

COUNSELING/CLINICAL/SCHOOL PSYCHOLOGY DEPARTMENT

DOCTORAL STUDENT HANDBOOK

2006-2007

This Student Handbook provides general information, and highlights the rights and responsibilities of students in the Counseling/Clinical/School Psychology Department, UCSB Gevirtz Graduate School of Education. Students are expected to read and become familiar with the contents of this Handbook. It is designed to supplement information available in other University guidebooks, in particular, the Gevirtz Graduate School of Education guidebooks for Master's and Ph.D. degree students. None of the Department policies described in this Handbook are intended to supersede Department, School, or University policies already in effect.

It is the responsibility of each student to KEEP COPIES of ALL information concerning their courses, such as: syllabi, course requirement checklist, waivers, petitions, grades, notices, and any other documents or forms. Do not depend on the University or Department to keep any of the above for your records, which you may need for future documentation/licensing.

Note: Information pertaining to the M.Ed. (School Psychology) and School Psychology Credentialing is contained in the School Psychology Credential Section

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INTRODUCTION

The training of professional psychologists at UCSB began in 1969 with the appointment of Dr. Ray E. Hosford. Since that time, the Department has experienced expansion and enhancements. The faculty in 1969 consisted of two professors and now the current Department has a faculty of 12. The original Ph.D. was in Education and in 1987 it was changed to a Ph.D. in Counseling Psychology. Effective Fall quarter, 1990, students were offered three specializations-- counseling, clinical, and school psychology--reflecting the populations and skills to which the respective areas devote their professional activities. As of 1991, the degree awarded by the University of California for successful completion of this combined program is in "Counseling/Clinical/School Psychology"(CCSP). One of the three program specialties (counseling, clinical, or school) is designated on each students' official University transcript.

The UCSB CCSP Department has received national recognition and has enhanced the breadth and depth of its offerings through selective and successful recruitment of high quality faculty. Graduates of the Department have found employment in academic departments of psychology and colleges of education as well as in mental health settings, counseling centers, and public schools.

Accreditation

Three external bodies provide criteria for training programs in applied psychology, in addition to the general accreditation provided to the University by state and regional educational agencies. Psychology programs that train individuals to provide direct services to the public must comply with requirements sufficiently to ensure that graduating students meet the educational standards for licensure. (However, the Department can not meet unique requirements of all 50 USA states. Students should inform themselves of specific state licensure requirements prior to enrolling at UCSB.) Moreover, to enhance student's flexibility in the job market, voluntary accreditation by the American Psychological Association is deemed necessary.

Four types of programs are accredited by the Committee on Accreditation of the American Psychological Association: Counseling, Clinical, School, and Combined Scientific-Professional Psychology (such as the CCSP Department). The UCSB program first received accreditation from this body as a Counseling Psychology program in 1981. In 1986 and again in 1988, site visit teams from the Committee on Accreditation of the American Psychological Association re-accredited the program in the same specialty area. In 1990, the Department also received a three-year provisional accreditation for the combined program (for students entering the Department in September, 1991 or later). In 1994, APA gave five years full accreditation to the combined CCSP Department. In 2000 the Department was again fully accredited.

Finally, the California Commission on Teacher Credentialing accredits units that offer state-level credentials for practice in the schools. Our School Psychology Specialization offers a pupil personnel services credential in school psychology. The specialization is also approved by the National Association of School Psychologists.

CCSP DEPARTMENT GOALS

The CCSP Department follows a scientist-practitioner training model; therefore, heavy emphasis is placed on developing academic, research, and practitioner knowledge and skills. In addition to

enrolling in academic and professional seminars, students typically register in both research and applied psychology practica each quarter throughout their residency.

The primary goal of the CCSP Department is to prepare graduates for academic and research positions. A secondary goal is to prepare psychological service providers who will, in addition to providing direct service to their clientele, exercise influence on professional psychology through teaching, research, and leadership.

The three specializations of counseling, clinical, and school psychology historically have reflected different service emphases, employment settings, and populations served. Counseling psychologists have traditionally focused on life-adjustment problems and career development and have worked primarily in university counseling centers, Veterans Administration hospitals, and community agencies. Clinical psychologists have traditionally focused on the evaluation, prevention, and treatment of clients with acute or chronic mental disorders and have worked in medical settings, mental health centers, mental hospitals, and psychiatric units of general hospitals. School psychologists have traditionally focused on the evaluation and treatment of youth related to developmental issues, and have worked primarily in school settings. However, the interdependence of contemporary social systems currently requires that psychologists have a broad knowledge of service emphases, employment settings, and client populations. For example, counseling psychologists need to be familiar with the diagnostic procedures and principles of psychopathology, clinical psychologists need to be familiar with the influences and workings of school systems and patterns of normal development, and school psychologists need to be familiar with family systems and career development.

In order to develop research-oriented, academic psychologists who can adapt to changing and diversifying roles, the CCSP Department requires all doctoral students to take core courses that provide education and training in: (a) awareness, knowledge, and skills that are common to counseling, clinical, and school psychology and (b) awareness and knowledge unique to counseling, clinical, and school psychology. Beyond the entry-level awareness, knowledge, and skill base taught in the common core courses, students receive specialized training in counseling, clinical, or school psychology to prepare them to meet the needs of the populations and settings served by the specialty they each have chosen. This goal is accomplished through separate research practica, clinical practica, coursework, and internships.

The organizing themes that integrate the identity of the Department are (a) the values of human diversity and individual differences, (b) health and development across the lifespan, and (c) ecological (e.g., family, school, community) influences on human behavior.

The degree awarded by the University of California for successful completion in this Department is in “Counseling/Clinical/School Psychology.” In addition, the student’s area of specialty (counseling, clinical, or school) is designated on the student’s transcript.

VALUES AND PHILOSOPHY THAT GUIDE THE CCSP DEPARTMENT

The values and philosophy that guide the instructional priorities and the curriculum of the CCSP Department are derived from four documents: (1) the Master Plan of the State of California, (2) the Graduate School of Education Mission Statement, (3) the University of California, Faculty Handbook, and (4) the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association (APA). The first and second of these documents define the general mission and goals of the University of California and of the unit in which the CCSP Department

functions. The third and fourth documents define the values and behaviors that are expected of faculty, students, and staff within the CCSP Department in the performance of scholastic and professional roles, respectively.

The California Master Plan designates and defines the missions of the higher education systems within the State. The three components of the higher education system are organized in a coordinated fashion in which each is to carry out a different educational mission and to be accessible by a different segment of California high school graduates. Together, the City College System and the California State University campuses are committed to ensuring that all high school graduates have access to higher education through the bachelor's degree and master's degrees. The University of California is designated as the State's research university and is commissioned to foster doctoral and professional education. Undergraduate enrollment at the University of California is restricted to the top 12.5% of high school graduates. Graduate education is designed to foster the highest possible standards of scholarly contributions among its graduates. The mission of the Gevirtz Graduate School of Education is further aimed at fostering scholarly research that contributes to understanding human development and contextual influences across the life span.

