



UNIVERSITY OF
WASHINGTON
DEPARTMENT OF
PSYCHOLOGY

Master of Arts in
Applied Child &
Adolescent
Psychology:
Prevention &
Treatment

Student Handbook

Academic Year: 2023-2024

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PROGRAM OVERVIEW

DISCLAIMER

This handbook is meant for current students in the program. Content is subject to change. Students will be notified via email of critical changes to the structure, policies and procedures that govern them within the program.

ABOUT THE PROGRAM

The Master of Arts in Applied Child & Adolescent Psychology: Prevention & Treatment gives current and aspiring child psychology professionals the skills to diagnose mental health disorders in children and teens and provide effective, evidence-based interventions. The program is offered by the UW Department of Psychology in collaboration with UW Professional & Continuing Education (UWPCE/UWCC). The curriculum provides a broad foundation in child psychology with a focus on evidence-based prevention and treatment.

The program consists of classes and a practicum. Courses mostly take place in the late afternoons, evenings or weekends on the UW Seattle campus, supplemented by online discussions. Students have the option of taking the five-quarter, full-time program or the part-time program, completed in two years and one quarter.

The faculty includes nationally-recognized experts in child psychology affiliated with the Department of Psychology, the Department of Psychiatry & Behavioral Sciences and the Center for Child & Family Well-Being.

FACULTY LEADERSHIP TEAM

Lynn Fainsilber Katz, Ph.D. (she/her) (Program Director & Instructor) is a Research Professor in Child Clinical Psychology and Developmental Psychology, and Associate Director of the University of Washington's Center for Child and Family Well-Being. Dr. Katz is nationally recognized as a leading expert in the area of family relations. She has over 30 years of experience working with children and families on issues relating to marital conflict, parenting and family relationships. She has received over \$10 million of funding from the National Institutes of Health for her work on domestic violence, parenting, childhood aggression, adolescent depression and family adjustment in the context of pediatric cancer. She has also taught courses on child and adolescent behavior disorders, children's social development, research methods, and adult psychopathology at the University of Washington. Most recently, she developed a parenting intervention for survivors of domestic violence and has adapted that program for use with children with conduct problems. Dr. Katz has been on the faculty at UW since 1992 and has graduate faculty status.

Georganna Sedlar, Ph.D (she/her) (Associate Director of Clinical Training and Community Engagement, Faculty Instructor, Faculty Leadership Team Member) is an Assistant Professor and a licensed clinical psychologist in the Department of Psychiatry and Behavioral Sciences at the University of Washington's School of Medicine. She also holds an adjunct clinical faculty

appointment in the Department of Psychology. Dr. Sedlar has been immersed in numerous professional activities related to workforce development. She also works on various state sponsored initiatives and projects related to successful implementation, scale up, and sustainment of evidence base practices in Washington State. Her activities include development of innovative trainings, conducting training through various platforms (in person, remote), providing supervision to graduate students, and post-training support, such as consultation. She teaches various child psychology related courses at the University of Washington, which include counseling skills, ethics, and a year-long practicum class. Dr. Sedlar is a core part of a statewide training initiative, CBT Plus, that trains community based mental health providers across Washington State in delivering evidence-based practices for children in Trauma Focused CBT, CBT for Anxiety, CBT for Depression, and Parent Management Training. In her work with this initiative, she has been responsible for training other trainers, providing consultation to providers, curriculum development, and evaluation of this training initiative. Previously, she conducted evaluations at the Foster Care Clinic at Harborview Medical Center and served as a consulting psychologist for Foster Care Assessment Program (FCAP) teams.

Liliana Lengua, Ph.D. (she/her) (Faculty Leadership Team Member) is the Maritz Family Professor of Psychology at the University of Washington and Director of the Center for Child and Family Well-Being. She is a child clinical psychologist studying the effects of stress and adversity on children, examining risk and protective factors that contribute to children's resilience or vulnerability. She examines children's neurobiological stress responses, temperament, coping, parenting and family contexts as risk and protective factors that account for the effects of adversity on children's social, emotional and academic well-being. She has been an investigator on several federally-funded projects examining the development of executive function (NICHD), the effects of low income, neighborhood, family, and parenting on neurobiological systems of self-regulation, and their effects on preschool and preadolescent children's social, emotional and academic development (NICHD, NIMH), neighborhood, family and peer effects on adolescent substance use (NIDA), and childhood risk factors for the emergence of adult mental health problems (NIDA). Dr. Lengua is the author of over 100 published papers. She serves on the steering committee for the CDC funded Washington State Essentials for Childhood Initiative, collaborated with the Harvard Center for the Developing Child's Frontiers of Innovation, and has served on the board of trustees for Neighborhood House, a private, nonprofit anti-poverty organization.

DIVERSITY

The Master of Arts in Applied Child and Adolescent Psychology: Prevention and Treatment program is committed to promoting diversity and fostering equity and inclusion in all of its activities and strives to become a more active anti-racist community. Current and historical experiences of oppression and prejudice have disproportionately devalued people of different identities, including people of different races, cultures, ethnicities, sexual orientations, genders,

gender-identifications, abilities and socioeconomic statuses. We are committed to recruiting and retaining students from marginalized and underrepresented groups and doing more to create the kinds of institutional changes needed to achieve more equitable outcomes for our students. We are also dedicated to training students to do effective clinical work with diverse groups of children, adolescents and their families. The program's leadership, its Inclusion, Diversity, Equity and Anti-Racism Committee and its faculty are continually working to create a learning environment that supports a diversity of thoughts, perspectives and experiences, and honors **all** identities.

INCLUSION, DIVERSITY, EQUITY AND ANTI-RACISM (IDEA) COMMITTEE

The *Inclusion, Diversity, Equity and Anti-racism (IDEA)* committee is responsible for building and promoting an anti-racist culture in our program through a variety of strategies. This committee currently consists of program faculty, a staff member, a member of the Seattle therapeutic community who is BIPOC, a graduate of our program who identifies as BIPOC or with a marginalized identity, and a current student who identifies as BIPOC or with a marginalized identity. Please contact program specialist Chelsea Melton for more information: psychma@uw.edu.

BIAS INCIDENT REPORTING PROCEDURES

The MA Program is committed to actively promoting diversity, equity, and inclusion in all arenas of the program and strives to become a more active anti-racist community. When we fall short of this aspiration, we share a responsibility to bring bias incidents to the program leadership. To report a bias incident, **please see full procedures** at Appendix E.

CONTACTS

Chelsea Melton, BA (she/they)

Program Specialist

122 Guthrie Hall | 206-543-3067 | psychma@uw.edu

Chelsea is the primary contact for the program, managing end-to-end student support, program management, admissions, faculty support, and event management. Chelsea has worked in higher education and community non-profit organizations for over 10 years.

FACULTY LEADERSHIP TEAM

Lynn Fainsilber Katz, Ph.D. (Program Director & Instructor)

katzlf@uw.edu | 206-543-5625

Georganna Sedlar, Ph.D. (Associate Director of Clinical Training and Community Engagement, Faculty Instructor, Faculty Leadership Team Member)

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Liliana Lengua, Ph.D. (Faculty Leadership Team Member)
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CURRICULUM

DEGREE REQUIREMENTS

To earn the Master of Arts in Applied Child & Adolescent Psychology: Prevention & Treatment, students must complete required coursework, a practicum placement in a community-based setting and a capstone project. Coursework consists of 53 credits, including 42 credits of coursework and 11 credits of clinical practicum class.

Students have the option of completing all course requirements in five quarters (full-time) or just over two years (part-time). Applicants state their preference for full-time or part-time enrollment as part of their application, and their offer letter reflects their admission as either a full- or part-time student. Students who choose to complete the program part-time over two years must enroll in at least 21 course credits in their first year to ensure timely completion of the program.

Graduation from the program requires not only the capstone project and accumulation of credits and practicum hours, but also demonstration of clinical competencies necessary to function as an independent mental health practitioner. There is no guarantee that students will graduate at the end of their full-time or part-time tenure as graduation is dependent on students demonstrating that they have acquired these competencies. Some students may require additional hours at their practicum site and/or may need to complete or re-take select courses before a degree can be conferred.

UW MASTER OF ARTS IN APPLIED CHILD & ADOLESCENT PSYCHOLOGY: PREVENTION & TREATMENT
2023-2024 CURRICULUM GRID- *FULL TIME*

AREA OF EXPERTISE	SUMMER A	SUMMER B	PRE-FALL INTENSIVE	FALL	WINTER	SPRING	SUMMER (A+B)
Conceptual Framework	Principles of Assessment and Behavior Change (3 credits)	Conceptual Foundations of Developmental Psychopathology: Risk and Protective Factors (3 credits)				Social and Emotional Development (3 credits)	Critical Thinking about Research (3 credits)
Psychopathology & Treatment		Approaches to Child and Adolescent Treatment (3 credits)		Child and Adolescent Psychopathology: Assessment and Diagnosis (3 credits)			
Evidence-Based Treatments	Counseling Skills with Individuals & Families (3 credits)		Parenting Interventions (3 credits)	CBT for Anxiety & Mood Disorders (3 credits)	Interacting with Youth Involved Systems for Complex Cases (3 credits) TF-CBT and Treating trauma (3 credits)	Dialectical Behavior Therapy for Youth and Adolescents (3 credits)	
Practicum*				Practicum** (1-7 credits)	Practicum** (1-7 credits)	Practicum** (1-7 credits)	Practicum* (1-7 credits)
Practice Issues	Ethics and Law in Clinical Settings (1 credit)		Multicultural Issues in Counseling Settings (2 credits)	Multicultural Issues in Counseling Settings (1 credit)	Multicultural Issues in Counseling Settings (1 credit)	Multicultural Issues in Counseling Settings (1 credit)	

**Practicum course includes weekly in-person meetings about clinical and professional issues (professional resiliency, ethical issues, case consultation). Practicums are structured with variable credits to allow students to complete the program in a manner that is consistent with their academic and career goals.

2023-2025 CURRICULUM GRID—*PART-TIME*

YEAR 1							
	SUMMER A	SUMMER B	PRE-FALL INTENSIVE	FALL	WINTER	SPRING	
Classes	Principles of Assessment and Behavior Change (3 credits)	Approaches to Child and Adolescent Treatment (3 credits)	Parenting Interventions (3 credits)	Child and Adolescent Psychopathology: Assessment and Diagnosis (3 credits)	Interacting with Youth Involved Systems for Complex Cases (3 credits)	Social and Emotional Development (3 credits)	
	Counseling Skills with Individuals & Families (3 credits)	Conceptual Foundations of Developmental Psychopathology: Risk and Protective Factors (3 credits)		CBT for Anxiety & Mood Disorders (3 credits)	TF- CBT and Treating Trauma (3 credits)	Dialectical Behavior Therapy for Youth and Adolescents (3 credits)	

YEAR 2							
	SUMMER A	PRE-FALL INTENSIVE	FALL	WINTER	SPRING	SUMMER (A+B)	
Classes	Critical Thinking About Research (3 credits)	Multicultural Issues in Counseling Settings (2 credits)	Multicultural Issues in Counseling settings (1 credit)	Multicultural Issues in Counseling Settings (1 credit)	Multicultural Issues in Counseling Settings (1 credit)		
Practicum	Ethics & Law in Clinical Settings (1 credit)		Practicum (1–7 credits)	Practicum (1–7 credits)	Practicum (1–7 credits)	Practicum (1–7 credits)	

**Practicum course includes weekly in-person meetings about clinical and professional issues (professional resiliency, ethical issues, case consultation). Practicums are structured with variable credits to allow students to complete the program in a manner that is consistent with their academic and career goals.

LEARNING OUTCOMES

The curriculum is designed to give students a theoretical foundation in child psychology and prepare graduates to diagnose and treat mental health disorders in children and adolescents using evidence-based interventions that are responsive to diversity.

Upon graduating from the program students will have developed skills and competencies to:

1. Diagnose psychosocial difficulties and disorders in children and youth.
2. Assess, select and implement intervention activities based on evidence-based practices.
3. Deliver evidence-based psychosocial interventions for children and youth with anxiety, trauma symptoms, mood disorders, behavior problems, emotion regulation difficulties and complex needs.
4. Obtain foundational knowledge of effective treatment that is generalizable to other evidence-based treatments or programs.
5. Use multiple tools to assess and analyze prevention and intervention needs for specific therapeutic contexts.
6. Acquire and implement strategies for success in conducting professional interactions (e.g., mindfulness, effective listening, and effective verbal and written communication as appropriate to the field).
7. Understand and apply ethical principles involved in the delivery of interventions for children and youth.
8. Establish professional connections for career advancement.
9. Work effectively and sensitively with families with diverse cultural backgrounds, experiences and contexts.

PATHWAY TO WA STATE LICENSURE AS A LICENSED MENTAL HEALTH COUNSELOR

Our program is designed to meet educational requirements for licensing as a Licensed Mental Health Counselor in the state of Washington. Students who graduate from our program are eligible for licensing as a Licensed Mental Health Counselor in Washington state but are not eligible participate in the Compact that allows Licensed Mental Health Counselors to practice across state lines. Each state has their own distinct licensing requirements. If you graduate from our program and would like to be licensed outside of Washington State, it is likely that you will be required to take additional coursework to fulfill licensing requirements for that state. It is your responsibility to consider this issue as you weigh our offer of admission. We advise that you research the licensing requirements in the state(s) in which you might want to practice.

University of Washington

Master of Arts in Applied Child and Adolescent Psychology: Prevention and Treatment

Licensure Disclosure

Thank you for your interest in applying to, or enrolling in, the University of Washington's Master of Arts in Applied Child and Adolescent Psychology: Prevention and Treatment. Our Master's program has been designed to meet or exceed Washington state's requirements for licensure. If you currently reside in a state other than Washington, or plan to work in a state other than Washington after completing this Master's program with us, we have prepared the following information on other states where, to the best of our knowledge, 1) the Master's program meets the state's requirements, 2) where we have not yet determined whether or not the Master's program meets the state's requirements and 3) any states where the Master's program does not meet the requirements.

This information is accurate as of December 1, 2022. We will review and update this information annually.

Certification or License Area	States where UW program meets state requirements	States where we have not yet determined if UW program meets requirements	States where UW program does not meet requirements
Master of Arts in Applied Child and Adolescent Psychology: Prevention and Treatment	Washington, GA,NE		OH, OR, AL, AK, AR, AZ, CA, CO, CT, DC, DE, FL, GA, HI, ID, IL, IN, IA, KS, KY, LA, ME, MD, MA, MI, MN, MO, MT, MS, NE, NV, NH, NJ, NM, NY, NC, ND, OK, PA, RI, SC, SD, TN, TX, UT, VT, VA, WV, WI, WY

ACADEMIC INFORMATION

COURSE DESCRIPTIONS

PSYCAP 510-Conceptual Foundations of Developmental Psychopathology: Risk & Protective Factors (3 credits)

This course draws from two conceptual frameworks that form the basis of current thinking about developmental psychopathology. The developmental psychopathology perspective focuses on risk and protective factors in child psychopathology, and highlights the continuity between typical and atypical development. The bioecological model of human development emphasizes the importance of understanding bidirectional influences between the individuals' development and their surrounding environmental context. This model provides an organizational framework for understanding intrapersonal, family, neighborhood/community and social/economic risk and protective factors relevant to understanding child mental health. In this class, we will address intra-individual (e.g., temperament, emotion regulation) as well as broad social-contextual factors that contribute to children's mental health problems, such as parent substance use and mental health problems, intimate partner violence, poverty and contexts of abuse and neglect.

PSYCAP 512- Social & Emotional Development (3 credits)

Social-emotional development includes the child's experience, expression and management of emotions, and the ability to establish positive and rewarding relationships with others. It involves both intra- and interpersonal processes. Social and emotional skills are critical to being a good student, citizen and worker. In this course, we will cover the core features of social-emotional development, including temperament, attachment, emotional competence and regulation, development of the self, gender, identity development (including ethnic and racial socialization) and prosocial behavior. As healthy social-emotional development unfolds in an interpersonal context, we will focus on the role of parents, peers, romantic relationships and other caregivers as key contexts for strengthening children's capacity to learn and develop.

PSYCAP 514- Child & Adolescent Psychopathology: Assessment & Diagnosis (3 credits)

This course introduces students to the major disorders typically diagnosed in childhood and adolescence, including the DSM-5 diagnostic criteria, current information on their etiology and the latest research on the most effective assessment and treatment. Students examine the complexity of child psychopathology from an integrated perspective that considers biological, psychological, social and contextual influences on its development. The course aims to strengthen the critical thinking and conceptual skills necessary to formulate comprehensive case formulations and develop accurate diagnoses. Upon completion of the course, students will be able to accurately conceptualize and diagnose complex diagnostic presentations in childhood and adolescence, including disruptive behavior disorders, affective disorders, anxiety disorders, autism spectrum disorder and eating disorders.

PSYCAP 516— Approaches to Child and Adolescent Treatment (3 credits)

This course offers comprehensive details about providing evidence-based treatment to children experiencing a range of emotional and/or behavioral problems. Students learn about various treatment implementation approaches and examine the application of those approaches with diverse families (e.g., culturally, ethnically, sexually, economically). Upon completion of the course, students will understand the most effective treatments

across a range of different childhood disorders and have a rubric for determining how to make treatment decisions.

PSYCAP 518—Ethics & Law in Clinical Settings: Children, Adolescents & Families (1 credit)

This course will cover ethical and legal principles in the practice of counseling and psychology and prepare students to identify and resolve potential ethical dilemmas. The course will follow a seminar format with special emphasis on the student's full preparation for, and active participation in, class discussions and activities.

PSYCAP 520 – Critical Thinking about Research (3 credits)

Leadership in the area of child psychology and treatment requires the capacity to think critically about current research and to communicate current findings to others. This course will provide students with an understanding of core concepts in research methodology and how to critically evaluate research findings. Ethical guidelines for practice and research will also be discussed.

PSYCAP 522 - Interacting with Youth Involved Systems for Complex Cases (3 credits)

Students will learn to effectively treat more challenging disorders, such as conduct disorder, substance abuse and suicidal behaviors. For children and families in which these problems exist, symptom presentation is often complicated by difficulties in school, involvement in the juvenile justice system and often involvement in the child welfare system. In addition to learning several evidence-based approaches (including the principles of Multisystemic Therapy), students learn how to work effectively in multidisciplinary teams and manage the complex needs of these families. Students also learn motivational interviewing techniques.

PSYCAP 524- Evidence-Based Practices: CBT for Anxiety and Mood Disorders (3 credits)

The course provides students with an in-depth, hands-on introduction to evidence-based treatment for children and adolescents with anxiety disorders. Students are also introduced to evidence-based approaches for treating mood disorders. Experiential components of the class include self-monitoring of thoughts, feelings and behaviors related to anxiety, goal setting, hierarchy building, and imaginal, interoceptive and in vivo exposure. Practicing the skills taught in class helps students understand more about the range of experiences clients may have in treatment for anxiety and mood disorders.

PSYCAP 526—Evidence-Based Practices: Parenting Interventions (3 credits)

In this course, students learn to treat oppositional defiant disorder and other disruptive behavior disorders in children through evidence-based parent training skills and approaches. This course specifically addresses: 1) cultural considerations in working with families and implementing parenting interventions and 2) systems issues related to how evidence-based parenting approaches are implemented in different settings (e.g., mental health, child welfare). Strategies for linking assessment with the selection and implementation of appropriate evidence-based treatments for children and families will be covered, including the use of functional assessments and modifications of evidence-based treatments based on such factors as client presentation, ethnicity/culture, socioeconomic status, context and system setting.

PSYCAP 528- Multicultural Issues in Counseling Settings: Children, Adolescents & Families (5 credits)

This course will cover key principles, theories and applications of multiculturalism in counseling contexts. This course will examine several aspects of various cultural experiences as they impact the client, counselor and the

counselor-client relationship. Culture can represent a variety of experiences and ways people identify themselves, including race/ethnicity, class status, sexual orientation, gender, and religion. The course will follow a seminar format with special emphasis on the student's full preparation for, and active participation in, class discussions and activities, as well as small group work and written assignments.

