

# Clinical Psychology Program Handbook

# 2011

The Clinical Psychology Program Handbook contains information pertaining to the plan of study, curriculum, program policy, student rights and responsibilities, and evaluation procedures for the incoming 2011 student cohort.

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## Purpose of the Handbook

This Clinical Psychology Program Handbook is intended to assist graduate students in the clinical specialization by providing students with detailed information regarding program philosophy, faculty expectations, and performance standards for successful completion of the Master's program in Clinical Psychology. The handbook contains information about administrative and academic policies, curriculum and courses, and student evaluation policies. It is essential that you become familiar with the information contained in the handbook in order to facilitate your progress in the program. It is hoped that the information presented here will also prevent or minimize misunderstanding and inaccurate expectations.

Students are also encouraged to become familiar with requirements, rules, regulations, and expectations established in the Cleveland State University Graduate Catalog (<http://www.csuohio.edu/gradcollege/catalog/>). Although the graduate catalog sets general regulations for graduate students at this university, there are some instances where program policy elevates the standards set at the university level, thus program policy should be adhered to (for example, maximum time to completion of program).

## Program Philosophy

The clinical Master of Arts in Psychology program at Cleveland State University was initiated in the fall of 1970. It was historically based on a community mental health model of service delivery. Over the years, the program has earned a reputation for training highly qualified master's level psychologists to work in a variety of clinical and research settings or to move on to doctoral work. Upon successful completion of the program, you should be well prepared to conduct psychological interviews, psychological assessment, therapeutic interventions, and consultation. To be clear, licensure for the independent practice of psychology is **not** available in the state of Ohio at the master's level, though several other states do offer such opportunities (see the North American Association for Masters in

Psychology for more information, <http://www.enamp.org>). Many of our graduates do work as psychological assistants under the supervision of a licensed psychologist in the state of Ohio in various clinical settings, or work as research associates or study coordinators. Alternatively, many of the graduates of our program continue on towards a doctoral degree in areas such as clinical and counseling psychology. Students who plan to continue toward a doctoral degree are **strongly encouraged** to get involved in research during their first semester and should plan to develop and propose their master's thesis by the end of their first year. Students should also work with their advisors to plan to present a research poster or papers at regional, national, or international conference(s) and, if necessary, retake the GRE during the summer between the 1<sup>st</sup> and 2<sup>nd</sup> years of the program. The two-year, full-time program of study towards a terminal master's degree in clinical psychology at Cleveland State is geared to be fast-paced, challenging, and rewarding.

### **Program Faculty**

The clinical faculty is committed to assisting graduate students' educational development (i.e., knowledge of psychological foundations and techniques) as well as their personal and professional development. Each year we look forward to meeting a new group of graduate students and working with them towards their common goal of entering the field of professional psychology.

The clinical faculty serves as advisors to graduate students throughout their program. The primary functions of an advisor are academic guidance, supervision of the student's overall progress in the program, and assistance toward completion of the (optional) master's thesis. Initially, advising is typically conducted by the faculty member who serves as the student's assistantship supervisor. Since many of you will not be assigned to assistantships during your first semester, you are encouraged to seek advising from one of the clinical faculty members listed below. Please note that our program does not formally assign students to a specific advisor, thus students are encouraged to make contact with faculty members on their own and secure an advisor of their own choosing (whether you choose to do a thesis or not). Although some

students do opt to write a thesis with a psychology faculty member outside the clinical program (e.g., experimental or school faculty), after having sought approval from the clinical program committee, you should receive all advising related to your progress in the clinical program from a clinical faculty member.

