnest, and designed intelligently, and that unpredictable circumstances have impeded the proper collection of data or the proper analysis of data. You must also provide a timeline documenting the steps needed to finish the project and request a specific date for the extension. Extensions can be granted for up to (but not exceeding) 12 months from the original deadline date. The student must obtain their advisor's signature, indicating his/her approval, before submitting this petition to the Clinical Area Head.

Students who do not complete a preliminary project by the deadline are automatically placed on Area Probationary Status unless they have an approved extension. (Extensions are only granted if submitted prior to the date of the original deadline.) Likewise, students who do not complete a preliminary project by the date of the extension are automatically placed on Area Probationary Status. Probationary status is only removed once the student completes the project. If the student is on probation for 6 months, the student must submit a formal letter to the Area documenting progress that has been made and remaining steps needed to complete the preliminary project. If the student is on probation for 12 months, the Area Faculty will formally vote on terminating the student from the program.

Faculty are expected to read and promptly return drafts of these major projects. The operational definition of “promptly” is within three weeks. We feel students should not be penalized for delays caused by faculty. Therefore, anytime a faculty member holds a paper longer than three weeks, the time in excess of three weeks becomes an automatic grace period. If there are delays on successive drafts, these grace periods are summed. The three-week rule does not apply to the summer months when faculty typically are not paid and not required to read papers. It is your responsibility to document delays in faculty reviews.

In a similar vein, students also have an obligation to submit work in a timely manner. Specifically, materials to be evaluated must be submitted at least three weeks prior to the scheduled examination date. When work is not submitted in a timely manner the examination date will be rescheduled to a time that is at least three weeks later than the date the work was submitted. For students applying to internship, the dissertation proposal and clinical comps must be successfully defended no later than two weeks prior to the deadline for the first internship application.

Clinical Competency Requirement

All students must be certified by the faculty of the Clinical Psychology Area as clinically competent before they can pursue the completion of a Ph.D. in clinical psychology.

Pre-Internship Evaluation

Minimal Didactic and Practicum Experience

The student must complete at least two year long practica (four courses) beyond the Clinical Interventions courses. There should be non-overlapping supervision among the courses so that each student will have been supervised by at least two different clinical faculty supervisors before presenting credentials for pre-internship clinical competence.

Clinical Competency Preliminary Requirement

The specific procedures by which a student becomes certified as clinically competent at the pre-internship level are as follows:

1. The student should select a committee consisting of two core faculty in the clinical area who will conduct a clinical competency evaluation. The committee members should be familiar with the student's clinical work and development. The student may also include a clinical adjunct faculty or the Director of the PSC as a third committee member if they have supervised the student's clinical work. The student submits to the committee a clinical training prospectus, or self study which summarizes previous clinical training and experience and describes planned clinical training. The prospectus should include a list of all courses and practica completed and brief descriptions of clients seen (including the number of sessions, supervisors, and treatment plans for each client). The prospectus should also outline a plan for continued professional development (1) before starting the internship, (2) while on the internship, and (3) after the internship. In other words, the prospectus should be a concise (maximum of 3 pages) review of clinical training and training goals. This prospectus should be on file in the area office.
2. The student must prepare a written report for the committee describing an intervention which she or he has delivered (e.g., to an individual, couple, family, a group, a community). This report should aim to demonstrate that the student has a conceptual understanding of important aspects of clinical intervention and should demonstrate that the formulation of the intervention strategies was based on a set of principles that can be understood and discussed. Furthermore, the report should discuss the nature and extent of outcome evaluation and should reveal the student's level of clinical, as well as conceptual, skill in delivering the intervention. Ideally, this report should possess value as a teaching instrument for neophyte students. Students who have taken a lead role in the development of a clinical intervention may submit a treatment manual in place of the written report. Regardless of whether a written report or treatment manual is submitted, the student should also be able to demonstrate that she or he can conceptualize and meaningfully discuss the problem addressed from an alternative perspective in the oral defense.
3. The committee will evaluate the report or treatment manual, review the student's clinical training and evaluative reports submitted by the student's supervisors, and conduct an oral examination. If the committee judges that the student has met the minimum standards for clinical competence in the Area, the student should file the prospectus referred to in section 1 with the clinical area secretary, together with the approval form signed by the committee.