PSYCAP 530- Evidence-Based Practices in Counseling Settings: Trauma-Focused CBT (3 credits)

This course offers an in-depth, hands-on introduction to evidence-based Trauma-Focused Cognitive Behavioral Therapy (TF-CBT). Students will learn the fundamentals of how to assess and treat trauma in children. The course, which integrates theory and practice, also focuses on adaptations to match client presentation, ethnicity, culture, socioeconomic status and treatment setting.

PSYCAP 532 - Principles of Assessment & Behavior Change (3 credits)

This course provides students with an understanding of the key conceptual principles of behavior change. It covers the “nuts and bolts” that underlie most evidence-based therapeutic interventions for children and adolescents. Students explore basic principles such as positive and negative reinforcement, conditioning, extinction, response cost, functional analysis, reinforcement schedules, exposure, coercive cycle, antecedent management/stimulus control, token systems and compliance training. Students learn how to apply these principles to case conceptualization.

PSYCAP 534 - Counseling Skills with Individuals & Families (3 credits)

This course introduces and provides students with awareness and knowledge of introductory core counseling skills and methods, with particular attention paid to using these skills with youth/families. Various counseling skills will be presented through lecture, discussion and audio/video presentations. The course is experiential and aimed at helping counselors develop a foundation as strong, effective therapeutic agents for their clients.

PSYCAP 538 – Evidence-Based Practices in Counseling Settings: Dialectical Behavior Therapy for Youth and Adolescents (3 credits)

This course covers key principles, theories, and applications of Dialectical Behavior Therapy (DBT). DBT is designed to assist clients in establishing emotion regulation, interpersonal effectiveness, distress tolerance and mindfulness skills. This course will explore DBT's theoretical basis and provide an overview of DBT skills and how to integrate them into practice.

COURSE SCHEDULE

Please see the following two pages for the tentative Full-Time and Part-Time class schedule.

*Time schedule for courses may shift from quarter to quarter. This is our **tentative** schedule for 2023-2024 Full-Time Students*

Course name	Course #	Course start date	Course end date	Days	Time	Academic quarter	Number of credits
Counseling Skills with Individuals and Families	PSYCAP 534	6/20/2023	7/19/2023	Mondays & Wednesdays	2-4:20 pm	Summer A 2023	3
Principles of Assessment and Behavior Change	PSYCAP 532	6/20/2023	7/19/2023	Mondays & Wednesdays	5-7:20 pm	Summer A 2023	3
Ethics and Law in Clinical Settings: Children, Adolescents and Families	PSYCAP 518	7/7/2023	7/7/2023	Friday July 7th [ONE DATE]	9am-4:20 pm	Summer A 2023	1
Conceptual Foundations of Developmental Psychopathology: Risk and Protective Factors	PSYCAP 510	7/20/2023	8/18/2023	Mondays and Wednesdays , Thursday (7/20)	July 20 9:00-11:50 am; Mondays & Wednesdays 5-7:50 pm	Summer B 2023	3
Approaches to Child and Adolescent Treatment	PSYCAP 516	7/20/2023	8/18/2023	Tuesdays & Thursdays	5:30-8:20 pm	Summer B 2023	3
Evidence Based Practice: Parenting Interventions	PSYCAP 526	8/21/2023	9/14/2023	Mondays & Wednesdays	4:00-6:20 pm	Pre-Fall Intensive 2023	3
Multicultural Issues in Counseling Settings: Children, Adolescents and Families	PSYCAP 528	8/21/2023	9/14/2023	Tuesdays & Thursdays	3:30-6:20 pm	Pre-Fall Intensive 2023	2
Child and Adolescent Psychopathology: Assessment and Diagnosis	PSYCAP 514	9/27/2023	12/15/2023	Thursdays	2:00-3:50 pm	Autumn 2023	3
Evidence Based Practices in Counseling Settings: CBT for Anxiety and Mood Disorders	PSYCAP 524	9/27/2023	12/15/2023	Thursdays	4:30-6:50 pm	Autumn 2023	3
Practicum course in Applied Child and Adolescent Psychology: Prevention and Treatment	PSYCAP 560	9/27/2023	12/15/2023	Tuesdays	5:30-7:20 pm	Autumn 2023	1-7
Multicultural Issues in Counseling Settings: Children, Adolescents and Families	PSYCAP 528	9/27/2023	12/15/2023	Tuesdays	4:30-5:20 pm	Autumn 2023	1
Evidence Based Practices: Interacting with Youth Involved Systems for Complex Cases	PSYCAP 522	1/3/2024	3/15/2024	Tuesdays	4:30-7:20 pm	Winter 2024	3
Evidence-Based Practices in Counseling Settings: Trauma Focused CBT and Treating Trauma	PSYCAP 530	1/3/2024	3/15/2024	Thursdays	2-4:50 pm	Winter 2024	3
Practicum course in Applied Child and Adolescent Psychology: Prevention and Treatment	PSYCAP 560	1/3/2024	3/15/2024	Thursdays	5:30-7:20 pm	Winter 2024	1-7
Multicultural Issues in Counseling Settings: Children, Adolescents and Families	PSYCAP 528	1/3/2024	3/15/2024	Tuesdays	7:30-8:20 pm	Winter 2024	1
Social and Emotional Development	PSYCAP 512	3/25/2024	6/7/2024	Thursdays	2-3:50 pm	Spring 2024	3
Practicum course in Applied Child and Adolescent Psychology: Prevention and Treatment	PSYCAP 560	3/25/2024	6/7/2024	Thursdays	4:30-6:20 pm	Spring 2024	1-7
Evidence-Based Practices in Counseling Settings: Dialectical Behavior Therapy for Youth and Adolescents	PSYCAP 538	3/25/2024	6/7/2024	Tuesdays	4:30-7:20 pm	Spring 2024	3
Multicultural Issues in Counseling Settings: Children, Adolescents and Families	PSYCAP 528	3/25/2024	6/7/2024	Tuesdays	7:30-8:20 pm	Spring 2024	1
Critical Thinking About Research	PSYCAP 520	6/17/2024	7/17/2024	Tuesdays & Thursdays	5:30-8:20 pm	Summer A 2024	3
Practicum course in Applied Child and Adolescent Psychology: Prevention and Treatment	PSYCAP 560	6/17/2024	8/16/2024	Thursdays	3-4:50 pm	Summer A&B 2024	1-7

*Time schedule for courses may shift from quarter to quarter. This is our **tentative** schedule for 2023-2025 Part-Time Students*

Course name	Course #	Course start date	Course end date	Days	Time	Academic quarter	Number of credits
Counseling Skills with Individuals and Families	PSYCAP 534	6/20/2023	7/19/2023	Mondays & Wednesdays	2-4:20 pm	Summer A 2023	3
Principles of Assessment and Behavior Change	PSYCAP 532	6/20/2023	7/19/2023	Mondays & Wednesdays	5-7:20 pm	Summer A 2023	3
Conceptual Foundations of Developmental Psychopathology: Risk and Protective Factors	PSYCAP 510	7/20/2023	8/18/2023	Mondays and Wednesdays , Thursday (7/20)	July 20 9:00-11:50 am; Mondays & Wednesdays 5-7:50 pm	Summer B 2023	3
Approaches to Child and Adolescent Treatment	PSYCAP 516	7/20/2023	8/18/2023	Tuesdays & Thursdays	5:30-8:20 pm	Summer B 2023	3
Evidence Based Practice: Parenting Interventions	PSYCAP 526	8/21/2023	9/14/2023	Mondays & Wednesdays	4:00-6:20 pm	Pre-Fall Intensive 2023	3
Child and Adolescent Psychopathology: Assessment and Diagnosis	PSYCAP 514	9/27/2023	12/15/2023	Thursdays	2:00-3:50 pm	Autumn 2023	3
Evidence Based Practices in Counseling Settings: CBT for Anxiety and Mood Disorders	PSYCAP 524	9/27/2023	12/15/2023	Thursdays	4:30-6:50 pm	Autumn 2023	3
Evidence Based Practices: Interacting with Youth Involved Systems for Complex Cases	PSYCAP 522	1/3/2024	3/15/2024	Tuesdays	4:30-7:20 pm	Winter 2024	3
Evidence-Based Practices in Counseling Settings: Trauma Focused CBT and Treating Trauma	PSYCAP 530	1/3/2024	3/15/2024	Thursdays	2-4:50 pm	Winter 2024	3
Social and Emotional Development	PSYCAP 512	3/25/2024	6/7/2024	Thursdays	2-3:50 pm	Spring 2024	3
Evidence-Based Practices in Counseling Settings: Dialectical Behavior Therapy for Youth and Adolescents	PSYCAP 538	3/25/2024	6/7/2024	Tuesdays	4:30-7:20 pm	Spring 2024	3
Critical Thinking About Research	PSYCAP 520	6/17/2024	7/17/2024	Tuesdays & Thursdays	5:30-8:20 pm	Summer A 2024	3
Ethics and Law in Clinical Settings: Children, Adolescents and Families	PSYCAP 518	6/17/2024	7/17/2024	One Friday date TBA	9am-4:20pm	Summer A 2024	1
YEAR TWO							
Multicultural Issues in Counseling Settings: Children, Adolescents and Families	PSYCAP 528	8/19/2024	9/12/2024	Tuesdays & Thursdays	3:30-6:20 pm	Pre-Fall Intensive 2024	2
Practicum course in Applied Child and Adolescent Psychology: Prevention and Treatment	PSYCAP 560	9/25/2024	12/13/2024	Tuesdays	5:30-7:20 pm	Autumn 2024	1-7
Multicultural Issues in Counseling Settings: Children, Adolescents and Families	PSYCAP 528	9/25/2024	12/13/2024	Tuesdays	4:30-5:20 pm	Autumn 2024	1
Practicum course in Applied Child and Adolescent Psychology: Prevention and Treatment	PSYCAP 560	1/6/2025	3/21/2025	Thursdays	5:30-7:20 pm	Winter 2025	1-7
Multicultural Issues in Counseling Settings: Children, Adolescents and Families	PSYCAP 528	1/6/2025	3/21/2025	Tuesdays	7:30-8:20 pm	Winter 2025	1
Practicum course in Applied Child and Adolescent Psychology: Prevention and Treatment	PSYCAP 560	3/31/2025	6/13/2025	Thursdays	4:30-6:20 pm	Spring 2025	1-7
Multicultural Issues in Counseling Settings: Children, Adolescents and Families	PSYCAP 528	3/31/2025	6/13/2025	Tuesdays	7:30-8:20 pm	Spring 2025	1
Practicum course in Applied Child and Adolescent Psychology: Prevention and Treatment	PSYCAP 560	6/23/2025	8/22/2025	Thursdays	3-4:50 pm	Summer A&B 2025	1-7

OPTIONAL INDEPENDENT STUDY

Students have the **option** of completing an elective, independent study for credit/no credit on a topic of their choosing. Independent studies are not required—they are an elective option and are completed in addition to the required credits for the program. Independent studies cannot be substituted for other program courses.

The topic must relate to one of the program learning competencies listed here:

- Diagnose psychosocial difficulties and disorders in children and youth
- Deliver evidence-based psychosocial interventions for children and youth with anxiety, trauma symptoms, behavior problems, and complex needs
- Obtain foundational knowledge of effective treatment that is generalizable to other evidence-based treatments or programs
- Use multiple tools to assess and analyze prevention and intervention needs for specific therapeutic or educational contexts
- Inform the decision-making process for the evaluation, selection and design of intervention and prevention programs
- Inform legislative and policy-making processes

Structure & Length

The length and structure of independent studies in the chart below should be taken as a guideline for the type of work expected to earn a given number of credits. These are subject to negotiation; however, the faculty will be more likely to approve an independent study proposal if the work and credit proposal aligns with this rubric:

Credits	Structure
1–3	1 quarter in length. The student identifies and reads 10–15 scholarly articles on a given topic and turns in weekly 2–3 page reflection papers to their independent study instructor
4–7	2 quarters in length. The student identifies and reads 20–30 scholarly articles on a given topic and turns in a 10-15 page research paper to their independent study instructor as a final project.
8–10	3–4 quarters in length. The student identifies and reads 50 scholarly articles on a given topic and turns in a 20–30 page research paper to their independent study instructor as a final project.

Other activities that could count as coursework could be participating in the implementation/development of policies or projects at a practicum site, completing training/certification programs, or structured volunteer activities. Any such activity must be accompanied by a written component that parallels the credit allocation above. We recommend discussing this content with your faculty advisor before submitting a formal proposal.

Proposal & Approval Process

Students should discuss their interest in an independent study with their faculty advisor as early as possible. Students may also ask their advisor to informally review their independent study proposal before submitting it.

The formal proposal should be a 1–2 page, single-spaced document. It should be submitted no later than 6 weeks prior to the start of the quarter and outline the following:

- **Topic:** 1 sentence specifying the area or topic
- **Independent Study Instructor:** The student should have an instructor in mind in advance and list their name here. If students do not have an instructor in mind, they should consult with program faculty to identify someone who can act in this role before submitting the proposal
- **Learning Objectives:** 2–3 paragraphs specifying the questions the student wishes to answer through independent study
- **Program Relevance:** 1–2 paragraphs detailing how the independent study fulfills one or more of the program’s overall learning outcomes, listed above
- **Paper proposal:** For independent studies 4 credits and above, 1 paragraph proposing what will be covered in a research paper
- **Timeline:** A list of dates by which the student proposes achieving specific milestones like turning in a bibliography, completing X number of readings, and turning in assignments

Students email proposals to Program Specialist at psychma@uw.edu for consideration.

Approval Process

The student will receive a reply from the Program Director within 30 days either approving the proposal, approving it with changes, or rejecting it. If the proposal is approved or approved with changes, the student has 5 business days to confirm their acceptance via email to the Program Director. Students needing to make changes to their proposal have 10 days (about 1 and a half weeks) to resubmit.

Registration

Independent study credits are taken under PSYCH 600 or PSYCH 700 with Lynn Fainsilber Katz as the supervising instructor, though the faculty member directing the student through independent study will most likely be someone else. Students pay the same cost-per-credit rate for independent study credits as they do for PSYCAP classes. Students register for PSYCH 600 and 700 credits through the Department of Psychology’s main office in Guthrie Hall, Room 19A.

Project Evolution

Program faculty understand and expect that the focus and work done in an independent study may change as the work progresses. Students must keep their independent study instructor fully informed of their progress and any changes in the study’s direction. The instructor will update the Program Director when appropriate. The Program Director may intervene if the study is changing too dramatically from its approved proposal, which could take the form of changing the number of credits associated with the study, changing the coursework required to complete the study, or altering the completion timeline.

TUITION

Tuition is established upon entry into the program. Tuition increases do occur and the per credit fee in the first academic year may increase in the second academic year (i.e., from June of Year 1 to May of Year 2). If increases occur, they will begin in the second summer of the program. Part-time students may be impacted by increases starting in June of their second year. Students who continue beyond Year 2 of the program may incur additional per credit tuition increases.

PART-TIME STUDENTS

Part-time students (PT) are on a different timeline to graduation than full-time students. As such, there are a few circumstances that are unique to PT students. There are scheduling changes in courses that occur beginning in the Winter quarter of the second year that impact PT students. Please be aware that courses during the Winter and Spring quarters of Year 2 occur at different days and/or times than courses previous to the Winter quarter of Year 2. For example, the Applied Practicum course (PSYCAP 560) is held on a different day during Winter and Spring quarters compared to Autumn quarter. You are responsible for adjusting your other activities accordingly.

TRANSFER CREDITS

The program does not currently accept transfer credits.

SINGLE COURSE ENROLLMENT FOR NON-MATRICULATED STUDENTS

The program makes some classes available to students who are not enrolled in the program on a space-limited basis. Information for single course enrolled students can be found on our website [here](#).

DEFERRAL REQUESTS

Admitted students may apply to defer enrollment for one academic year, however deferral requests are not automatically granted. To request deferral, students email the Program Specialist, Chelsea Melton (psychma@uw.edu) and state their reasons for requesting the deferral. The admissions committee reviews the request and considers:

- The circumstances that precipitated the deferral request
- The quality of the student's application in relation to other admitted students
- The student's conduct in between being accepted into the program and submitting the deferral request
- The program's financial obligations with respect to tuition revenue and operational expenses

The Program Specialist notifies the student of the request outcome or provides a status update within 3–4 weeks of receiving the request.

Students may only request to defer once. Students whose deferral requests are denied are welcome to re-apply to the program in the future as new students. If the deferral request is accepted, the student will be sent an *Intent*

to Return form by email. The student must fill out and submit the form to the Program Specialist within 10 business days of receiving it in order to secure their place in the program.

ACADEMIC & PROFESSIONAL EXPECTATIONS

This section lays out a series of skills, qualities, and expectations for program students. Failure to meet these expectations are subject to corrective action up to and including expulsion from the program. Failure to meet these standards can also result in a delay or withholding of a practicum placement assignment, which can delay or impede successful completion of the program. See the Handbook section on Corrective Action for more information.

FACULTY ADVISING APPOINTMENTS

Each student is assigned a faculty advisor for their duration of their time in the program. Students, however, may request a change in advisors if desired at any point in time. They should make this request to the Program Specialist. Students are required to meet with their advisor in fall and spring quarters. This meeting typically occurs during weeks 4–6 of the quarter. The Program Specialist sends email reminders and prompts students to make appointments. These appointments provide an opportunity for students and advisors to discuss the student’s progress through the program, practicum experience and professional development.

In winter quarter, students have the option of meeting with their advisors if they desire and may reach out to their designated advisor during winter in order to schedule a meeting.

CODE OF CONDUCT

Students of the University of Washington must abide by the [Student Code of Conduct](#). This code is occasionally updated. Students are expected to make themselves aware of any changes. Students must familiarize themselves with the code. The code includes, but is not limited to, the following topics:

- Expectations regarding academic integrity and professionalism
- Disciplinary proceedings
- Parking and traffic regulations
- The Family Education Rights and Privacy Act (FERPA)
- Discriminatory harassment
- Plagiarism
- Physical/Verbal abuse
- Theft and/or misuse of campus resources
- Substance abuse

- Sexual misconduct
- Possession/use of firearms, explosives, chemicals and weapons
- Reporting violations
- The appeals process

A description of the process for investigating alleged conduct code violations can be found here:

www.washington.edu/cssc/for-students/overview-of-the-student-conduct-process/

PROFESSIONAL STANDARDS & EXPECTATIONS

Students accepted into the program must demonstrate certain baseline physical, cognitive, emotional and character skills from the start. Students are also expected to continue developing these skills as the program progresses and to incorporate feedback from faculty and practicum site supervisors into their behavior.

Successful completion of the program requires that:

- Students exhibit the skills necessary to perform well in classes, coursework and practicums. This includes, but is not limited to:
 - Being punctual to classes and practicum shifts
 - Communicating upcoming and sudden absences in a timely, responsible manner (e.g. informing practicum supervisors of upcoming vacations several weeks in advance; emailing AND calling out sick the night before or morning of a practicum shift; making up missed practicum shifts whenever possible; arranging alternative makeup assignments with class instructors for missed sessions)
 - Effective and professional verbal and written communication skills
 - Turning in completed assignments on time
 - Absorbing knowledge of classroom material and practicum training information at a reasonable pace and demonstrating proficiency in that information when necessary
 - Willingness and ability to learn the technical/computer skills necessary to navigate UW and practicum systems
 - The ability to independently evaluate information for accuracy and integrity and synthesize this information into cohesive, persuasive arguments
- Students establish and maintain healthy, professional working relationships with classmates, instructors, practicum staff and clients. This includes, but is not limited to:
 - Being proactive about discussing potential areas of disagreement and conflict

- Having an open-minded, even-tempered communication style
- Willingness to compromise when appropriate
- Respecting the boundaries of others by erring on the side of keeping a friendly, respectful distance, both physically and verbally
- Students behave professionally in classroom and practicum settings and uphold the University's mission and values, even while off campus. This includes, but is not limited to:
 - Following the dress code and nametag/ID badge policies at practicum sites
 - Adhering to the privacy and confidentiality policies of the University and practicum sites

Failure in any of these areas can result in corrective action which can include academic probation, temporary or permanent suspension from a practicum site, and a withholding of practicum placement. Students who cannot be placed in practicum will not be able to complete the program. Students who cannot complete the duration of a practicum assignment may also not be able to graduate.