<b>Primary program faculty</b>	<b>Contact information</b>	<b>Scholarly interests</b>
Dr. Lisa Stines Doane (Director)	687-3759 l.doane@csuohio.edu	Trauma & PTSD; Dissemination of empirically-supported treatments
Dr. Boaz Kahana	687-3762 b.kahana@csuohio.edu	Psychopathology & psychotherapy; Aging
Dr. Amir Poreh	687-3718 a.poreh@csuohio.edu	Test development; Neuropsychological & personality assessment
Dr. Richard Rakos	687-5320 r.rakos@csuohio.edu	Free will & determinism; Assertiveness training
Dr. John Wilson	687-2541 j.p.wilson@csuohio.edu	Posttraumatic Stress Disorder & psychopathology
<b>Adjunct program faculty</b>	<b>Contact information</b>	<b>Scholarly interests</b>
Dr. Mike Wisniewski	687-9375 m.wisniewski@csuohio.edu	Psychotherapy with adolescents and adults

**Clinical Psychology Program Committee.** The membership of the Clinical Psychology Program Committee includes the program’s primary faculty. This committee, chaired by the Program Director, is responsible for setting and enforcing program policies, developing the program curriculum, making decisions about student admission and retention, resolving disputes, and developing remedial strategies for students displaying problems or impairments in their professional functioning.

## Program Structure

### Program Requirements

The Clinical Psychology Program curriculum includes a total of 52 semester credit hours of coursework for the Master of Arts degree. The program of study is full-time and is comprised of a general course sequence in which students are admitted and enroll in classes as members of an annual cohort. This provision allows students to develop interpersonal and collegial relationships supportive of their academic and professional development, and to complete requirements in a coherent sequence in which experiences build on skills and competencies learned earlier in the program. The program does not offer an option for part-time study, and elective coursework is limited. The coursework, practical work, and professional development are rigorous; however, completion of the program will provide students with an excellent foundation from which to pursue their professional and scholarly goals.

**Year One:** During the first year of the clinical program, two areas are emphasized: (a) *knowledge* of psychological foundations, such as learning and development, personality, and psychopathology and (b) *competence* in intellectual, personality, and behavioral assessment, clinical interviewing, and psychosocial interventions. In addition, students pursuing the Doctoral Preparation track should begin pursuing a thesis topic during the first year of the program. Specific information regarding the thesis follows this section.

**Year Two:** During the second year of the clinical program, the emphasis is threefold: (a) *competence* in the application of assessment and interviewing skills, brief interventions, and ethical professional conduct, (b) *knowledge* of the ways in which cultural diversity, broadly defined, impacts psychological practice and research, and (c) *competence* in the application of psychological foundations within assigned fieldwork practicum settings.

**Field Placement:** The second year of study includes a year-long, intensive 450 clock hour (15 clock hours per week), non-paid field practicum (PSY 690 & 691) to which students are assigned\* prior

to the start of their second year of study. Assignments are made based on student interest, performance during first year coursework, and evaluation of professional conduct as judged by program faculty. Please note that the clinical program faculty reserves the right to withhold a placement from a student who is not deemed appropriate for field placement work based on the above variables. Successful performance in this practicum experience is required for degree completion. Four hours of academic credit are earned each semester for satisfactory completion of fieldwork. Grades of S (Satisfactory) or U (Unsatisfactory) are given upon completion of each semester over the full year's experience based on (a) periodic, comprehensive evaluations of the student's work made by the agency's fieldwork supervisors and (b) student performance in the corresponding fieldwork placement course conducted by program faculty. Further information regarding Fieldwork Placement is available in the Field Placement Manual. Under no circumstances are students permitted to treat clients privately outside of the field placement experience or without supervision.

(\*Please note that, in some circumstances, students may be required to interview for and be accepted to a field placement site for practicum.)

Current Field Placement Sites	Previous Field Placement Sites
Connections Community Mental Health Family Guidance Center Justice Center Juvenile Diagnostic Clinic Northcoast Behavioral Health Northeast Care Center Neurology & Neuroscience Associates Positive Education Program Private Practice	Cleveland Rape Crisis Center Free Clinic of Greater Cleveland MetroHealth Hospital Cleveland Metropolitan School District CSU Counseling Center Marymount Hospital

**Policy on Transfer of Academic Credit and Credit by Examination**

Transfer of credits from another university for the purpose of earning a Master's degree at CSU is subject to review of transcripts, catalogue descriptions of courses, syllabi (if requested), and other pertinent information by the Clinical Psychology Program Committee. The purpose of this review is to

establish “equivalency” between coursework taken at another university and coursework requirements of the CSU program. Transfer of credits must be approved on a course-by-course basis by the Clinical Psychology Program Committee and instructors of relevant courses in advance of enrollment or registration at CSU; all transfers are subject to the following university and Graduate College regulations:

