

PSYCAP

PSYCAP STUDENT HANDBOOK

2026-2027 Academic Year

W

M.A. IN APPLIED CHILD &
ADOLESCENT PSYCHOLOGY

UNIVERSITY *of* WASHINGTON

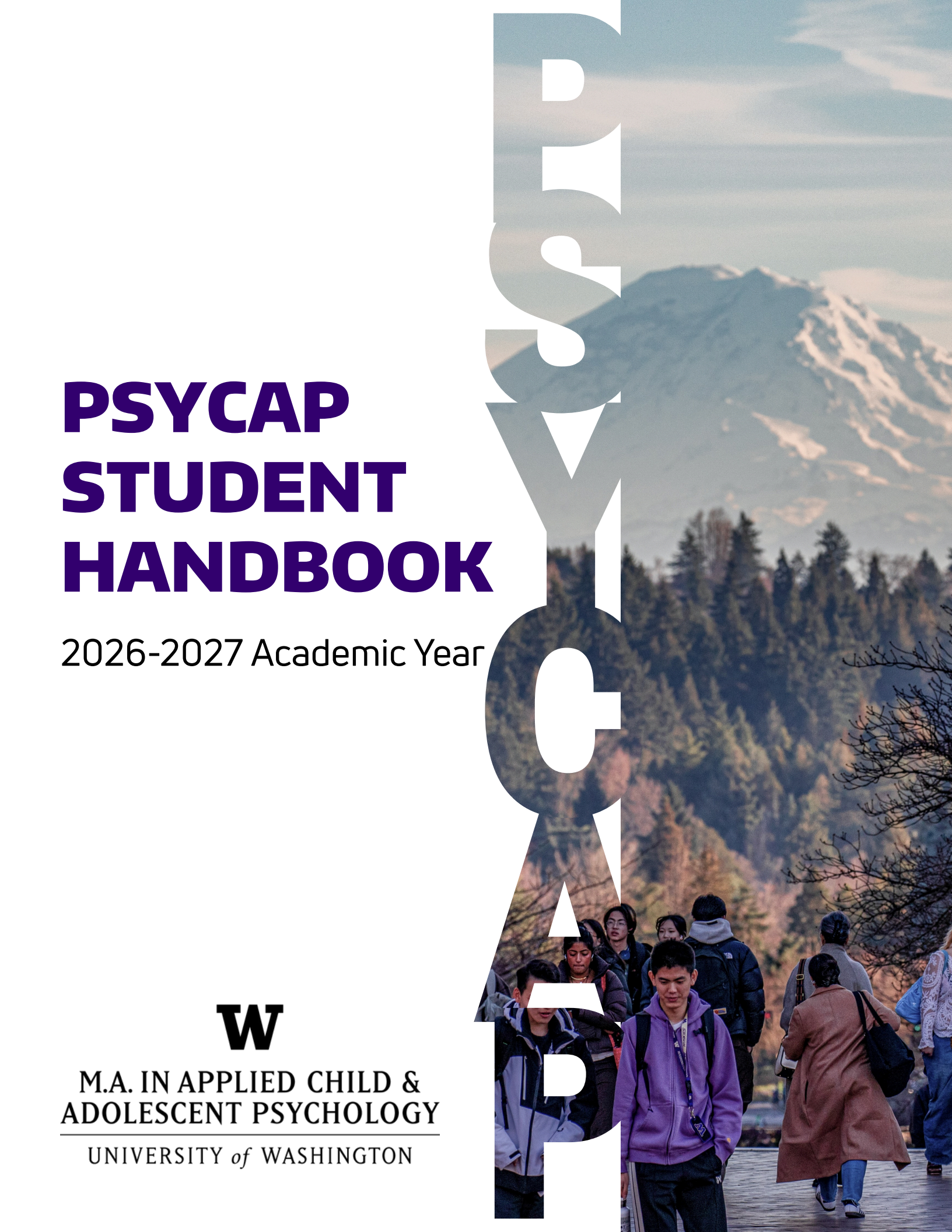


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PROGRAM OVERVIEW

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 an internship. Courses mostly take place in the late afternoons, evenings or weekends on the UW Seattle campus, supplemented by online discussions. The program length is 15 months (5 quarters). 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 36 years of experience working with children and families on issues relating to marital conflict, parenting and family relationships. She has received funding of over \$10 million 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 1991 and has graduate faculty status. Contact: katzlf@uw.edu | 206-543-5625

Georganna Sedlar, Ph.D. (she/her) (Associate Director of Clinical Training and Community Engagement, Faculty Instructor, Faculty Leadership Team Member) is an Associate Teaching 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 training, conducting training through various platforms (in person, remote), providing supervision to graduate students, and post-training support, such as consultation. She previously taught various child psychology

related courses at the University of Washington, including parenting interventions, Trauma Focused CBT, and counseling skills. Currently, she teaches ethics, and the year-long applied internship class for the program. 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. Contact: grs1@uw.edu | 206-543-2640

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. Contact: liliana@uw.edu | 206-543-5655

Beth Yu Simpson (she/her) (Associate Director of Educational Access and Student Well-Being; Faculty Leadership Team Member) is a licensed clinical social worker and a lecturer at the UW School of Social Work. Beth was a teaching associate for the Child Welfare Training and Advancement Program in the UW School of Social Work from 2015-2025. She is also the principal and founder of Adoption Identity Race Exploration (AIRE), an organization dedicated to providing therapy with a focus on BIPOC individuals and consulting around adoptee programs, DEI and trauma-informed care. Beth is a transracial Korean adoptee and specializes in healing for marginalized individuals and communities and those impacted by adoption. Prior to coming to the UW, she worked at the Department of Children, Youth, and Families, where she focused on adolescents, addressing racial disproportionality, family preservation and community engagement. In her free time, Simpson volunteers and consults with community organizations that focus on foster and homeless youth advocacy and post-adoption services. She is deeply passionate about working with students, faculty and staff to advance equity and social justice within the program, understanding that this work significantly impacts the clients and communities we serve. Beth earned a Master of Social Work at the UW. Contact: bethvf@uw.edu | 206-454-0908

PROGRAM STAFF

Chelsea Melton (she/they)

Program Operations Specialist

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

Chelsea serves as the primary contact for the program, managing end-to-end student support, program management, admissions, faculty support, and event management. With a background in higher-ed and non-profit sector compliance, Chelsea joined the team in 2022 and is passionate about supporting student success and demystifying institutional processes. Current students are welcome to contact Chelsea for support or questions navigating UW student life. In their spare time, Chelsea loves swimming and being near water, and like any Seattleite finding the best coffee nearby!

Gillian Hepola (she/her)

Public Information Specialist

130 Guthrie Hall | 206-543-3067 | ghepola@uw.edu

Gillian is the primary contact for prospective applicants and alumni. Gillian also covers our social media presence [[@uwpsychma](https://twitter.com/uwpsychma)] and works with current students after starting the program to support alumni connections and peer mentoring!

Gillian joined the PSYCAP program staff in 2024 after many years in the nonprofit sector in programs, community outreach, and fundraising. Originally from Colorado, Gillian has called Seattle home for the last 8 years. She lives in Fremont with her spouse and their Corgi, Spensa. On the weekends, you can find her riding her bike on the Burke, curled up watching reality tv and knitting, or working on her next DIY house project.

STUDENT LEADS

Each year, MA students in our program select 2 student **representatives** for the upcoming academic year. The student representative serves as a liaison between program leadership and students, collecting and bringing forth student feedback to leadership as needed. Sample topics to bring to the faculty leadership include concerns about classes, instructors, logistics (classroom/scheduling) or ways the program could improve. Students will work and be supported by the Associate Director of Educational Access and Student Well-being.

The student representative attends at least one MA Faculty Leadership Team Meeting per quarter (meetings are typically held Monday afternoons in Fall, and Tuesday mornings for remaining quarters). Student representatives must be available during the faculty leadership team meeting to serve in this role.