UCSB is among the four campuses in the University of California system that is both classified as a Class I Research University by the Carnegie Foundation, and is a member, by invitation, of the prestigious Association of American Universities. UCSB has been identified as the second most productive public research university in the U.S. (The Rise of American Research Universities by Graham and Diamond, 1996). As a scientific-professional program, the CCSP Department complies with the research mission of the University of California, Santa Barbara. Our primary goal is to train research scientists, scholars, and teachers in the profession of psychology. It is our intention that our graduates will use scientific methods to advance knowledge that can be applied to the professional practice of psychology, with the ultimate goal of reducing human suffering and expanding human potential. **Thus, the scientific method is accepted as the primary avenue to knowledge, and empirical evidence is accepted as the primary basis by which truth can be identified, theories can be evaluated, and observations can be validated.** Other avenues to knowledge or other criteria by which individuals may define truth are respected, but these other methods of inquiry and bodies of knowledge are not the bases of the CCSP curricula. Thus, a concerted effort is made to ensure that the technical procedures that are taught to developing professionals are supported and validated by the processes of scientific inquiry and that the conceptual and theoretical knowledge presented is discussed and assessed against a yardstick of empirical validation.

While the standard by which information and knowledge is assessed to be factual is founded in the scientific method, the professional activities and responsibilities of faculty are governed by both the University of California Faculty Handbook, and the Ethical Principles of Psychologists and Code of Conduct as outlined by the American Psychological Association. These guidelines define well-established and accepted responsibilities of the faculty. Students, as well, must conduct their professional relationships in accordance with the APA Ethical Standards of Psychologists and Code of Conduct (see for complete listing: <http://www.apa.org/ethics/code2002.html>). Such ethical guides not only define the priorities given to social and individual needs and perspectives, vis-à-vis professional standards of practice, but serve as guides to course content in those instances in which a clearly empirical basis of knowledge is unavailable. Central to these ethical principles is the commitment to respecting human diversity with regard to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status, among others. Faculty are expected to respect and accept these differences, and students are expected to learn to offer effective and helpful services to individuals who represent these types of diversity.

It is the individual responsibility of each psychologist to aspire to the highest possible standards of conduct. Psychologists respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices. (Preamble to Ethical Principles of Psychologists and Code of Conduct, 1992).

Psychologists are aware of cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone unfair discriminatory practices. (Principle D: Respect for People's Rights and Dignity, Ethical Principles of Psychologists and Code of Conduct, 1992).

Ethical behavior and acceptance of diversity are expected to be reflected in the actions of faculty, students, and staff in their actions toward clients and potential clients who are provided services through the Department's clinics and affiliated agencies. That is, in all professional relationships, the CCSP Department expects that its constituents will (a) maintain a fundamental respect for human diversity, (b) accept the scientific method and empirical evidence as the primary criteria by which to determine the nature of their professional activities, and (c) rely upon the APA Ethical Standards of Psychologists and Code of Conduct to define the priorities given to their own and other's needs, and to guide their relationships with others. These principles govern to whom services will be offered by our students, the nature of those services, and the conduct of faculty, students, and staff in providing these professional services. The services that are provided by the CCSP Department are not restricted by client age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status. *Every reasonable effort is made to ensure that the services provided are both empirically supportable and the objects of scientific inquiry.* Both faculty and students are expected to work to expand knowledge, to learn to work with the widest possible range of diversities, and to conduct the most current and valid interventions available. Throughout, ensuring each client's welfare is of preeminent importance. We strive to ensure that the needs and desires, as well as the diversities of clients and potential clients are respected, within three constraining influences: (1) limits established by ethical and scientifically sound practice, (2) limits allowed by reasoned professional judgments as to the compatibility of the client's goals with the educational and scientific missions of the CCSP Department, and (3) limits imposed by the resources available to the CCSP Department. It is the responsibility of both faculty and students to keep clients fully apprised of these limitations and of the risk and benefits that can be expected to be attendant on service and to work to limit the effects of these limitations when they might be present.

CCSP also adheres to the APA Ethical Code *7.04 Student Disclosure of Personal Information* wherein Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others.

Commitment to Empirical Knowledge and Professional Competency

This commitment is demonstrated through teaching professional skills and practices that have a recognized basis in scientific research and through pursuing new knowledge through sound research methods. While this involves an ability to understand human and research problems in the ecological environments where they occur, it also suggests that CCSP psychologists strive to determine the variables and circumstances that cause certain intervention strategies and programs to succeed or fail, to protect their clients from procedures and practices that make inappropriate claims or that could have adverse impact, and to evaluate all aspects of service delivery to determine that the most effective and efficient approaches are being implemented. Within this context, the CCSP Department is committed to training students who are professionally competent in their knowledge of human behavior contexts and empirically-based counseling strategies, who are able to appropriately implement and evaluate those strategies, and who are dedicated to research and the development of new knowledge for the promotion of human welfare. The commitment to seek professional competence must be an ongoing one, which is demonstrated in a personal stance of openness to learning and active participation in continuing training and education guided by the scientific method to which the CCSP Department adheres.

Commitment to Ethical Research and Practice

The CCSP Department encourages and reinforces students' abilities to be aware of the personal and professional skills that influence and insure sound psychological practice. The Department adheres to the *Ethical Principles of Psychologists* of the American Psychological Association and to the philosophy that ethical practice is the only acceptable approach to professional training and service delivery. Evidence of superior skill and accomplishment in all of the areas listed below is necessary for professional practice and, therefore, for completion of the training program.

1. Knowledge of human behavior and influential contexts;
2. Conducting and interpreting research;
3. Counseling and assessment;
4. Ethical practice; and
5. Communication and interpersonal skills.

The CCSP Department is committed to evaluating students in each of these areas. Students will be observed and evaluated throughout their training and they will receive formal, programmatic feedback at least once per year from the faculty. These evaluations will serve to identify and assist students' recognition of their professional strengths and weaknesses, to assist them in remediating weaknesses and building on strengths, and to graduate students who are professionally competent and committed to ethical practice.

DEPARTMENT POLICY FOR THE EVALUATION OF STUDENTS

One of the responsibilities bestowed upon the faculty by the Regents of the University of California is the evaluation of student performance in University courses. According to the 1995 University of California Handbook, "A faculty member is expected: to evaluate student work in a timely manner, and to ensure that grades directly reflect course performance" (p. 17).

Any student who believes that a grade was assigned based upon criteria other than course performance may challenge that grade following the procedures stipulated in Academic Senate Regulations A25 and A10. These regulations and are printed in the Appendix of the UCSB General Catalog.

Because it is our intention that graduates of the CCSP Department meet the educational requirements for licensure as a psychologist in California and other states, faculty members bear a responsibility for ensuring that graduates are competent, ethical psychologists. Competence and ethical behavior as a psychologist involves more than just obtaining passing grades in academic courses. Therefore, the faculty as a whole annually reviews each student's overall progress in the program. The annual review covers the student's grades, clinical skills, and compliance with ethical standards of the profession. If the student's performance in any of these areas are found to be unsatisfactory, the student's adviser (acting on behalf of the faculty) provides written feedback to that effect, identifies ways in which the student can address the deficiency, and specifies a timeline in which the deficiency must be corrected. If the deficiency has not been corrected within the specified timeline, the CCSP faculty may recommend to Graduate Division that the student may be terminated from the program immediately or after completing the requirements for the master's degree.