- a) Not more than one-half of a student’s total graduate program may be a combination of transfer credit and credit by examination.
- b) Transfer credit is subject to departmental approval and is not permitted without the approval of the Clinical Psychology Program Committee. The program committee may limit the maximum permitted by the Graduate College where courses are not considered suitable for the program (i.e., where content or “age” of transfer courses raises questions as to their adequacy in meeting requirements).
- c) All transfer credit must be earned at an accredited graduate college or university and not utilized to fulfill a requirement for any other degree.
- d) Transfer credits cannot exceed 9 graduate semester hours (12 quarter hours). Requests for an extension of this limit must be approved by the Clinical Psychology Program Committee.
- e) All credits transferred must carry a letter grade of A, A-, B+, or B in graduate courses. No S/F graded courses may be transferred. Petitions are not considered for an exemption from this requirement.
- f) All transfer credit must be within the six-year statute of limitation on coursework applicable to fulfillment of graduate degree requirements at the time of graduation. Requests for an extension of this limit must be approved by the Clinical Psychology program committee.
- g) Students seeking transfer credit must have Regular Graduate Student Status and be in good academic standing at both CSU and the school from which the credits were earned.
- h) Students may request to receive credit by examination for a course required by the CSU Clinical Psychology Program. Credit by examination requires approval by the Clinical Psychology Program Committee, the current instructor of the course for which the student wishes to earn credit, and the Dean of the Graduate College. The grading of examinations is conducted by a faculty or committee member of the Clinical Psychology Program. Performance must be at the B level or better to receive credit by examination. Forms are available in the Graduate College Office and the Graduate Admissions office.

**Clinical Psychology Program  
Chronological Sequence of Courses  
Effective Fall, 2011**

**Year One**

***Fall Semester***

PSY 511	4	Univariate Statistics
PSY 535	2	Clinical Interviewing
PSY 538	4	Intellectual Assessment & Practicum for Clinical Psychology
PSY 555	4	Adult Psychopathology

Total credit hours: 14

***Spring Semester***

PSY 604	4	Concepts & Methods of Individual Psychotherapy
PSY 611	4	Advanced Data Analysis with Computer Applications
PSY 651	4	Clinical Psychopharmacology (or other comparable course TBD)

Total credit hours: 12

**Year Two**

***Fall Semester***

PSY 587	4	Personality Testing & Lab
PSY 690	4	Field Placement Practicum I
[PSY 699	4	Research & Thesis

**OR**

Elective]

Total credit hours: 12

***Spring Semester***

PSY 593	4	Special Topics (or other comparable course TBD)
PSY 660	2	Ethical & Professional Issues
PSY 691	4	Field Placement Practicum II
[PSY 699	4	Research & Thesis

**OR**

Elective]

Total credit hours: 14

**Award of Master of Arts (M.A.) Degree: 52 semester credit hours**

## Grading Policies

University Graduation Requirements. Achievement of a 3.00 cumulative grade point average in all courses taken for graduate credit is required for graduation. Application for graduation must be submitted not later than the beginning of Fall Semester of the second year.

Grades. The results of graduate student's course work for courses other than Fieldwork Placement or Thesis hours are to be recorded in the Registrar's Office as follows:

**A -Superior graduate attainment. Valued at four quality points per credit hour.**

**B- Acceptable graduate attainment. Valued at three quality points per credit hour.**

**C -Attainment below graduate standards. Valued at two quality points per credit hour.**

It is important to note that the Graduate College permits the use of (+) and (-) grades (e.g. A-, B+, etc.). The Graduate College also permits students to Withdraw or take an Incomplete in a course. Please note that these are rarely accepted options for graduate students and could jeopardize your completion of the necessary program requirements. These options are available in the event of extreme circumstances. Should an extreme circumstance occur, please contact your faculty advisor and program chair at the earliest available time.