VALUES

Students must affirm the value of human diversity. Students must interact in a respectful, compassionate and appropriate manner with all persons regardless of the person's age, class, race, religious affiliation (or lack thereof), gender, disability, sexual orientation and/or value system. Students must not impose their own personal, religious, sexual and/or cultural values on their clients. Students must know how their own values, beliefs, emotions and past experiences affect their thinking, behavior and relationships. Students must be willing to examine and change their behavior when it interferes with their professional and academic interactions. Students must be able to work effectively with others in subordinate positions as well as those in authority.

APA'S ETHICAL PRINCIPLES OF PSYCHOLOGISTS & CODE OF CONDUCT

Students must abide by the [American Psychological Association's \(APA\) Ethical Principles of Psychologists & Code of Conduct](#). This code includes topics such as resolving ethical issues, competence, privacy and confidentiality, record keeping, assessment and informed consent to therapy.

ATTENDANCE & CONTENT MASTERY POLICY

Communication, punctuality, class attendance, and making up for missed class sessions are stated professional standards within the program. Instructors and site supervisors understand the inevitability and unavoidability of occasional absences and strive to accommodate students whenever possible, however student academic performance and content mastery are compromised by absences. Poor communication around absences and tardiness also impact student performance in the program by demonstrating poor professionalism, which is subject to corrective action.

CLASS ATTENDANCE

Students are expected to attend at least 80% of classes to gain necessary competencies in the area of instruction. Attendance may influence grades reliant on class participation. The calculation of participation grades will be outlined in course syllabi.

Students should notify instructors of anticipated, upcoming absences from class whenever possible. Instructors will work with students to identify alternative assignments that can substitute for attendance and participation whenever possible.

VIRTUAL ATTENDANCE FOR IN PERSON COURSES

Students are expected to attend class in person, when courses are identified as having an in-person format. In case of illness or emergency only (e.g., family emergency or accident), there may be an option to attend class virtually. Students cannot choose to attend class virtually for convenience. Students must inform instructors of absences as soon as possible and gain permission to attend class virtually. If instructors are not informed and/or if permission is not granted, instructors will consider the student as being absent from class. Instructors will not facilitate virtual attendance for classes held in person. Only after obtaining permission from the instructor, may a student contact their peers to arrange “Zooming into” an in-person class. Given the clinical nature of the MA program, it is possible that virtual attendance may not satisfy a competency requirement for a course. Whether a student has satisfied a course competency is up to the discretion of the instructor.

If the student is experiencing an ongoing health-related or personal emergency, they are required to meet with their instructor(s) to discuss their progress in the course and to make necessary arrangements to meet course requirements.

PRACTICUM ATTENDANCE

Student attendance at 90% of their assigned practicum schedule is required. Sites may allow students to make up missed sessions, and students should make arrangements with their site supervisor.

COMMUNICATION BETWEEN STUDENT AND SITE

The following are examples of good communication around absences and lateness:

- Several weeks in advance, the student informs a site supervisor in writing of an upcoming vacation or doctor’s appointment that will cause them to be absent. The student reminds the supervisor as the date approaches
- When the student is feeling ill, they notify their site supervisor by phone AND email the night before or morning of their practicum shift. For class absences, the student emails the instructor as soon as they know they will not be in attendance and asks what work they can do to compensate for the absence
- The student experiences a family emergency or is injured. They notify their instructor and site supervisor as soon as they can. If possible, they provide an estimate of when they will be back

The following are examples of poor communication with respect to lateness and tardiness:

- Repeatedly being absent or showing up late to class and/or practicum
- Not providing advance notice, or providing short notice, of planned absences to practicum supervisors or class instructors

ATTENDANCE & TARDINESS CORRECTIVE ACTION

When circumstances permit, the student will first receive a verbal warning notifying them that tardiness or absences are impacting their performance, and if these issues persist will result in corrective action. At this level, no official record is made.

Students whose tardiness and/or absence is impacting their class performance are given a letter from the practicum site, class instructor, or from a program representative. The letter outlines the problem behavior, how it is impacting their performance, how it should be corrected, and presents a reasonable timeline for improvement. A copy of the letter goes into the student's program file. The corrective action could include:

- Scheduling and attending makeup shifts
- Additional coursework to compensate for missed class time/classroom participation
- Providing weekly or biweekly status updates to the Program Director, Practicum Coordinator, and/or site supervisor

If the student fails to abide by the terms of the corrective action timeline, they may not pass the impacted course(s). The program attempts to allow students to retake courses and extend practicum assignments to make up for lost sessions, however this is not always possible.

GRADE POLICY

In reporting grades for graduate students, graduate degree-offering units enter grades as numbers, the possible values being 4.0, 3.9, and decreasing by one-tenth until 1.7 is reached. Grades below 1.7 are recorded as 0.0 by the Registrar and no credit is earned ([UW Grading System](#)). A minimum of 2.7 is required in each course that is counted toward a graduate degree. A minimum cumulative grade-point average of 3.0 is required for graduation. For more information, visit: the [Graduate School Policy on Degree Requirements](#).

ACADEMIC PROGRESS AND FEEDBACK

Consistent with the [Graduate School policy on Academic Performance and Progress](#), the program provides progress letters on a quarterly basis to students after final grades are posted for each quarter. Students will receive an assessment of satisfactory or unsatisfactory regarding their academic progress to date. If the student is missing work or required to complete an alternate assignment, they are encouraged to work with the instructor for the course and in some cases a corrective action plan may be implemented (see Corrective Action section). Students participating in practicum also receive a brief summary on their progress/evaluation at their practicum site to date if applicable (e.g. meeting expectations). Students who have to continue past their projected graduation date in the program because they are completing a course or practicum obligation will not receive a progress letter past their projected last quarter in the program.

REGISTRATION

Students register through MyUW. Students will need a list of the courses they are registering for and the courses' SLN code. For PSYCAP 560, students may also need guidance in how many credits they are registering for. The Program Specialist can provide a list of courses each student should register for as well as how many PSYCAP 560 credits they are advised to take.

To find course SLNs, access the [UW Time Schedule](#). Click on UW PCE Time Schedule from the right menu, then find "PSYCAP" on the page. This will pull up a time schedule with course numbers and SLNs.

Then, within MyUW, go to the Academics tab and click on "Register with SLN." Follow the prompts and submit.

Registration must be done before the first day of class. Visit [PCE's How To Register Page](#) for more information. You can contact UWPCE for registration-related questions at 206-543-2310 or c2reg@uw.edu. You may also contact the Program Specialist.

TUITION & FINANCIAL AID

COSTS

This is a self-sustaining, fee-based program administered by the UW Department of Psychology in collaboration with UWPCE (www.pce.uw.edu). Fees are due at the start of each quarter. The estimate below is based on 2023-2024 rates and is subject to change. Course fees are charged on a per-credit basis and are the same for resident (Washington State) and non-resident students.

Cost per credit:	\$790
Number of credits required:	53
Estimated total course fees:	\$41,870

In addition to these fees, students pay other required fees each quarter. These include a quarterly registration fee, U-PASS fee and technology fee. For more detail please view the [Fee-Based Degree Registration site](#). Please see the [Payment Procedures for Fee-Based Degree Students page](#) for more information on how to complete payment. There are additional costs that include, but are not limited to, textbooks, printing, late registration (if applicable) and personal travel expenses associated with getting to and from campus and practicum sites. Some practicum sites may make travel stipends available to students based on the site's distance from the UW Seattle campus; students may not use their home address when determining whether they qualify for a stipend provided by the site. *Tip: Students can often avoid "convenience fees" associated with credit cards by paying online with a web check.*

FUNDING

We encourage students to start exploring how they will fund their education early — before applying to the Master's program. Many funding programs have application deadlines in December and January. Students in fee-based programs are not eligible for tuition exemptions or University grants.

FEDERAL FINANCIAL AID & THE OFFICE OF STUDENT FINANCIAL AID

Disclaimer: Program staff, including the authors of this section, are not specialists or experts in federal financial aid. In addition, the program is not responsible for setting or conveying financial aid policy to its students. It is the responsibility of all students to learn and be aware of financial aid policies that impact them. We include this section so that students are aware of questions and concerns they may wish to explore if they are considering or using federal financial aid. The Program Specialist for the Master's program, Chelsea Melton, can serve as a good first point-of-contact for questions, but will likely refer you to the Office of Financial Aid if you have questions about federal financial aid.

[Student Financial Aid](#) can help students field funding issues. Students can apply for various forms of financial aid to help cover their educational costs, including federal financial aid (fafsa.ed.gov), scholarships and private loans. For more information, visit [the fee-based programs page of the Office of Student Financial Aid website](#). Students on federal financial aid should also investigate the [Public Service Loan Forgiveness program](#).

Financial aid, through state and institutional funds, may be available to students who are not eligible for federal aid because of immigration status. If you are not eligible for federal aid, please review information on the [Washington Application for State Financial Aid \(WASFA\)](#).

If you're obtaining financial aid through OSFA, it is critical to communicate to their office each quarter the number of credits you're enrolled for.

Students using federal financial aid should be aware of a few policies that impact students in our program:

Credit Minimum: Federal financial aid policies require that graduate students be enrolled in a minimum of five credits in order to receive funds for that quarter. No funds will be disbursed for quarters in which the student has registered for less than five credits. Full-time students can take advantage of the variable credit structure of practicum to ensure they are enrolled in at least five credits each quarter so that they meet the minimum credit requirement for aid disbursement. Year 2 of the curriculum for part-time students does not carry five credits per quarter, though some quarters can be structured to carry five credits. **For the remaining quarters, students must work out alternative funding.**

For **full-time students** on financial aid in 9 & 12 month practicum assignments, we recommend allotting PSYCAP 560 credits outlined below to ensure you meet the five credit minimum every quarter:

Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter
1 credit	3 credits	3 credits	4 credits

For **part-time students** in 9- & 12-month assignments, we recommend allotting PSYCAP 560 credits in Year 2 as displayed below. This *will not* qualify students for federal funding for summer quarter, which means they will need to make other arrangements or plan to pay out-of-pocket for one credit. Under this allotment, students on federal financial aid would get their disbursement for Fall, Winter, and Spring.

Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter
2 credits	4 credits	4 credit	1 credit

Pre-Fall Intensive Schedule: The *pre-fall intensive courses count towards Fall quarter*, but courses begin before the federal aid disbursement date for Fall. Students will want to plan accordingly.

Loan Repayment: Some loan repayment schedules begin after the last quarter of being enrolled for 5 or more credits, not necessarily after your last enrolled quarter. Your repayment schedule will depend on your own loan history and the types of loans you are on. Contact the Financial Aid Office with any questions about repayment schedules at osfa@uw.edu or 206-543-6101.

“Part-Time” Program: The UW Office of Student Financial Aid (OSFA) classifies our program as a “part-time” program because 1 out of 5 quarters for full-time students require taking less than 10 credits. As a result, OSFA will automatically under- and over-disburse for each quarter unless students inform OSFA of their credit load each quarter. For this reason, we strongly advise that students on federal financial aid request changes to their award using the [Revision Request for Additional Expenses form](#) before the start of the academic year. Students can and should attach a worksheet that specifies the number of credits they plan to enroll in each quarter. Failure to do so can result in over- and under-disbursement and can require repayment of excess disbursement.

SCHOLARSHIPS & AWARDS

The **Master of Arts in Applied Child & Adolescent Psychology Scholarship** enables traditionally underserved students of exceptional ability and financial need to obtain financial support for graduate study in the MA program. The scholarship awards one-time tuition and fee waivers up to \$10,000 per student per year. Only applicants who are offered interviews for admission into the MA program are considered.

Please see the **Funding Opportunities Guide PDF** on the [Costs page of our website](#) for various potential funding options.

The [Graduate Funding Information Service](#) assists UW graduate students in their search for funding opportunities for graduate school-related expenses. GFIS representatives host workshops, post funding announcements and meet one-on-one with students.

Students may search for [funding sources through the WashBoard.org](#)). Qualifying students can apply for [veteran’s education benefits](#).

EMPLOYER ASSISTANCE

Some employers will cover all or part of the cost of a professional education. Students should check with their employer to see if such a program is available.

LEAVE & REENROLLMENT, WITHDRAWALS & REFUNDS

Policies governing extended leave, reenrollment, withdrawals and refunds are governed by UW PCE. For more information, visit [the PCE page on registration drops, withdrawals, and refunds](#).

Additionally, to maintain graduate status, a student must be enrolled on a full-time, part-time, or official on-leave basis from the time of first enrollment in the Graduate School until completion of all requirements for the graduate degree. The following UW Graduate School Policies apply: [Policy 3.5](#), and [procedures for Graduate On-Leave Status, and Re-instatement](#).

CORRECTIVE ACTION

When appropriate, program staff and faculty provide informal warnings and help outline improvement plans. Documentation will be added to the student's program file, but at this level the matter remains confidential within the program and potentially the practicum site.

Violations of the Academic and Professional standards described and referred to in this handbook are grounds for corrective action, which may include temporary removal from class and/or practicum, a delay or denial of practicum placement, and/or dismissal from the program. Violations of the Student Conduct Code and APA professional standards are referred to [UW Community Standards & Student Conduct](#) for possible disciplinary action.

POOR ACADEMIC PERFORMANCE

Poor academic performance is defined for graduate students as having a grade point average (GPA) below 3.0. Students whose cumulative or quarterly GPA falls below a 3.0 are provided a letter from the Program Director explaining performance expectations and a timetable for correcting deficiencies. The following areas are considered:

- Performance in the fulfillment of degree program requirements
- Maintenance of a minimum GPA of 3.0 cumulatively and for every quarter of coursework

Students whose cumulative GPA drops slightly below a 3.0 (i.e. 2.99–2.95) OR who fail to meet expectations for performance and progress in class and practicum outlined in this handbook may receive a warning in writing from the Program Director. The warning is made part of the student's file with the program, but does not appear on the student's transcript.

ACADEMIC PROBATION PROCESS

Academic Probation

A Student may be put on academic probation for a full academic quarter if:

- The student's cumulative GPA drops below 3.0
- The student does not correct the deficiency which caused the warning action within the time limit specified within the warning
- The student departs suddenly and substantially from academic and practicum obligations

Students are informed in writing of their probation status by the end of the second week of the quarter. A student's probation status is reviewed by the Dean of the Graduate School and appears on transcripts. Students are given an opportunity to meet with their faculty advisor and the Program Director in order to discuss the terms of their probation and outline a process for improvement. A student can be placed on academic probation for several consecutive or non-consecutive academic quarters.

Final Academic Probation

After at least one quarter on probation, the program may recommend to the Graduate School that the student be placed on final probation for a full academic quarter. Students are notified of their final probation status by the end of the second week of the quarter. A student may be recommended for final probation if:

- The student has not corrected the condition(s) which caused the probation recommended within the time limit specified by the graduate program
- The student failed additional performance requirements and did not progress toward completion of the graduate program

Drop

After one quarter on final probation, if the student's performance does not improve by the specified timeframe, the program may recommend to the Graduate School that a student be dropped. This would occur within the first five days of an academic quarter. If the Graduate School accepts the recommendation, the Graduate School notifies the Registrar and the student is immediately removed from the program.

IMMEDIATE REMOVAL FROM THE PROGRAM OR PRACTICUM

The program can immediately remove a student temporarily from classes and/or practicum if there are serious concerns about the student's conduct or safety concerns necessitating investigation and resolution.

The program will notify the student in writing of the effective date of the temporary removal and reason for removal. The program will notify the student's practicum placement site as appropriate. During the course of the investigation, the student has the right to meet with the Associate Dean for Academic Affairs, Program Director, Associate Director for Clinical Training and Community Engagement and relevant course instructors to contribute to fact finding. After the investigation is complete, the student will be notified in writing of the program's decision which can include, but are not limited to, reinstatement to the course(s), reinstatement or a transfer of the student's practicum placement, permanent removal from the practicum placement, or permanent

removal from the program. The program attempts to conduct investigations as quickly as possible and will communicate its timeline to the student whenever possible, however timelines are subject to change.

APPEALS

Students may appeal these recommendations directly to the Program Director, Lynn Fainsilber Katz. Additional appeals must follow the process outlined in [Graduate School Policy 3.8 Academic Grievance Procedure](#).

GRIEVANCES

The Department of Psychology is committed to supporting graduate students and working to resolve any problems and/or conflicts that may arise. Students are encouraged to address situations proactively. It is recommended that students attempt to resolve any problems or conflicts informally. At this level, the subject remains confidential. The program has an [anonymous comment box](#) for general program concerns.

Depending upon the nature of the student's concern, the appropriate avenue for addressing the situation may vary. Within the program, it may be best to confer with the Program Specialist, Chelsea Melton. If this is not appropriate, or this does not lead to a satisfactory resolution, the student should contact the Director (Lynn Fainsilber Katz) or the Department Chair (chairpsy@uw.edu). Explore tips for conflict ([Graduate School advice post](#)). If necessary, a formal complaint may be made in writing. Once a statement is put in writing it becomes part of the record and at that point is available to anyone with an interest in the subject, including those involved in the situation.

If the student fails to resolve the difficulties within the department, there are avenues available outside the department as well; for example, [the Ombudsman](#): 206-543-6028.

Graduate students can also contact the [Graduate School's Associate Dean for Diversity and Student Affairs and/or the Associate Dean for Student and Postdoctoral Affairs](#).

There is also the [University Complaint Investigation and Resolution Office \(UCIRO\)](#). UCIRO is responsible for investigating complaints that a University employee has violated the University's non-discrimination and/or non-retaliation policies. A UCIRO investigation may be requested either by an individual or by the administrative head of a University organization.

In addition, UCIRO is responsible for investigating and responding to most Charges of Discrimination filed by individuals with external agencies, such as the Equal Employment Opportunity Commission (EEOC) and the Washington State Human Rights Commission (WSHRC).

If you would like to make a complaint or obtain additional information about UCIRO, please contact 206-616-2028 or email uciro@uw.edu.

PREPARING TO GRADUATE

Students entering their final Summer quarter of the program will be notified of steps to formally graduate ([Graduate School – Preparing to Graduate page](#)). Before submitting a Master’s Degree Request in MyGrad, students must check their unofficial transcript in MyUW for any missing grades from previous quarters. Students must work with their instructors to address any late work required and contact their instructor to submit change of grade requests if they see “X” or “N” grades on the transcript. Students will be instructed to submit a Master’s Degree Request (MDR) after their Capstone paper has been graded, and prior to the MDR deadline. The program will audit for [Graduate Degree Requirements](#), as well as program requirements in July and recommend degree requests to UW Graduate School for final approval. Students will receive an email notification when their degree has been granted by the Graduate School.

UW COMMENCEMENT & PROGRAM GRADUATION

Though practicum continues into summer quarter, our students are [eligible to participate](#) in the UW’s commencement ceremony in June.

The Program Specialist notifies graduating students by email when they can register for the UW’s graduation ceremony.

The MA program hosts a separate graduation ceremony for our students in August. The date is typically a weeknight in early-mid August before the end of Summer quarter and the ceremony is held in the early evening.

AFTER GRADUATION

RECORDS & TRANSCRIPTS

Credit courses appear on your UW transcript. Students enrolled in credit courses can view their grades and print an unofficial transcript through [MyUW](#). If you need an official transcript, you can order one from the [UW Registrar’s office](#).

DIPLOMA

[Instructions from the Office of University Registrar \(OUR\)](#): *You may log in and enter your requested diploma name and diploma mailing address by using the online [Diploma Name and Address form](#). If you do not enter anything on the form, OUR will print your diploma using your UW record name, and mail your diploma to the permanent address on your UW record.*

OUR will mail your diploma 3 to 4 months following graduation. Be sure to update your local/permanent address on [MyUW](#) as well.

PRACTICUM

PRACTICUM OVERVIEW

The practicum provides important introductory clinical intervention and/or prevention focused experiences that enable students to:

- Become familiar with various clinical and prevention focused settings
- Develop professional communication skills
- Foster their professional development
- Strengthen psychological evaluation and intervention/prevention skills and competencies (will vary depending on site).