PROCEDURES OF COMPLAINT

When conflicts arise between and among participants within the CCSP Department (e.g., incompatibilities between students and faculty) or among the guiding principles themselves (e.g., between the goals of scientific inquiry and the expressed desires of potential clients), the CCSP Department will seek to create a resolution that respects all parties involved. When either student or faculty are believed to have violated the principles defined in the foregoing, the first course of action recommended is that which is dictated by the APA Ethical Principles of Psychologists and Code of Conduct. This principle dictates that an attempt be made to resolve the matter through direct correspondence with the offending individual. Failing this avenue, there are three acceptable procedures for achieving resolution: (a) within the Department itself, (b) within the Graduate School of Education, and (c) within the University of California, Santa Barbara.

The first course recommended begins with a discussion of the difficulty or conflict with authorities within the CCSP Department, in an effort to work out the difficulty through informal means. When this course of action proves to be unsatisfactory to the complainant, a formal process of complaint may be lodged by submitting a written description of the alleged violation or disagreement, along with a requested course of action directly to the Director of Training (DOT) of the CCSP Department. Except in unusual circumstances, the DOT will convene a meeting with the complainant within three working days, at which time a plan of action will be discussed. This plan will consist of mediation efforts, as indicated, and with the agreement of the complainant, may result in a meeting of the faculty to be convened within a two-week period, except in unusual circumstances. If, after reviewing the complaint and the response, a resolution is not forthcoming, a formal hearing within the Department may be convened, with binding remedial action being taken attendant on the findings of the hearing. The hearing will be conducted before the CCSP faculty [a quorum, minus the defending member(s)], which will serve as a Hearing Panel. The student representatives to the faculty may be invited to participate as non-voting members, at the request of the complainant. Both the complainant and the defendant will be invited to present witnesses and other evidence deemed by the hearing committee to be relevant. The Hearing Panel will define a course of action to be followed by the faculty member, student, and/or staff, within the constraints allowed of a Department by the University of California, Santa Barbara.

The second course of action is recommended as an appeal following the outcome of the foregoing procedure, in those instances where the DOT is the alleged offender, or as a front-line option for students who believe that the foregoing (within Department) procedure will jeopardize their standing among the faculty. This procedure will follow the guidelines provided in the Student Handbook, the

University of California Faculty Handbook, or by staff policy. In the case of students, complaints may be lodged directly with the Graduate School of Education Dean of Students, and in the case of faculty and staff, to the Chair of the Department of Counseling, Clinical, and School Psychology.

A third option is available if neither of the foregoing are considered to be feasible, by reason of the fear of jeopardizing one's standing within the CCSP Department or within the Gevirtz Graduation School of Education. This procedure is to contact the UCSB Ombuds Office to attempt conciliation and remediation of the problem.

THE FACULTY

There are currently thirteen faculty in the CCSP Department. These faculty represent a breadth of interests and their formal training is dispersed among the three traditional specialties of applied psychology.

The faculty's full-time schedule is based on the 9-month academic year. The summer months, June 15 through September 15, are devoted to their own writings, research, and projects. Faculty are not available to students during these months unless you are working on an ongoing project, grant, or are working in the training clinic.

The faculty represents an unusually able group. Faculty quality is reflected in their performance in four areas: (1) Research and creative activity, (2) teaching, (3) professional recognition, and (4) university and public service. Core Department faculty have consistently been judged by students, colleagues, and extra mural peers to be superior in these four areas. No core Department faculty member has ever been denied a merit or promotion since the program was initiated in 1968.

Faculty and Staff in the CCSP Department:

Donald R. Atkinson, Ph.D., Professor Emeritus.

Larry E. Beutler, Ph.D., Professor Emeritus.

Michael T. Brown, Ph.D., Southern Illinois University, 1985, is a counseling psychologist who specializes in career development research, theory, and practice. His research currently focuses on the roles of culturally salient variables and self-efficacy in affecting the career choices and the hiring of African Americans. Recently, he has completed a book chapter entitled, "The Career Development of African Americans: Important Theoretical and Empirical Issues," that appears in a book edited by Frederick Leong, *The Career Development of Ethnic Minorities*, and is co-author of a book chapter, "Theoretical Issues in Cross-Cultural Career Development: Cultural Validity and Cultural Specificity," appearing in a new edition of the *Handbook of Vocational Psychology: Theory, Research, and Practice*.

J. Manuel Casas, Ph.D., Stanford University, 1975, has areas of expertise in racial/ethnic minority groups, cross-cultural counseling, and the family dynamics of diverse populations. He has done research that focuses on the categorization of ethnic stereotypes by university counselors, ethnic bias in counseling, how to face the challenge of diversity, and the importance of training culturally sensitive mental health workers. Recently his research has expanded to include an examination of factors that impact children at risk for academic behavioral and/or emotional problems. He is the co-author of the *Handbook of Racial/Ethnic Minority Counseling Research* and a co-editor of the *Handbook of Multicultural Counseling*.

Dr. Collie Conoley, Ph.D., University of Texas in Austin. His *Research Interests*: Interpersonal and systemic violence; multicultural/cross cultural counseling process and outcome; acculturation and enculturation; couple and family counseling; child, adolescent and adult change; positive psychology.

Merith Cosden, Ph.D., University of New Mexico, 1980, is Director of the Counseling/Clinical/School Psychology Department. She is a clinical psychologist with special interests in children and families. Her research interests include children at-risk for school failure, and the development of self-concept in children and adults with learning disabilities. She is also interested in understanding early attachment and its impact on later adjustment and treatment outcomes. Additionally, Dr. Cosden does evaluation research on treatment programs serving children who have been abused, and men and women who have substance abuse problems.

Michael J. Furlong, Ph.D., University of California, Santa Barbara, 1980, has specialization in school psychology. His research interests are in the areas of psychoeducational assessment, psychoeducational interventions with seriously emotionally disturbed children and adolescents, school improvement, school safety planning, school violence reduction, prevention programs for vulnerable students, as well as assessment and treatment of children and adolescents within a cross-agency service delivery model.

Tania Israel, Ph.D., Arizona State University, 1998, is a counseling psychologist with a background in women's studies and sexuality education. Her professional interests include diversity training, counselor education and supervision, feminist politics and feminist therapy, multicultural counseling, and sexuality education and counseling. Her current research focuses on the development and assessment of counselor competence with lesbian, gay, and bisexual clients.

Shane R. Jimerson, Ph.D., University of Minnesota, 1997, has expertise in child development and school psychology and will be teaching courses in both areas. His research interests include developmental psychopathology, early reading assessment, achievement trajectories, early grade retention, high school dropouts, and early intervention programs. Additionally, Dr. Jimerson explores bereavement, grief, and transition in his work with children and families who have experienced a loss.