## Time to Degree Completion

It is expected that students will successfully complete their degree requirements within **three years** of their start date in the program. The program committee recognizes that extenuating circumstances that preclude successful completion in this time frame may arise, such as death of a spouse, partner or other family member; pregnancy, childbirth, or adoption of a new child, etc. Should you need to request an extension of this time limit, please see the Program Director to file a petition which will be reviewed by the program committee.

## **Student Files and Personal Information**

Student Files and Personal Information. The Psychology Department follows the general Cleveland State University policy concerning confidentiality of student files and information contained therein, in conformance with the Family Education and Privacy Act, as well as APA, NAMP, and NASP ethical standards. Our specific policy on access to student files is as follows:

1. Only the faculty, staff and administrative officers of the University who have a legitimate educational interest in the material and demonstrate a need to know shall be permitted access to the records of any student.
2. Information from student files will not be released to parents or guardians, spouses, or partners without prior approval from the student.
3. Only those items determined to be matters of public record will be released in response to telephone inquiries. These items include:
  - a. whether or not the student is currently enrolled
  - b. the program in which she/he is or was enrolled
  - c. dates of enrollment
  - d. degree(s) earned (if any), date, major, or field of concentration, and honors received.
4. Unless instructed otherwise, the department will not release addresses and telephone numbers of students.
5. The student may access his/her file upon request, in conformance with the Family Education and Privacy Act.

## **Evaluation Guidelines & Policy Regarding Student Problems and Impairments**

### **Student Evaluations**

To facilitate students' successful progress towards degree completion, student performance will be evaluated with regard to their coursework and overall professional and ethical behavior. Students are expected to become familiar with and act in accordance with professional standards of behavior set by the American Psychological Association (APA). You can find the current APA Ethical Principles of Psychologists and Code of Conduct at the following web address: <http://apa.org/ethics/code/>. Failure to appropriately adhere to these professional standards can be grounds for non-matriculation to the field placement or dismissal from the program by the program committee. Students are also expected to adhere to the general

guidelines for student conduct at CSU, which can be found at:

<http://www.csuohio.edu/studentlife/StudentCodeOfConduct.pdf>.

While it is a matter of professional judgment to determine when a graduate student's behavior becomes impaired rather than problematic, for purposes of this policy, a **Problem** refers to a student's behavior, attitude, or characteristic which-while of concern and requiring remediation-is perceived to be neither unexpected nor excessive to professionals in training.

Problems typically become identified as impairments when they include one or more of the following characteristics:

- The student does not acknowledge, understand, or address the problem when it is identified;
- The problem is not merely a reflection of a skill deficit which can be corrected by academic or didactic training;
- The quality of work completed by the student is affected in a sufficiently negative manner;
- The problem is not restricted to one area of professional functioning
- A disproportionate amount of attention is required from training personnel; and/or
- The student's behavior does not change as a result of feedback, remediation efforts, and/or time.

An **impairment** is defined broadly as an interference in professional functioning which is reflected in one or more of the following:

- An inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
- An inability to acquire professional skills in order to reach an acceptable level of competence; and or
- An inability to manage personal stress and/or excessive emotional reactions which interfere with professional functioning

### **Due Process**

Due process ensures that decisions made by programs about graduate students are not arbitrarily or personally biased; requires that programs identify specific evaluative procedures which are applied to all students; and have appropriate appeal procedures available to the student so s/he may

challenge the program's action. Guidelines for ensuring due process, reflected in the policy described herein, include:

1. Presenting students, in writing, with the program's expectations related to professional functioning;
2. Specifying the procedures for evaluation of the student's performance, including when and how evaluation will be conducted at meaningful intervals;
3. Articulating the procedures and actions involved in making decisions regarding impairment
4. Instituting a remedial plan for identified inadequacies, including a time frame for expected remediation and consequences of failure to rectify identified inadequacies;
5. Providing a written procedure to the student which describes how s/he may appeal to program's action;
6. Ensuring that the student has sufficient time to respond to any action taken by the program;
7. Using input from multiple professional sources when making decisions or recommendations regarding the student's performance; and
8. Documenting, in writing and to all relevant parties, the action taken by the program and its rationale.

