
This document reflects policies and procedures for the Ph.D. Program in Clinical-Community Psychology as adopted by program faculty and administration. The document is a living document; changes and modifications may be required and will be vetted by the faculty and administration. On rare occasions, exceptions to policies will be made in the cases of extenuating circumstances which will start at the lowest administrative level possible (i.e., faculty vote and recommendation). The date of the General Policy & Procedures document will always reflect the most recent update.

The University of Alaska Board of Regents approved the discontinuation of the Clinical-Community Psychology PhD program at the University of Alaska Fairbanks effective January 10, 2019. The program no longer admits students to the UAF campus, but will continue admitting students to the UAA campus. As the program is going through a transition, the policies and procedures reflect distinctions between joint governance of the program and sole UAA governance as needed. Most details about this transition plan for the program are found below.

Abbreviations used: PD = Program Director; PC = Program Coordinator;

A. Program Director(s) -

the Program will transition to one Teach-Out PD at UAA who is a single PD, who will be responsible for any remaining teach-out students and governance matters affecting them, students admitted from 2019 and governance matters affecting them, as well as accreditation and monitoring of performance against the standards of accreditation. This will take effect Summer 2019.

1. Functions of PD

PD(s) deal with all of the following issues with the noted committees OR as needed in collaboration with their Department Head(s):

- a. Moderate program faculty meetings
- b. Implement faculty decisions, see Faculty Decision Making below
- c. Convene Admissions, Competencies, and other committees as needed
- d. Address curriculum issues with input from the Curriculum Committee
- e. Resolve programmatic issues with input from the Governance Committee

- f. Address core faculty issues, with Department Head(s) as needed
- g. Engage in problem solving with students regarding progress in the program in collaboration with student advisors
- h.

counseling psychology from a regionally accredited university, tripartite, licensed or license eligible.

at least for three years before the appointment process is repeated. If the PD does not execute the duties and responsibilities, the program faculty by means of a

should be brought to the full faculty for consideration prior to action. Any unapproved departure will be addressed by means of the Conflict Resolution procedure as noted below.

Pursuant to AS 14.20.370 and contained in 20 [AAC 10.020](#), faculty are obligated to abide by the code of ethics and the professional teaching standards adopted by the Professional Teaching Practices Commission. In addition, faculty will abide by the C

- 4) Develop professional communication skills including maintenance of records, report writing, staff consultation, clie

5) How do you personally integrate culture into your work as a psychologist?

_____ Admission to the Ph.D. Program in Clinical-Community Psychology; PSY 623 & 629 Intervention I & II, PSY 611 Ethics; PSY 622 Multicultural Psychopathology)

_____ 1 hour scheduled individual supervision weekly. [NOTE: This is required regardless of the number of credits (i.e., 1, 2 or 3) for which the student has registered.]

_____ 2 hours of scheduled group supervision weekly.

_____ Specific instructions for seeking on-call, ad hoc clinical supervision as clinically indicated (e.g., suicidality, psychotic behavior, acute intoxication.)

_____ Expectation that students come to supervision prepared.

_____ Supervision must include direct observation (live or recorded) of the practicum student providing clinical services.

_____ Use of Clinical Practicum Evaluation Form found on the [program website](#).

_____ Students are expected to accrue 75 practicum hours per credit of Clinical Practicum I (PSY 652) – 75 hours for one credit, 150 hours for two credits, and 225 hours for three credits. Hours can include time for screenings, intakes, therapy, record keeping, supervision, consultation, treatment planning, case preparation and research, and clinic administration. (NOTE: This element states “expected” rather than “required.” This allows reasonable flexibility with the supervisor determining when the student has sufficiently satisfied the practicum requirements without having the student yoked to the 75 hours per credit as a requirement for assigning a letter grade. Remember, the student ultimately must accrue 600 supervised client contact hours in partial fulfillment of the clinical portfolio requirements). A minimum of 40% of practicum hours must be spent in direct client contact.

_____ Students must document all of their practicum experiences. The APPIC-approved software “MyPsychTrack” is strongly recommended, but a similar system for documentation of the student’s clinical contact record is acceptable. Separate documentation is required for each practicum placement and weekly reports must be signed by both practicum student and practicum supervisor(s). The weekly reports will be submitted at the 7th and 15th week of the semester for instructor review. Students are encouraged to keep copies of these documents for preparing their clinical portfolio, pre-doctoral internship application, and licensure application.

_____ You are expected to conduct yourself in an ethical manner in all professional activities. All students in the Clinical-Community Psychology Ph.D. Program are bound by the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct. Breach of any of these guidelines may result in immediate suspension from practicum and, pending review, possible expulsion from the program.”