Additional details:

- The student representative serves in this role for the quarters of fall, winter, spring, and summer in the program.
- The student representative will attend a portion of each quarterly faculty meeting to present and discuss any topics or issues on behalf of the cohort.

- The student representative role is limited to one term. Example: Students elected for the 2025-2026 Academic Year cannot serve 2026-2027.
- The honorarium for this student position is \$1,000.

CREATING A LEARNING ENVIRONMENT THAT HONORS DIVERSE EXPERIENCES AND PERSPECTIVES

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. 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, religions, abilities and socioeconomic statuses. We are committed to recruiting and retaining students from all backgrounds, including marginalized and underrepresented groups. 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 Access 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 ACCESS (IDEA) COMMITTEE

The diversity of our students, faculty and staff enhances the excellence of our program. Our shared goals regarding diversity, equity and inclusion (DEI) aim to improve the quality of our program, the training of our students, the services our students and graduates provide to their clients, and the mental health of our broader community. Our program's Inclusion, Diversity, Equity and Access (IDEA) Committee uses a variety of strategies to build and promote an anti-racist, equitable and inclusive culture for all students. The committee includes program faculty and/or staff member, one graduate of the program, one community member and two to four current students who are all committed to advancing the committee's mission. For more information, please contact Beth Yu Simpson at bethvf@uw.edu.

AFFINITY AND ALLY SPACES

These groups are student-led, with a facilitator, and centered around shared experiences, with the goal of creating safe, supportive spaces where you can build community and support one another—both in the program and beyond. While each group may focus on a particular identity or experience, all students are welcome.

These affinity spaces are meant to create a sense of community within the program where all people feel seen, heard and valued, and where people of the specific affinity group identity contribute to the success of the entire program. We welcome students of all backgrounds, ethnicities and identities interested in any affinity group to join if interested in supporting the named identity group as an ally.

There will also be opportunities to share insights and recommendations with the Associate Director of Educational Access and Student Well-Being to help shape the program.

STUDENT CONCERNS COMMITTEE

The Student Concerns Committee consists of the Associate Director of Educational Access and Student Well-Being and a designated committee member who collaborate to support complex or sensitive student concerns. The committee may provide consultation, support, and facilitation when additional care, collaboration, or a neutral presence is needed. Routine or straightforward concerns will typically be addressed directly by the Associate Director.

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. Report all incidents of bias or suspected bias using the [UW's bias reporting tool](#), which was created in partnership with the Office of Minority Affairs and Diversity, the Office of Student Life and the president's Race & Equity Initiative.

In addition to making a report, we invite you to seek local support and guidance from within our Psychology Department community. We really want to hear from and support you in this process, so please consider us. This may be:

- A member of our Diversity Advocacy Team (DAT) or the Psychology Chair. The DAT is a group of faculty, staff, and students who are trained to be supportive advocates for you in this process. They are not an investigative body. [View DAT membership here](#).
- Any faculty or staff member who you trust.

What happens if you seek local support?

- Primarily we do not want members of our community to deal with these experiences alone and want to support you as much as possible. That said, how you engage with us is completely your choice.
- If you contact the DAT, a member of the DAT will confidentially connect with you, listen to you, help you understand the reporting mechanism, and explore additional options for what to do based on your goals. If you would like, the DAT can connect with the Psychology Department Chair to develop a voluntary response to the incident to promote change, support healing, or provide education to prevent future occurrences. The DAT does not collect data on bias incidents, is not associated with the Civil Rights Compliance Office's reporting and response mechanisms, and will NOT provide any response that is not desired by the reporter. Our goal is to hear more fully about and respond as well as possible to what is happening in our community.

How do I contact the Diversity Advocacy Team or Chair?

- We do NOT encourage e-mail communication, as it is not privacy-protected and is subject to public records requests.

Fill out a note and drop it in the locked comment box in the Psychology Department Main Office. Blank notes are available next to the box or you can download from [here](#). It will ask you for the date, your

name and phone number (both optional), a description of your experience, and for the name of any particular DAT member, faculty, or staff member you would like to connect with (optional). If you leave contact information, a member of the DAT will get back to you within a week. (Note: These notes will be shredded weekly.)

CURRICULUM

DEGREE REQUIREMENTS

To earn the Master of Arts in Applied Child & Adolescent Psychology: Prevention & Treatment, students must complete required coursework, an internship 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 internship class.

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

PREREQUISITES

Students begin internship in their first year to coincide with the Autumn Quarter (typically the 4th week in September).

Students must have enrolled and passed (i.e., receive a grade of 2.7 or higher) the following courses prior to starting internship:

- 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

If a student does not pass a class in the summer sessions, they will be required to defer their internship experience until the following year. This means that graduation will be delayed as students would not be able to graduate until they successfully complete their internship. If a student receives under 3.0 in multiple courses during the Summer and Pre-Fall, faculty leadership may need to further assess their readiness for internship.

The program also has the following pre-requisites to continue treatment-based courses in the following quarter [Autumn]. If a student does not pass (i.e.; receives a grade lower than 2.7) the CBT for Anxiety and Depression (PSYCAP 524) or Assessment and Diagnosis class (PSYCAP 514) in Autumn quarter, they:

- Cannot continue the treatment course sequence
- Cannot continue on Internship. This means that they would have to defer their internship experience to the following Autumn quarter, and this would delay graduation.
- Cannot continue the Internship course (PSYCAP 560)
- Cannot continue the Multicultural Considerations course (PSYCAP 528)

If a student does not pass (i.e.; receives a grade lower than 2.7) in the other treatment related courses (TF CBT PSYCAP 530, or DBT PSYCAP 538), the FLT will meet with the student to offer remediating steps and/or potential options for continuing in the program. The student's suitability for internship will be assessed by the ADCTCE in conjunction with the Faculty Leadership Team to determine if they can continue with internship.

CO-REQUISITES

Students must be registered for the Internship Course (PSYCAP 560) each quarter they are placed at their internship site. **Students must complete 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 PSYCAP 560 for each quarter they serve in internship.** The credit hours for PSYCAP 560 each quarter have no impact on the set number of hours students are expected to be at internship throughout their placement.

Students must also enroll in the following courses concurrent with their internship:

1. PSYCAP 514 Child & Adolescent Psychopathology: Assessment and Diagnosis (Autumn)
2. PSYCAP 524 CBT for Anxiety and Mood Disorders (Autumn)
3. PSYCAP 528 Multicultural Issues (Pre-Fall, Winter, and 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)

Students are expected to present one formal clinical case presentation during the internship course (PSYCAP 560). Cases should be drawn from students' caseload at their internship. More information on case presentations will be provided during the internship course.

CAPSTONE PROJECT

Using their clinical internship experience, students are required to complete a capstone project that involves the application of an evidence-based treatment or program to a specific client case or to a group (e.g., in the cases of prevention focused internship placements). At the end of the program, students author a final paper

that is submitted to their advisors sometime in the 3rd week of June (specific due date will be provided during Internship class). 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 must pass their capstone paper to receive credit in Internship class, and ultimately, graduate from the program that year. Further details about the Capstone paper are provided and discussed in the Internship class during the Winter quarter.

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

2026-2027 CURRICULUM GRID

| Area of Expertise | Summer A | Summer B | Pre-Fall | Autumn | Winter | Spring | Summer (A+B) |
|--|--|---|---|--|--|--|--|
| Conceptual Framework | Principles of Assessment & Behavior Change (3 credits) Conceptual Foundations of Developmental Psychopathology: Risks & Protective Factors (3credits) | | | | | Social & Emotional Development (3 credits) | Critical Thinking About Research (3 credits) |
| Psychopathology & Treatment | | Approaches to Child & Adolescent Treatment (3 credits) | | Child & Adolescent Psychopathology: Assessment & 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 & Treating Trauma (3 credits) | Dialectical Behavior Therapy for Youth & Adolescents (3 credits) | |
| Internship** | | | | Internship ** (1-7 credits) | Internship ** (1-7 credits) | Internship ** (1-7 credits) | Internship ** (1-7 credits) |
| Practice Issues | | Ethics & Law in Clinical Settings (1 credit) | Multicultural Issues in Counseling Settings (2 credits) | | Multicultural Issues in Counseling Settings (2 credits) | Multicultural Issues in Counseling Settings (1 credit) | |

**Internship course includes weekly in-person meetings about clinical and professional issues (professional resiliency, ethical issues, case consultation). Internships 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 clients from all backgrounds.