#### **Coursework Expectations**

It is expected that students will attend classes regularly in order to get the most out of their two years in the program. We do understand, however, that there are some exigencies and personal crises that may require an occasional absence. 'Whenever possible, we do want to be informed in advance of expected absences. Please remember to check with individual instructors to determine if missed classes will impact your grade in the course.

#### **Academic Dismissal**

Should a student receive one grade of F or two grades of C on his/her permanent record, the student's case will be reviewed by the Departmental Graduate Committee to determine if he/she is to be permitted to continue in graduate school. If the student receives a second grade of F he/she will incur automatic dismissal by the College of Graduate Studies. In addition, if the student receives a grade of C in three courses each carrying three or more credit hours or a total of 12 credit hours of C grades, or has a cumulative point-hour ratio below 3.00, he/she will incur automatic dismissal by the Registrar.

## **Readmission**

A student who has incurred academic dismissal may not apply for readmission to the same program before one year has elapsed. It should be noted that readmission following academic dismissal is highly unlikely.

## **Evaluation Practices and Timeline**

During the first year of study, evaluation practices include (a) completion of the Psychology Department Graduate Assistant evaluation (completed by faculty who supervises the student's graduate assistantship) and (b) completion of the Clinical Psychology Student Performance Evaluation with student and member of the Psychology Department faculty who serves the student's advisor. In addition, all students will keep a portfolio of their work during the course of the program. This will include all papers, exams, and reports. At the end of the first year of the program (by May 1, 2012) students will submit their portfolios to the Program Committee. The Committee will use the portfolio as part of an ongoing evaluation of student progress in the program. Responsibility for maintaining the portfolio will be that of the students. Students will be provided with written and/or oral feedback on their progress in the program in terms of academic performance, professional attitudes and conduct, work habits, and relationships with faculty and peers. Also at this time, a determination will be made with regard to the student's readiness for Fieldwork Placement. When students are assigned to community agencies, clinics, schools, or hospitals for fieldwork or internships, the Psychology Department vouches for their readiness to begin working with clients. This degree of readiness includes both academic preparation and interpersonal competencies. No student will be permitted to begin the Fieldwork experience unless all first year practicum work and academic class work have been completed; any exception must be approved by the Clinical Program Faculty.

During the second year of study, each student will meet with the program faculty member and complete Year Two evaluation of the Clinical Psychology Performance Evaluation form. Information

from the student's fieldwork practicum supervisor and second year instructors will be included in the Year Two evaluation. The Clinical Psychology program committee will review each M.A. student's cumulative grade point average, Student Performance Evaluation, and any additional relevant information.

In addition to satisfactory application of skills taught in the program, students are expected to demonstrate behavior that is consistent with the principals of professionalism (i.e. appropriate conduct in interpersonal relationships; responsibility in completion of assigned tasks and course requirements; respect for institutional practices and priorities; appropriate personal initiative; and commitment to the profession of Clinical Psychology, including its code of ethical conduct).

### **Procedure for Responding to Impairment**

If impairment is identified, the following procedures will be implemented with all steps documented in writing and communicated to the student during a formal conference with his or her university advisor and/or other appropriate faculty:

1. The student will be formally notified of the specific problem areas noted by the faculty.
2. Unless problems are sufficiently severe as to warrant immediate dismissal from the program and termination of the internship, a plan to remediate the problem will be developed by the Clinical Psychology Program Committee. This plan, to the greatest extent possible, will provide a behavioral definition of the problem(s), identify expected behavior patterns or goals, specify possible methods that can be used to reach these goals, and designate a date for goal attainment or reevaluation. During this remedial period, the student will be placed on programmatic probation. If the student chooses not to accept this remedial plan, s/he will be immediately dismissed from the program.
3. At the time of re-evaluation, four options exist for the Clinical Psychology Program Committee:
  - (a) A decision that the specified concerns no longer present a significant problem, and the student is permitted to continue the program;
  - (b) Continued probation and remediation, an updated remedial plan, and a date set for additional re-evaluation;
  - (c) A recommendation to the intern that s/he leave the program;
  - (d) Formal dismissal from the program

Students will be given 14 days to prepare a response to a notification of dismissal and have the opportunity to ask the faculty of the Psychology Department to formally review his/her case. The review

panel will include faculty from outside the Clinical Psychology Program, but will include at least one member of the Clinical Psychology Program faculty who will serve an advisory capacity only. The faculty panel will make a final determination, forwarding the formal recommendation to the Chair of the Department of Psychology and the Dean of the College of Arts and Sciences.