NOTE: While clinical faculty members are required to include the above core elements in PSY 652 syllabi, they are free to add elements. Such additional elements include but are not limited to:

_____ Required texts or other training resources. (Note: It is assumed that students will have access to and utilize DSM 5 and the APA Ethical Principles of

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_____ Use verbatim: “This course provides advanced clinical practicum experience to apply theory further to practice and improve skills as a clinician. Covers application of psychological assessment principles. Impact of cultural factors continues as a major aspect of the practicum experience. Additionally, while the focus is on developing clinical competencies, the student is also encouraged to seek/cultivate social advocacy opportunities

arise that cannot be resolved at this level, the Training Clinic Director(s) should be notified and work toward resolving the concern. Should the issue persist, the co

<https://www.uaa.alaska.edu/students/dean-of-students/student-complaint-dispute/index.cshtml>

<http://www.uaf.edu/deanofstudents/resources/reporting/>

* See P&P for faculty designations (core, associated, other contributors)

Both UAF and UAA policies require that Department Heads (Director or Chair) must be involved in formal conflict resolution with students. The doctoral program adheres to this requirement. Therefore, for teach-out students (regardless of campus of residence), the UAF Department Chair will be involved in all conflict resolutions. When doctoral students and doctoral faculty are involved in a grievable or conflict situation, the Department Head(s) will seek the input and assistance of the Ph.D. Governance Committee. The Ph.D. Governance Committee consists of PD(s), Department Head(s), and a core faculty member. The PD(s) and Department Head(s) will collaborate with the Department Head(s) to seek resolution. All formal paperwork will be completed by the Department Head and will be copied to the PD(s).

3. Conflicts between the PD(s) and Department Head(s) (Director or Chair)
Conflicts isolated on the UAA campus will follow the established program procedures. Conflicts between the PD(s) and Department Head(s) are resolved at the lowest administrative level possible. If it cannot be resolved there, the conflict will be taken to the Dean(s). If the conflict cannot be resolved at the college Dean's level, the conflict will be taken to the Provost(s), then Chancellor(s), and then the University President.

For conflicts occurring between the PD and the UAF Department Chair, the concerns are resolved at the lowest administrative level possible. If it cannot be resolved there, the conflict will be taken to both UAF and UAA Deans. If the conflict cannot be resolved at the college Deans' level, the conflict will be taken to the Provosts, then Chancellors, and then the University President.

4. Conflicts between Faculty Members
Conflicts between faculty members on the same campus are resolved at the lowest administrative level possible. If the faculty members cannot work out the conflict, they will meet with the PD to mediate and assist. If they cannot work out the conflict, the faculty and MD will meet with the Department Head to mediate and assist. If the conflict cannot be resolved there, it will be taken to the Dean. If the conflict cannot be resolved at the college Dean's level, the conflict will be taken to the Provost, then the Chancellor, and then the University President.
In the event of a cross-campus conflict, both Department Heads will be involved. The faculty PD(s) will meet with the appropriate Department Heads to mediate and assist. If the conflict cannot be resolved there, it will be taken to the Deans. If the conflict cannot be resolved at the college Dean's level, the conflict will be taken to the Provosts, then the Chancellors, and then the University President.

A. Confidentiality

All admissions materials and discussions must be kept strictly confidential. Written materials need to be stored in a secure location and can be shared only with other core and contributing faculty members of the joint program.

B. Faculty Involvement in Issues related to the Admissions Process

All core faculty will be involved in difficult issues that come up during the admissions process as deemed appropriate by the admissions committee. This can be facilitated by broadly identifying issues by e-mail, being invited to both online and in-person meetings with the

- and expectations of the program; Student Admissions, Outcomes and Other Data (as required by APA); policies and procedures; student handbook; directions for applying; and contact information for question.
- E. Guidelines for Applicant Evaluation Process
1. Overview of the Review Process
- All applications will receive a preliminary review by the PC and will be prescreened based on criteria including GPA, appropriate degree and course work, letter of intent, professional vita, and letters of recommendation.

Individual and complete reviews will need to be conducted (using the Screening and Comprehensive Rating Forms) to determine the top candidates in the pool.

The Program

Coordinator will type all ratings and screening numbers into an Excel spreadsheet. The admissions committee will then meet to produce the final candidate rankings, taking into consideration match with program mission and faculty research interests.