Bryan S. K. Kim, Ph.D., University of California, 2000, has research interests that include Multicultural counseling process and outcome; acculturation and enculturation; multicultural counselor training and supervision; immigrant experiences. Dr. Kim's interest in multicultural issues in counseling psychology stems largely from his personal experiences as an immigrant who migrated from South Korea at the age of nine and as an ethnic minority who has lived in various regions of the U.S.

Robert Koegel, Ph.D., University of California at Los Angeles, 1971, has research interests that include the analysis and treatment of autism, childhood psychopathology, motivation, parent-training, and self management. Currently he teaches courses in the area of Autism, behavior management and single case experimental designs. He also directs the Autism Research Center at UCSB, where students may be involved in supervised experimental treatment programs for autistic children. His linkages to the school system provides a base for research and education that bridges clinical and school psychology practices. He also supervises support groups for families of children with autism.

Gale M. Morrison, Ph.D., University of California, Riverside, 1979, specializes in school psychology and special education. Her research interests are in the areas of risk and resilience of students who have learning and adaptation problems in school, focusing on school adaptation trajectories. School system contexts, especially school discipline and school safety with implications for school reform.

Steven R. Smith, Ph.D., University of Kansas, research interests in Personality and neuropsychological assessment, child and adolescent psychotherapy process and outcomes, psychodynamic / interpersonal psychotherapy. His other interests lie in psychotherapy process and outcomes. Currently, he directs The Psychology Assessment Center, a clinical research center that provides neuropsychological and personality assessment services to area children and adults.

Amanda VanDerHeyden, Ph.D., Louisiana State University, research interests include generally finding ways to help children learn that also include early intervention, effective screening models, curriculum-based measurement, school reform, and applied behavior analysis. Her main focus will be on working closely with teachers, administrators, parents, and children in elementary and preschool settings to actively improve child learning and growth.

Heidi A. Zetzer, Ph.D., She is the Director of the Hosford Counseling & Psychological Services Clinic, which serves the community of Santa Barbara County and is staffed by doctoral students. She also teaches several courses, including the beginning counseling practicum and the supervision theory and practicum sequence. Her research areas and interests are family violence, culturally competent and empirically-based treatment.

In addition to faculty, the CCSP Department currently supports three Program Assistants: Christina Dotson, Mary Hayman, and Terri Bisson.

Faculty Advisor and Committee Members

Each student in CCSP is assigned a CCSP faculty member who will serve as their *Department* advisor at the time of their admission. The program advisor is available for general academic advising and is the person responsible for initially approving and signing a student's course list for any given academic quarter. *Faculty generally prefer to have students call in advance to set up an appointment.* Also, as noted previously, many faculty are not available to students during the summer months (June 15 - September 15). Consequently, if you have an ongoing project with your advisor, plan appointments well in advance if there needs to be contact during the summer months. By the end of the second year of doctoral studies, a student should have selected a Graduate Committee, composed of three or more faculty members. At least two of these members should be from the CCSP Department. The student should discuss his/her plans with the Graduate Advisor and then approach faculty to serve as committee members. Each member of the Graduate Committee must agree to serve on the committee. Forms designating the Graduate Committee should be filed by the student with the GGSE Graduate Records Office.

Students have the prerogative of changing Graduate Committee Members or the Graduate Advisor at any time. Members can be removed at the student's discretion. A member who is added or who replaces another, must agree to serve on the Graduate Committee. Change of Committee forms should be filed by the student with the GGSE Graduate Records Office. It is good protocol to discuss these changes with affected Committee Members, and always should be discussed with the student's Graduate Advisor.

At the time of Comprehensive Examinations, the student's Graduate Committee should include at least three faculty members from the CCSP Department. Others may be added at the student's discretion and with the approval of the faculty member.

Usually the Graduate Committee that conducts the Comprehensive Examinations will continue to serve as the dissertation advisory group and will conduct the oral dissertation examination. However, the Graduate Committee may be re-constituted or members may be added to ensure that the dissertation examination is conducted by a committee that includes at least three academic senate members, two of whom are also from the CCSP Department. A fourth, non-senate member may be appointed and may serve on the Dissertation Examination Committee without special permission. If, however, it is desired that this non-senate member is to serve as one of the three primary committee members, written permission is required from the Graduate Council and must be filed with the GGSE Graduate Records Office.

Changing Advisors

Faculty members select students into the CCSP Department based on a match between the student's and faculty member's area of emphasis and research interests. Upon admission the faculty member who accepts a student becomes that student's advisor.

If for any reason a student feels a need to change advisors they can do so at the beginning of the second year. The procedure to follow in changing advisors is to (a) notify their existing advisor of their decision to change; (b) identify a "new" advisor who is amenable to the change and willing to take the student on as an advisee; and (c) get the relevant signatures on the *Change of Advisor Form* which is filed in Christina Dotson's Office, room 1315.

From another perspective, a faculty member reserves the right to suggest that a student seek out a "new" advisor at anytime after the student's first year in the Department. The student has the responsibility to find a "new" advisor. If a student is unable to find a new advisor, the faculty will take the matter into consideration and resolve the problem accordingly.

Changing Emphasis

Students are carefully screened and admitted into one specific emphasis area (i.e., counseling, clinical or school psychology). Given the structure of our Department, students are expected to complete their degree in the emphasis area into which they are admitted. If, however, a student sees the need to change from one emphasis area to another, the following procedure should be followed: 1) discuss the reason for seeking the change with his/her advisor 2) fill-out a petition requesting the change with special attention given to the reason why the change is being requested, and 3) give the complete petition to the administrative assistant. The faculty as a whole will review the petition and reach a decision. It should be noted that no petition or changes will be considered until the student begins his/her second year in the doctoral program.

Furthermore, a positive decision on the request is not a given. The faculty's decision will be greatly influenced by the availability of an advisor in the desired emphasis area who is willing to take on an additional student as an advisee and the availability of a student slot in the emphasis area (only a specific number of students can be handled in the specialty area at any one time). Finally, it should be noted that a change in emphasis area, if approved, can result in extending the time toward completion of the degree.

Petitioning to Add the M.A. or M.Ed.

If you have successfully completed two years of full-time courses (no incompletes, etc.), you may petition to add the Master's in Counseling along the way to getting your Ph.D. See the Student Affairs Office for the paperwork. See GGSE Guidelines.

DOCTORAL DEGREE REQUIREMENTS

Normal Progress

The doctoral program enrolls only full-time students; courses are taught during the day and students are expected to carry an average quarterly credit load of 15-18 graduate units. It is anticipated that the minimal time in which a student can complete the degree is five years of full-time, post-bachelor's degree study, at least four years of which must be spent in full-time residence at UCSB and one year of which must be spent in a full-time internship. The average time to degree completion is six years. Except in unusual circumstances, the number of units and sequence of courses is set for the first 2 years of doctoral work and entails a substantially higher academic load than later years. Students who are admitted to the doctoral program after having completed a master's degree in psychology at another institution may be given credit for certain, equivalent courses. The instructor of the course and the student's committee upon petition will make this decision.