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 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 to 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. If portability of your licensing to other states is important to you, you may consider other programs that meet the requirements of that state and/or consider programs that meet the [Compact agreement](#). 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.

**UW MA IN APPLIED CHILD AND ADOLESCENT PSYCHOLOGY
(PSYCAP) PROGRAM**

STATE-BY-STATE LICENSURE ELIGIBILITY TABLE

The table below reflects the program’s review of state-by-state licensure eligibility as of February 9, 2026. State regulations around licensure can change at any time, and students are directed to check with the licensing board that governs mental health counselor licensing in any state in which they are seeking licensure. Even if the program’s review has determined that a student is eligible for licensure either upon graduation or at a later timepoint, it does not constitute a guarantee that an applicant will be granted a license.

Graduates who become licensed in Washington or some other state are able to seek licensure in other states via other pathways. These include licensure by endorsement, licensure by credential and licensure by reciprocity. In all cases, the applicant must be in good standing without any complaints against them in the state where they are currently licensed and must meet all requirements set forth by the licensing board.

| State | Yes | No | Licensing Board Website |
|-------------|------------------|------------------|---|
| Alabama | | X ³ | https://abec.alabama.gov/ |
| Alaska | X ⁵ | | https://www.commerce.alaska.gov/web/cbpl/ProfessionalLicensing/ProfessionalCounselors.aspx |
| Arizona | X ^{2,4} | | https://www.azbbhe.us/node/827 |
| Arkansas | X ⁵ | | https://healthy.arkansas.gov/boards-commissions/boards/examiners-in-counseling-arkansas-state-board/ |
| California | | X ^{3,5} | https://www.bbs.ca.gov/applicants/lpcc.html |
| Colorado | X ^{2,4} | | https://dpo.colorado.gov/ProfessionalCounselor |
| Connecticut | | X ³ | https://portal.ct.gov/dph/practitioner-licensing--investigations/professional-counselor/professional-counselor-licensing-requirements |
| Delaware | X ⁶ | | https://dpr.delaware.gov/boards/profcounselors/newlicense/ |
| Florida | X ^{2,4} | | https://floridasmantalhealthprofessions.gov/licensing/provisional-license/#tab-requirements |

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|----------------------|------------------|------------------|---|
| Georgia | X ⁴ | | https://sos.ga.gov/how-to-guide/how-guide-professional-counselor |
| Hawaii | X ⁵ | | https://cca.hawaii.gov/pvl/programs/mental/ |
| Idaho | X ^{1,4} | | https://dopl.idaho.gov/cou/ |
| Illinois | X ⁴ | | https://idfpr.illinois.gov/profs/profcounselor.html |
| Indiana | | X ^{3,6} | https://www.in.gov/pla/professions/behavioral-health-and-human-services/behavioral-health-and-human-services-licensing-information/#1A1 |
| Iowa | X ^{2,4} | | https://dial.iowa.gov/licenses/medical/mental-health/mental-behavioral |
| Kansas | X ⁵ | | https://www.ksbsrb.ks.gov/professions/professional-counselors |
| Kentucky | | X ³ | https://lpc.ky.gov/newstatic_Info.aspx?static_ID=458&menuid=136 |
| Louisiana | X ⁴ | | https://www.lpcboard.org/ |
| Maine | X ⁴ | | http://www.maine.gov/pfr/professionallicensing/professions/board-of-counseling-professionals-licensure |
| Maryland | X ⁵ | | https://health.maryland.gov/bopc/Pages/profcounselor.aspx |
| Massachusetts | | X ^{3,6} | https://www.mass.gov/allied-mental-health-professions-licensing |
| Michigan | X ⁴ | | https://www.michigan.gov/lara/bureau-list/bpl/health/hp-lic-health-prof/counseling |
| Minnesota | X ⁶ | | https://mn.gov/boards/behavioral-health/applicants/apply/apply-for-lpcc.isp |
| Mississippi | | X ^{3,5} | https://www.msblpc.org/license/ |
| Missouri | X ⁴ | | https://pr.mo.gov/counselors.asp |
| Montana | | X ^{3,5} | https://boards.bsd.dli.mt.gov/behavioral-health/license-information/licensed-clinical-professional-counselor |

| | | | |
|----------------|------------------|------------------|---|
| Nebraska | X ^{2,6} | | https://dhhs.ne.gov/licensure/Pages/Mental-Health-and-Social-Work-Practice.aspx |
| Nevada | X ⁴ | | https://marriage.nv.gov/ |
| New Hampshire | X ⁴ | | https://www.oplc.nh.gov/board-mental-health-practice |
| New Jersey | X ⁴ | | https://www.njconsumeraffairs.gov/pc/Pages/applications.aspx |
| New Mexico | X ^{5,6} | | https://www.rld.nm.gov/boards-and-commissions/individual-boards-and-commissions/counseling-and-therapy-practice/ |
| New York | X ⁴ | | https://www.op.nysed.gov/professions/mental-health-counselors/license-requirements |
| North Carolina | | X ^{3,4} | https://www.ncblcmhc.org/ |
| North Dakota | | X ³ | http://www.ndbce.org/ |
| Ohio | | X ³ | https://cswmft.ohio.gov/home |
| Oklahoma | X ⁴ | | https://oklahoma.gov/behavioralhealth/academic-requirements/licensed-professional-counselor.html |
| Oregon | X ⁶ | | https://www.oregon.gov/oblpc/pages/index.aspx |
| Pennsylvania | X ^{1,4} | | https://www.pa.gov/agencies/dos/department-and-offices/bpoa/boards-commissions/social-workers-marriage-family-therapists-professional-counselors.html |
| Rhode Island | | X ³ | https://health.ri.gov/licensing/marriage-family-and-mental-health-therapy |
| South Carolina | | X ^{3,4} | https://llr.sc.gov/cou/pc.aspx |
| South Dakota | X ⁴ | | https://dss.sd.gov/licensingboards/counselors/counselors.aspx |
| Tennessee | X ⁶ | | https://www.tn.gov/health/health-program-areas/health-professional-boards/pcmft-board.html |
| Texas | X ⁵ | | https://bhec.texas.gov/texas-state-board-of-examiners-of-professional-counselors/ |

| | | | |
|----------------------|----------------|----------------|---|
| Utah | X ⁴ | | https://dopl.utah.gov/clinical-mental-health-counseling/apply-for-a-license/clinical-mental-health-counselor/ |
| Vermont | X ⁴ | | https://sos.vermont.gov/allied-mental-health/apply-renew/ |
| Virginia | X ⁴ | | https://www.dhp.virginia.gov/Boards/Counseling/ApplicantResources/LPCapplicantinfo/ |
| Washington | X ¹ | | https://doh.wa.gov/licenses-permits-and-certificates/professions-new-renew-or-update/mental-health-counselor |
| West Virginia | X ⁴ | | https://wvbec.org/becoming-a-licensed-counselor/ |
| Wisconsin | | X ³ | https://dsps.wi.gov/Pages/Professions/LPC/Default.aspx |
| Wyoming | X ⁶ | | https://mentalhealth.wyo.gov/home |
| District of Columbia | X ⁴ | | https://dchealth.dc.gov/service/professional-counseling-licensing |

¹**Eligible – Yes.** Based on review of current requirements it has been determined that UW PSYCAP graduates are eligible for licensure upon graduation.