Once this final ranking has been accomplished, up to two times the number of planned admissions will be invited for an in-person interview. Once interviews have been completed and applicants have been rated for interview performance by all admissions committee members (using the Interview Rating Form), a final applicant ranking is accomplished based on all ratings and information from all sources. This is done via the same process used to rank applicants for Ni

Monday if it falls on the weekend)		
February	Committee meets to make final rankings	This meeting requires the spreadsheet be complete and available
February	The Program Coordinator begins to make phone calls to interviewees	All interviews are in-person; only special circumstances will allow for video-conferences interviews (case-by-case); two weeks need to be allowed for interviewees to purchase plane tickets
First week in March	All interviewees are present for the on-site interviews	All f osM

- A. Written Course Feedback
 - Faculty performance-based feedback

are minimized as much as is possible. When a faculty member is unable to attend class(es), the following guidelines are to be followed:

1. It is never ideal to cancel classes, but when emergencies occur it may take some time to evaluate the situation and decide how to address it. No more than one week's instruction should be cancelled outright without alternative arrangements for the class.
2. With the exception of official university closure (e.g., for bad weather), faculty who must miss a scheduled class for any reason are responsible for notifying the PD(s) and Department Heads(s).
3. Faculty should not simply cancel classes during their absence, but should arrange to provide students with a meaningful educational experience for each class period that he/she is absent.
4. When necessary, for prolonged faculty absences, the PD(s) and Department Heads(s) are responsible for identifying a qualified substitute instructor and working with the Dean's office to make the appropriate hire. Typically, in emergency situations, the Department Heads(s), faculty, and administrative staff are all involved in finding a solution. Faculty and staff do not have authority to make arrangements for substitute instruction except with the approval of the PD(s) and Department Head(s). Ultimately, it is the responsibility of the Department Head(s) to determine whether a potential substitute has appropriate academic qualifications and to confer with the Dean's office about course coverage for prolonged faculty absences.

E. Nondiscrimination Policy

The University of Alaska does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status.

When implementing this commitment, the University is guided by Title VI and VII of the Civil Rights Act of 1964 and Civil Rights Act of 1991; Title IX of the Education Amendments of 1972; Executive Order 11246, and Executive Order 11375, as amended; Equal Pay Act of 1963; Age Discrimination in Employment Act of 1967 and Age Discrimination Act of 1975; Vietnam Era Veterans Readjustment Assistance Act of 1974; Americans with Disabilities Act (ADA) of 1990; the Americans with Disabilities Act Amendments Act of 2008; Genetic Information Nondiscrimination Act of 2008; Pregnancy Discrimination Act; Immigration Reform & Control Act; Vocational Rehabilitation Act of 1973 and other federal laws or Alaska Statutes which guarantee equal opportunity to individuals and protected classes within our society.

The University's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and employment.

This policy therefore affects employment policies and actions, as well as the delivery of educational services at all levels and facilities of the University. Further, the University's objective of ensuring] dR u t

TDD: 800-877-8339
E-mail: OCR.Seattle@ed.gov
Website: <http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

For employment discrimination, employees and applicants for employment may file a complaint with the Equal Employment Opportunity Commission at the below addresses within 180 calendar days of the alleged discriminatory act.

Federal Office Building
909 First Avenue
Suite 400
Seattle, WA 98104-1061
Phone: 800-669-4000
Fax: 206-220-6911
TTY: 800-669-6820
Website: <http://www.eeoc.gov/employees/charge.cfm>

For educational discrimination, individuals may file a complaint with the U. S. Department of Justice

950 Pennsylvania Avenue, N.W.
Educational Opportunities Section, PHB
Washington, D.C. 20530
Phone: 202-514-4092 or 1-877-292-3804 (toll-free)
Fax: 202-514-8337
E-mail: education@usdoj.gov
Website: <http://www.justice.gov/crt/how-file-complaint#three>

For employment or educational discrimination, individuals may file a complaint with the State of Alaska:

800 A Street, Suite 204
Anchorage, AK 99501-3669
Anchorage Area: 907-274-4692
Anchorage Area TTY/TDD: 907-276-3177
Toll-Free Complaint Hot Line (in-state only): 800-478-4692
TTY/TDD Toll-Free Complaint Hot Line (in-state only): 800-478-3177
Website: www.humanrights.alaska.gov

For discrimination related to a Department of Labor funded grant, individuals may file a complaint with the U. S. Department of Labor within 180 calendar days of the alleged discriminatory act.

ATTENTION: Office of External Enforcement
Director, Civil Rights Center
200 Constitution Avenue, NW
Room N-4123
Washington, DC 20210
Fax: 202-693-6505, ATTENTION: Office of External Enforcement (limit of 15 pages)
E-mail: CRCEXternalComplaints@dol.gov
Website: <http://www.dol.gov/oasam/programs/crc/index.htm>

For discrimination related to a National Science Foundation funded grant, individuals may file a complaint with the National Science Foundation within 180 calendar days of the alleged discriminatory act.