### **Remediation Considerations**

Several possible, and perhaps concurrent, courses of action are available to address impairment, including, but not limited to:

- Increasing the amount of supervision, either with the same or other supervisors;
- Modifying the responsibilities and duties of the students;
- Requiring specific forms and frequency of communication with supervisors or university instructors;
- Changing the format, emphasis, and/or focus of supervision;
- Recommending and/or requiring personal therapy in a way that all parties involved have clarified the manner in which therapy contacts will be used in the process of improvement;
- Reducing the student's workload, and/or requiring specific academic coursework; and/or
- Recommending, when appropriate, a leave of absence and/or repeating a particular experience (e.g., practicum).

When the above interventions do not, after a reasonable time period, rectify the impairment, or when the student seems unable or unwilling to alter his/her behavior, more formal action may be taken including:

- Recommending and assisting in implementing a career shift for the student, and/or
- Terminating the student from the program.

### **Grievance Procedures**

In the event that a student has a grievance regarding a departmental policy, departmental personnel, or an action that is taken by the graduate committee, the student should first approach the person involved and/or the Director of the Clinical Program. If the matter is not resolved, the student

should bring the grievance to the Department Chair. The Department Chair may then consult the faculty/administration regarding the disposition of that grievance as needed.

### **Communication with Students**

Upon admission to the CSU Clinical Psychology Program, students are assigned an e-mail account by the university. Program faculty and instructors may use these e-mail addresses to transmit information and announcements to students about course- or program-related matters and deadlines. It is the responsibility of the student to ensure that e-mail messages sent to CSU e-mail addresses are forwarded to the student's preferred e-mail address. CSU personnel are not responsible to ensure that students are receiving e-mail, and may hold students responsible for information contained in e-mails sent to university e-mail addresses, unless there is a disruption in the university's internal e-mail distribution system.

Announcements and other information are sometimes transmitted to students in written form via assigned mailboxes in the Graduate Student lounge or through distribution during class meetings. Students are responsible to check the contents of their mailboxes on a regular basis, and to ensure that they have received written announcements that were distributed during class sessions from which the student was absent.

### **Program Fees**

Clinical students are assessed a material fee of \$50.00 per academic year. These fees permit the department to maintain adequate training materials, primarily intellectual and personality test materials, to prepare students to be competent in psychological assessment. All students in the Clinical Program are covered by a blanket malpractice insurance policy. A \$30 fee for this policy is assessed when registering for PSY 690 and 691 Field Placement during the second year of the program. Use of clinical materials is restricted to didactic classes. Students MAY NOT utilize departmental clinical materials, such as tests and manuals, outside the university. It is essential that all clinical materials

borrowed by students or faculty be signed out. All clinical materials should be checked out and back in through the Graduate Assistant in charge. However, the responsibility of all materials remains with the student who borrows them until the date of return is formally entered and recognized. When there is no indication that material has been returned, the student who signed it out will be considered liable for the cost of its replacement. In addition, students borrowing materials for the clinical courses will be assigned "Incomplete" grades until the material is returned or its replacement cost is provided.