²**Eligible – Possibly Yes with extra steps and/or review needed** – An applicant *may* be eligible for licensure if they have completed a certain number of internship/practicum hours (including direct client contact hours) while in the program, and/or need to have their educational program reviewed and approved by the Board. This does not mean that students are guaranteed (assured) licensure in this state.

³**Eligible – No.** Based on review of current requirements it has been determined that UW PSYCAP graduates will not be eligible for licensure in that state (e.g., only degree accepted is from a CACREP accredited program).

⁴**Licensure by Endorsement or Portability** – Individuals already licensed are eligible in this state for “licensure by endorsement or portability.” This policy allows a professional to become licensed in a new state without going through the initial application process; individuals have the ability to transfer a professional license from one state to another without having to start the application process again. In many states, out of state applicants will need to demonstrate requirements for license in their current state of licensure is substantially equivalent to the state to which they are applying for licensure by endorsement.

⁵**Licensure by Credential** - Individuals already licensed are eligible in this state for “licensure by credential.” This process allows a state to grant a license to a person without requiring a further clinical exam. This process is based on the person's existing credentials.

⁶**Licensure by Reciprocity** - Individuals already licensed are eligible in this state for “licensure by reciprocity.” This is a legal practice that allows a state or territory to recognize a license granted by another state or territory. This means that a person with a license in one state can apply for a license in another state without having to meet all the requirements in that state.

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 during 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 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 pages for the *tentative* Full-Time class schedule.

This is our tentative schedule for 2026-2027. The Course times may vary from this initial schedule according to instructor availability. In general schedules for a given quarter are finalized the preceding quarter. Courses designated Full will be taught with the Full cohort, and those designated Sectioned will be taught in 2 separate sections. For the most part sections (A &B) will have the same class time, unless otherwise noted under the time column.

| Course # | Full or Sectioned | Course Title | Dates | Days (MTWThF) | Time | Quarter | Credits |
|------------|-------------------|--|---------------------------------|---|--|---------------|---------|
| PSYCAP 510 | Full | Conceptual Foundations of Developmental Psychopathology: Risk and Protective Factors | 6/23/26-7/21/26 | Tuesdays & Thursdays | 5:30-8:20PM | Summer A 2026 | 3 |
| PSYCAP 532 | Full | Principles of Assessment and Behavior Change | 6/23/26-7/21/26 | Tuesdays & Thursdays | 2-4:50PM | Summer A 2026 | 3 |
| PSYCAP 518 | Full | Ethics and Law in Clinical Settings: Children, Adolescents and Families | NOTE: Course is only on 2 dates | Friday July 31st & Friday August 14th | 9AM - 1:30PM | Summer B 2026 | 1 |
| PSYCAP 516 | Full | Approaches to Child and Adolescent Treatment | 7/23/26-8/20/26 | Tuesdays & Thursdays | 4-6:50PM | Summer B 2026 | 3 |
| PSYCAP 534 | Sectioned | Counseling Skills with Individuals and Families | 7/27/26-8/19/26 | Mondays & Wednesdays | 4-6:50PM | Summer B 2026 | 3 |
| PSYCAP 526 | Sectioned | Evidence Based Practice: Parenting Interventions | 8/24/26-9/23/26 | Mondays & Wednesdays | 2:00-4:20PM | PreFall 2026 | 3 |
| PSYCAP 528 | Sectioned | Multicultural Issues in Counseling Settings: Children, Adolescents and Families | 8/24/26-9/23/26 | Mondays & Wednesdays | 4:30-6:20PM | PreFall 2026 | 2 |
| PSYCAP 514 | Sectioned | Child and Adolescent Psychopathology: Assessment and Diagnosis | 10/1/26-12/10/26 | Sec. A: Tuesdays Sec. B: Thursdays | Sec. A: 4:30-6:20PM Sec. B: 2:00-3:50PM | Autumn 2026 | 3 |
| PSYCAP 524 | Sectioned | Evidence Based Practices in Counseling Settings: CBT for Anxiety and Mood Disorders | 10/1/26-12/10/26 | Thursdays | 4:30-6:20PM | Autumn 2026 | 3 |
| PSYCAP 560 | Sectioned | Internship course in Applied Child and Adolescent Psychology: Prevention and Treatment | 10/6/26-12/8/26 | Sec. A: Tuesdays Sec. B: Thursdays | Sec. A: 4:30-6:20PM Sec. B: 2:00-3:50PM | Autumn 2026 | 1-7 |

This is our tentative schedule for 2026-2027. The Course times may vary from this initial schedule according to instructor availability. In general schedules for a given quarter are finalized the preceding quarter. Courses designated Full will be taught with the Full cohort, and those designated Sectioned will be taught in 2 separate sections. For the most part sections (A &B) will have the same class time, unless otherwise noted under the time column.

| Course # | Full or Sectioned | Course Title | Dates | Days (MTWThF) | Time | Quarter | Credits |
|------------|-------------------|--|-----------------|---|--------------|-------------------|---------|
| PSYCAP 522 | Sectioned | Evidence-Based Practices in Counseling Settings: Interacting with Youth Involved Systems for Complex Cases | 1/5/27-3/9/27 | Tuesdays | 4-6:50 PM | Winter 2027 | 3 |
| PSYCAP 530 | Sectioned | Evidence-Based Practices in Counseling Settings: Trauma Focused CBT and Treating Trauma | 1/7/27-3/11/27 | Thursdays | 5-7:50PM | Winter 2027 | 3 |
| PSYCAP 560 | Sectioned | Internship course in Applied Child and Adolescent Psychology: Prevention and Treatment | 1/7/27-3/11/27 | Thursdays | 3-4:50PM | Winter 2027 | 1-7 |
| PSYCAP 528 | Sectioned | Multicultural Issues in Counseling Settings: Children, Adolescents and Families | 1/5/27-3/9/27 | Tuesdays | 7-8:30PM | Winter 2027 | 2 |
| PSYCAP 512 | Full | Social and Emotional Development | 3/30/27-6/1/27 | Tuesdays | 7-8:50PM | Spring 2027 | 3 |
| PSCYAP 538 | Sectioned | Evidence-Based Practices in Counseling Settings: Dialectical Behavior Therapy for Youth and Adolescents | 3/30/27-6/1/27 | Tuesdays | 4:30-6:20PM | Spring 2027 | 3 |
| PSYCAP 560 | Sectioned | Internship course in Applied Child and Adolescent Psychology: Prevention and Treatment | 4/1/27-6/3/27 | Thursdays | 2:30-4:20 PM | Spring 2027 | 1-7 |
| PSYCAP 528 | Sectioned | Multicultural Issues in Counseling Settings: Children, Adolescents and Families | 4/1/27-6/3/27 | Thursdays | 4:30-6:20PM | Spring 2027 | 1 |
| PSYCAP 520 | Full | Critical Thinking About Research | 6/21/27-7/21/27 | Tuesdays & Thursdays | 5:30-8:20PM | Summer A 2027 | 3 |
| PSYCAP 560 | Sectioned | Internship course in Applied Child and Adolescent Psychology: Prevention and Treatment | 6/21/27-8/20/27 | Thursdays <i>Note - On campus A term/ Zoom Office hours B term</i> | 3-4:50PM | Summer A + B 2027 | 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. In the past our students have utilized this option to achieve the 5-credit minimum for Financial Aid purposes. 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 2–3page 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 10-15page 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 20–30page 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 internship 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 119A.

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 will increase in the second academic year (i.e., from June of Year 1 to May of Year 2). Increases begin in the second summer of the program. Students who continue beyond Year 2 of the program will incur additional per credit tuition increases.

WITHDRAWALS & REFUNDS

When it comes to registration, policies governing course drops, withdrawals and refunds are governed by UW PCE. For more information, visit [the PCE page on registration drops, withdrawals, and refunds](#).

TRANSFER CREDITS

The program does not currently accept transfer credits.

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. 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. The program has developed a grading policy detailed in *Appendix D* for faculty and students' reference. For more information review [Graduate School Policy 1.1](#) / [Scholastic Regulations Ch.110.1.B](#).