The purpose of the practicum is to expose students to a clinical/community setting where psychologists, social workers, counselors and/or allied health professionals work with individuals who have mental health, behavioral, and/or developmental concerns. The practicum provides students with hands-on experiences to apply their coursework in the workplace. Students also meet on campus with a program faculty member weekly (during the Practicum course) to consult on specific cases, discuss practicum experiences, further their professional development, and to discuss practice issues related to clinical or prevention work broadly. Students discuss topics such as professional resilience (mindfulness and stress management, self-care, secondary trauma, etc.), supervision, ethical issues related to working with children; and how to be successful in a team environment.

Students are expected to participate in supervision, grand rounds, and training conducted by site staff (if available and appropriate for the student). For students at prevention focused sites, caseload expectations and requirements may vary from intervention focused sites given the nature of the setting and work. The exact components of each practicum will vary depending on the services offered at each practicum site, but the practicum experience is expected to provide students with the following:

- The opportunity to apply and integrate knowledge acquired throughout the program
- A real-world experience of direct intervention and/or prevention practice
- Professional guidance and support from experts in their area of interest and practice
- Increased proficiency in requisite clinical skills and
- Professionalism needed for successful practice

Students hold the status of learners and do not replace practicum site personnel. Any service performed by students is incidental to the educational purpose of the training program. Students abide by the policies and procedures of their practicum site, including dress code. Students also conform to the standards and practices established by UW during their clinical education program at the practicum site.

PRACTICUM DURATION AND HOURS

Most students will be placed in 11-month placements (i.e., last week of September through mid-August) and will average 16 to 18 hours a week. The number of days at each site may vary across sites but typically students are at sites 2 –3 days/week. Students are expected to spend a minimum of 40% and a maximum of 65% of their total practicum hours providing direct clinical services. Examples of direct services include, but are not limited

to, individual therapy, group therapy, family therapy, parent coaching/parenting interventions and assessment and feedback. Some common examples of indirect hours include progress note documentation, chart review, and supervision. A few sites allow students to be in 9- or 10-month placements. These placements require more hours per week than 11-month placements, averaging between 20 and 22 hours per week. Students are required to track their hours and submit them for supervisor approval through Time2Track. Students will be assigned a Time2Track account prior to the start of their practicum (See Next Page).

By the end of the practicum, students should have accumulated a minimum of 240 direct service hours. Below is a table that denotes typical number practicum hours. Students must remain at their practicum site for the agreed upon duration **regardless of the number of direct or total hours accrued.**

Practicum Length	Average Weekly Hours	Number of direct service hours per week	Target number of direct service hours by end of practicum	<u>Total</u> number of hours (direct and indirect) typically completed by end of practicum
11 months	16	7-9	240-360	600-750
10 months	18-20	8-10	240-360	600-750
9 months	21-23	9-11	240-360	600-750

When known, students will be informed of the time commitments associated with practicum assignments prior to ranking their preferences. However, students should clarify expectations regarding the expected number of hours with the practicum site. Practicum hours completed during the program *do not* count toward LMHC (Licensed Mental Health Counselor) licensure in Washington state.

Once placed, students work with their practicum site to arrange a work schedule. Students are expected to adhere to the arranged schedule for the entire practicum year. Students are not required or expected to be at their practicum site for the Winter Break (last 2 weeks of December) or Spring Break (the week following Finals Week of Winter Quarter). However, students may arrange to work during these times if they prefer, and this should be discussed in advance with the site.

During required scheduled class times, students will not be available for practicum hours. Students should also consider transit/commute time when creating their practicum work schedule. Class times from Fall 2023 to Summer Term A 2024 will vary from quarter to quarter but typically occur as follows:

- Tuesdays starting approximately between 4-5 p.m.
- Thursdays starting approximately between 1-2 p.m.

PRACTICUM PLACEMENT PROCESS

In the spring prior to the start of practicum (typically in late February /early March), accepted full-time students and 2nd year part time students are provided with current practicum site information. During this time, an online information session is offered in which current practicum students are available to provide additional information about their sites. Students are then asked to complete a brief survey about their interests and goals for practicum and rank their top practicum sites by preference (the exact number of ranked sites may vary, but typically falls between 5 and 7). This information is reviewed by the Associate Director of Clinical Training and Community Engagement, who then preliminarily assigns students to practicum sites based on rankings, student experience and practicum site needs and characteristics. The Associate Director of Clinical Training and Community Engagement consults with the Program Director as needed about placements. The tentative practicum placement is assigned and communicated to the student and the site. Students are directed to contact the practicum site as soon as possible to set up an interview. Following the interview, the practicum site provides feedback to the Associate Director of Clinical Training and Community Engagement about whether it agrees with the placement. If the site agrees with the placement decision, the student will be notified and will coordinate with the site regarding attendance, orientation (if applicable) and start date. If the site disagrees with the student placement, then another practicum placement will be assigned to the student. If continued challenges to placing a student persist, the Program Director and Associate Director of Clinical Training and Community Engagement will consult with the student to develop an action plan.

ALTERNATIVE PRACTICUM PLACEMENTS

On occasion, students *may* request placement at a site other than ones established with the program **if** the following conditions are met:

1. The site and practicum assignment satisfy UW MA program requirements and align with program objectives (see approval process below).
2. For students wanting their current employment to serve as a practicum site, the practicum experience must be *qualitatively* different from that of their current role. Students will need to discuss this with the Associate Director of Clinical Training and Community Engagement. Students cannot count their employment hours as their practicum training hours.

Students interested in completing their practicum at a new prospective site must follow the steps below:

1. Notify the Associate Director of Clinical Training and Community Engagement immediately of your interest in a practicum site.
2. Talk to a decision-maker (e.g. supervisor, clinic director, administrator) at the potential practicum site to determine the feasibility of a practicum being offered there and to ensure that the practicum is consistent with program standards, including sites that deliver evidence-based treatments as part of their regular services to youth and families; sites that can provide an independently licensed supervisor who is trained

in evidence-based treatments; and a supervisor who can provide weekly individual supervision (at least one hour) to students for the year-long practicum.

3. No later than March 1st, students must email the Associate Director of Clinical Training and Community Engagement (email: grs1@uw.edu) with a detailed accounting of the following:
 - Contact person's name and contact information at the prospective site. If this person is different than the proposed supervisor, include the proposed supervisor's name and contact information
 - The student's proposed clinical activities at the practicum site for the practicum year
 - How the practicum is consistent with program standards and aligned with objectives
 - For students employed at a desired practicum site, how the proposed practicum placement is distinct from their current employed position

The Associate Director of Clinical Training and Community Engagement and the Faculty Leadership team members will decide about the proposed practicum placement and notify the student accordingly. The student will be asked to concurrently complete the practicum survey and ranking as described above while awaiting a decision. If the proposed practicum site is not accepted, the student will be assigned to one of the already established practicum sites.

PRACTICUM START/END DATES

Full-time students complete their practicum in their first year. Part-time students complete their practicum in their second year.

Students are expected to remain at the same practicum site for the duration of their placement, regardless of the total number of hours they accumulate. In the case of unforeseen circumstances, a student may change practicum placements before that time. Most practicum placements begin the 4th week of September (to coincide with the start of Autumn quarter at UW) and conclude mid-August of the following year on the last day of summer quarter (see [UW Academic Calendar](#) for specific date). Some sites may require students to participate in an orientation and onboarding process that requires students to be available prior to the Autumn quarter. Students are strongly encouraged to ask sites about this requirement. A few practicum sites are either 9-month or 10-month placements. The average number of weekly hours for 10-month placements is 18-20 hours, and for 9-month placements, it is 21-23 hours. 9-month placements start and end dates tend to follow the academic year (i.e., September to June). Although students in 9-month practicum placements finish their practicum in June, they will not graduate from the MA program until August. All full-time and 2nd year part time students are expected to enroll in the PSYCAP 560 Practicum Course for the **Summer Terms A and B**. For Summer Terms A & B, Practicum Course is available on a drop-in basis (i.e., attendance encouraged but not required) for students.

TRANSPORTATION AND PARKING

Students are responsible for their own transportation and parking costs to and from practicum sites. Some practicum sites may provide a stipend or reimbursement for transportation costs. Students should factor in any

transportation limitations when ranking practicum sites. At sites where there are multiple students placed, students may consider carpooling/ridesharing if schedules can be coordinated.

LIABILITY/WORKER'S COMPENSATION

Students are covered by the University of Washington's liability insurance policy while they are engaged in practicum so long as they are registered in a practicum course for credit and are practicing within the scope of the practicum (e.g., following program and practicum requirements and adhering to APA/ACA ethical codes and any ethical codes specific to the practicum site). Furthermore, practicum sites also carry their own liability insurance that covers students working in practicum, \$1 million per occurrence and \$3 million annual aggregate.

HEALTH INSURANCE

Students are encouraged to acquire comprehensive health and accident insurance that will provide continuous coverage during his or her participation in the education program. Students are responsible for their own health needs, health care costs, and health insurance coverage. **UW does not offer health insurance to domestic students.** Domestic students are defined as US citizens, green card holders, DACA recipients and undocumented students. Domestic students are not required to have health insurance by the university. Domestic students can investigate WA State health care plans [here](#).

BACKGROUND CHECK

Students must successfully pass a background check before they can register for classes or begin practicum. Some practicum sites may require additional background checks prior to starting practicum. The site or Practicum Coordinator will notify students of this accordingly.

COMPENSATION

Students do not receive any payment or compensation, monetary or otherwise, for their services performed at their practicum placement. Some sites may provide mileage reimbursement for travel associated with practicum responsibilities, which is determined by the site.

PREREQUISITES

Full-time students begin practicum in their first year to coincide with the Autumn Quarter (typically the 4th week in September). Part-time 2nd year students begin practicum in their second year also in Autumn Quarter.

Full-time students must have enrolled and passed the following courses prior to starting practicum:

- PSYCAP 510 Conceptual Foundations of Developmental Psychopathology: Risk and Protective Factors
- PSYCAP 526 Parenting Interventions
- PSYCAP 532 Principles of Assessment and Behavioral Change
- PSYCAP 516 Approaches to Child & Adolescent Treatment
- PSYCAP 534 Counseling Skills with Individuals and Families

- PSYCAP 518 Ethics and Law in Counseling Settings

Part-time students must have enrolled and passed the following courses prior to starting practicum:

- PSYCAP 510 Conceptual Foundations of Developmental Psychopathology: Risk and Protective Factors
- PSYCAP 526 Parenting Interventions
- PSYCAP 532 Principles of Assessment and Behavioral Change
- PSYCAP 516 Approaches to Child & Adolescent Treatment
- PSYCAP 534 Counseling Skills with Individuals and Families
- PSYCAP 518 Ethics and Law in Counseling Settings (Year 2)
- PSYCAP 520 Critical Thinking about Research (Year 2)

CO-REQUISITES

Students must be registered for the Practicum Course (PSYCAP 560) each quarter they are placed at their practicum site. **Students must complete a total of 11 (eleven) PSYCAP 560 credits to complete the program; these credits can be distributed across multiple quarters, but students must be enrolled in at least one credit of 560 for each quarter they serve in practicum.**

Full-time students must also enroll in the following courses concurrent with their practicum:

1. PSYCAP 514 Child & Adolescent Psychopathology: Assessment and Diagnosis (Fall)
2. PSYCAP 524 Treatment for Anxiety and Mood Disorders (Fall)
3. PSYCAP 528 Multicultural Issues (Pre-Fall to Spring)
4. PSYCAP 522 Interacting with Youth Involved Systems for Complex Cases (Winter)
5. PSYCAP 530 Trauma Focused CBT/Treating Trauma (Winter)
6. PSYCAP 512 Social and Emotional Development (Spring)
7. PSYCAP 538 Dialectical Behavior Therapy for Youth and Adolescents (Spring)
8. PSYCAP 520 Critical Thinking about Research (Summer Term A)

Part-time students must also enroll in the following course concurrent with their practicum in Year 2:

1. PSYCAP 528 Multicultural Issues (Pre-Fall to Spring)

Students are expected to present one formal clinical case presentation during the practicum course. Cases should be drawn from students' caseload at their practicum. More information on case presentations will be provided during the practicum course.

PRACTICUM EXPECTATIONS

A practicum is not simply an accumulation of hours but rather an opportunity to demonstrate the essential and key competencies necessary to receive the recognition from the Department of Psychology that confers the status of "professional" to the student.

There are many aspects of professionalism that are important to your work as a clinician. Seeking feedback from your supervisor is a critical clinical skill and one we will expect you to demonstrate starting at the beginning of your practicum. Expectations at practicum may change over time. It is your responsibility to make sure you are checking in with your practicum supervisor regarding your conduct and role and that you are fulfilling the expectations at your practicum site.

Both practicum students and supervisors have responsibilities and expectations during the practicum year. These are outlined in the UW MA Contract document (Appendix A). Students and supervisors will meet with the Associate Director of Clinical Training and Community Engagement prior to the start of practicum to review the contract, and raise questions or get clarification.

Most practicum sites have expectations that you will have gradually increasing responsibilities over the course of your time at their agency. At some sites, you may begin practicum by shadowing a staff therapist and then gradually take on clients of your own. At other sites, you will begin practicum with a small caseload and gradually increase the number of clients you see. At yet other sites, you will be part of a therapeutic team and may not have sole clinical responsibility for a client. It is your responsibility to check in with your supervisor about the expected timing for increases in responsibilities at your site.

PERFORMANCE EVALUATIONS & FEEDBACK

Students are evaluated on objective criteria reflecting skills they are expected to achieve in their practicum placements, and students will be rated by their practicum site according to those criteria. Students are evaluated in the following competency/performance areas: 1) psychological knowledge, 2) professional communication and interpersonal skills, 3) clinical competencies and skills, 4) multicultural awareness and responsiveness, 5) supervision and 6) ethical behavior and professionalism.

With respect to psychological knowledge, students are expected to demonstrate:

- Sufficient psychological knowledge about the range of normal and abnormal behavior
- Application of core scientific conceptualizations of human behavior (e.g., behavioral principles, parent-child relationship) in clinical work with clients
- Knowledge, understanding, and application of the concept of evidence-based practice

With respect to professional communication and interpersonal skills, students are expected to demonstrate:

- Ability to write clear and coherent progress notes
- Ability to write clear and coherent case formulations

- Ability to write clear and coherent treatment plans, summaries, and/or discharge plans
- Ability to orally present case information during supervision or group settings
- Development and maintenance of effective relationships with a wide range of individuals, including colleagues, communities, organizations, allied professionals, supervisors, and those receiving professional services
- Production and comprehension of oral, nonverbal, and written communications that are informative and well-integrated
- A sufficient grasp of professional language and concepts in their professional communications
- Effective interpersonal skills and the ability to manage difficult communication well

With respect to clinical skills and competencies, students are expected to demonstrate:

- Degree of skill in interviewing (establish rapport, observational abilities, problem conceptualization, formulate appropriate diagnostic impressions)
- Ability to understand patients' psychological functioning through observations, interviews, and patient data (e.g., standardized measures)
- Ability to diagnose psychosocial difficulties and disorders in children and youth
- Ability to identify appropriate evidence-based practice based on assessment information
- Basic counseling skills (e.g., accurate empathy, positive regard, attending behavior, active listening)
- Ability to establish a working therapeutic relationship
- Ability to define, clarify and specify clinical intervention targets based on both relevant evidence-based theory and the patient's specific case formulation
- Ability to select interventions guided by appropriate theory-based practice or practice based on evidence when possible
- Ability to systematically implement appropriate evidence-based practices or interventions with fidelity and flexibility to address clinical target(s)
- Demonstrates awareness of their own clinical competencies and areas for continued development
- Ability to identify and effectively address a patient's ambivalence or low motivation for treatment
- Ability to effectively review, plan and assign homework as part of the therapy process
- Ability to facilitate patient's and/or caregiver's understanding of homework tasks and their importance
- Ability to appropriately track patient progress over the course of treatment (e.g., select and administer appropriate measures of the clinical target, and make effective use of information)
- Ability to effectively pace and manage time within the therapy session that is appropriate to the therapy context and patient's capacity for learning
- Ability to maintain focus on critical issues, while also demonstrating appropriate flexibility in response to unanticipated issues

With respect to multicultural awareness and responsiveness, students are expected to demonstrate:

- Understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves
- Knowledge of current theoretical and empirical knowledge base as it relates to addressing diversity-related factors in the context of providing clinical services (such as assessment and intervention) and in supervision

- Ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., applying a framework for working effectively with areas of individual and cultural diversity not previously encountered; work effectively with individuals whose group membership, demographic characteristics, or worldviews conflict with their own)
- Requisite knowledge base and ability to articulate an approach to working effectively with diverse individuals and groups Applies treatment approaches with diverse individuals and groups effectively in their professional work
- Cultural sensitivity and responsiveness when implementing evidence-based interventions with diverse patient populations, identities, and backgrounds

With respect to supervision, students are expected to demonstrate:

- Coming to supervision well prepared (e.g., identifies areas to address, brings in questions, knows about their clients)
- Effective use of supervision (e.g., presents cases, brings in patient data, etc.)
- Demonstrates intellectual curiosity and openness to learning during supervision
- Demonstrates flexibility during supervision (open to various points of view)
- Receptivity to constructive feedback and suggestions and/or recommendations during supervision
- Adjustments to clinical practice as needed based on feedback
- Effective Communication with supervisor
- Openness and willingness to contribute own viewpoint and ideas to the supervision process
- Reliance on supervision to conceptualize cases and plan interventions is appropriate for their level of training

With respect to ethical behavior and professionalism skills, students are expected to demonstrate:

- Completion of required documentation (e.g., progress notes, treatment plans, etc.) in a timely manner
- Keeping records up to date
- Attending meetings, patient appointments and all other required practicum activities on time
- Notifying supervisor (or designated personnel) appropriately and in a timely manner re: absences, requests for leave, etc.
- Compliance with practicum site's policies and procedures
- Displaying a professional manner, including appropriate attire
- Engagement in self-reflection regarding their personal and professional functioning
- Awareness of and attention to self-care (i.e., engages in activities to maintain and improve performance, well-being, and professional effectiveness)
- Possession of emotional stability and maturity
- Responding in a professionally in increasingly complex situations with a greater degree of independence as they progress across their training
- Behavior that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others
- Knowledge of and acting in accordance with current relevant ethical codes

- Knowledge of and acting in accordance with the relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels including mandatory reporting
- Is knowledgeable of and acts in accordance with and relevant professional standards and guidelines
- Recognition of ethical issues/dilemmas as they arise and work to resolve them appropriately using ethical decision-making processes
- Ethical behavior in all professional activities
- Seeking out supervision and consultation with appropriate supervisors when needed

Refer to Appendices B and C for the specific evaluation forms

The Associate Director of Clinical Training and Community Engagement receives copies of these evaluations. The Associate Director of Clinical Training and Community Engagement and on-site supervisors are in contact to monitor student progress and determine whether remediation steps and/or student feedback is required. The Practicum Supervisor is expected to review and discuss the evaluations with the student, and both the Practicum Supervisor and the student are required to sign the evaluation form to acknowledge that the evaluation feedback has been discussed. If students have concerns about their evaluation, they are expected to discuss this directly with their supervisor. Students can also bring concerns to the Associate Director of Clinical Training and Community Engagement. If warranted, the Associate Director of Clinical Training and Community Engagement will also initiate discussions with the student on any notable areas of concern.

Students present their practicum cases in the practicum course, and the adequacy of their case conceptualization and treatment plans will be assessed by the practicum instructor.

Students also receive letters during the fall, winter and spring quarters that provide feedback on their progress through the program, including in coursework and at practicum.

PRACTICUM PERFORMANCE

Should a student fail to receive satisfactory evaluations or performance concerns become known at any point during their practicum placement, the following process occurs:

1. In coordination with the practicum supervisor, the Associate Director of Clinical Training and Community Engagement determines and documents discrete areas where the student is showing unsatisfactory progress.
2. In coordination with the practicum supervisor, the Associate Director of Clinical Training and Community Engagement develops potential remedies that can help the student improve their performance.
3. The student meets with their practicum supervisor and/or Associate Director of Clinical Training and Community Engagement for feedback on specific areas for improvement and a discussion of supports that will be provided by the supervisor, the site, and the Associate Director of Clinical Training and Community Engagement.