More detailed guidelines for the clinical competency oral exam follow.

Oral Exam:

The goal of the oral exam is to assess students' clinical skills, including skills in conceptualization, assessment, intervention, clinical decision making, and the application of research findings to clinical activities. Students are expected to demonstrate breadth as well as depth in their thinking about clinical activities. The oral exam will focus on the students' ability to discuss the following aspects of an intervention of their choosing:

Conceptualization - identify the client (individual, couple, family, organization, community etc) and describe the formulation used to understand the client and to design the intervention.

Research that informs the conceptualization - describe research findings that bear upon or support the formulation.

Assessment processes - describe how the initial assessment was conducted and how ongoing assessment over time was designed and conducted.

Process and outcome of intervention - describe the course, progress, and outcome of the intervention and discuss factors relevant to this course (e.g., specific gains made and what led to them, ruptures in the working relationship with the client and how they were handled, non-compliance and how that was handled, etc.)

Research that informs the intervention - discuss the relevant intervention process and outcome research.

Ethical and socio-cultural/socio-political issues - identify ethical issues if relevant; discuss larger social, environmental, or contextual factors that bear upon working with this client (related, for example, to ethnicity, sexual orientation, disabilities, gender issues, stigma, religion, managed care, etc.).

Alternative conceptualization - identify an alternative way of conceptualizing the case and describe its implications for intervention. If you believe there is no plausible, alternative way to conceptualize the case provide a clear and compelling justification for this position. The goal here is to demonstrate your capacity to think broadly about clinical assessment and intervention.

Students should come to the orals prepared to discuss and respond to questions regarding each area listed above.

Approved Clinical Internship

In addition to the preliminary certification of clinical competence, the student must satisfactorily complete an approved internship. The student may, upon completing ALL preliminary requirements, and receiving committee approval of a doctoral dissertation proposal, apply to internship programs. The area office maintains a file on APA approved settings. The student can assume that any APA-approved internship that is primarily Clinical Psychology in nature will be approved by the Area.

In order to apply for internship, the dissertation proposal and clinical comps must be successfully defended no later than two weeks prior to the deadline of the first internship application.

It is expected that a student will complete an approved internship satisfactorily. An evaluation of performance will be obtained from the internship agency. The internship must be completed to the satisfaction of the internship agency for the student to qualify for the Ph.D. degree.

Doctoral Dissertation

Character of the Dissertation

The Ph.D. Dissertation must be a major piece of research that is grounded in clear and meaningful psychological theory and is a thoughtful, integrated, original research effort. The dissertation should address a substantive research problem in psychology. The dissertation research will be guided and evaluated by a Faculty committee selected by the student, with consultation with the major professor.

Dissertation Committee

The student shall select a major professor who will bear most of the responsibility for guidance. In addition, three other faculty members will serve on the Dissertation Committee. As described in the Psychology Department Graduate Student Manual, two of the four committee members must be from one of the areas within the Department. One faculty member must be from a different area within the department. The fourth committee member can be from any department at the University. More details concerning procedures for submitting the dissertation are contained in the Psychology Department's Graduate Student Manual. In addition, students should consult the Office of the Graduate School for the most current administrative details concerning the deadlines for submission of programs, etc.

Time to Completion of the Degree

The graduate school requires that work toward a Ph.D. degree must be completed within 7 years (official leaves of absence excluded) from first registration date. The student may petition for an extension of this deadline, but the Graduate School is not easily swayed in granting such extensions.

CHAPTER 3

Procedural Matters

Student Guidance and Consequences of Negative Evaluations

At each stage of progress through the program, the student's advisor reports to the Area Faculty on the progress and performance of the student. Students who fail to meet any of the program requirements satisfactorily may, at the option of the faculty, be given a second chance to meet that requirement. Any individual who fails to meet preliminary requirements satisfactorily may be dropped from the program.

Clinical Competence Certification

For a student who fails to meet pre-internship clinical competence level, the following procedure is recommended: the student will conduct an additional year of clinical casework. This will include at least 52 hours of direct contact in the Psychological Services Center, as well as any additional placement. Upon completion of the casework, supervisors will submit their evaluations and a conference will be held in which the overall progress of the student from the initial point to the end point will be evaluated and another determination of clinical competence will be made.