## **Educational Access for Students with Disabilities**

*Educational access is the provision of classroom accommodations, auxiliary aids, and services to ensure equal educational opportunities for all students, regardless of their disability. Any student who feels he or she may need accommodation based on the impact of a disability should contact the Office of Disability Services at 216.687.2015. The office is located in MC 147. Accommodations must be requested in advance and will not be granted retroactively.*

The following sections are excerpt from the **CSU Office of Disability Services Handbook for Students with Disabilities** and may be relevant for some Clinical Psychology graduate students:

### **Student Responsibility**

All students at Cleveland State University have the right to pursue an education of excellence. Along with this right, students with disabilities have certain responsibilities regarding the accommodations that will help them attain this end. The student must:

- Contact of Office of Disability Services in a timely manner to schedule an initial meeting-either prior to the first semester of enrollment or as soon as possible after the diagnoses of a disability
- Provide documentation of the disability and a description of the resulting functional limitations. This statement should describe how the condition affects or limits the student's participation in learning or other university activities from an appropriately licensed professional and provide that information to the ODS. (*See Documentation Criteria in ODS Handbook*). The ODS staff will use this information to determine both eligibility as a person with a disability and necessary accommodations
- Meet with the ODS professional staff no later than the second week of each new semester to review the necessary accommodations and with the ODS staff, write memos to faculty that explain individual accommodation needs
- Meet with faculty in each class to review accommodation requests and how they will be implemented in each class
- Notify the ODS of any additional needs or required changes to accommodations as soon as they arise

- Maintain the academic standards required of all Cleveland State University students
- Abide by Cleveland State University’s Code of Conduct. Copies of the Student Code of Conduct are available in the Office of the Dean of Students.

### **Requests for Accommodations**

Requests for accommodations should begin at the Office of Disability Services. All requests must be made in a timely manner. Once qualified individual with a disability has requested services, ODS personnel will meet with the student to review the documentation and determine related appropriate accommodations. Appropriate and reasonable accommodations are best determined through flexible, interactive process that involves both the individual with the disability and the faculty and/or staff member(s) involved. The determination of all the appropriate academic adjustments/accommodations and aids that will be provided will include input from the both student at ODS, in consultation with all parties involved is advisable. The university is not required to provide accommodations until the student has provided documentation of the disability.

Students will be notified in writing of all adjustments and services that have been agreed to, as well as any that have been denied and the reason for the denial. They will also be informed of the process for appealing those decisions. That process is fully outlined in a later section of this handbook.

### **Confidentiality**

Information regarding a student’s disability is considered confidential. Disability information is not a part of a student’s academic record and is not noted on the transcript. Disability information is kept separate, locked file in the ODS. Information is kept for five years after the last semester of enrollment. Students returning to CSU after a five-year absence will need to supply new documentation of their disability.

Information can be shared without the student’s written permission in the event of medical emergency, an official court order, or behavior that endangers the health and safety of the student or others. Because the accommodations process can involve many people, disability information may be released to university professionals on a need-to-know basis, and is limited to the amount of information necessary to accommodate the student or to keep necessary records. University professionals are informed that this information is confidential and should not be shared with others.

If a student wishes to have information shared with others, he/she will need to make that request in writing and sign a release of information form in the ODS office.

### **Memos for Professors**

Each student is required to meet with an ODS staff member at or prior to the start of each term. At this time, the staff member will prepare, along with the student, a memo that indicates the necessary accommodations. This memo will be signed by the ODS staff and will indicate accommodations that the staff member and student think will be helpful to the student.

Memos should be presented by the student to the faculty member. This is so the student will have the opportunity to discuss specific needs with the faculty member and discuss how the requested accommodations will impact the classroom environment. Faculty may ask at this time about the student's specific areas of need, as well as skill areas or compensation strategies the student has found to be helpful.

No individual instructor has unilateral authority to deny a student academic adjustment and/or auxiliary aid or service approved by the University's ODS personnel. Any faculty disputes over (i) what or how adjustments or aids are to be provided for a course, (ii) whether a course is deemed to be an essential requirement of the program, or (iii) whether a particular adjustment would be a fundamental alteration of the course or program must be forwarded to the University's Affirmative Action Office for resolution through the ADA Accommodations Committee (see Grievance section for further detail). This process will include the student and pertinent faculty.

Students with disabilities must be qualified to participate in any academic program or activity, with or without reasonable accommodations. The University does not waive essential program requirements or permit substitutions for courses deemed essential to its academic programs. For example, students with disabilities are expected to meet GPA requirements, degree requirements, field experiences (practica) and all other essential course requirements of a particular program. The university allows substitution of a limited number of courses on a case-by-case basis when another course will fulfill the same academic goals of the course being substituted and the substitution does not alter the integrity of the academic program.