PERFORMANCE AND COURSE COMPLETION

Due to the grade policy above, students that achieve less than a 2.7 in a course required by the degree program must repeat the course. As most courses are taught once per year, students required to repeat a course may extend their time in the program by a year or more.

SINGLE COURSE ENROLLMENT FOR NON-MATRICULATED STUDENTS

The program has made some classes available to students who are not enrolled in the program on a space-limited basis. Single course enrollment is currently on hiatus.

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. Deferral can only be considered for first round offers. The Program Director 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 complete and submit the form to the Program Specialist within 10 business days of receiving it in order to secure their place in the program.

FACULTY ADVISING APPOINTMENTS

Each student is assigned a faculty advisor for the 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, internship experience, professional development, capstone, and strategies to support self-care and wellbeing

In Winter quarter, meetings with advisors are optional. Interested students may reach out to their designated advisor during winter to schedule a meeting.

ACADEMIC & PROFESSIONAL EXPECTATIONS

This section outlines a series of skills, qualities, and expectations for program students. Failure to meet these expectations is 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 an internship placement assignment, which can delay or impede successful completion of the program. See the subsequent sections on Performance Improvement as well as Corrective Action for more information.

CODE OF CONDUCT

Students at 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
- Academic misconduct
- Acts of dishonesty
- Aiding, assisting, attempting
- Computer abuses
- Parking and traffic regulations
- The Family Education Rights and Privacy Act (FERPA)
- Discriminatory harassment
- Plagiarism
- Physical/Verbal abuse
- Harassment or bullying
- Hazing
- Theft and/or misuse of campus resources
- Alcohol and/or drug violations
- Research misconduct
- Retaliation
- Sexual assault, exploitation, or harassment

- Stalking
- Possession/use of firearms, explosives, chemicals and weapons
- Unauthorized keys, entry, or use
- Unauthorized recording
- Reporting violations
- The appeals process

A description of the process for investigating alleged conduct code violations can be found here: [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 internship site supervisors into their behavior.

Successful completion of the program requires that:

Students exhibit the skills necessary to perform well in classes, coursework, and internships. This includes, but is not limited to:

- Being punctual to classes and internship shifts
- Communicating upcoming and sudden absences in a timely, responsible manner (e.g., informing internship supervisors of upcoming vacations several weeks in advance; emailing AND calling out sick the night before or morning of an internship shift; making up missed internship shifts whenever possible; informing class instructors of absences in advance of class time; 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 internship 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 internship 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, program staff, internship 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 internship 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 internship sites
 - Adhering to the privacy and confidentiality policies of the University and internship sites

Failure in any of these areas can result in corrective action which can include Academic Alert, Final Academic Alert, or Academic Drop in accordance with [Graduate Policy 3.7](#). Corrective action may also include temporary or permanent suspension from an internship site, and a withholding of internship placement. Students who cannot be placed at an internship site will not be able to complete the program. Students who do not complete the duration of an internship assignment may also not be able to graduate. Further information can be found in the unsatisfactory progress and corrective action sections of this handbook as well as Appendix E and F.

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.

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), culture, gender, disability, pregnancy or veteran status, sexual orientation and/or value system. Students must not impose their own personal, religious, sexual and/or cultural values on their clients, peers or faculty. 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 those in subordinate positions as well as those in authority.

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 impacts 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 and the attainment of course competencies. The calculation of participation grades will be outlined in course syllabi.

Excused absences are possible when there is a sudden illness or other serious, unexpected and unavoidable event. Examples of unavoidable events include death or serious illness in the immediate family, illness of the student, observance of regularly scheduled religious obligations and might possibly include attendance at academic conferences or field trips, or participation in university-sponsored activities. Personal recreational events are not considered grounds for excused absences.

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 course’s competency requirement. 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. Please find more details in the course competency and completion section below on leave policies.

ACTIVISM AND ATTENDANCE

As a program, we understand that engaging in meaningful activism can contribute to student learning, so we want to support your civic engagement and commitment to social justice. As counselors in training, we are also aware that absences can significantly impact your patients as well as your clinical skill acquisition. In light of this, if you plan to participate in a protest for example, please confirm that you have been in touch with your internship site and made a plan for patient care. Also, please be proactive and check in with faculty around absences and makeup work from missed class time as needed.

Examples of proactive student communication around absences:

Timely and professional communication is a key professional competency that students must demonstrate. The following are examples of good communication around absences and lateness.

- The student informs the instructor in writing of an upcoming absence as early as possible. The student reminds the instructor as the date approaches.
- When the student is feeling ill, 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 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 failing to notify the instructor.
- Failing to respond to communication and/or requests from the instructor in a timely manner.
- Communicating with the instructor through peers rather than directly communicating with the instructor.
- Not providing advance notice, or providing short notice, of planned absences to class.

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 may be placed on the academic process for addressing performance concerns, which can include receiving a performance improvement plan (see Unsatisfactory Progress and Corrective Action section). 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:

- Additional coursework to compensate for missed class time/classroom participation

- Providing weekly or biweekly status updates to a member of the Faculty Leadership Team and/or Faculty Advisor.

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; however, this is not always possible and may also be in part dependent on the student's overall performance in the program.

LEAVE

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 On-Leave policy to maintain graduate student status](#), and [procedure for on-leave status](#).

PROGRAM SPECIFIC

The student should communicate with the program as much in advance as possible if they will consider going on leave. There are unique aspects of the program to consider that would impact the student's length in the program if they were to go on leave.

Most courses are taught one time per year and internship is a 9 to 11 month commitment. If leave were to occur in the middle of the commitment, the program cannot guarantee internship would resume or be at the same site upon reinstatement. A student may be required to restart their internship commitment at a later point in time, which could include the next academic year. Depending on the timing of the leave request and reinstatement, the student's time in the program may be extended up to a year or more.

COURSE COMPETENCY AND COMPLETION

As it states in the Student Handbook class attendance policy (on page 33):

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.

Each course supports clinical competencies necessary to become an independent mental health practitioner. Please note the following policies on course completion.

If a student attends **50% or less** of the classes for a course, **they would be required to re-take the course.**

If a student attends **60-70% of classes for a course**, the program must hear from the instructor of the course on how it may be feasible/or not to pass their course. The student would likely miss much of the in-class work that may not be able to be satisfied with make-up work. The student may be required to re-take the course.

If a student attends **80% of classes**, depending on the course and the instructor, it may be possible to complete the course. The program must hear from the instructor of the course on how it may be feasible/or

not to pass their course. This may depend on the instructor's ability to accept late or early assignments. It is possible for the instructor to determine that the student would miss too much in-class work to satisfy the course. The student may be required to re-take the course.

Plan to complete make-up work

The student must reach out to the instructor to form a plan to complete requirements for each course. The student must submit a written plan with approval from their instructors to the Program Director (katzlf@uw.edu and CC: psychma@uw.edu) before the 6th week of the preceding quarter.

UNSATISFACTORY PROGRESS & CORRECTIVE ACTION

ACADEMIC PROGRESS AND FEEDBACK

Consistent with the [Graduate School policy 3.7 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 an Academic Alert, Final Academic Alert, or Drop may be implemented. Students may also receive feedback relating to professionalism standards throughout the year (described below). Students participating in internship also receive a brief summary on their progress/evaluation at their internship site to date if applicable (e.g., meeting expectations). Students who continue past their projected graduation date because they are completing a course or internship obligation will not receive a progress letter past their projected last quarter in the program.

CLASSROOM ASSESSMENT OF PROFESSIONAL COMPETENCIES

We expect students to adhere to the program's professionalism expectations, ethical standards and values throughout their time in the program. Instructors will assess students and provide professionalism ratings and feedback for students, not as a punitive measure, but with the goal of building the foundation for their careers as professionals and identifying programmatic support if needed. The program is dedicated to identifying performance and addressing concerns as early as possible, ideally before they rise to the level of corrective action but this will depend on the circumstances. Please find additional detail in the Process for Addressing Academic & Internship Performance & Professional Concerns section further below.