For students admitted directly to doctoral study with no master's degree, the first three years of graduate study are used to satisfy coursework and practicum requirements, the fourth year to complete comprehensives and complete dissertation requirements, and the fifth year to complete the predoctoral internship. For students who are admitted to doctoral study who already possess a

master's degree, the first two years of graduate study are used for coursework and practica, the third year for comprehensives and dissertation data collection, and the fourth year for internship.

Good Standing

In order to remain in good academic standing, graduate students in CCSP are expected to average 16 units per quarter. No one is allowed to enroll in more than 16 units per quarter without written permission from the CCSP faculty. Furthermore, as noted previously, students must earn a final course grade of A or B in practicum coursework and maintain an overall average of 3.0 (B) in all courses (*B- is not a passing grade*).

Prerequisites

Students not possessing a B.A./B.S. degree with a major in psychology may be required to complete appropriate undergraduate, survey courses before enrolling in graduate level work. Specific areas in which undergraduate preparation must be demonstrated include: human development, personality or abnormal psychology, individual differences, research design or statistics, physiological psychology, and measurement.

Required Courses

Students who are admitted directly to the doctoral program with only a bachelor's degree are required to take all core doctoral degree courses. If admitted with a MA, students can petition to have specific courses waived on a course by course basis (see Ph.D. Coursework).

Course Substitution / Waiver Policy

Units counted for a degree awarded by another institution are not transferable.

If a student is admitted, there is no guarantee that classes taken at another institution will waive the required courses at UCSB. Students who are admitted to the doctoral program may be given credit for certain equivalent graduate courses completed at another institution. The instructor of the course and the students committee upon petition will make this decision. If accepted to the program, students should discuss any course program substitutions with their advisor and be certain that any required documentation is filed with our Student Affairs Office. If applicable, up to 8 units may be transferred. (see section titled, Substitution Policy).

Knowledge, Skills, Ethics, Communication & Interpersonal Abilities

Students' knowledge will be evaluated through coursework, practica experiences, internship experiences, comprehensive exams, and through thesis and dissertation experiences and defenses.

Students' professional skills involve their ability to operationalize theory and empirical knowledge of psychology and counseling into practice which is technically appropriate, effective, and efficient. The practice inherent in the CCSP Department, to which attention is here directed, refers to any service delivery which impacts directly or indirectly on clients, clients' families, and on relevant community systems.

Ethics, communication skills and interpersonal relationship abilities are evaluated as integral components of professional skill. Communication and interpersonal relationship abilities include

characteristics and dimensions of skills in areas such as: confidence, flexibility, conscientiousness, cooperation, independence, openness to feedback, personal stability, productivity, and professional role identity. In most cases, students' ethics, communication skills and interpersonal relationship abilities will be evaluated through practica and internship experiences. However, to the extent that they are relevant to other coursework (as identified in the course syllabus or by the course instructor), they also may be evaluated as part of a course grade. When specified as part of a course, practicum, or internship experience, the final course grade may be used to reflect the student's competence in these areas.

Skill training and evaluation will typically take place in coursework, practica experiences, and internship experiences. In addition, skill competencies are also evaluated through comprehensive exams. Formal grades on examinations, papers and other projects, and final grades in courses that symbolize completion of the various activities above are the primary means for evaluating students' level of professional competence with respect to knowledge base, professional skills, ethics, communication skills, and interpersonal abilities.

Relative to evaluations of students' competencies through required practicum coursework, students must earn a final course grade of "A" or "B" (or the equivalent) in order for the work to meet program requirements. Students who fail to meet these grade requirements in practica may or may not be given permission by the Department faculty to re-take the required course. Students who engage in behavior which is potentially harmful to clients and/or unethical may be denied permission to re-enroll in practica and may be dismissed from the CCSP Department.

University policy also states that Graduate Students must maintain an overall average of 3.0 (B) in all courses. No grade below a "B" (*B- is not a passing grade*) in (non-practicum) courses specifically required by the Department will be accepted toward the graduate degree. Failure in a course ordinarily initiates a faculty review. Required coursework must be completed satisfactorily and the faculty may require additional work as well. Graduate students with grade point averages below 3.0 are subject to dismissal. On the recommendation of the CCSP Department Faculty, the Graduate Dean will either place such students on academic probation or dismiss them from graduate status.

In addition to evaluation through course grading, students may also be evaluated on ethics, communication skill, and interpersonal relationship abilities based on behavior that is observed across other Department experiences and environments. In the case where significant weaknesses are observed, the student will be provided with detailed feedback from the faculty and an opportunity to discuss the problems. The faculty are committed to aiding students in remediating such problems but if the problems are ongoing and chronic, the student may be dismissed from the CCSP Department.

Applied Practicum (See PhD Coursework)

All students take an initial practicum course in which they see volunteer clients, and doctoral students go on to see community clients in the on-site Hosford Clinic. In their second year, counseling and clinical students spend the entire year in a practicum in the clinic under the supervision of Department faculty. During that clinic practicum they see a wide variety of clients for both psychotherapy and assessment purposes. School Psychology students spend their second year in a placement in the elementary and secondary school sites under the supervision of licensed school psychologists, and their third year practicum in the clinic. Counseling and clinical students spend their third year practicum in community agencies, in sites such as the Family Service Agency, the

Child Abuse Listening and Mediation center, the Vet Center, UCSB's Counseling and Career Services, and the UCSB Eating Disorders Clinic.

Practicum is considered to be a core element of the clinical training received by students in the CCSP Department. In a very real sense the practicum courses serve a gatekeeping function for the professions of counseling, clinical, and school psychology. The actual practicum sequence is described in greater detail in the document entitled "Ed 268ABCD - Core Practicum Requirements" (see Ph.D. Coursework).

The Hosford Counseling & Psychological Services Clinic provides a unique training site at the university. Located in Phelps Hall, the clinic offers counseling, psychotherapy, and assessment for individuals, couples, families, and groups. Established in the Fall of 1969, the clinic provides five counseling rooms equipped with video cameras. Supervisors and students can view sessions while they are going on or at a later date, for effective supervision. In this way, students can improve their skills on the basis of what actually occurs in the session. In addition, the clinic offers the possibility of seeing some clients on a long-term basis, when appropriate. Those students who wish to continue with clients after their clinic practicum is finished may choose to do so under the expert supervision of practicing psychologists who have been selected from the community because of their excellent clinical and supervision skills.

The clinic is also an excellent research site for faculty and students who are interested in clinical research. In the past several years, six studies have been conducted with community or recruited student clients, and four of these have been dissertation studies.

Pilot Study

In close collaboration with their advisor, each student is required to participate in a research study by the end of their second year. The student will in turn present the study at the CCSP Research Festival which will be scheduled in the early part of the Fall quarter.

Comprehensive Examination (See section titled Qualifying Exams/Dissertation)

Advancement to candidacy usually occurs during the third year of graduate study. Except for the University of California's required oral examination, doctoral students and their faculty advisor have the option of devising a comprehensive examination process that best reflects evaluation objectives and meets the approval of doctoral committee members. The exam must reflect an evaluation of the student's competence in their specialty area and in three additional areas: theories of counseling and psychotherapy, professional ethics, and research.