#### **Internships, Fieldwork, and Other Non-Classroom Learning Experiences**

Students engaging in internships, fieldwork, student teaching, or other off-campus learning experiences (hereafter referred to as "fieldwork") may choose to disclose or not disclose a disability to their assigned fieldwork site. Students are free to discuss their options and the possible consequences and benefits of disclosure vs. non-disclosure with ODS as they make that decision.

*Requests for fieldwork accommodations must be made at least six weeks in advance of the fieldwork experience. Any delay in making requests for accommodations may delay the start of the experience or necessitate postponement until a future semester.*

Students should NEVER disclose a disability to a fieldwork placement site without first discussing their needs with both the ODS and the CSU field placement office their program. Students participating in fieldwork who will be requesting accommodations must make that request through the Office of Disability Services. The ODS will work with the CSU Field Placement Office responsible for the student's program to discuss appropriate accommodations. This will begin an interactive process that will include the student, the field placement office, the ODS, and the field placement site representative. Accommodations will be individualized to the student's needs as they relate to the requirements of the academic program and the placement site.

*CSU, in conjunction with the fieldwork site, is required to make reasonable accommodations for participating students with disabilities. Neither CSU, nor the facility, is required to make changes or adjustments that would fundamentally alter either the nature of, or the essential requirements of, the program or any related courses.*

## **Professional Development Activities**

Students are encouraged to apply for student membership in the Ohio Psychological Association and the American Psychological Association of Clinical. Reduced membership rates are available from both associations for students. Students in the doctoral preparation track are strongly encouraged to seek opportunities to present original research, with their advisor, at local, regional, national, or international conferences. Students whose proposals for convention activities (i.e., papers, posters, workshops) have been accepted following a peer review process may be eligible to receive funding from the university for convention travel. Other professional development activities that are appropriate for students will be announced by the university and other sources. In some cases, the program may require attendance at these activities.

## **Brown Bag Lunches**

Students are expected to be available to meet for informal “Brown Bag Lunches” once per month during the academic year. These meetings will serve both as a venue for announcements, sharing information with the program director, and monitoring overall student progress, but also provide an opportunity for professional development activities outside of your traditional coursework. In previous years, faculty members and/or guests have presented on writing a CV, applying for doctoral programs, stress management, developing presentation skills, or on their own lines of research. Please note that these meetings are **required** for first year clinical students. Please see the schedule of 2011-12 Brown Bag Lunches below (dates are subject to change). Unless otherwise announced, these meetings will be held in CB105 from 12-1:00pm.

September 20, 2011

January 17, 2012

October 18, 2011

February 21, 2012

November 22, 2011

March 20, 2012

April 17, 2012

### **Exit Survey**

At the conclusion of the second year, students are asked to complete an anonymous survey evaluating the CSU Clinical Psychology Program, including their courses and the field placement site and experience. The survey addresses curricular activities as well as administrative and support services. Students may include their name on the survey if they are willing to be contacted by the Clinical Psychology Program Committee to discuss follow-up questions.

Upon securing employment or admission into a doctoral program following graduation from the CSU Clinical Psychology Program, students are requested to notify the Program Director. To enable the Clinical Psychology Program Committee to conduct periodic evaluations of the quality of the program, alumnae also are asked to notify the Program director of changes in "directory" information (e.g., mailing address, telephone number).

## Receipt

I, \_\_\_\_\_, hereby acknowledge that I have been provided with a copy of the Cleveland State University Clinical Psychology Program Handbook, and agree to abide by its provisions.

Should I have questions about policies or requirements of the Clinical Psychology Program, I will contact the Program Director or member of the Program faculty in a timely manner to seek information and/or advice.

Failure to acknowledge receipt of this handbook does not constitute valid reason for not following the provisions herein.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Please sign this receipt and return it to the Clinical Psychology Program Director by the end of September during the first semester of your first year.