Instructors will provide ratings for students in the following dimensions (1) accountability & responsibility; (2) professional/respectful communication; and (3) individual and cultural diversity. Each dimension also has individual items listed within it. Each dimension is rated on the following 0-2 point scale, and concerns (if any) would be noted for each dimension.

0 – Does not Meet Expectations

1- Minimally Meets Expectations

2 – Meets Expectations

N/A - Not able to assess

Accountability & Responsibility:

- Attends class as required and arrives on time
- Complies with course policies and procedures as outlined in the syllabus
- Displays a professional manner (e.g., being attentive and engaged in class, not having side discussions with classmates)

- Not being on devices viewing non-course related materials
- Engages in self-reflection regarding their personal and professional functioning, responsive to feedback
- Demonstrates emotional stability and maturity

Professional/respectful communication: Maintains effective, skillful and respectful communication with instructors, peers, guest lecturers and other classroom visitors.

- Seeks instructor approval for late assignments or discusses with instructor any missed assignments
- Notifies instructor appropriately and in a timely manner about absences, requests for leave, etc.
- Approaching grade or assignment disputes with instructors with openness, curiosity and flexibility
- Responding to peer's comments in class with curiosity, openness, and flexibility
- Respect for peers beyond the classroom, refraining from gossip, engaging in thoughtful and direct communication, and approaching conflict with accountability and care.
- Respect towards guest speakers (e.g., paying attention; no use of devices)
- Using effective communication in emails to instructors

Individual & Cultural Diversity: Demonstrates knowledge, awareness, and skills in working with diverse individuals and communities and a commitment to ongoing learning, self-reflection, and growth in working with diverse individuals and communities.

- **Engages in an ongoing practice of awareness and reflection** when discussing issues related to individual and cultural diversity, as indicated by: Reflection in discussions involving identity, power and inequity; acknowledgment of positionality, personal biases and areas of growth; openness to feedback; and considers impact vs. Intent.
- **Demonstrates a commitment to practicing sensitivity and respect** toward peers and instructors with diverse identities, as indicated by: Demonstrates active listening and understanding of peoples' lived experiences and multiple truths; avoids assumptions about other's identities and experiences; engages respectfully across difference; and demonstrates accountability by repairing when harm occurs.
- **Actively works toward understanding and honoring** individuals with multiple, intersecting identities, as indicated by: Demonstrate an understanding that people hold multiple, intersecting identities that shape their experiences; avoids stereotyping; integrates intersectional perspectives into discussions and coursework; has thoughtful and respectful questions to deepen understanding; recognizes the impact of systemic inequities on individuals and communities.

- **Seeks consultation and guidance as part of a continual learning process** when navigating issues related to diversity and identity, as indicated by: Seeks supervision and support when navigating complex situations; engages in recommended readings, and resources; demonstrates willingness to learn from others' expertise and lived experiences; applies feedback and integrates into future interactions.

PROCESS FOR ADDRESSING ACADEMIC & INTERNSHIP PERFORMANCE & PROFESSIONAL CONCERNS

When students are not meeting academic or professional standards and/or competencies, and/or behavioral concerns are identified the program will determine appropriate next steps. Concerns may be identified by instructors, staff, internship supervisors, or members of the Faculty Leadership Team. Students receive quarterly letters summarizing their progress as mentioned in the Academic Progress and Feedback section.

This process is aligned and informed by:

- [UW Graduate School policy 3.7 on Academic Performance and Progress](#)
 - The PSYCAP MA Program adheres to the Graduate School's policies for academic performance and progress, as well as their process for cases where a student's academic performance does not meet program expectations.
- Professional Competencies
 - The assessment of these competencies is detailed in the above section as well as Appendix E.
 - At mid-quarter and at the end of the quarter, instructors assess and score professional competencies using a scale: At mid-quarter and at the end of the quarter, instructors assess and score professional competencies using a scale: 0 (does not meet competency), 1 (minimally meets competency), 2 (meets competency) and N/A (not able to assess). A score of 0 is considered a concern and initiates the process described below. A score of 1 or 0 warrants continued monitoring of student performance.
- Quarterly Internship Evaluations
 - Please refer to Appendices B and C for examples of these evaluations.
 - Every quarter that students are at internship, internship supervisors evaluate student performance on key clinical and professional competencies. A score of 2 or below is considered below expectations and initiates the process described below.

Students must meet academic requirements and demonstrate professional behavior as they progress toward their degree. This includes expectations in coursework, classroom conduct, internship experiences, and participation within the cohort. The program is responsible for determining whether students have met the required competencies to become competent therapists.

Students are also responsible for understanding and complying with the regulations, policies, and procedures set by the University of Washington, the APA Professional Standards and Code of Ethics, as well as the

professionalism expectations outlined in the student handbook and professional evaluations. Additionally, students are expected to be familiar with Graduate School policies regarding academic performance and behavioral concerns. Not being aware of regulations, policies or standards listed does not exempt the student from the consequences.

WHEN CONCERNS ARE IDENTIFIED

There are two processes to address concerns when identified, internal warning and formal concern. Ideally students receive an internal warning before a formal concern, however dependent on the significance of the concern, the process may begin at a formal concern, which includes a Performance Improvement Plan (PIP). Please refer to Appendix F. Concerns can be identified by staff, faculty, internship supervisors, and/or FLT. The processes are described below:

Internal warning: If mild and/or early identified concern. This occurs when a concern:

- a. Does not rise to [Policy 3.7](#) thresholds.
- b. If students receive a “0” on a professional skill by an instructor during mid-quarter assessment.
- c. If the Associate Director of Clinical Training and Community Engagement (ADCTCE) receives initial notification from the student’s internship site about performance concerns.

Steps taken:

- The instructor, internship supervisor, and/or FLT member requests to meet with the student (in writing and/or in person) to discuss the concern. Ideally, this meeting is led by the individual who observed the concern. If helpful, the conversation may include or be facilitated by the Associate Director of Educational Access and Student Well-Being or the Associate Director of Clinical Training and Community Engagement.
- During the meeting, clarify the nature of the concern, describe expectations, offer support, and outline potential consequences if the concern does not improve (e.g., escalation to a Formal Concern).
- Send a follow-up email to the student summarizing the meeting (including topics above). Include the Associate Director of Educational Access and Student Well-Being (professional and/or academic related concerns) or the Associate Director of Clinical Training and Community Engagement (internship related concerns).
- If needed, follow up directly with FLT regarding the concern, actions taken, and the outcome of the meeting.
- If the concern is related to a PSYCAP professional competency rating, reassess the student’s status at the end of the quarter. If the concern has not been resolved, it is then elevated to a “Formal Concern” to continue remediation, with an FLT member assigned to monitor progress. However, if a rating of “0” is given for the first time at the end of the quarter, it will be monitored by an FLT member and assessed through ratings in the following quarter by other instructors.

Formal Concern: Used when there are moderate or significant concerns or repeated issues. Ideally an “informal action” has occurred prior if possible, although at times the “formal concern” step can be taken without an “informal action”. A Formal Concern designation occurs when:

- a. A student received less than 2.7 in course, or has not maintained a cumulative or quarterly GPA of 3.0 *
- b. Student has already received “Internal Warning” and has not remediated issue
- c. Receiving a “0 or 1” on professional standards concern which was not remediated.
- d. In internship ratings, student received consecutive ratings of 2 or below

*Aligns with UW graduate school Academic Alert. Please refer to the UW Graduate School’s Unsatisfactory Performance and Progress Documentation Policy section below for further detail.

Steps Taken:

- First, consult with FLT and, if appropriate, include relevant staff, internship site representatives, and/or faculty.
- A meeting is requested in writing with the student. The meeting will include the Associate Director of Educational Access and Student Well-Being or the Associate Director of Clinical Training and Community Engagement, and, if requested by the student, DRS, to discuss the concerns.