If a student should fail to be certified on the second evaluation, the student will be dropped from the Clinical Training Program and allowed to pursue the Ph.D. in a non-clinical area, subject to the approval of the Graduate Studies Committee.

If a student fails to complete the internship satisfactorily, a determination will have to be made at that point about whether the internship was failed so severely that continued internship training would appear to be fruitless, or whether an additional internship year might be sufficient to bring the student up to professional skills level. Determination will be made on the basis of the full report from the supervising internship agency and on the basis of previous evaluations. If a student should be considered to have completely failed the internship requirements, he or she will be asked to pursue a non-clinical Ph.D.

Apprenticeships, Fellowships, and Assistantships

The major part of a student's training in our program is the mentorship relationship with a faculty member. Therefore, an essential component of the training program is a required apprenticeship for all students. Incoming students during their first year must establish an apprenticeship relationship with a faculty member. We attempt to select students who have an interest in working with a specified faculty member.

It is also expected that faculty mentors will make the apprenticeship meaningful. The faculty member should involve the student in all phases of the ongoing projects, including

conceptualization, design, execution, analysis, and evaluation. It is hoped that the student will thereby experience as broadly as possible the various components of the actual day-to-day experiences of the working faculty member.

After the first year, the student must continue in an apprenticeship relationship with a faculty member of his or her own choosing. Usually, the chair of each preliminary thesis or original research project will be working with the graduate student in an apprentice relationship. The chair of the doctoral dissertation committee frequently has a similar relationship with a student.

It should be clearly understood that the apprenticeship relationship required of students is independent of the financial support that they may receive from the department. All students are expected to serve as apprentices, irrespective of their financial support or lack thereof. Similarly, as indicated in the Department's Graduate Student Manual, service as a teaching assistant or in teaching a course is considered part of a doctoral student's professional training. All students, whether funded or not, are expected to perform some teaching service during their graduate careers.

Standards about how much time a student should be spending on an apprenticeship are variable, but it is reasonable for a student to spend approximately 20 hours per week (about 1000 hours per year) in apprenticeship training with a faculty member. Students should be aware that when they pursue their careers after the completion of the Ph.D., the quality of performance in apprenticeship activities is likely to carry far more influence than grades and other so called objective criteria. It is generally accepted that the relationship that students establish with faculty members may be a far more significant component of their overall graduate education than some of the other more formally prescribed components.

Advisement

Each student must have an academic advisor who is a member of the clinical faculty. The academic advisor can be the student's research advisor or it can be another faculty member. That is up to the student to choose. Some students may be more comfortable keeping their academic and research advisors as the same person while others may welcome the opportunity to have formal access to two faculty members. Either option is fine. Whatever option is chosen, it is important that each student be represented by a faculty member at each Student Guidance Meeting.

How do you go about getting an academic advisor? Simply ask - all faculty are open to being approached by students who are not their research advisees. Establishing an advisor-advisee relationship occurs by mutual agreement of student and faculty member. Again, this is not a requirement or a preference - it is simply an option that is open to you should you wish to exercise it.

It is the responsibility of the faculty academic advisor to provide general counsel to the student regarding:

1. departmental and area requirements

2. development of a program of studies
3. the full faculty's view of the student's progress through the program.

It is assumed that the existence of an academic advisor will ensure that at least one faculty member is concerned for the general welfare of each student. Students are encouraged to consult their academic advisor on any matter related to their graduate and professional careers. This is especially important in the first few months in the program. In these critical first few months you will be faced with difficult decisions (regarding courses, faculty committees, etc.) at a time when you may have little understanding of Area regulations, informal administrative practices, and the general "culture" of the Area.

Semi-Annual Student Guidance Meeting

Twice each academic year the faculty will meet to review the progress of each student.

Progress report: Before each Guidance Meeting you will be asked to complete a short progress report. You and your academic advisor should review your progress report (and discuss any other relevant matters) before the Guidance Meeting. This is not meant to be a bureaucratic chore but rather something functional - it will ensure that faculty have access to relevant information in considering your progress and that you have someone who can speak for you in the meeting.

Feedback letter: Your academic advisor will write you a feedback letter following each Guidance meeting that is co-signed by the DCT. The letter will become part of the records kept by the department. Students and academic advisors may choose to make additional arrangements for feedback (e.g., a face-to-face meeting) if they so wish.