4. Regular monitoring of student progress occurs by both the practicum supervisor and the Associate Director of Clinical Training and Community Engagement to determine whether the implemented supports have led to improved student performance.
5. If necessary, a formal performance improvement plan will be developed with specific benchmarks and timelines for progress identified. Regular communication between the program and the site occurs during the implementation of a formal performance improvement plan.
6. If sufficient improvement is not demonstrated such that the student is meeting practicum site and program expectations, students may be required to extend the duration of their practicum placement or repeat their practicum at the same or a different practicum site. Students may also be required to repeat the PSYCAP 560 course sequence. These scenarios may result in a delay of graduation. Depending upon the extent of the performance concerns, termination from the program may also be considered.

The MA program in Applied Child & Adolescent Psychology and all practicum sites associated with the program retain the right to terminate a student from a practicum site prior to or during practicum if it is determined that it is in the best interest of the student, site, client(s), the MA program, or any other invested party.

If a practicum site wishes to terminate a student after appropriate remediation efforts have been implemented, the Associate Director of Clinical Training and Community Engagement will request documentation from the site supervisor outlining the issue, attempts made to resolve the concerns/problems, and the final reason(s) for termination. This documentation will be placed in the student's file.

PRACTICUM CONDUCT

This Master's program operates in partnership with organizations external to the University, each with its own policies and procedures. The practicum site is responsible for making these policies and procedures known to Master's students, however if the site supervisor(s) fail to do so, it is the responsibility of the student assigned to the site to inquire about the policies and procedures related to their role at the site. Failure to abide by the site's policies and procedures may result in the student's termination from the practicum assignment, a failing grade in the Practicum Course (PSYCAP 560) course and/or suspension from the University.

While at practicum sites, students must identify themselves as graduate students of the UW to clients/patients/guardians. Students must also provide clients/patients/guardians with the name(s) of the site supervisor(s) to whom they have been assigned.

Students will not receive a passing grade in the practicum unless they demonstrate a minimal level of skill, knowledge, and competence along with completing the Practicum Course requirements.

CONFIDENTIALITY PRACTICES

Practicum client confidentiality must always be maintained in accordance with the policies of the site itself. In general:

- Students should not socialize near treatment rooms, in waiting areas, hallways, or other common gathering spaces within the practicum site
- Access to spaces in which treatment is provided or records are kept must be restricted to authorized users only. This may include closing/locking doors, lowering window shades and locking computer terminals when not in use
- White noise machines should be used when applicable
- If practicum students/staff are observing treatment remotely via CCTV, webcam or a similar system, the volume of the service should be kept low and the door to the observation room should be closed. If necessary, headphones should be used
- Students should not post or relay any information about clients on social media

Students must disclose confidential information when required to do so by state or federal law or University or practicum site policies. Examples of situations that may apply are:

- Suspected abuse or neglect of children, developmentally disabled persons, or dependent adults
- Suspicion that a client is in imminent danger of harming themselves or others

HIPAA

Practicum sites abide by the Health Insurance Portability & Accountability Act (HIPAA). If students are not presented with an introduction to the HIPAA practices of their practicum site, students must ask their supervisor what those policies are to ensure they are within compliance.

MANDATORY REPORTING

Students serving at practicum sites are mandated reporters of suspected child abuse or neglect in accordance with [Washington State mandatory reporting policies](#). Students concerned about the immediate safety of a child must call 911 or 988 (Suicide and Crisis Line). Students should always consult their supervisor (or appropriate designee) in these cases.

Information that may be requested when making a report includes:

- The name, address, and age of the child
- Contact information for a parent or guardian
- Identifying information of the person committing child abuse or neglect
- A description of the incident, what was disclosed or witnessed, or other information that led to the suspicion of abuse or neglect

Reporters will be asked to report only what they know and are not expected to do any type of review or investigation prior to reporting.

Under the Abuse of Children Law, “Child” or “Children” means any person under the age of eighteen years of age. Child abuse includes:

- **Physical Abuse** – The non-accidental infliction of physical injury on or physical mistreatment of a child, when it may cause harm to the child’s health, welfare, or safety
- **Negligent Treatment** – An act or failure to act, or the cumulative effects of a pattern of conduct, behavior, or inaction, that evidences a serious disregard of consequences that constitute a clear and present danger to a child’s health, welfare, or safety
- **Sexual Abuse** – committing or allowing any sexual offense against a child, including intentional touching of sexual or intimate parts for the purpose of sexual gratification
- **Sexual Exploitation** – Allowing, permitting, or encouraging a child to engage in prostitution, or obscene or pornographic depictions of a child
- **Abandonment** – A parent or guardian foregoing the responsibility to provide essential care to a child

EVALUATION OF PRACTICUM SITES

Students are required to provide confidential evaluations of their practicum sites twice during the practicum period (once at the mid-point and once at the end of the practicum). Evaluations are completed through Time2Track and will be reviewed by the Associate Director of Clinical Training and Community Engagement, who uses feedback to ensure practicum placement is consistent with expectations and requirements, as well as to make future planning decisions. If practicum sites are not providing satisfactory experiences, the Associate Director of Clinical Training and Community Engagement contacts practicum sites as warranted to make attempts to improve the experience. No identifying information related to students will be given to the practicum site. If a student has significant and immediate concerns regarding their practicum site, they should contact the Associate Director of Clinical Training and Community Engagement as soon as the concern arises.

RESIGNATION FROM A PRACTICUM SITE

Requests to terminate from a practicum site placement should only be made under serious circumstances and as a last resort. Students wishing to terminate from a practicum site must submit a written request to the Associate Director of Clinical Training and Community Engagement and the MA Program Director. The request must include: 1) reasons for wishing to terminate from the site; and 2) steps already taken by the student and site to improve the situation. After the request is evaluated, the Associate Director of Clinical Training and Community Engagement will then contact the practicum site supervisor.

The decision to terminate will be made by the student, the Associate Director of Clinical Training and Community Engagement, and the MA Program Director in consultation with the practicum site supervisor. Students who terminate from a site are not guaranteed immediate assignment to another practicum site for the year. As a result, they may be required to take an Incomplete for the practicum for the year and finish the

following year. Should a student have to wait to complete practicum, their graduation will be delayed until the practicum is successfully completed.

CAPSTONE PROJECT

Using their practicum experience, students are required to complete a capstone project that involves the application of an evidence-based treatment or program to a specific case or to a group (e.g., in the cases of prevention focused practicum placements). At the end of the program, students author a final paper and participate in an optional poster-style presentation. Students turn in their capstone papers to their advisors in June. The student's faculty advisor reviews and evaluates the student's completed paper. Advisors may request that a student re-write one or more portions of their capstone paper. Students may request review of their posters by faculty advisors, but this is not required. The poster-style presentation is attended by faculty, site supervisors, advisory board members and/or guests attending graduation, who may ask questions and interact with individual students. This event is part of the graduation ceremony for the program.

STUDENT RESPONSIBILITIES & EXPECTATIONS

- 1) A student's primary responsibility is the welfare of clients. Client welfare always comes before practicum student needs.
- 2) Students will conduct themselves in a professional and ethical manner in all practicum activities.
- 3) The student is responsible for adherence to the relevant ethical codes and legal statutes governing mental health practice in the state of Washington.
- 4) The student will adhere to the site's standards, policies, and regulations.
- 5) Students assigned to practicum site are students of UW and are in no sense considered employees of practicum site.

Clinical Hours and Practice at Site

- 6) The student is to be involved in providing an array of mental health services at the practicum site. All work will be done under supervision from an approved supervisor, who will be a licensed mental health professional with commensurate training and experience.
- 7) The student will complete an average of 16 and 23 hours each week, depending on the practicum duration) with a *minimum* of 40% and a *maximum* of 65% of the overall time being spent in direct services/direct client contact.
- 8) The student will be prepared for and attend on time all required functions of the practicum site, including but not limited to client sessions/meetings, clinical staff meetings, trainings, and supervision meetings. If the student is unable to attend required supervision or other meetings, they must notify their supervisor and/or appropriate person as soon as the student is aware of the need to be absent.
- 9) The student will keep appropriate case notes and records of every session to be reviewed by the site supervisor. The student is expected to complete all documentation on time per site policies and expectations.

- 10) The student will adhere to the agreed upon weekly practicum schedule set up in collaboration with the supervisor and practicum site. It is expected that the student will notify directly and promptly their supervisor and any designated site personnel if they are unable to attend practicum for any reason (e.g., sickness, medical or personal leave), or if they need to change their schedule.
- 11) The student is expected to remain at their practicum site for the duration of the practicum period as stated above, regardless of the number of total or direct service hours achieved prior to the practicum end date.
- 12) The student will maintain confidentiality of practicum site's affairs, records, and case materials. Failure to do so could result in additional action by the practicum site, being placed on probation, or termination from the practicum site and a failing grade for the practicum course.

Supervision

- 13) The student will take an active role in supervision by developing personal goals and helping structure supervision sessions by sharing needs and concerns for continued professional development.
- 14) The student will actively participate in and make effective use of supervision (e.g., presents cases, brings in patient data, etc.), demonstrate receptiveness to the supervision process, and adjust clinical practice accordingly based on supervisor directives and/or feedback.
- 15) The student will communicate effectively and in a timely manner with the supervisor, including but not limited to the content and scope of sessions, about individuals who are at risk, and needs or concerns.
- 16) The student will become familiar with the UW MA program's learning objectives and expected competencies (see Appendix A below) as it pertains to their practicum training. The student will seek clarification on these as needed.
- 17) The student will inform the Associate Director of Clinical Training and Community Engagement of any potential change in their site supervisor as soon as such a change becomes known.
- 18) Students are expected to request personal time off from practicum as soon as they are aware of the need. Students should err on the side of early notification to supervisors. Students must work with supervisors and other staff as needed to ensure appropriate coverage for the clients in their absence.
- 19) Be on time and prepared for weekly supervision as well as all client sessions and other required meetings. If students are unable to attend required supervision or other meetings, they must notify their supervisor and/or appropriate person.
- 20) Actively participate in and demonstrate receptivity to supervision provided by the practicum site supervisor(s). This includes:
 - Developing an understanding of the scope and purpose of supervision
 - Engage in a working alliance with supervisors
 - Attending all supervision sessions at the designated time at the practicum
 - Accurately communicating content and scope of counseling sessions in supervision
 - Maintaining openness to feedback in supervision and following through on directives of supervisors

- Videotape or audiotape interactions with clients and receive feedback on such interactions
- Reporting to supervisor(s) in a timely manner about individuals who are at risk (full disclosure to supervisors of risks to client welfare)

SITE & SITE SUPERVISOR RESPONSIBILITIES

- 1) The site and site supervisor are to provide opportunity for the practicum student to be involved in various professional activities through both observation and direct service delivery and ensuring that a minimum of 40% and a maximum of 65% of a student's total practicum hours is spent providing direct services.
- 2) The supervisor will become familiar with the program's learning objectives and expected student competencies (see Appendix A) as it pertains to the student's practicum experience. The supervisor will also ensure that other staff who are involved in training and/or evaluating the student will be made aware of both student and site expectations, and program learning objectives.
- 3) At the outset of practicum, the supervisor will sufficiently orient the student to the site, including a thorough discussion of the site policies and procedures.
- 4) At the outset of practicum, the supervisor will communicate with the student any site-specific clinical expectations or requirements that are in addition to those described herein. The supervisor will also discuss with the student his/her training needs, such as desired client populations, type and amount of client contact, practicum, and supervision arrangements, etc., and establish a schedule for the year.
- 5) Supervisor and site will ensure the student's practicum schedule shall not conflict with the student's established course schedule through the UW MA program.
- 6) The site will designate an appropriate workspace and necessary resources (e.g., computer, office supplies, etc.) for the student to fulfill practicum requirements.

Supervision

- 7) Primary supervisors must be licensed in their field and competent in the area to be supervised. The supervisor will provide a minimum of one hour of individual supervision of the student weekly and additional supervision as needed. On site supervision from a licensed mental health professional will always be available whenever a practicum student is providing services, although this person does not have to be the primary supervisor.
- 8) The site and/or supervisor shall notify the Associate Director of Clinical Training and Community Engagement (in writing) if there is an expected change in the student's supervisor. The Site should make prompt arrangements for another suitable supervisor to avoid disruption in the student's training and clinical work.
- 9) The supervisor assumes responsibility for case assignment to the practicum student to ensure that assignments are consistent with the skill level of the practicum student. Work with mental health emergencies will be limited, and site supervision/direction will be readily available should the student encounter an emergency.

- 10) The supervisor will observe the student performing direct clinical services for a minimum of 30 minutes at least once per quarter (i.e., every 3 months) and provide feedback to the student thereafter. Observation can take the form of live, recorded (audio or video) or via co-therapy.
- 11) The supervisor will regularly review student case notes and records and give feedback on such documentation. The supervisor will assist the student in completing all documentation in a professional and timely manner.

Evaluation, Feedback, and Monitoring

- 12) The supervisor will complete a written summative evaluation of the student four times during the practicum period that includes two brief and two full evaluations. Evaluation time periods will vary slightly depending on the practicum length. Typically, evaluations will be completed at the following time periods: a) at or near the end of the Autumn quarter (mid to late November); b) at or near the end of the Winter Quarter (mid to late February); c) during the Spring quarter (early to mid-May); and d) at the end of the practicum period (June or July) Supervisors will review these evaluations individually and verbally with the student. These evaluations will be provided by the UW MA Program (via Time2Track platform) and submitted online. Sample copies of these evaluations will be provided to the student and supervisor prior to or at the start of practicum.
- 13) The primary supervisor is expected to give regular formative feedback to the student during weekly supervision meetings. The supervisor will ensure that other staff who are involved in observation and/or training of the student are sufficiently prepared in advance of the student's arrival and involve them in contributing to the student's learning and the site's feedback process. Supervisor will inform the student of the observation and feedback processes at the site.
- 14) The supervisor will respond promptly to all communications from the student, the MA program staff, and/or Associate Director of Clinical Training and Community Engagement.
- 15) The supervisor will be available to participate in site visits performed by the UW MA Program.
- 16) The primary supervisor should notify the Associate Director of Clinical Training and Community Engagement directly as soon as it is known that there are questions or concerns about the student's performance at practicum. Any concerns or problems regarding student performance, adjustment, behavior or failure to meet site expectations or make sufficient progress at the site (e.g., attendance, substandard clinical work, professionalism, interpersonal functioning) will be shared by the supervisor with the student and with the Associate Director of Clinical Training and Community Engagement.
- 17) The supervisor will be available to discuss student performance with the Associate Director of Clinical Training and Community Engagement. If warranted, the supervisor will participate and collaborate with the Associate Director of Clinical Training and Community Engagement in the development of a performance improvement plan to address student performance deficits.

ASSOCIATE DIRECTOR OF CLINICAL TRAINING & COMMUNITY ENGAGEMENT RESPONSIBILITIES & EXPECTATIONS

- 1) Serve as the primary liaison between student, program, and practicum site regarding the practicum experience.
 - 2) Coordinate placement of students at practicum sites.
 - 3) Meet with practicum students on a weekly basis throughout the practicum year as part of the practicum course to discuss practicum-related and professional practice issues, including but not limited to case conceptualization and case consultation.
 - 4) Respond in a timely manner to all students, site supervisors and practicum site requests for information related to practicum, policies and procedures.
 - 5) Maintain communication with students regarding practicum sites, including any concerns, and work to resolve these concerns as warranted.
 - 6) Maintain regular communication with practicum sites (including site supervisors) regarding student progress, conflicts or performance concerns and work with practicum site and student in successfully resolving concerns or conflicts at the practicum.
 - 7) Develop performance improvement plans, in collaboration with site supervisors, when warranted to address concerns about student practicum performance.
 - 8) Obtain evaluations from practicum sites on student performance four times per practicum period and review notable concerns with students.
 - 9) Obtain student evaluations of practicum sites and provide feedback to practicum sites as warranted. Feedback to sites is provided as needed and in a way that protects student anonymity.
 - 10) Conduct practicum site visits (in person or virtually) on a regular basis and make follow-up visits, as necessary.
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UW BASICS

UW STUDENT GUIDE

The [UW Student Guide](#) is your first stop for university policies, academic resources, registration, housing, financial aid, health care and counseling, transportation and more.

UW PROFESSIONAL & CONTINUING EDUCATION

This program is administered in partnership with UW PCE. [UW PCE publishes its policies and resources online.](#)

UW GRADUATE SCHOOL'S STUDENT POLICIES, PROCEDURES & SERVICES

As a graduate student of the UW, students must familiarize themselves with the policies and procedures that apply to their role here. [The Graduate School's website](#) provides a searchable database of all Graduate School policies and related procedures.

GRADUATE SCHOOL'S CORE PROGRAMS

[Core Programs](#) supports graduate students through student-centered programming, timely resources and events. Contact: cpinfo@uw.edu

OFFICE OF GRADUATE STUDENT EQUITY & EXCELLENCE (GSEE)

[GSEE](#) is at the heart of the Graduate School's commitment to expanding graduate education to underrepresented minoritized (URM) communities. GSEE will continue to be a partner with you in supporting underrepresented graduate students of color. In the long term, as GSEE continues to provide invaluable direct-to-student programming, GSEE will also focus on improving departmental climate and equity for our students in their academic homes. In short, it will be a rejuvenated focus on not only supporting historically underserved students but also on seeding institutional change.

GRADUATE ENROLLMENT MANAGEMENT SERVICES ([GEMS](#)) division handles admissions and student services for graduate students. Contact: 206-685-2630 | uwgrad@uw.edu |

DISABILITY RESOURCES FOR STUDENTS (DRS)

[Disability Resources for Students \(DRS\)](#) arranges academic accommodations for enrolled students. Students with access needs are responsible for requesting the accommodation(s) they need in order to fulfill the course and degree requirements. Services must be arranged in advance and require documentation of the disability, verifying the need for such accommodation or service. Technical and adaptive equipment is available through both the Disability Resources for Students Office and Desktop Computing Services. To request an accommodation for the academic program, please visit the DRS website to start the process. To request disability accommodations to attend events, contact the Disability Services Office (DSO): 206-543-8924. See statements on Equal Opportunity and Affirmative Action and Special Accommodations.

011 Mary Gates Hall, Box 352808 | 206.543.8924 (voice and relay), 206.616.8379 (FAX)
uwdss@uw.edu |

MANAGING YOUR INFORMATION & ACCESS

MYUW & EMAIL FORWARDING

[MyUW](#) is the main portal for a variety of student-specific information as well as campus resources, like library computer access. Students must have established their UW NetID to access MyUW. You will also receive emails in your UW account ([NetID]@uw.edu). You must check these emails regularly. **NOTE:** Students must abide by the privacy practices of their practicum sites. Students who choose to manage their UW email using Office 365 are adhering to the strictest privacy option available. Students who receive practicum-related email in their UW account AND who have their UW mail forwarded to a personal account on a service like Gmail or Yahoo may be in violation of their practicum site's privacy policy. Email help@uw.edu or call 206-221-5000 for assistance with mail setup and forwarding.

SUGGESTED LISTSERVS

- [Graduate Student Bulletin](#)
- For Psychology Department events and lectures, please [email \(psylectures@uw.edu\)](mailto:psylectures@uw.edu) to be added to the department listserv

DIRECTORY INFORMATION

Individual email addresses, telephone numbers and other information can be located through the [UW Directory website](#), provided the student authorizes release of directory information to the public. Please note that at this time, the Faculty and Staff search feature in the directory is open to the public, but the "search students" feature requires UW NetID login to view. [More information here on the Student Directory](#). Students are responsible for setting their own directory information to either restrict or allow release.

Students who prefer not to authorize the release of directory information and do not want their directory information to appear in the University Student Directory must inform the Office of the Registrar by logging on to their MyUW account and choosing to "restrict access" to directory information. Students may choose to opt out of directory information at any time via their MyUW account. *Students should be aware* that restricting the release of directory information has other consequences. For instance, a FERPA restriction makes it difficult or impossible for potential employers to verify enrollment, or to verify the fact that students have earned a degree from the University. The University cannot notify a student's home town paper about awards and honors the student receives (e.g., Dean's list). For this reason alone, many students choose to remove their FERPA restriction.