Possible outcomes:

- Student is put on a Performance Improvement Plan facilitated by the Associate Director of Clinical Training and Community Engagement or the Associate Director of Equity and Student Well-Being
- The student is placed on Academic Alert with a Performance Improvement Plan facilitated by Associate Director of Clinical Training and Community Engagement or the Associate Director of Access and Student Well-Being
- If internship related, the student may receive an “X” for their internship until the concern is remediated.

Performance Improvement Plan (PIP)

This is an official document and plan (placed in the student’s file) designed to help the student succeed where there are concerns regarding their performance, professionalism and/or progress. This is meant to be supportive and to provide clarity, accountability and support. Please refer to Appendix F for the PIP template as an example.

If a student is placed on a PIP due to concerns regarding their internship, the student will receive an “X” in their practicum until the issue has been resolved.

The Associate Director of Clinical Training and Community Engagement and/or the Associate Director of Educational Access and Student Well Being typically are responsible for monitoring PIPS and assessing the outcomes.

Possible Performance Improvement Plan (PIP) Outcomes:

- A successful completion
 - Return to good standing and no escalation
- Partial progress/Continued Concerns
 - Extend or revise plan of support
 - Escalate to Final Academic Alert
- Unsuccessful Completion
 - Move to Final Academic Alert
 - Revise and extend plan of support
- Final Step: if concern continues: Academic Drop

UW GRADUATE SCHOOL'S UNSATISFACTORY PERFORMANCE AND PROGRESS DOCUMENTATION POLICY

There are two status levels to communicate unsatisfactory academic performance and progress. These status levels are: Academic Alert and Final Academic Alert. The goal of each step is to establish clear expectations and outline a path to return to satisfactory progress. The following elements may be considered when evaluating a student's performances and progress:

- Performance and progress in the fulfillment of degree program requirements (which includes the internship) as outlined in this Student Handbook distributed to students upon enrollment. Please see the Pre-requisite and Co-requisite sections of this handbook for further information.
 - A grade of 2.7 or higher in every course. A grade of 2.7 or higher must be reached for the course to be counted towards degree requirements. No more than one course grade below 3.0 per quarter.
- Maintenance of a minimum cumulative and quarterly 3.0 grade point average (GPA) while the student is enrolled in the UW Graduate School. A program may petition the Graduate School to consider exceptions to the 3.0 GPA minimum requirement for graduation if the student demonstrates steady and consistent progress.

Academic Alert

Due to the program's lock-step curriculum and accelerated timeline, the program will recommend Academic Alert for students not meeting satisfactory progress. This status is used for students that did not meet satisfactory progress for the quarter or received two grades below 3.0 for a given quarter. This status is also used for a student who has failed to resolve problems with student performance or progress that the program has previously documented and communicated. The program sends an Academic Alert recommendation to the student with a copy to the Graduate School no later than the 10th business day of the Academic Alert quarter. The Graduate School does a post review of Academic Alert letters sent to students by the department. At least one quarter of Academic Alert must be issued prior to Final Academic Alert. Two additional quarters of Academic Alert may be issued at the program's discretion, and the Graduate School must receive documents supporting an Academic Alert recommendation each quarter. All alert letters must cite:

- the reason for the Academic Alert
- steps the student must take to remove the Academic Alert
- the consequences the student will face if steps were not taken to remove the Academic Alert

Final Academic Alert

This status is used for a student who has failed to resolve the documented problems in the student's Academic Alert status as submitted to the Graduate School. The program sends a Final Academic Alert recommendation to the student with a copy to the Graduate School no later than the 10th business day of the Final Academic Alert quarter. The Graduate School will review the Final Academic Alert letter and, if accepted, the Graduate School will send an additional letter from the Dean of the Graduate School to the student informing the student of Final Academic Alert status. The graduate program must issue one quarter of Final Academic Alert prior to a drop from the program, except in clearly documented situations as discussed below. A program may request an additional quarter of Final Academic Alert in extenuating circumstances. The Graduate School must receive documents supporting this recommendation and will send letters to the student informing the student of Final Academic Alert status. All Final Academic Alert letters must cite:

- the reason for the Final Academic Alert
- steps the student must take to remove the Final Academic Alert
- the consequences the student will face if steps were not taken to remove the Final Academic Alert

Additional considerations as described in the graduate program policy provided to students may result in an immediate recommendation to drop a student without progressing through Academic Alert and Final Academic Alert. A status change is recorded in the student record but does not appear on the student transcript.

Academic Drop

An Academic Drop is an official action that terminates a student's enrollment from a graduate program because either the student has failed to resolve documented problems in the student's Final Academic Alert status, or the student has one of the performance issues as outlined above. Due to the program's lock-step curriculum, we may recommend a student for an expedited status change to this step. The Graduate School approves the Academic Drop and Drop status will appear on the student's official transcript. Academic Drop letters are sent to the student from the department and from the Dean of the Graduate School. When dropped, a student is not eligible to complete the program or return later to complete the degree.

IMMEDIATE REMOVAL FROM THE PROGRAM OR INTERNSHIP

The program can immediately remove a student temporarily from classes and/or internship 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 internship placement site as appropriate. During 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 internship placement, permanent removal from the internship 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](#). Please refer to [Student Guidance for Academic Grievance](#).

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 (for tips for approaching difficult conversations, see [Graduate School advice post](#)). Some avenues for addressing concerns are with course instructors, student representatives, faculty advisor, and IDEA committee.

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 Associate Director Beth Yu Simpson. If this does not lead to a satisfactory resolution, the student should contact the Department Chair (chairpsy@uw.edu). 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. Please refer to [Student Guidance for Academic Grievance](#).

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 [Civil Rights Compliance Office \(CRC\)](#). CRC is responsible for compliance with civil rights laws and University policy. Federal and state laws collectively prohibit discrimination based on protected characteristics, including age, citizenship, disability, national origin or shared ancestry, race, sex, gender, veteran status, and more. They serve the University by making it welcoming to all through education, compassionate response, and fair and timely resolution.

Students who believe they have experienced [civil rights discrimination, harassment](#), or [sexual misconduct](#) are encouraged to contact a Civil Rights Compliance Office Case Manager by making a [Civil Rights & Title IX Report](#). Case managers can provide guidance on available [Supportive Measures](#) and [Resolution Options](#).

INTERNSHIP

INTERNSHIP OVERVIEW

The internship 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 and professional identity
- Strengthen psychological evaluation and intervention/prevention skills and competencies (these will vary depending on the site).

The purpose of the internship is to expose students to a clinical/community setting where psychologists, social workers, mental health counselors and/or allied health professionals work with individuals who have mental health, behavioral, and/or developmental concerns. The internship provides students with hands-on experiences and opportunities to apply their classroom learning and coursework at their internship site. The specific components of each internship will vary depending on the services offered at each internship site, but the internship 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 also meet on campus with a program faculty member weekly (during the PSYCAP 560 Internship course) to get further guidance on core aspects of being a counselor, consult on specific cases, discuss internship 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 hold the status of learners and do not replace internship 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 internship site, including dress code. Students also conform to the standards and practices established by UW during their clinical education program at the internship site. Students are expected to participate in supervision, grand rounds, and training conducted by internship 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.

INTERNSHIP DURATION AND HOURS

Most students will be at 11-month placements, whereas some will have 9- or 10-month placements. **The internship start date is the start of UW Autumn quarter, which occurs sometime during the 4th week of September. Please see the [UW Academic Calendar](#) for specific dates.** The number of days students are onsite may vary, but typically, students are onsite between 2 and 3 days each week. Students are expected to spend a minimum of 40% and a maximum of 65% of their total internship hours providing direct clinical services. Examples of direct services include 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 or ask students to be in 9- or 10-month placements. These placements require more hours per week than 11-month placements (please see table below). Students are required to track their hours and submit them for supervisor approval weekly through Time2Track. Students will be assigned a Time2Track account before their internship starts.