Meeting that includes DCT: Where a student is encountering serious problems (or where special circumstances warrant), s/he will be asked to meet with her/his academic advisor following the Guidance Meeting. The DCT will also attend this meeting (as an aide memoire).

CHAPTER 4

Expectations

Mentors

The most important person in your graduate career is your academic and research advisor or advisors. It is critically important that you maintain close contact with your advisor(s) throughout your graduate career. Graduate education is based on mentorship. If for any reason you are not comfortable with your advisor or if you would like to change your research focus and work with another advisor, you should take steps to connect with a new advisor of your choice. Nothing gets students in academic jeopardy more quickly than becoming isolated from the faculty and a faculty advisor.

The Faculty

The relationship between you and the clinical faculty is critical. You are encouraged to not only work closely with your mentor, but also to utilize the other faculty resources of the area. You will likely have courses from most of the faculty in the area. Courses at a graduate level are much more active than at an undergraduate level. Talking with faculty, discussing ideas, raising questions, are all a part of a graduate training. Bouncing ideas off of two or three different faculty members often gives you additional perspectives on a problem and sharpens your own thinking. The faculty are committed to graduate education or they would not be here. You will find most faculty are easily approachable and willing to talk with you.

Professional Responsibility

From the day you start graduate school it is important to realize that you are now a professional. As a professional, much more is expected of you. Your mentorship relationship with your academic advisor involves a commitment to be an active part of his or her research laboratory. Your graduate classes and seminars are very important. The expectation is that you will attend all of your classes unless illness or an unavoidable professional conflict interferes with attendance. Deadlines are a constant fact of life for professionals, and they must be dealt with effectively. Waiting until the deadline is nearly here before beginning a project never works at a graduate level, where much more is expected than probably has ever been expected of you before. Your work with clients carries a number of responsibilities that are unlike any that you likely faced before. In an emergency, the welfare of your client comes first and foremost. That may mean speaking with your client at 2:00 a.m. if they are suicidal, and of course, contacting your supervisors (yes, calling them at 2:00 a.m. as well) to keep them informed of your actions. Appointments with clients should be considered sacred. You should arrive on time and prepared for every session. The professional responsibilities that you have to your client can be complex and at times may even conflict with one another. Using your supervisors as resources when dealing with difficult cases is valuable. You will have other responsibilities as well. As part of your graduate training, we require all students to have experience teaching. You will also be called on to help with the general functioning of the department (e.g., all students are expected to

proctor exams on occasions). Although, there is very little learning involved in proctoring, your willingness to shoulder your fair share of the responsibility will definitely be noticed by the faculty.

Professional Image

As mentioned above, from the day you start graduate school you are considered a professional. As such, you need to behave as a professional. That does not mean that you will become a "stuffed shirt," who never smiles, much less laughs. What it does mean is that you will be aware that your behavior is under scrutiny in a hundred different situations in which it has never been under scrutiny before. The way you talk and present yourself in classrooms when you are the teaching assistant, the way you behave when at the University around other faculty or students, and the way you conduct yourself in a variety of public situations outside of the University will all affect the way you are viewed as a clinical psychologist and a professional. The norms of expected behavior will be different depending upon the nature of the work that you might be doing (e.g., your dress is typically more formal when seeing clients than it might be for attending a class). But other aspects of your demeanor should be reasonably fixed across all kinds of situations. It is no accident that the ethical principles specifically address this issue in broad terms and that most licensing laws have provisions for evaluating the conduct of professionals on dimensions other than their professional competence. For example, a criminal conviction in most cases will result in the almost certain revocation of your license to practice as a professional. Short of that, however, the way you conduct yourself in the community influences how you are viewed professionally and how the discipline of psychology is viewed more broadly.

Professional Contacts

One of the most valuable things that you can do as a professional is to develop the contacts that will be resources to your professional career in the future. Some of these contacts, for example, may be made at the clinic staff meetings, where the speakers from the community come in to talk about their work. Another excellent way of meeting people in the discipline is to attend conventions and/or outside training activities. There are regular conventions held by most psychological organizations, many of which are within driving distance of Buffalo. When you attend such programs or conventions, it is valuable to introduce yourself to people and talk with them about their work and yours. This is often a difficult thing to do, but a valuable aide to your career.