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. Visit www.washington.edu/students/reg/ferpa.html for full details.

Generally speaking, FERPA allows the University to disclose education records or personally identifiable information from education records in the following circumstances: with the written consent of the student, if the disclosure meets one of the statutory exemptions, or if the disclosure is directory information and the student has not placed a hold on release of directory information. Pursuant to WAC 478-140-024(5), directory information at the University of Washington is defined as:

- Student's name
- Street address
- Email address
- Telephone number
- Date of birth
- Dates of attendance
- Degrees and awards received
- Major and minor field(s) of studies
- Class
- Participation in officially recognized activities and sports
- Most recent previous educational agency or institution attended by the student
- Weight and height, if student is a member of an intercollegiate athletic team

FERPA allows the University to release a student's directory information to anyone unless the student informs the Office of the University Registrar that he or she does not wish directory information to be released.

In addition, FERPA also affords students certain rights with respect to their education records. Please review *UW Notification of Students' Rights Under FERPA* (www.washington.edu/students/reg/ferpa.html#Q2) for full details and resources.

Under the provisions of the Family Educational Rights and Privacy Act (FERPA), you have the right to:

- Inspect and review information contained in your education records
- Challenge the contents of your education records
- Request a hearing if the outcome of the challenge is unsatisfactory
- Submit an explanatory statement for inclusion in the education record if the outcome of the hearing is unsatisfactory
- Prevent disclosure with certain exceptions of personally identifiable information,
- Secure a copy of the institution policy
- File complaints with the US Department of Education concerning alleged failures by institutions to comply with the act. Contact information is available on the UW FERPA web site

Requests to review student files should be sent to psychma@uw.edu

THE HUSKY CARD/STUDENT ID

Students of the UW are required to obtain a Husky Card, the student ID card. The card serves as the student [U-PASS](#) for regional transportation (must be registered for courses/activation dates apply). It also grants access to services on campus as well as student discounts around the city. To obtain a card, students bring their student ID number and state- or federally-issued photo ID to an ID Center during business hours. Cards can also be obtained from the ID Center at the Seattle, Bothell or Tacoma campus. The Seattle campus ID Center is located on the ground floor of the Odegaard Undergraduate Library. A staff person will take a picture and print the card. For most updated information and hours, visit the [Husky Card Services site](#).

UW ACADEMIC CALENDAR & PRACTICUM HOURS

[The UW Academic Calendar](#) lists critical dates for University holidays, class registration and tuition payment.

University operations, including classes, are not generally in operation on holidays. Students should confirm the class schedule with their instructor(s) if there is any confusion.

Holidays and reduced hours of operation may occur at the practicum site on a schedule that differs from the University. Students must familiarize themselves with the attendance policies, holiday schedule and leave authorization process of their practicum site. Some practicum sites require students to be present at their site over Thanksgiving, Winter, and/or Spring breaks. It is reasonable for students to request time off during breaks, but they are expected to discuss this with their supervisor well in advance and ensure that client care is not compromised.

OFFICE OF STUDENT FINANCIAL AID (OSFA)

[Student Financial Aid](#) can help students field funding issues and better understand their financial aid options. Please also refer to the section *Financial Aid & Other Funding* later in this handbook for information specific to our program. Contact: osfa@uw.edu | 206-543-6101

HEALTH INSURANCE

UW does not offer health insurance to domestic students. Domestic students are defined as US citizens, green card holders, DACA recipients and undocumented students. Domestic students are not required to have health insurance by the university. Domestic students can look into WA State health care plans [here](#).

International students are required to obtain insurance while studying in the US. For more information, visit the [International Student Health Insurance Program \(ISHIP\) site](#).

REQUIRED IMMUNIZATIONS

All matriculated UW Seattle campus students are required to be vaccinated against Measles, Mumps, Meningitis Meningococcal ACWY with certain exemptions allowed. Students are not able to register for classes without satisfying the requirement. Hall Health Center administers the UW Immunization Requirement program for the UW Registrar's office. [Visit the Immunization Program website](#) for instructions on how to submit your verification.

Practicum sites may follow their own immunization standards and practices. Students in the program must abide by the immunization standards of their practicum site.

REQUIRED ONBOARDING COURSES

All students must complete:

- [Title IX Husky Prevention and Response Course](#)
- [U501: Graduate School Orientation](#)

CAMPUS SAFETY

SAFE CAMPUS

[SafeCampus](#) is the UW's violence-prevention and response program. Please contact them anytime to anonymously discuss any safety and well-being concerns for yourself or others.

Call 24 hours/7 days a week: 206-685-7233

UW ALERT

Students should enroll in [UW Alert](#). This free service will text and email news of emergencies happening on campus or if campus operations, including classes, are suspended for reasons like adverse weather.

UW POLICE DEPARTMENT (UWPD)

Emergency: 911

Non-Emergency: 206-685-UWPD (8973)

Anonymous Tips: 206-685-TIPS (8477)

Business: 206-543-0507

Email: uwpolice@uw.edu

3939 15th Ave NE, Seattle, WA 98105

UWPD [Safety Escort Services](#)- Students are strongly encouraged to utilize their escort services when leaving class during the evenings.

- **Husky NightWalk – 206.685.9255 (WALK)**

Husky NightWalk is safe and easy to use. Uniformed security guards operate 6:30 pm to 2 a.m. daily EXCEPT University Holidays, providing a walking escort to community members within the campus locations and the residential area north of 45th St., and to the UW Tower location. Guards can also assist, with proper identification, building and office lockouts, as well as jump start dead car batteries.

- **NightRide**

[Shuttle service (8pm-after 1am)– 206.300.9087]

[NightRide](#) is a U-PASS sponsored shuttle service for students, faculty, and staff. Passengers can board the NightRide from any one of eight on-campus stops and be dropped off at any requested location within the two shuttle zones. Schedules are prominently displayed at all stops, and schedules are

available at information kiosks around campus. [NightRide schedules are also available online](#). Wheelchair-accessible shuttles service both zones. Call 206.685.3146 or visit [the Transportation Services site](#) for more information about this and other UW shuttle services. Note that NightRide is not available during the summer.

HUSKY HEALTH AND WELL-BEING

UW Seattle offers a wide range of health and wellness services for students, including medical and dental care, counseling services, safety resources, peer health advocacy and more. Please see their [comprehensive website](#) for more, including Hall Health and Counseling Center information!

Contact: 206-543-6085 (For emergencies, call 911)

- [Mental Health services](#)
- [Medical & Dental](#)
- [Recreation](#)

GRADUATE STUDENT HOUSING

- [Graduate Student Housing](#)
- [GSEE's Find a Roommate Facebook page](#) (for BIPOC graduate students)
- [Zillow Rentals](#)

UNIVERSITY BOOKSTORE

The [University Bookstore](#) has several branches, including the main branch on University Way, as well as a branch in the Husky Union Building (HUB).

LIBRARIES & WRITING RESOURCES

The Husky Card functions as the student library card. The [UW Library](#) has an extensive online research collection as well as media and entertainment resources.

Odegaard Writing & Research Center (OWRC) [Writing Help Appointments](#)

[Multilingual Writing Support/Targeted Learning Communities \(TLC\)](#) – If English is your second, third, or fourth language, consider joining the Targeted Learning Communities (TLC) program.

TRANSPORTATION SERVICES AND UW SHUTTLES

Students enrolled in the master's program have access to the student public transit pass, or U-PASS, through their Husky Card. For information about U-PASS as well as information on getting to and from campus, please visit [Transportation Services](#). The Seattle area is served by the [King County Metro System](#), which includes light rail, bus, water taxi and other transit options. [Trip Planner](#) helps you plan your trip.

**The [OneBusAway](#) app for is best for tracking bus arrival for Metro!*

The [UW Shuttles system](#) includes free transportation options for students, faculty, staff, and medical center patients and their families between key UW sites, such as the UW Medical Center, Harborview Medical Center, UW Roosevelt Clinic, UW Tower, Fred Hutchinson Cancer Research Center, Seattle Cancer Care Alliance, and the UW South Lake Union facility.

VARIOUS UW & RELATED RESOURCES

DIVISION OF STUDENT LIFE

The [Division of Student Life](#) includes resources for health and safety, campus life, diversity and disability services, financial services and more.

MENTORING RESOURCES

Mentoring focuses on the human relationships, commitments, and resources that help graduate students find success and fulfillment in their academic and professional pursuits. The following websites lists numerous resources for both students and faculty.

The program has also implemented a Peer Mentor program in which current students are matched with program alum for support and connection.

[Mentoring Resources for Graduate Students and Faculty](#)

[Center for Teaching & Learning, Services for Departments and Programs](#)

[Center for Evaluation & Research for STEM Equity \(CERSE\)](#)

Students are also encouraged to meet with their advisor or Program Director as appropriate, to discuss mentoring as needed.

GRADUATE AND PROFESSIONAL STUDENT SENATE (GPSS)

The [University of Washington Graduate & Professional Student Senate \(GPSS\)](#) is the official student government for graduate and professional students at the University of Washington.

INTRAMURAL ACTIVITIES BUILDING & WATERFRONT ACTIVITIES CENTER

Tuition includes a gym membership at the [Intramural Activities Building \(IMA\)](#) and use of the [Waterfront Activities Center \(WAC\)](#).

IDENTITY AND CULTURE

Center for Communication, Difference and Equity

[CCDE](#) provides a space for our UW community of students, faculty and staff gather to promote greater equity.

Foundation for International Understanding Through Students (FIUTS)

UW-based [FIUTS](#) advances international understanding through cross-cultural experiences, student leadership and community connections. Contact: 206-543-0735

Office of Graduate Student Equity & Excellence (GSEE)

[GSEE](#) is at the heart of the Graduate School's commitment to expanding graduate education to underrepresented minoritized (URM) communities. GSEE will continue to be a partner with you in supporting underrepresented graduate students of color. In the long term, as GSEE continues to provide invaluable direct-to-student programming, GSEE will also focus on improving departmental climate and equity for our students in their academic homes. In short, it will be a rejuvenated focus on not only supporting historically underserved students but also on seeding institutional change.

Office of Equity & Justice in Graduate Programs

The [Office of Equity, Inclusion, and Diversity](#), in partnership with other units of the Graduate School, and in collaboration with leadership across the tri-campus, coordinates and provides resources for students, faculty and staff on issues pertaining to race, equity, and ameliorating disparities in graduate education.

Indigenous Wellness Research Institute (IWRI)

[IWRI](#)'s mission is to marshal community, tribal, academic and governmental resources towards innovative, culture-centered collaborative social and behavioral research and education.

Intellectual House

[Intellectual House](#) is a longhouse-style facility providing multi-service learning and gathering space for American Indian and Alaska Native students, faculty and staff.

Contact: 206-616-7066 | welebalt@uw.edu |

Latino Center for Health

[The Latino Center for Health](#) provides leadership for community-engaged research through capacity building and partnerships with community stakeholders to promote impactful improvements in the health of Latinx communities in WA State.

Contact: 206-685-7899 | latcntr@uw.edu |

Native Organization of Indigenous Scholars

The [Native Organization of Indigenous Scholars \(NOIS\)](#) was created to bring together University of Washington graduate and professional students of Indigenous descent. Contact: noirsso@uw.edu

Q Center

The [Q Center](#) facilitates and enhances a brave, and affirming environment for students, faculty, staff, and alumni of all sexual and gender orientations, identities, and expressions.

SACNAS

[SACNAS](#) is an inclusive organization dedicated to fostering the success of Chicanos/Hispanics and Native Americans, from college students to professionals, in attaining advanced degrees, careers, and positions of leadership in STEM. Contact: info@sacnas.org

Samuel E. Kelly Ethnic Cultural Center (ecc)

[The Samuel E. Kelly Ethnic Cultural Center](#) is part of The Office of Minority Affairs & Diversity. The Kelly ECC has a wealth of resources and opportunities available to students including student advising, organizational development, personal growth, and referrals to different departments and programs. Contact: 206-543-4635 | ecc@uw.edu |

Seattle Children's Hospital: SCH White Caucus and BIPOC Caucus Groups

For students interested in the BIPOC Caucus, the SCH psychiatry division-wide POC caucus meets monthly. If a student would like more information, they can contact Sonia.venkatraman@seattlechildrens.org.

If a student would like more information on the White Caucus, please contact Marissa.renella@seattlechildrens.org or ben.packard@seattlechildrens.org.

Washington Institute for the Study of Inequality & Race (WISIR)

The [Washington Institute for the Study of Inequality and Race \(WISIR\)](#) is an interdisciplinary research center at the University of Washington dedicated to bringing the tools of critical theory and contemporary social science to the analysis of social, economic, and political inequality along lines of race, ethnicity, gender, sexuality, and class. Contact: 206-543-2780 | grumbach@uw.edu

Women of Color Collective (WOCC)

The WOCC is housed within UW's Department of Gender, Women and Sexuality Studies

[GWSS Women of Color Collective Film - 2011](#) |

Women's Center

The [Women's Center](#) works as a catalyst for change through disrupting cycles of oppression, breaking down gender-based barriers, leadership development and educational programs. Contact: 206-685-1090 | womens@uw.edu

Office of Minority Affairs and Diversity

The [Office of Minority Affairs and Diversity](#) offers a range of services, including academic support programs, financial aid counseling and opportunities, and social and cultural activities. Visit their Services for UW Students page for more information. Contact: 206-685-0518 | cpromad@uw.edu |

CAREER CENTER AND PROFESSIONAL DEVELOPMENT

CAREER AND INTERNSHIP CENTER

The [Career & Internship Center](#) offers a range of services such as coaching, resume reviews and events, including targeted graduate student career resources. Contact: 206-543-0535 | ccsfd@uw.edu |

PSYCAP PROFESSIONAL DEVELOPMENT FUND

The program has developed a fund to help current students with professional development fees. Please see Appendix D for the fund application.

Student Eligibility: Any currently enrolled PSYCAP student maintaining a minimum of 3.0 cumulatively and for every quarter of coursework, who have no outstanding coursework from previous quarters

Funding Eligibility: Training, workshop, professional association dues, up to **\$50/student** throughout duration of program

PROFESSIONAL ASSOCIATIONS

- [Asian American Psychological Association](#)
- [American Counseling Association](#)
- [American Indian and Alaska Native Society of Indian Psychologists](#)
- [American Psychological Association](#)
- [Association of Black Psychologists](#)
- [National Association of Black Counselors](#)
- [National Latinx Psychological Association](#)
- [Society for Child and Adolescent Psychology \(Division 53 of APA\)](#) *Note: graduate students are entitled to free membership in this division during their time in the program. Membership entitles students to valuable resources, including journals and job networking.
- [Washington Mental Health Counselors Association](#)
- [WA State Department of Health Mental Health Counselor License](#)
- [Western Psychological Association](#)

PSYCAP STUDENT ROOM REQUESTS

A Seattle campus room in Guthrie Hall will be available for MA student use, and is reserved through the Psychology Department room reservation portal. This ongoing reservation is made for Tuesdays/Thursday afternoons and is available as a group study or meeting atmosphere. If a student has need for a private study or meeting room they should reach out to the Program Specialist with at least 1 week notice for assistance reserving a room. Students have direct access to UW [Library study spaces](#) as well.

TITLE IX

Title IX of the Education Amendments of 1972 is a federal law that states: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

Title IX, Washington State law and University of Washington policy prohibit discrimination based on sex, sexual orientation, gender, gender expression, pregnant or parenting status, and LGBTQ (lesbian, gay, bisexual, transgender, queer) identity. You can file a report and seek support and resources through the [UW’s Title IX Office](#). All students are required to take the [Husky Prevention and Response Student Course](#).

CHILDCARE ASSISTANCE PROGRAM

[The Childcare Assistance Program](#) (formerly known as Student Parent Resource Center) is designed to assist UW Seattle Campus students in covering the costs of licensed childcare for their children (ages birth – 12 years old) while enrolled in an eligible program of study. Location: 105 Schmitz Hall | 206-543-1041 | caposfa@uw.edu

STUDENT LEGAL SERVICES (SLS)

[Student Legal Services \(SLS\)](#) is a law office on the UW-Seattle campus that provides confidential legal advice and representation to current students, including a free 40-minute legal consultation. Location: HUB 306 | 206-543-6486

STUDENT INFORMATION UPDATES

Students are responsible for updating directory information (e.g., email address, current address, telephone, emergency contacts, and authorization to release information) through:

- UW Office of the Registrar online (myuw.washington.edu) using your UW Net ID or by phone at 206-543-3868, 24-hours a day
- It is important that directory information be kept current, as important messages from the school and University are sent to students based on what is listed in these records

CRISIS RESOURCES

CRISIS CLINIC

The Crisis Clinic provides immediate help to individuals, families and friends of people in emotional crisis. The clinic can help you determine if you or your loved one need professional consultation and can link you to the appropriate services. They can provide immediate language interpretation in more than 155 languages. Calls are anonymous and confidential.

24-Hour Crisis Line: 206-461-3222 or 866-4CRISIS (866-427-4747)

CRISIS CHAT

CrisisChat is part of a national crisis chat network. They offer online chat option for someone who needs to talk, but prefers to communicate online instead of over the phone. <https://988lifeline.org/chat/>

KING COUNTY 2-1-1 COMMUNITY RESOURCES ONLINE (CRO)

Dial 2-1-1 or 206-461-3200 or 800-621-4636. The most up-to-date and comprehensive database of health and human services available for all of Washington State.

POLICY ON SEXUAL HARASSMENT

Federal Laws and UW Policy prohibit all forms of sexual harassment. Visit the [UW Health and Wellness website](#) about Sexual Harassment for more details about rules and definitions, how to and where to seek help, and more. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either an implicit or explicit condition of an individual's academic, work, living environment or participation in a University community
- Submission or rejection of such conduct is used as the basis for a decision that affects an individual's academic, work, living environment or participation in a University community
- The conduct is sufficiently severe, persistent or pervasive that it could reasonably be expected to create an intimidating, hostile or offensive learning or work environment, or has the purpose or effect of unreasonably interfering with an individual's academic, work, living environment, or participation in a University community

Students may also contact the following:

- CRHealth & Wellness Advocate: hwadvoc@uw.edu
- University Complaint Investigation and Resolution Office (UCIRO)
- [Title IX Investigation Office](#)
- UW SafeCampus or 206-685-SAFE (7233)
- UW Police Department
- In the case of emergency, always call 911

EMERGENCY FUNDING AND FOOD RESOURCES

[UW Emergency Aid](#) is for unexpected cost and needs for currently enrolled students.

[UW Food Pantry](#) provides food to students, staff and faculty who are experiencing food insecurity.
Location: Poplar Hall 210, 1311 NE 41st St.

[University District Food Bank](#) partners with UW Food Pantry and serves residents in zip codes 98102, 98103, 98105, 98112, 98115 and 98125.

Location: 5017 Roosevelt Way NE

PSYCAP STUDENT EMERGENCY FUND:

From PSYCAP faculty and staff donations, our PSYCAP student emergency fund offers \$20 Safeway e-gift cards to students.

To request: Email the Program Specialist (psychma@uw.edu) to request the Safeway e-gift card be sent to you electronically to your UW email address.

Availability: Students may ask for one emergency food gift card once a month. Because available funds are limited, we may not be able to approve all requests.

APPENDIX A: PRACTICUM CONTRACT

PRACTICUM CONTRACT FOR UW MA APPLIED PSYCHOLOGY STUDENTS

Student Name:

Student ID:

UW email:

Telephone:

Site Supervisor:

This document forms a contract between {insert student name}, a graduate student in the University of Washington MA Program in Applied Child and Adolescent Psychology: Prevention and Treatment (hereafter “student”) and {insert AGENCY name}, a mental health practicum site (hereafter referred to as “site”), including the site’s supervisor (hereafter “supervisor”).

Terms of Contract

This contract will begin on (First day of the Autumn quarter) and end on (Last day of Summer Term B of the following year).

Practicum Start/End Date. Students shall begin their practicum (defined as first week in which a student begins his/her practicum schedule) *no earlier than the first week of UW’s Autumn quarter*. Students must end their practicum **by the last day of UW’s Summer Term B of student’s graduation year**.