Dissertation Research (See section titled Qualifying Exam/Dissertation)

Doctoral students normally begin work on their dissertation research after completing a pilot research project and their comprehensive examination. *The Guide to Writing the Dissertation Proposal in CCSP* is available from the Graduate Division. The **dissertation proposal must be completed and approved by October 15th of the academic year in which the student applies for his/her predoctoral internship**. The dissertation research is supervised by a committee of at least three faculty members (members of Academic Senate) from the Department of Education (at least two members from the CCSP Department). The Committee is chaired by the student's advisor. Upon graduation, an economically bound copy of your dissertation is to be presented to each committee member and to the CCSP Department Library for future APA Site Visits.

Internships

All doctoral students are required to complete an internship. Doctoral students in the counseling and clinical substantive areas are expected to complete a full-time APA Accredited Internship of one academic year or one calendar year in length (or half-time for two academic or calendar years). Doctoral students in the school substantive area are encouraged to complete a school-based APA-accredited internship of one academic year or one calendar year in length (or half-time for two academic or calendar years). They may complete an internship at a non-APA accredited school site after consulting with their advisor and the Director of Training. Doctoral students in the school substantive area are required to develop an internship plan for a school-based site that is consistent with the guidelines established by the National Association of School Psychologists and the Council of Directors of School Psychology programs. Students must be advanced to candidacy and have a dissertation proposal approved by **October 15th** of the academic year in which the student intends to apply for internships. All correction to the Proposal should be made by **October 22nd** and the Form should be filed with the Student Affairs Office by **October 23rd** in order for students to apply for Internship that current year. Students are **strongly** urged to complete their dissertation research before leaving for internship. Students should be prepared to travel outside the state for their internship experience.

Note: All program requirements and timelines must be adhered to regardless of the internship setting.

Note: A non-accredited internship could have implications for licensing.

In the past years, students have obtained paid APA internship positions in the following settings:

Patton State Hospital Patton, CA	Yale Child Study Center New Haven, CT	University of Washington Medical School, Seattle WA
VA Health Care System Long Beach, CA	University of Virginia Counseling Center: Charlottesville, VA	UCB University Health Services Berkeley, CA
University of California, San Diego/ VA La Jolla, CA	University of California, Irvine Counseling Center: Irvine, CA	River Oak Center for Children Sacramento, CA
Stanford's Children's Hospital Stanford, CA	Georgia State University Counseling Center: Atlanta, Georgia	USC Children's Hospital Los Angeles, CA
University of Illinois Counseling Center, Champaign-Urbana IL	Primary Child Medical Center Salt Lake City, UT	Department of Behavioral Health, San Bernadino, CA
University of California, Davis Counseling Center, Davis CA	NYU Bellevue Hospital Center New York, NY	Kaiser-Permanente Medical Center: Los Angeles, CA
California State University, Long Beach Counseling Center, Long Beach, CA	North Shore University Hospital/NYU Manhasset, NY	USD Counseling Center: San Diego, CA
University of Utah Counseling Center, Salt Lake City, UT	UCLA-Neuropsychiatric Institute Los Angeles, CA	Children's Hospital of Orange County: Orange, CA
Kennedy Krieger, Johns Hopkins University, New Haven, CT	University of Hawaii at Manoa Honolulu, HI	Beth Israel Medical Center New York, NY
University of Texas at Austin Austin, TX	The Children's Hospital Denver, CO	Northwestern University Evanston, IL

The process of applying for internships begins in September and culminates on Match Day in February (the day APPIC National Matching Services Inc. match interns with participating Programs) preceding the internship year. The Director of Training assists doctoral students in the application process and information about internship sites is available from Program Assistants.

Internship Application Process

- **May**--general instruction meeting with the Director of Training.

- **June and August**--prospective interns acquire information and applications from internship sites using the AAPIC Directory for the APPIC Internship Matching Program. See Program Assistants to order APPIC Directory in July.
- **September 1**--prospective interns give the Director of Training their list of hours, vitae, practicum sites, initial list of internship sites and personal statements.
- **Mid-September**--monthly meetings begin with the Director of Training.
- **October 1**--final list of Advisor-approved sites that includes names, addresses, and deadlines for letters of recommendation is given to the Director of Training.
- **October 1**-- **Comprehensive Exam** must be completed of year applying.
- **October 15**-- **Dissertation Proposal approved** of year applying.
- **October 22** --All corrections should be files with the Student Affairs Office
- **October 23**-- Dissertation Form needs to be filed with the Student Affairs Office
- **November 1**-- listing of Participating Programs will be available for access by applicants and programs on web site.
- **November 1-January 1**-- application deadlines.
- **November-February**-- interviews.
- **December 1**-- deadline date by which applicants must return their agreement forms to National Matching Services Inc. in order for their name and code number to be included in the Listing of Participating Applicants.
- **December 31**-- date applicants and training directors will receive their Rank Order List forms, listing of match participants with Code Numbers and instructions for submitting Rank Order Lists.
- **February 7th**-- deadline for receipt of National Matching Services Inc. of applicant and program Rank Order Lists. **No Rank Order Lists can be accepted after this date.**
- **February 23rd** – Students are informed as to whether or not they have been matched to an internship position. However, applicants, will NOT be told the specific program to which they have been matched until APPIC Match Day
- **February 26th** (2007)—APPIC Match Day.
- On the **Tuesday following Match Day**, interns are to send letters of appreciation to each site who interviewed them.
- Interns are required to be enrolled in **Ed 268I for 12 units** each Fall, Winter, Spring quarters of internship academic year.

Licensing

In addition to needing to comply with the voluntary requirements of accreditation, students who graduate from a professional psychology program must have taken the coursework and achieved the skills to be eligible for licensure in the 50 states in which they might reside. Having graduated from a program that is accredited by the American Psychological Association provides initial assurance to these legal credentialing bodies that the quality and program of training is appropriate to the services that psychologist graduates may offer to the public. Beyond this recognition, however, licensing boards typically review transcripts and program descriptions to assure themselves that students have received sufficient instruction and training to assume that competence exists. For those who pass these two reviews, credentialing bodies provide examinations to test the level of knowledge and expertise of the applicants.

In California, two credentialing bodies provide licensure of graduates from our Department. The first of these is the Commission on Teacher Credentialing which provides guidelines to those institutions which recommend individuals for receipt of credentials to practice as school psychologists in the public school system (students in the school interest area should consult the

School Psychology Credential Handbook for more information about California credentialing requirements). The Commission dictates the course content and experiences that will allow a psychologist to practice in the public school system. The UCSB program is specifically designed with these guidelines in mind and has a long history of training individuals who subsequently have earned the School Psychology Credential in California and other states.