Policy Concerning Teaching and Outside Employment

Students must obtain permission from the clinical faculty in order to engage in teaching or outside employment that is not programmatically required or that is not required as part of the student's training fellowship (e.g., NRSA). This policy applies both to courses/jobs at the University at Buffalo and elsewhere. At each Student Guidance Meeting (held biannually at the end of every semester) the clinical faculty will judge whether or not additional work/teaching responsibilities would be appropriate given the student's academic progress. Every student will receive a statement in their Guidance Letter indicating whether or not they are eligible to apply for work/teaching positions. Eligibility/ineligibility would be in force for the period up to the

next student guidance meeting at which time the issue would be re-evaluated. Students who are not granted permission at the Guidance Meeting may petition for permission once they have addressed the specific training deficit noted in the letter. This petition would need to be approved by both the student's academic advisor and the DCT. Students who accept positions without faculty approval will face serious consequences. In addition to going on probation, the faculty will consider removal of the student's funding line and/or prohibition of any future teaching in the Department. This policy does not apply to positions that are held only during the summer months between semesters unless the student is on a research line that provides funding during the summer months. Likewise, it would not apply to students who are not currently on funded lines (statelines or research assistant lines).

Before accepting a particular position, students are expected to consult with their advisor about how the position would impact their progress in the program and professional development. Finally, at the time of accepting a teaching position or any outside employment, students are required to notify both their advisor and the DCT in writing (email is acceptable).

Vacations

The clinical training program is a twelve month a year commitment. Summers are usually a busy time in which students plan, complete, and write up research projects. Clinical responsibilities are also year round commitments. The academic calendar may affect your courses, but the rest of your training goes on regardless of the calendar. A good rule of thumb is that you should take no more than three weeks of total vacation over the course of a year.

Being a Part of the Program

Last, but certainly not least, the saying "out of sight, out of mind" is very relevant to a professional and really should be remembered during your graduate career. We recognize that your office may not always be the best place to get work done. Spending time working at home or working in the library may be more efficient. However, it is advisable that you spend a good deal of time in the department close to your faculty mentors and graduate student colleagues. The close contact with faculty and graduate students is an important part of the socialization process that transforms the student into a professional. Learning difficult concepts is often more effective when graduate students challenge one another by discussing the concepts, even challenging their relevance, and integrating the concepts into the many aspects of your professional life. Graduate school is also a stressful environment. We believe we have gone as far as one can in reducing the stress of graduate school while still maintaining high professional standards for our students. The support of faculty and graduate students represents a significant buffer against the stress. In a department that is constantly cramped for space, the faculty has committed itself to setting aside space for graduate student offices. We have done so because we believe that your professional development depends on physical contact with the program.

APPENDIX

Forms

On the following pages are samples of two forms that need to be filled out to document the completion of one of the required tasks for the Ph.D. degree. Please note that these forms are used within the clinical area. Other forms generated by the university are used to document completion of work that leads to degree conferral. University forms and requirements are constantly changing. The Director of Graduate Studies or the Secretary to the Chair can help you with university forms and requirements.

Informal Course Descriptions

When you file for a degree (either Masters or Ph.D.), you must be able to document the nature of courses that are not described in the University Catalog. These include courses such as Graduate Work (600), Applied Skills Supervision (799), and Thesis Guidance (799). Also included are most practica courses and seminars. The course description must include what the purpose of the course was, what you did, and a list of readings. It is to your advantage to systematically maintain a record of these items as you are going through the program. This will greatly simplify your task of applying for a degree and eventually applying for a license in a state other than New York.

STATE UNIVERSITY OF NEW YORK

Buffalo, New York

Clinical Preliminary Requirement

The Second Year/ Third Year Project (delete as appropriate) Preliminary requirement

for _____ was approved on _____

Title of Project

Signature and Date

Chairperson

Committee Member

Please return this form to the clinical area office.

STATE UNIVERSITY OF NEW YORK

Buffalo, New York

Clinical Preliminary Requirement

The **Clinical Competency** Preliminary requirement

for _____ was approved on _____

The prospectus has been lodged with the Clinical Area secretary.

Signature and Date

Chairperson

Committee Member

Please return this form to the clinical area office.