{NOTE INTERNAL USE ONLY: For sites that are less than eleven months (i.e., nine or ten months), students may end their practicum during the last week of June 2023 (for nine-month practicum placement) or during last week of July (for 10-month practicum placement)}.

Both the student and the site/site supervisor have specific responsibilities and expectations to fulfill, which are outlined in this contract.

Student Responsibilities and Expectations:

Ethical behavior and professionalism

1. The student will always conduct themselves in a professional and ethical manner in all practicum activities.
2. The student is responsible for adherence to the relevant ethical codes and legal statutes governing mental health practice in the state of Washington.
3. The student will adhere to the site’s standards, policies, and regulations.

Clinical Hours and Practice at Site

4. The student is to be involved in providing an array of mental health services at the practicum site. All work will be done under supervision from an approved supervisor, who will be a licensed mental health professional with commensurate training and experience.
5. The student will complete an average of 16 hours weekly at the site {OR 18-20 hours weekly for 10-month placements}, {OR 21-23 hours for 9-month placements), with *a minimum of 40%* and a maximum of 65% of the overall time being spent in direct services/direct client contact.
6. The student will be prepared for and attend on time all required functions of the practicum site, including but not limited to client sessions/meetings, clinical staff meetings, trainings, and supervision meetings. If the student is unable to attend required supervision or other meetings, they must notify their supervisor and/or appropriate person as soon as the student is aware of the need to be absent.
7. The student will keep appropriate case notes and records of every session to be reviewed by the site supervisor. The student is expected to complete all documentation on time per site policies and expectations.
8. The student will adhere to the agreed upon weekly practicum schedule set up in collaboration with the supervisor and practicum site. It is expected that the student will notify directly and promptly their supervisor and any designated site personnel if they are unable to attend practicum for any reason (e.g., sickness, medical or personal leave), or if they need to change their schedule.
9. The student is expected to remain at their practicum site for the duration of the practicum period as stated above, regardless of the number of total hours achieved prior to the practicum end date.
10. The student will maintain confidentiality of practicum site's, affairs, records, and case materials. Failure to do so could result in additional action by the practicum site, being placed on probation, or termination from the practicum site and a failing grade for the practicum course.

Supervision

11. The student will take an active role in supervision by developing personal goals and helping structure supervision sessions by sharing needs and concerns for continued professional development.
12. The student will actively participate in and make effective use of supervision (e.g., presents cases, brings in patient data, etc.), demonstrate receptiveness to the supervision process, and adjust clinical practice accordingly based on supervisor directives and/or feedback.
13. The student will communicate effectively and in a timely manner with the supervisor, including but not limited to the content and scope of sessions, about individuals who are at risk, needs, or concerns).

14. The student will become familiar with the UW MA program's learning objectives and expected competencies (see Appendix A below) as it pertains to their practicum training. The student will seek clarification on these as needed.
15. The student will inform the Associate Director of Clinical Training and Community Engagement of any potential change in their site supervisor as soon as such change becomes known.

NOTE TO SUPERVISORS: IF APPLICABLE, PLEASE ADD SITE SPECIFIC EXPECTATIONS OR RESPONSIBILITIES HERE, USING UNDERLINE TO REFLECT ADDITIONS.

Site/Site Supervisor Responsibilities and Expectations:

Orientation, Clinical Hours & Practice at Site

1. The site and site supervisor are to provide opportunity for the practicum student to be involved in various professional activities through both observation and direct service delivery and ensuring that a minimum of 40% and a maximum of 65% of a student's total practicum hours is spent providing direct services.
2. The supervisor will become familiar with the program's learning objectives and expected student competencies (see Appendix A) as it pertains to the student's practicum experience. The supervisor will also ensure that other staff who are involved in training and/or evaluating the student will be made aware of both student and site expectations, and program learning objectives.
3. At the outset of practicum, the supervisor will sufficiently orient the student to the site, including a thorough discussion of the site policies and procedures.
4. At the outset of practicum, the supervisor will communicate with the student any site-specific clinical expectations or requirements that are in addition to those described herein. The supervisor will also discuss with the student training needs, such as desired client populations, type and practicum, and supervision arrangements, etc., and establish a schedule for the year.
5. Supervisor and site will ensure the student's practicum schedule shall not conflict with the student's established course schedule through the UW MA program.
6. The site will designate an appropriate workspace and necessary resources (e.g., computer, office supplies, etc.) for the student to fulfill practicum requirements.

Supervision

7. Primary supervisors must be licensed in their field and competent in the area to be supervised. The supervisor will provide a minimum of one hour of individual supervision of the student weekly and additional supervision as needed. On site supervision from a licensed mental health professional will

always be available whenever a practicum student is providing services, although this person does not have to be the primary supervisor.

8. The site and/or supervisor shall notify the Associate Director of Clinical Training and Community Engagement (in writing) if there is an expected change in the student's supervisor. The Site should make prompt arrangements for another suitable supervisor to avoid disruption in the student's training and clinical work.
9. The supervisor assumes responsibility for case assignment to the practicum student to ensure that assignments are consistent with the skill level of the practicum student. Work with mental health emergencies will be limited, and site supervision/direction will be readily available should the student encounter an emergency.
10. The supervisor will observe the student performing direct clinical services for a minimum of 30 minutes at least once per quarter (i.e., every 3 months) and provide feedback to the student thereafter. Observation can take the form of live, recorded (audio or video) or via co-therapy.
11. The supervisor will regularly review student case notes and records and give feedback on such documentation. The supervisor will assist the student in completing all documentation in a professional and timely manner.

Evaluation, Feedback, and Monitoring

12. The supervisor will complete a written summative evaluation of the student four times during the practicum period that includes two brief and two full evaluations: a) at the end of the Autumn quarter (end of November); b) at the end of the Winter Quarter (end of February), c) during the spring quarter (mid-May) and d) at the end of the practicum period (end of July). Supervisors will review these evaluations individually and verbally with the student. These evaluations will be provided by the UW MA Program (via Time2Track platform) and submitted online. Sample copies of these evaluations will be provided to the student and supervisor prior to or at the start of practicum.
13. The primary supervisor is expected to give regular formative feedback to the student during weekly supervision meetings. The supervisor will ensure that other staff who are involved in observation and/or training of the student are sufficiently prepared in advance of the student's arrival and involve them in contributing to the student's learning and the site's feedback process. Supervisor will inform the student of the observation and feedback processes at the site.
14. The supervisor will respond promptly to all communications from the student, the MA program staff, and/or Associate Director of Clinical Training and Community Engagement.
15. The supervisor will be available to participate in site visits performed by the UW MA Program.

- 16. The primary supervisor should notify the Associate Director of Clinical Training and Community Engagement directly as soon as it is known that there are questions or concerns about the student’s performance or adjustment at practicum. Any concerns or problems regarding student performance, adjustment, behavior, or failure to meet site expectations or make sufficient progress at the site (e.g., attendance, substandard clinical work, professionalism, interpersonal functioning) will be shared by the supervisor with the student and with the Associate Director of Clinical Training and Community Engagement.
- 17. The supervisor will be available to discuss student performance with the Associate Director of Clinical Training and Community Engagement for the University of Washington’s MA in Applied Child and Adolescent Psychology program. If warranted, the supervisor will participate and collaborate with the Associate Director of Clinical Training and Community Engagement in the development of a performance improvement plan to address student performance deficits.

Termination or resignation from practicum site. If the site wishes to terminate the student from a placement or the student wishes to resign from a practicum site, they must first contact the UW MA Associate Director of Clinical Training and Community Engagement to discuss the circumstances for such a decision before taking any steps to terminate or resign.

Failure to meet practicum responsibilities and expectations. If the student does not meet the above listed responsibilities and expectations, fails to meet required competencies, and/or fails to meet requirements for graduation from the UW MA Program, they may be required to extend their practicum placement at the site, be placed at another practicum site to complete their requirements, or some other action to be determined depending on the circumstances surrounding failure to meet required competencies and expectations. Such circumstances would cause a delay in graduation.

We, the undersigned, understand and agree to these terms.

X

Student Signature and Date signed

X

Site Supervisor Signature and Date signed

X_____

Associate Director of Clinical Training & Community Engagement (ADCTCE) and Date Signed

Contact information for ADCTCE:

Georganna Sedlar, PhD

email: grs1@uw.edu

PRACTICUM CONTRACT Appendix- UW MA Program Learning Outcomes

Upon graduating from the program students will have developed skills and competencies to:

1. Diagnose psychosocial difficulties and disorders in children and youth.
2. Assess, select and implement intervention activities based on evidence-based practices.
3. Deliver evidence-based psychosocial interventions for children and youth with anxiety, trauma symptoms, mood disorders, behavior problems, emotional regulation difficulties, and complex needs.
4. Obtain foundational knowledge of effective treatment that is generalizable to other evidence-based treatments or programs.
5. Use multiple tools to assess and analyze prevention and intervention needs for specific therapeutic contexts.
6. Acquire and implement strategies for success in conducting professional interactions (e.g., mindfulness, effective listening, and effective verbal and written communication as appropriate to the field).
7. Understand and apply ethical principles involved in the delivery of interventions for children and youth.
8. Establish professional connections for career advancement.
9. Work effectively and sensitively with families with diverse cultural backgrounds, experiences, and contexts.

APPENDIX B: PRACTICUM SITE EVALUATION OF STUDENT PERFORMANCE: BRIEF VERSION

This form will be completed by primary supervisors during Autumn Quarter and again in Spring Quarter.

Instructions for Supervisors: We hope this form guides a collaborative discussion of strengths, areas of growth, and areas to focus on for continued clinical training and development. Please fill out this form with your supervisee, or fill it out in advance and then review fully with your supervisee, adding information from your discussion as needed. When you have completed your collaborative review, please submit via Time2Track. This will first go to your supervisee so that we know you have both reviewed it. Then it will be transmitted to the UW MA Program. Please know that students may raise concerns about the evaluation, initiate an appeal, or contest the evaluation by speaking to the Associate Director of Clinical Training and Community Engagement, Georganna Sedlar, PhD (grs1@uw.edu).

Please rate your supervisee using the scale below on the following identified competencies relative to what you would expect given where they are at in their training. There is an opportunity to provide comments for your ratings for each domain as well. If your supervisee does not have opportunity to engage in a particular skill or behavior at the practicum site, please select "N/A - not applicable". If you have no knowledge of that area or have not had a chance to observe the student performing in this area, please check "N/O - not observed." If you have any questions about completing this evaluation, please email the Associate Director of Clinical Training and Community Engagement at grs1@uw.edu.

- 1: Poor/Substantially below expectations
- 2: Somewhat below expectations
- 3: Adequate/Meeting expectations
- 4: Somewhat above expectations
- 5: Outstanding/substantially above expectations
- N/A: (not applicable)
- N/O: Not observed

1: Poor/Substantially below expectations; 2: Somewhat below expectations; 3: Adequate/meeting expectations; 4: somewhat above expectations; 5: Outstanding/substantially above expectations; N/A: Not applicable; N/O Not Observed

	1	2	3	4	5	N/ A	N/ O
Psychological Knowledge (e.g., demonstrates sufficient psychological knowledge about the range of normal and abnormal behavior; applies core scientific conceptualizations of human behavior in clinical work with clients; Displays knowledge, understanding, and application of the concept of evidence-based practice).							
Professional Communication (e.g., ability to write clear and coherent clinical related communications/documentation, Ability to orally present case information during supervision or group settings. Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated, Demonstrates a sufficient grasp of professional language and concepts in their professional communications)							
Case conceptualization/formulation skills (e.g., develops a clear formulation which draws upon appropriate evidence-based theory to offer a concise, comprehensive and personalized explanation of relevant history, triggers and maintaining features of the patient’s problem)							
Interpersonal Skills (e.g., develops and maintains effective relationships with a wide range of individuals, Demonstrates effective interpersonal skills and the ability to manage difficult communication well).							

Therapeutic alliance (e.g., ability to establish a working therapeutic relationship).							
Assessment, Evaluation and Diagnostic Skills (e.g., skill in interviewing, ability to diagnose psychosocial difficulties and disorders in children and youth, ability to identify appropriate evidence based practice based on assessment information)							
Therapy & Intervention skills [e.g., displays basic counseling skills; defines, clarify and specify clinical intervention targets based on both relevant evidence-based theory and the patient’s specific case formulation; selects appropriate interventions guided by appropriate theory-based practice or practice based on evidence; effectively reviews, plans and assigns homework; ability to appropriately track patient progress, effectively paces session, balances focus on important issues with flexibility, address client motivation as needed, systematically implements appropriate evidence based interventions with fidelity and flexibility to address clinical target(s)].							
Cultural awareness and humility, sensitivity to clients’ identities (e.g., demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves; demonstrates knowledge of current theoretical and empirical knowledge base as it relates to addressing diversity-related factors in the context of providing clinical services and in							

<p>supervision; integrates awareness and knowledge of individual and cultural differences in the conduct of professional roles, demonstrates the requisite knowledge base and ability to articulate an approach to working effectively with diverse individuals and groups, applies treatment approaches with diverse individuals and groups effectively in their professional work; demonstrates cultural sensitivity and responsivity when implementing evidence based interventions with diverse patient populations, identities, and backgrounds.)</p>							
<p>Use of and response to supervision (e.g., comes to supervision prepared, makes effective use of supervision, receptive to feedback and adjusts practice accordingly, demonstrates flexibility, communicates effectively with supervisor)</p>							
<p>Professionalism (e.g, timeliness, conscientiousness, complies with practicum site’s policies and procedures, displays a professional manner, possesses emotional stability and maturity, shows awareness of and attention to self-care, seeks supervision and consultation with appropriate supervisors when needed)</p>							
<p>Sensitivity to and awareness of ethical and legal issues (e.g., knowledgeable about and acts in accordance with relevant laws, ethical codes, professional standards/guidelines, works to resolve ethical dilemmas with appropriate decision making, conducts self in an ethical manner in all professional activities)</p>							
<p>Clinical documentation/note-keeping (e.g., clinically logical, timeliness, conciseness)</p>							

<p>Self-reflection and self-assessment skills (e.g., demonstrates awareness of their own clinical competencies and areas for continued development, engages in self-reflection regarding their personal and professional functioning)</p>							
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Notes/Comments on Ratings:

Please explain in the space below. If concerns are present, please specify the concerns and recommend strategies for improvement.

What would you identify as the areas where your supervisee could benefit from continued clinical skill development and training?

What do you see as your supervisee's greatest strengths in their clinical work? What did you most appreciate about their use of supervision to support their clinical work?

Upon completion of the evaluation, it is required that this evaluation is reviewed in its entirety with the student, individually and verbally. Please check this box to attest that this evaluation was reviewed with the student. ____

APPENDIX C: PRACTICUM SITE EVALUATION OF STUDENT PERFORMANCE: FULL VERSION

This form will be completed by primary supervisors during Winter Quarter and again in Summer Quarter.

Instructions for Supervisors: We hope this form guides a collaborative discussion of strengths, areas of growth, and areas to focus on for continued clinical training and development. Please fill out this form with your supervisee, or fill it out in advance and then review fully with your

supervisee, adding information from your discussion as needed. When you have completed your collaborative review, please submit via Time2Track. This will first go to your supervisee so that we know you have both reviewed it. Then it will be transmitted to the UW MA Program.

Please know that students may raise concerns about the evaluation, initiate an appeal, or contest the evaluation by speaking to the Associate Director of Clinical Training and Community Engagement, Georganna Sedlar, PhD (grs1@uw.edu).

Please rate your supervisee using the scale below on the following identified competencies relative to what you would expect given where they are at in their training. There is an opportunity to provide comments for your ratings for each domain as well. If your supervisee does not have opportunity to engage in a particular skill or behavior at the practicum site, please select "N/A - not applicable". If you have no knowledge of that area or have not had a chance to observe the student performing in this area, please check "N/O - not observed." If you have any questions about completing this evaluation, please email the Associate Director of Clinical Training and Community Engagement at grs1@uw.edu.

- 1: Poor/Substantially below expectations
- 2: Somewhat below expectations
- 3: Adequate/Meeting expectations
- 4: Somewhat above expectations
- 5: Outstanding/substantially above expectations
- N/A: Not applicable
- N/O: Not observed

PSYCHOLOGICAL KNOWLEDGE

- Demonstrates sufficient psychological knowledge about the range of normal and abnormal behavior

- Applies core scientific conceptualizations of human behavior (e.g., behavioral principles, parent-child relationship) in clinical work with clients
- Displays knowledge, understanding, and application of the concept of evidence-based practice

Notes/Comments on Ratings:

PROFESSIONAL COMMUNICATION AND INTERPERSONAL SKILLS

- Ability to write clear and coherent progress notes
- Ability to write clear and coherent case formulations
- Ability to write clear and coherent treatment plans, summaries, and/or discharge plans
- Ability to orally present case information during supervision or group settings
- Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, allied professionals, supervisors, and those receiving professional services
- Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated
- Demonstrates a sufficient grasp of professional language and concepts in their professional communications
- Demonstrates effective interpersonal skills and the ability to manage difficult communication well

Notes/Comments on Ratings:

CLINICAL COMPETENCIES AND SKILLS

Assessment, Evaluation and Diagnostic Skills

- Degree of skill in interviewing (establish rapport, observational abilities, problem conceptualization, formulate appropriate diagnostic impressions)
- Ability to understand patients' psychological functioning through observations, interviews, and patient data (e.g., standardized measures)
- Ability to diagnose psychosocial difficulties and disorders in children and youth
- Ability to identify appropriate evidence based practice based on assessment information

Therapy Skills

- Displays basic counseling skills (e.g., accurate empathy, positive regard, attending behavior, active listening)

- Ability to establish a working therapeutic relationship
- Ability to define, clarify and specify clinical intervention targets based on both relevant evidence-based theory and the patient's specific case formulation
- Ability to select interventions guided by appropriate theory-based practice or practice based on evidence when possible
- Ability to systematically implement appropriate evidence based practices or interventions with fidelity and flexibility to address clinical target(s)
- Demonstrates awareness of their own clinical competencies and areas for continued development
- Ability to identify and effectively address a patient's ambivalence or low motivation for treatment
- Ability to effectively review, plan and assign homework as part of the therapy process
- Ability to facilitate patient's and/or caregiver's understanding of homework tasks and their importance
- Ability to appropriately track patient progress over the course of treatment (e.g., select and administer appropriate measures of the clinical target, and make effective use of information)
- Ability to effectively pace and manage time within the therapy session that is appropriate to the therapy context and patient's capacity for learning
- Ability to maintain focus on important issues, while also demonstrating appropriate flexibility in response to unanticipated issues

Notes/Comments on Ratings:

MULTICULTURAL AWARENESS AND RESPONSIVENESS

- Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves
- Demonstrates knowledge of current theoretical and empirical knowledge base as it relates to addressing diversity-related factors in the context of providing clinical services (such as assessment and intervention) and in supervision
- Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., applying a framework for working effectively with areas of individual and cultural diversity not previously encountered; work effectively with individuals whose group membership, demographic characteristics, or worldviews conflict with their own)

- Demonstrates the requisite knowledge base and ability to articulate an approach to working effectively with diverse individuals and groups
- Applies treatment approaches with diverse individuals and groups effectively in their professional work
- Demonstrates cultural sensitivity and responsiveness when implementing evidence based interventions with diverse patient populations, identities, and backgrounds

Notes/Comments on Ratings:

USE OF AND RESPONSE TO SUPERVISION

- Comes to supervision well prepared (e.g., identifies areas to address, brings in questions, knows about their clients)
- Makes effective use of supervision (e.g., presents cases, brings in patient data, etc.)
- Demonstrates intellectual curiosity and openness to learning during supervision
- Demonstrates flexibility during supervision (open to various points of view)
- Receptive to constructive feedback and suggestions and/or recommendations during supervision
- Adjusts clinical practice as needed based on feedback
- Communicates effectively with supervisor
- Shows openness and willingness to contribute own viewpoint and ideas to the supervision process
- Student's reliance on supervision to conceptualize cases and plan interventions is appropriate for their level of training

Notes/Comments on Ratings:

ETHICAL BEHAVIOR AND PROFESSIONALISM SKILLS

- Completes required documentation (e.g., progress notes, treatment plans, etc.) in a timely manner
- Keeps records up to date
- Attends meetings, patient appointments and all other required practicum activities on time
- Notifies supervisor (or designated personnel) appropriately and in a timely manner re: absences, requests for leave, etc.
- Complies with practicum site's policies and procedures

- Displays a professional manner, including appropriate attire
- Engages in self-reflection regarding their personal and professional functioning
- Shows awareness of and attention to self-care (i.e., engages in activities to maintain and improve performance, well-being, and professional effectiveness)
- Possesses emotional stability and maturity
- Responds professionally in increasingly complex situations with a greater degree of independence as they progress across their training
- Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others
- Is knowledgeable of and acts in accordance with current relevant ethical codes
- Is knowledgeable of and acts in accordance with the relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels including mandatory reporting
- Is knowledgeable of and acts in accordance with and relevant professional standards and guidelines
- Recognizes ethical issues/dilemmas as they arise and works to resolve them appropriately using ethical decision making processes
- Conducts self in an ethical manner in all professional activities.
- Seeks supervision and consultation with appropriate supervisors when needed

Notes/Comments on Ratings:

What would you recommend as an overall rating for this student to date?