To hold a position as a school psychologist in California it is necessary to have a valid school psychology credential issued by the Commission on Teacher Credentialing. Doctoral students who elect the school interest area and complete its specific curriculum, including appropriate practicum and internship experiences in a K-12 school setting, will also meet the requirements for this credential. The UCSB school psychology credential program is designed to meet the training standards established by the National Association of School Psychologists. Students completing this course of study should also qualify to sit for the Nationally Certified School Psychologist examination (NCSP). NCSP certification is administered by the National Association of School Psychologists. Some states have begun to use NCSP designation to meet their credentialing standards. In addition, school psychologists can, after three years of full-time professional experience as a credentialed school psychologist, apply for the Educational Psychologist license in California (the internship year can count as one of the three years). The Educational Psychologist License is administered by the California Board of Behavior Science Examiners (BBSE). To receive this license you must apply to BBSE and then pass both a written and oral examination.

Doctoral students with an interest in the school area are also referred to the School Psychology Credential Handbook for additional information about the credential requirements and application process.

Please note that doctoral students completing the clinical and counseling interest areas will not have the course or practicum experiences required to qualify for the school psychologists credential in California.

The second body is the Psychology Examining Committee of the California Board of Medical Quality Assurance. This is the licensing body which determines one's suitability to provide services of a psychological nature to the public. Like most states, assurance of program identity and integrity, especially if accredited by the American Psychological Association, constitutes initial indication that a candidate is prepared to take the licensing examination. These examinations are either written, oral, or both. In California, the licensing examination consists of both a written and an oral procedure. Moreover, in California, special course requirements are mandated by law, beyond those required for APA accreditation. The UCSB program has been designed to provide the requirements that are both general to most state licensing boards and specific to licensure in the State of California.

DEPARTMENT LEADERSHIP AND COMMITTEES

The voting ladder rank faculty have the major responsibility of setting policy and administering the CCSP Department; however, in order to maximize decision-making efforts and outcomes, the faculty both encourages and promotes input from non-voting faculty and students in particular. Programmatic decisions are made within bi-weekly faculty meetings and these meetings include at least two student representatives (non voting). Student representatives are responsible for representing student interests and communicating with their peers regarding relevant issues discussed

at these meetings. Minutes of these meetings are prepared by the student representatives, recorded, and filed for future reference. In addition, many of the programmatic decisions are made through standing and/or ad hoc committees comprised of both faculty and students.

Available Positions for Student Elections

Student representatives -

Voice the issues and/or concerns of the CCSP students during bimonthly faculty meetings, help coordinate faculty/student interactions

Admissions Committee - See below

Clinic, Organization, Research and Policy Committee - See below

Curriculum Committee - See below

Student Affairs Committee - See below

APA Division Affiliates -#12 Clinical Psychology, #16 School Psychology, #17 Counseling Psychology, #29 Psychotherapy, #35 Psychology of Women, #43 Family Psychology, #44 Gay and Lesbian Issues, #45 Ethnic Minority Issues -

Receive and disseminate information/materials regarding various APA divisions, inform students of upcoming events in their specialty area.

Professional Bulletin Board -

Arrange visual presentation of essential materials regarding professional development.

Standing Committees

The following are standing committees which share Department responsibilities. Each of these committees include student representatives.

Admissions Committee: The Admission Committee is composed of three faculty members and three students. Their responsibilities include the development of policy regarding admissions, communication with applicants, and development of standards for admission to the graduate program.

Clinic Organization, Research and Policy Committee: The Clinic Organization, Research and Policy Committee is composed of three faculty members and two students. This committee approves research proposals for the clinic, and addresses clinic issues such as modifying intake procedures and attracting minority clients.

Curriculum Committee: The Curriculum Committee is composed of three faculty members and three students. This committee is involved in the decision-making process in regard student load, coursework, and course credits.

Orientation Committee: The Orientation Committee is composed of all CCSP students and chaired by the current Clinic Coordinator.

Student Affairs Committee: The Student Affairs Committee includes three faculty members and five students. This committee identifies topics for discussion at the bi-weekly Director's meeting to which all students are invited and which is designed to facilitate faculty-student communication. Other faculty and administrators are invited to this meeting as deemed desirable by students and circumstances. Student representatives are elected, and students participate in

Department projects (e.g., reports to APA, public relations, site visit preparation, annual Research Festival).

FINANCIAL AID

(Also Refer to Graduate Division Handbook, and GGSE Student Guidelines)

Intramural Sources

Financial Aid Office: Scholarships, loans, grants, and work study information are available through the Financial Aid Office, South Hall 1607 (893-2432).

Fellowships

Campus and Graduate Opportunity Fellowships - These fellowships are restricted to underrepresented populations. The fellowships are awarded on the basis of merit. The number available to CCSP students varies from year to year and is dependent on the number of qualified students in the Department. Both Master's and Ph.D. degree students may receive these Fellowships. Applications can be obtained from the Student Affairs Office in Phelps 1175 or from the Graduate Division in 3117 Cheadle Hall.

Regents and University Fellowships - Regents and University Fellowships are unrestricted and are awarded on the basis of merit only. Typically the Department's share of Regents and University Fellowships each year amounts to two Fellowships. Normally only doctoral degree students are considered for these fellowships. Applications may be obtained from the Student Affairs Office in Phelps 1175 or from the Graduate Division in 3117 Cheadle Hall.

Ray E. Hosford Fellowship - The Ray E. Hosford Fellowship was established in honor of Professor Hosford who died of ALS in 1983. This Fellowship is used each year to supplement a Regents/University Fellowship during the first year of doctoral study and is awarded by the Hosford Fellowship Committee.

Non Resident Fee Waivers: A limited number of non-resident fee waivers are available to CCSP students. Non-resident fee waivers are awarded on the basis of need and merit.

Teaching Assistantships: All teaching assistantships within the CCSP Department are quarter-time positions (i.e., 10 hours per week); however, the actual time commitment varies week by week depending on the work load. Teaching Assistantships are normally awarded to doctoral students, although some master's degree students have served as TAs. Eligible students are notified of TAship availability during Spring Quarter. Salary range is approximately \$550-\$600/month. Health insurance and a partial fee offset are paid for appointments of 25% time. CCSP students have also applied for and received teaching assistantships in other departments (e.g., Asian American Studies, Psychology, Religious Studies) in the past.

Supervisory Positions: There are five 19%-time supervisory positions that are administered by the CCSP Department. Supervisory positions are available only to advanced doctoral students. Eligible students are notified of the availability of supervisory positions during Spring Quarter. Salary range is approximately \$5,700-\$6,000 per year, depending on the number of course units completed above the masters degree.

Graduate Student Researchers: The availability of Graduate Student Researchers is primarily a function of extra mural funding. Faculty members who have positions available will advertise these to students. The salary range at Step 1 starts at \$11.91 per hour. Health insurance and a partial fee offset are paid for appointments of 25% time. Fees, health insurance and nonresident tuition are paid for appointments of 35% or higher.

Work Study: The Hosford Counseling & Psychological Services Clinic and the Department of Counseling, Clinical, & School Psychology normally hire two work study students each year. Candidates must be eligible for work-study through Financial Aid. Both master's and doctoral degree students are eligible for these positions.