- Exceptional** (displays exceptional competence, functions autonomously, professional level)
- Excellent** (consistently exceeds expectations for acceptable work, functions with high autonomy)
- Above average** (frequently exceeds expectations for acceptable work, functions well with supervision)
- Average** (meets expectations, average competence, functions adequately with supervision)
- Below average** (generally meets expectations, functions adequately with close supervision)
- Poor** (occasionally meets expectations, requires much supervision, needs improvement)
- Very poor** (seriously below expectations, requires extensive remediation)

Qualitative evaluation of student performance

Please complete the following open-ended questions:

- 1. Do you have any concerns about your supervisee continuing to do clinical work? Please explain in the space below. If concerns are present, please specify the concerns and recommend strategies for improvement:**
- 2. Please comment on your supervisee's growth/ progress over the course of supervision.**
- 3. What would you identify as the areas where your supervisee could benefit from continued clinical skill development and training?**
- 4. What do you see as your supervisee's greatest strengths in their clinical work? What did you most appreciate about their use of supervision to support their clinical work?**

Additional comments/feedback (optional):

Upon completion of the evaluation, it is required that this evaluation is reviewed in its entirety with the student, individually and verbally. Please check this box to attest that this evaluation was reviewed with the student. ___

APPENDIX D: PROFESSIONAL DEVELOPMENT FUND



PSYCAP PROFESSIONAL DEVELOPMENT (PD) FUND APPLICATION

MASTER OF ARTS IN APPLIED CHILD & ADOLESCENT PSYCHOLOGY: PREVENTION & TREATMENT

Student Eligibility: Any currently enrolled PSYCAP student maintaining a minimum of 3.0 cumulatively and for every quarter of coursework, who have no outstanding coursework from previous quarters

Funding Eligibility: Training, workshop, professional association dues, up to **\$50/student** throughout duration of program

INSTRUCTIONS:

1. Fill out this form and submit *at least two weeks prior* to professional development (PD) event or dues deadline.
2. Email/attach PD opportunity details:
 - Detailed information on how the program will pay for the cost (i.e. contact information, link, or website information). Students seeking PD funding approval are not to pay for the event/fee before receiving approval.
 - Short description of PD opportunity and how it will enhance your development
3. Email form to Program Specialist, Chelsea Melton at psychma@uw.edu.
4. Students will receive approval/denial within one week after the receipt of the request. Once approval is granted, the student may pay and receive reimbursement up to \$50.

Full Name:		UW SID:	
<input type="checkbox"/>	Check the box if you are you a foreign national (ie: if are you <i>not</i> a naturalized citizen of the United States).		
<input type="checkbox"/>	Check the box if you are an active UW employee. If you <i>are</i> an active UW employee, what is your employee ID number? <i>Your employee ID number is a 9-digit number starting with 8. It can be found on your employee Husky Card or by logging in to Workday and going to Personal Information > About Me and looking under Job Details.</i>		
UW Email:			
Permanent Home Address:			
STREET:		UNIT #:	
CITY:	STATE:	ZIP:	

APPENDIX E: BIAS INCIDENT REPORTING PROCEDURES

Bias Incident Reporting Procedures Masters in Applied Child and Adolescent Psychology: Prevention and Treatment Program (PSYCAP) (Updated 2022.05.04)

A bias incident is any discrimination or harassment against a member of the university community based on perception of race, color, creed, religion, national origin, citizenship, sex, pregnancy, age, marital status, sexual orientation, gender identity or expression, genetic information, disability or veteran status. Something does not necessarily need to rise to the level of a hate crime (malicious harassment as defined in RCW 9A.36.080) to constitute a bias incident. Reports of a bias incident can be made about program leadership, faculty and/or students.

Reporting bias is a courageous act, and it involves the reliving of difficult experiences. The PSYCAP program appreciates the brave actions of individuals who bring these incidents to light. The program commits to supporting and listening to individuals who report bias incidents (from here on, referred to simply as "reporters") to understand and remedy bias incidents to create an environment where we better live up to our ideals of inclusion, fairness, justice, and accountability. We will make every effort to provide support to all those reporting bias incidents. Retaliation is unacceptable and unlawful and reporters will be protected to avoid retaliation.

Resolutions will vary as a function of incidents and history of reports, and can include individual and group-based trainings, behavior change plans, formal apologies, restorative justice approaches, informal mediation, community healing events, as well as referrals of the incident to appropriate institutional committees, such as UCIRO (see description below), Title IX Office (see description below), Community Standards and Student Conduct, and faculty adjudication proceedings (see Chapter 28 of the faculty code). Annually, the Program Director will disseminate a report on the aggregate nature of biased complaints that were reported, as well as the resolutions. These reports, which will anonymize and minimize the identifiability of individuals involved, will be posted on the program's web pages.

Bias incidents can be reported in many ways, and these various approaches are described below. More than one reporting strategy can be used, and the choice depends upon your goals. Individuals may bring biased incidents that they personally experienced, witnessed involving others, or were reported to them by others. Reports of bias can be brought to:

Ways to Report Bias Incidents and Adverse Events	
TOOL	DESCRIPTION
Program Anonymous Comment Box	This box (linked here) is checked by the Program Specialist weekly. It is set up with the lowest level of security (Anyone accessing the link can enter a comment) and does not collect names or UWNets. Note: although names of reporters will not be revealed, depending on the nature and circumstances of the complaint, it might be

	<p>difficult to maintain the anonymity of the reporter given the size and composition of the class.</p>
<p>Reporting to a Trusted Faculty Member in the UW Master’s Program or DEI Committee Member</p>	<p>A student can approach a trusted faculty member or DEI Committee member to communicate concerns or initiate a bias incident report. A student can also ask another student to bring the report to a trusted faculty member or DEI Committee member. The student can convey to the faculty/DEI member their preference for: 1) maintaining anonymity, 2) whether they want their communication should be escalated, 3) if escalated, <u>who escalates</u> (student or faculty member), <u>to whom</u> (Comment Box, Faculty Leadership, DEI Committee), <u>what information to include</u>, and 4) <u>preferred method for feedback</u> and updating on response. The faculty/DEI member should also facilitate support for the student at this time.</p>
<p>UW Psychology Department Diversity Advocacy Team</p>	<p>A member of <u>Psychology's Diversity Advocacy Team</u> will collaborate with the student, or work on their behalf, to communicate the biased incident to program Faculty Leadership or the DEI Committee. Reporters can direct reports to a specific member of the team with whom they might feel most comfortable. https://psych.uw.edu/diversity/advocacy-team</p>
<p>A Faculty Member or Clinical Supervisor Outside of the Master’s Program</p>	<p>Individuals are welcome to choose a trusted faculty member or clinical practicum supervisor outside of the UW Masters program to speak with about bias incidents and request that they discuss the incident with a member of the DEI committee.</p>
<p>UW Climate Resources (these are non-legally focused independent/ external offices that aim to resolve conflict and bias)</p>	<p><u>UW Bias Incident Advisory Committee</u> The website states: "For the purposes of the Bias Incident Advisory Committee, a bias incident is any discrimination or harassment against a member of the university community based on perception of race, color, creed, religion, national origin, citizenship, sex, pregnancy, age, marital status, sexual orientation, gender identity or expression, genetic information, disability or veteran status. Something does not necessarily need to rise to the level of a hate crime (malicious harassment as defined in RCW 9A.36.080) to constitute a bias incident." Bias Incidents can be reported to the committee with the <u>Bias Reporting Tool</u>.</p> <p>2. <u>UW Office of the Ombud</u> According to the website: "<i>Our mission is to provide high quality, client-focused services for preventing, managing, and resolving conflict at this university. Through active participation in the problem-solving process, clients develop the ability to prevent, manage, and resolve future conflict. We serve the entire University of Washington community by providing a collaborative and confidential environment to discuss your situation, consider options, and develop a plan for the future.</i>"</p>

<p>UW Compliance Structures (these are UW offices independent of our program that determine whether legal civil rights were violated)</p>	<p><u>University Complaint Investigation and Resolution Office (UCIRO)</u> https://www.washington.edu/compliance/uciro/ UCIRO investigates complaints that a University employee has violated the University's non-discrimination and/or non-retaliation policies. A UCIRO investigation may be requested either by an individual with a complaint about a University employee or by the administrative head of a University organization. UCIRO investigates complaints about incidents that occurred only in the last 365 days.</p> <p>2. <u>UW Title IX Office</u> https://www.washington.edu/titleix/ For complaints that a University student has violated the sexual misconduct provisions of the Student Conduct Code. Title IX, Washington State law, and University of Washington policy prohibit discrimination based on sex, sexual orientation, gender, gender expression, pregnant or parenting status, and LGBTQ (lesbian, gay, bisexual, transgender, queer) identity.</p>
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Procedures for Specific Reporting Options

Anonymous Comment Box

[The Anonymous Comment Box](#) is checked by the Program Specialist weekly. It is set up with the lowest level of security (Anyone accessing the link can enter a comment) and does not collect names or UWNetIDs.

Note: although names of reporters will not be revealed, depending on the nature and circumstances of the complaint, it might be difficult to maintain the anonymity of the reporter given the size and composition of the class.

TIMEFRAME	TARGET DATE	ACTUAL DATE	ACTION STEP
			Incident is Reported , with notated preference for communication directed to Faculty Leadership or DEI Committee
Within 1 week from initial reporting			Incident is Read, Documented into Bias Incident Record, and Reported to Leadership or DEI Committee
Within 3 weeks from initial reporting			DEI Committee or Leadership Meets to discuss incident and initiate creation of actionable steps to address reported incident

<p>Within 4 weeks from initial reporting</p>			<p>Communication to faculty and student body of receipt of an incident report and Proposed Steps/Timeline</p> <ul style="list-style-type: none"> • Communication can come in the form of the weekly email updates, a standalone email, or during a Town Hall meeting • The report or summary of incidents will be communicated in general terms to protect identities, but provides transparency about receipt of incident reports and commitment to engage in actionable steps to address report
<p>Within 8 weeks from initial reporting</p>			<p>Follow Up Communication to faculty and student body of Steps Taken to Resolve Incident</p> <ul style="list-style-type: none"> • Communication can come in the form of the weekly email updates, a standalone email, during Town Hall meeting • This can be communicated in general terms, but provides transparency about actionable steps that were taken to address report <p>Resolutions will vary as a function of incidents and history of reports, and can include individual and group-based trainings, behavior change plans, formal apologies, restorative justice approaches, informal mediation, community healing events, as well as referrals of the incident to appropriate institutional committees, such as UCIRO, Title IX Office, Community Standards and Student Conduct, and faculty adjudication proceedings (see Chapter 28 of the faculty code).</p>

Reporting to a Trusted Faculty Member, DEI Committee Member or other Faculty Member/Clinical Supervisor Outside of the Department

<p>At the time of the Initial Report</p>	<p>NOTE: Reporting to clinical supervisors or outside faculty members will limit the program’s ability to ensure the following procedures/timeframe listed below are followed.</p> <p>Upon receiving a report, the immediate goal is to provide a safe, validating and supportive environment for the reporter, both during the reporting process and in other ongoing interactions the reporter has in the biased context (e.g., current classes).</p> <p>At the time of the initial report, the student can convey to the faculty/DEI member/supervisor their preference for: 1) maintaining anonymity, 2) whether they want their communication should be escalated, 3) if escalated, <u>who escalates</u> (student or faculty member), <u>to whom</u> (Comment Box, Faculty Leadership, DEI Committee), <u>what information to include</u>, and 4) <u>preferred method for feedback</u> and updating on response. The faculty/DEI member should also facilitate support for the student at this time.</p>		
TIMEFRAME	TARGET DATE	ACTUAL DATE	ACTION STEP
<p>If disclosure stays between student and faculty/DEI member</p>			
<p>By One Month from initial reporting (continue monthly as needed)</p>			<p>Faculty/DEI member initiates a follow-up meeting to check on student, continue debriefing, provide supports, and evaluate student interest in maintaining closed communication vs. elevating concerns.</p>
<p>If disclosure elevated to Leadership or DEI Committee</p>			
<p>Within 1 week from initial reporting</p>			<p>Incident is Reported by student, faculty, or DEI member to Leadership or DEI Committee and is Documented into Bias Incident Record</p>
<p>Within 3 weeks from initial reporting</p>			<p>DEI Committee or Leadership Meets to discuss incident and initiate creation of actionable steps to address reported incident</p> <ul style="list-style-type: none"> • If requested, student is informed of meeting date

<p>Within 4 weeks from initial reporting</p>			<p>Communication to faculty and student body of receipt of an incident report and Proposed Steps/Timeline</p> <ul style="list-style-type: none"> • Communication can come in the form of the weekly email updates, a standalone email, or during a Town Hall meeting • The report or summary of incidents will be communicated in general terms to protect identities, but provides transparency about receipt of incident reports and commitment to engage in actionable steps to address report
<p>Within 8 weeks from initial reporting</p>			<p>Follow Up Communication to the student individually and/or faculty and student body of Steps Taken to Resolve Incident</p> <ul style="list-style-type: none"> • Communication can come in the form of an individual meeting (if student requests/prefers), the weekly email updates, a standalone email, during Town Hall meeting • For large group communications, this can be communicated in general terms, but provides transparency about actionable steps that were taken to address the report <p>Resolutions will vary as a function of incidents and history of reports, and can include individual and group-based trainings, behavior change plans, formal apologies, restorative justice approaches, informal mediation, community healing events, as well as referrals of the incident to appropriate institutional committees, such as UCIRO, Title IX Office, Community Standards and Student Conduct, and faculty adjudication proceedings (see Chapter 28 of the faculty code).</p>

UW Psychology Department Diversity Advocacy Team

<https://psych.uw.edu/diversity/advocacy-team>

The Psychology Diversity Advocacy Team is composed of faculty, staff, and students who are trained in bias reporting resources, and who are committed to increasing diversity, equity, and inclusion in the Department of Psychology. The Chair of the Department of Psychology has agreed to extend the services of the Diversity Advocacy Team to students in the UW Masters in Applied Child and Adolescent Psychology program.

At the time of the Initial Report	<p>Upon receiving a report, the immediate goal is to provide a safe, validating and supportive environment for the reporter, both during the reporting process and in other ongoing interactions the reporter has in the biased context (e.g., current classes).</p> <p>When a report is received, at least one member of the Psychology Diversity Advocacy Team will meet with the reporter to solicit information about the incident and the desired resolution. They also will ask reporters whether they would prefer to remain anonymous when the report is brought to the DEI Committee/Faculty Leadership team. Note: although names of reporters will not be revealed, depending on the nature and circumstances of the complaint, it might be difficult to maintain the anonymity of the reporter given the size and composition of the class.</p>
What happens next?	<p>When the reporter is not anonymous, a member from the DEI Committee or Faculty Leadership team will speak with the reporter to ask whether they would prefer to remain anonymous or known during the resolution process. Note: although names of reporters will not be revealed, depending on the nature and circumstances of the complaint, it might be difficult to maintain the anonymity of the reporter given the size and composition of the class.</p> <p>The member of the Psychology Diversity Advocacy Team will communicate with the individual whose behavior was reported, and seek a resolution for the individual and broader program where appropriate. The individual making a bias report will be kept informed of the timing and outcome of the resolution process and will be made aware of university resources. Resolutions will vary as a function of incidents and history of reports, and can include individual and group-based trainings, behavior change plans, formal apologies, restorative justice approaches, informal mediation, community healing events, as well as referrals of the incident to appropriate institutional committees, such as UCIRO, Title IX Office, Community Standards and Student Conduct, and faculty adjudication proceedings (see Chapter 28 of the faculty code).</p>

ATTESTATIONS

Both sides of this form must be signed and dated. When complete, turn this form in by email to:

Program Coordinator
 University of Washington
 Department of Psychology
 Box 351525
 Seattle, WA 98195
psychma@uw.edu

By my signature below *AND* on the following page, I agree to the following:

1. I have read and understand the *Student Handbook for the Master's in Applied Child & Adolescent Psychology: Prevention & Treatment*.
2. I am aware of systems and tools used at the University of Washington (UW) that allow me to access my student information and limits release of this information to the public.
3. I agree to abide by the UW's [Student Code of Conduct](#).
4. I agree to abide by the APA's [Ethical Principles of Psychologists and Code of Conduct](#).
5. I am familiar with the policies and procedures outlined by the school that apply to all students as well as those that apply specifically to graduate students.
6. I am aware that the Student Code of Conduct and policies and procedures are occasionally updated, and that it is my responsibility to stay aware of changes.
7. I am aware that my program is administered by UW Professional & Continuing Education (UWPCE), and that all UWPCE policies with respect to registration, payment schedules, costs and fees and tuition forfeiture apply to me.
8. I am aware of the degree requirements for the program, including the number of credits I must complete (53), the minimum permissible grade for each class (2.7) and the minimum cumulative grade point average for all of my classes (3.0).
9. I am aware that, due to the unpredictability of current COVID-19 conditions, the MA program cannot guarantee my preferred practicum placement location, and the program reserves the right to offer alternative practicum placements and/or arrangements in the event that the original placement plan must be revised.

PRINT NAME

SIGNATURE

DATE

10. At my practicum site(s), if the policies and procedures that govern my position are not made clear during the site's orientation process, I will ask my site supervisor(s) for this information to ensure that I do not violate the integrity of the practicum organization or jeopardize my performance in practicum. I understand that a violation could result in my termination from the practicum assignment, a failing grade in the course and/or possible suspension from the University.
11. I agree to comply with the vaccination/immunization requirements of my practicum site.
12. I agree to allow the University to share the results of my criminal background check with the practicum site(s) to which I am or will be assigned.
13. I will identify myself as a graduate student of the UW to clients/patients/guardians at practicum sites and will provide the name(s) of my site supervisor(s).
14. I understand that I will not receive a passing grade in the practicum unless I demonstrate a minimal level of skill, knowledge and competence along with completing the course requirements.
15. I understand that after graduation from this program I am eligible for licensing as a Licensed Mental Health Counselor in Washington state but cannot participate in the Compact that allows me to practice across state lines.
16. I understand the content in this handbook that pertains to financial aid and financial aid policy is advisory only, and that it is my responsibility to seek counsel through the Office of Student Financial Aid so that I understand the terms of my loan package(s).
17. I understand that if I am a part-time student, the class schedule beginning in Winter quarter of Year 2 will change and I will adjust my other activities accordingly.
18. I understand that tuition increases do occur and the per credit tuition rate in Year 1 may not be the same as the tuition rate beginning June of Year 2 or in future years that I may be in the program.

PRINT NAME

SIGNATURE

DATE

The program uses photography of program events and classes for marketing and informational purposes. Photography can prominently feature students. Students are not required to allow use of their likeness in this way and can decline by leaving this section blank. Photographs of students may still appear in the private Facebook group for the program.

- By affixing my initials below, I give permission to the MA in Applied Child & Adolescent Psychology: Prevention & Treatment program and University to use pictures of me taken at formal and informal program events for marketing and informational purposes.

INITIALS