In Absentia Registration: Doctoral students who do a predoctoral internship outside California are entitled to a 50% reduction in the registration fee. Refer to the Graduate Division Handbook for more information

DOCFO (formerly ICFOG): The Doctoral Candidate Fee Offset is administered by Graduate Division and provides for lower registration fees for doctoral students who have been advanced to candidacy (i.e., passed their comprehensives). See Graduate Advisor's Manual. The continuance of this program is totally dependent on the availability of funds and should in no way be taken as a given by graduate students.

Graduate Student Humanities/Social Sciences Research Grant Program: This program is administered by Graduate Division and provides up to \$2,000 in support of graduate student research. Typically, the funds are used to support doctoral research and usually are granted only once during a student's tenure as a graduate student.

Graduate Research Mentorship Program (GRMP): This program is administered by Graduate Division and provides a small grant (usually less than \$10,000) to support the research activities of a team composed of a faculty mentor, one or more graduate students from underrepresented populations, and one or more undergraduate students from underrepresented populations.

Chicano Dissertation Fellowship: This Fellowship is awarded through the Chicano Studies Department and provides around \$16,000 to a Chicana doctoral student during her dissertation year. In return, the student teaches two classes in Chicano Studies.

Graduate Student Research Travel Funds: Graduate students who are invited to present a paper at a scholarly meeting (e.g. APA convention) are eligible to apply for research travel monies. You must be advanced to candidacy and must be either registered or on an approved leave of absence. Normally, you may not receive support for more than one trip per fiscal year or two during the graduate career. For more information contact the Academic Senate Office.

Extramural Sources

Free Application for Federal Student Aid (FAFSA) www.fafsa.ed.gov: Available in January; if applying for a fellowship, file by March 2. Required by all domestic students.

Special Interest Groups: Various national and international organizations frequently offer both special travel awards and special grant support to students. Travel awards are offered to those who attend and present research findings at major conferences. Grants are offered to support dissertation research in the areas of interest to the organization. In the past, CCSP students have

received travel awards and small grants from such organizations as the Society for Psychotherapy Research, the ABVA Behavioral Gerontology Special Interest Group, and the American Group Psychotherapy Association. Travel awards typically range from approximately \$100 to \$500, while grants may range from \$1000 to \$10,000. Information about special awards from such groups is distributed as it becomes available. Interested students should also talk to their major professor regarding special awards in the areas of their own interests.

APA Minority Fellowship Program: APA provides Fellowship in support of ethnic minority graduate students. Applications may be obtained by writing or calling: APA, Minority Fellowship Program, 750 First St. N.E., Washington, D.C. 20002-4242, (202) 336-5500.

APA Travel Funds: APA provides some travel support to graduate students who are presenting papers at the annual convention. Contact APA headquarters for application forms.

Academic Senate Travel Funds: The Academic Senate of UCSB provides some travel support to doctoral students who are presenting papers at national conventions. The call for requests comes two times a year; however, the spring requests are most likely to be honored given low yearly funding levels. Subject to availability of funds.

National Science Foundation Grants for Improving Doctoral Dissertation Research: Grants awarded for support of doctoral dissertation research in the environmental, behavioral, and social sciences in order to improve the overall quality of dissertation research in these sciences. Grants are intended to provide funds for items not normally available from the student's university or other sources. Contact Graduate Division or the National Science Foundation, Washington, D.C. 20550 for more information.

GENERAL INFORMATION

Associate Dean, Student Affairs Office, and Student Affairs Committee for the GGSE

The roles of the Associate Dean (Carol Dixon), Student Affairs Office (Kathryn Tucciarone), and Student Affairs Committee are described in the *Student Guide to the Gevirtz Graduate School of Education*.

Student Study Space and Computer Access

Student study space and computer access is available in several areas within the Department of Education: 1) CCSP student lounge in the Hosford Clinic (room 1126), GGSE lounge (room 2311), Ada Lab (room 1210), Herman's Lab (room 3526). There is an orientation planned at the beginning of fall quarter for specific details and information on these resources.

Graduate Student Handbook

Information concerning Graduate Division procedures.

Graduate School of Education Web Site

Visit UCSB's web site at www.education.ucsb.edu for more information about the Gevirtz Graduate School of Education, UCSB and the Santa Barbara area.

Prospective Students

If friends are interested in the CCSP Department, the requests for information should be channeled through any of the Program Assistants at (805) 893-3375 or email ccspapp@education.ucsb.edu. Due to the number of applicants to the Department, professors cannot give individual interviews. CCSP Department information meetings will be held at least once per quarter and will include a faculty member and current student from the program.

UCSB Letterhead

Can only be used in conjunction with research projects when advisor, or other faculty, are named and co-signed; not to be used for personal use (i.e. dissertations). Hosford Clinic Letterhead - use, see Clinic manual.

Fax Machine

When you send a fax, please log it on the pad of paper located next to the machine. Students are also welcome to send a fax from the Program in Education office located in Phelps 2206.

Flyers and Bulletins

Please refrain from posting on doors and the bulletin board in the clinic without checking with staff. These areas are restricted to Department and clinic notices including sign-up sheets.

In 1124/File Room, the bulletin board over the phone is for clinic and Department notices

In 1126/Student Lounge, the mauve bulletin board by the mailboxes is for Department information. The board by the phone is for professional notices. Feel free to use the refrigerator, the board by the sink, and the tables for all other notices.

CCSP STUDENT COMMITTEES

Student Representatives:

Voice the issues and/or concerns of the CCSP students during bimonthly faculty meetings; help coordinate faculty/student interactions; report to students any faculty decisions that affect students; obtain student reactions to proposed Department policy. Conduct the annual election for student committee representation.

Elections will be held twice a year - May and October. Each term is thirteen months.

Admissions Committee:

Influence and/or revise admissions policies; introduce Department to prospective students. Attend or secure student representatives for the quarterly information meetings . Arrange current students to meet applicants during the year and during the admissions interview process.

Clinic Committee:

Approve research proposals for clinic. Address clinic issues, such as modifying intake procedures and attracting underrepresented clients.

Curriculum Committee:

Impact decisions regarding student load, coursework and course credits. Examine Department curriculum to determine if it meets accreditation licensing and credentialing requirements and reflects changing focus of psychology as a discipline and a profession. Voice student concerns about existing curriculum and propose curriculum changes.

Orientation Committee:

Clinic Coordinator serves as chair for the Fall Orientation.

Student Affairs Committee:

Address student issues/concerns. Discuss policy that affects students. Facilitate enhancement of student/faculty alliances. Conduct Research Festival, Director's Lunches and other student activities, including parties.

APA Site Visit:

Students serve on committees for Curriculum, Philosophy and Graduate Survey to prepare for the APA Site Visit for accreditation.

APA Division Affiliates:

#12 Clinical Psychology	#35 Psychology of Women
#16 School Psychology	#43 Family Psychology
#17 Counseling Psychology	#44 Gay and Lesbian Issues
#29 Psychotherapy	#45 Ethnic Minority Issues

Receive and disseminate information/materials regarding various APA divisions. Inform students of upcoming events in their specialty areas.

Professional Bulletin Board:

Arrange visual presentation of essential materials regarding professional development.

Revised {9-21-06}