By the end of the internship, it is expected that students will have accumulated approximately 200 to 240 direct service hours, although this number may vary across sites for various reasons. Below is a table that denotes a typical number of internship hours. Students must remain at their internship site for the agreed upon duration **regardless of the number of direct or total hours accrued.**

| Internship Length | Average Weekly Hours | Number of direct service hours per week | Approximate target number of direct service hours by end of internship | <u>Approximate total number of hours (direct and indirect) typically completed by end of internship</u> |
|-------------------|----------------------|---|--|---|
| 11 months | 16 | 6.5-10 | 2000-360 | 500-600 |
| 10 months | 18-20 | 7-13 | 200--360 | 500-600+ |
| 9 months | 21-22 | 8.5-14 | 200-240-360 | 500-600+ |

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

Once placed, students work with their internship site to discuss orientation and onboarding expectations and arrange a consistent schedule. Students are expected to adhere to the arranged schedule for the entire internship year. Early communication with sites around anticipated absences is expected, including breaks. Students are not required or expected to be at their internship site over the following UW academic breaks:

- Winter Break, which occurs after the Autumn Quarter ends in December. If UW Winter break lasts 3 weeks, students should plan to be at internship for at least one of the 3 weeks, unless there are extenuating circumstances. Students should communicate with supervisors as soon as they know their schedule to make appropriate arrangements.
- Spring Break, which occurs the week following Finals Week of Winter Quarter. Students may arrange to work during these times if they prefer, and this should be discussed in advance with their supervisor/internship site director.
- *For student at 11 months placements **only**, the week between end of Spring Q and start of Summer A quarter.

During required scheduled class times, students will not be available for internship hours. Students should also consider transit/commute time when creating their internship work schedule. Class times from Fall 2026 to Summer Term 2027 will vary from quarter to quarter but typically occur as follows:

- Tuesdays starting approximately between 4-5 p.m.
- Thursdays starting approximately between 1:30-2:30 p.m.

INTERNSHIP PLACEMENT PROCESS

The internship placement process begins in late February/early March. Accepted students are provided with current internship site information in written form as well as through an interactive online information session. The online information session includes current internship students and/or internship site representatives who provide additional information about how students function at the sites. Students are then asked to complete a survey of their internship interests and goals, and rank preferences of internship sites. The exact number of ranked sites may vary but will typically range from 8 to 12 sites. This information is collected and reviewed by the Associate Director of Clinical Training and Community Engagement, who then preliminarily assigns students to interview at internship sites based on rankings, student experience and internship site needs and characteristics. The Associate Director of Clinical Training and Community Engagement consults with the Program Director as needed about placements. Around mid-March, students will receive an email from the ADCTCE notifying them of their internship interview assignment. Students are directed to contact the internship site as soon as possible to set up an interview. Some sites require students to submit an application and/or other materials (e.g., cover letter, resume) as part of the interview process, and this information will be communicated to students at the time of notification.

Please note that some sites may interview more students than there are slots available, and this will be communicated to students during the matching process. In that case, if a student interviews at a site and is not selected, the ADCTCE will assign them to another site at which they will interview.

Following the interview, the internship site provides feedback to the Associate Director of Clinical Training and Community Engagement about whether to move forward with the placement. The student will be notified of the site's decision, and if the site accepts the student, the student will coordinate with the site regarding schedule and orientation (if applicable). If the site does not accept the student for placement, then another internship 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 INTERNSHIP 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 internship assignment satisfy UW MA program requirements and align with program objectives. The approval process is described below.
2. For students who want their current employment to serve as an internship site, the internship experience must be **qualitatively** different from that of their current role. If students would like their employment to be considered an internship site, they need to discuss this with the Associate Director of Clinical Training and Community Engagement prior to the internship matching process (ideally as soon as they are accepted program's offer of admission). Students cannot count their employment hours towards their internship training hours.

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

1. Notify the Associate Director of Clinical Training and Community Engagement immediately of their interest in an internship site.
2. Talk to a decision-maker (e.g. supervisor, clinic director, administrator) at the potential internship site to determine the feasibility of an internship being offered there and to ensure that the internship 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 entire internship period.
3. **As soon as the student is accepted into the program, they** should complete [this Alternative Site Request Form](#), and must email the Associate Director of Clinical Training and Community Engagement (email: grs1@uw.edu) letting her know of its completion:
4. The Associate Director of Clinical Training and Community Engagement and the Faculty Leadership team members will then decide about the proposed internship placement and notify the student accordingly. The student will be asked to concurrently complete the internship survey and ranking as described above while awaiting a decision. If the proposed internship site is not accepted, the student will be assigned to one of the already established internship sites.

INTERNSHIP START/END DATES

Students must remain at the same internship site for their placement, regardless of the total number of hours they accumulate. In the case of unforeseen circumstances (e.g., an acceptable internship site supervisor is no longer available or site closes), a student may change internship placements before that time. Internship placements begin during the 4th week of September to coincide with the start of Autumn quarter at UW and conclude the 3rd week of August of the following year to coincide with the end of Summer Term B (check the [Academic Calendar](#) for specific dates). 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 or check with the program about this requirement. Most internship sites are 11 months in duration, with students averaging 16 hours per week. Some internship sites are 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 and 10-month internship placements finish their internship prior to August, they will not graduate from the MA program until Summer Term B has concluded. All full-time and 2nd year part time students are expected to enroll in the PSYCAP 560 Internship Course for **Summer A**. PSYCAP 560 is required for Summer Term A. For Summer Term B, Internship Course is held virtually, on a drop-in basis, i.e., attendance is welcome and encouraged but not required, for students. For Summer Term B, the internship instructors alternate holding the class.

CHANGING OR REASSIGNING PLACEMENT

OVERVIEW

Students enrolled in the MA in Applied Child and Adolescent Psychology program are expected to remain at the internship site to which they have been assigned for the duration of their placement. This continuity is essential for fostering meaningful clinical relationships, ensuring consistency in training, and supporting the development of professional competencies.

UW MA POLICY ON INTERNSHIP SITE CHANGES

A great deal of thought, coordination and intention goes into securing and matching internship placements, including gathering information and preferences from both students and the sites prior to matches being made. Changing of internship sites is a rare occurrence, and as noted in the Student Handbook “[r]equests to terminate from an internship site placement should only be made under serious circumstances and as a last resort.” Therefore, the UW MA program’s policy is that a student’s request to change internship placements either prior to the start of internship or during the internship period will only be considered under **exceptional circumstances**. Currently, the following are the **only conditions** under which a change may be reviewed:

Permissible Grounds for Requesting a Site Change

- **Unethical, Unprofessional, or Disrespectful Conduct:** If a student experiences behavior from site staff or supervisors that is unethical, unprofessional, or disrespectful in a way that significantly compromises the quality or safety of the internship experience.
- **Extreme Hardship:** If a student faces a substantial and unforeseen barrier that makes attendance at the site unreasonable or unsustainable.

Requests based on these circumstances must be submitted in writing to the Associate Director of Clinical Training and Community Engagement and include:

- A detailed description of the concern including any attempts to address the concern
- Documentation supporting the claim (e.g., incident reports, transportation records), if applicable
- A proposed resolution or alternative

All requests will be reviewed by the Associate Director and if needed, by the Faculty Leadership Team. Approval is not guaranteed and will depend on the nature and severity of the issue and availability of alternative placements. Please also note that there is no guarantee that another internship placement would be readily available if a request was approved. Thus, students may have to take an incomplete for the year, begin internship in the next academic year, and/or would not be able to graduate until the following year.

Non-Permissible Grounds for Requesting a Site Change

Requests will **not** be considered for the following reasons:

- Desire for a different clinical population or training experience
- Preference for a different geographic location
- Interest in a paid internship site over an unpaid one
- Personality conflicts that do not rise to the level of unethical or unprofessional behavior

Terminating or Resigning Internship Sites

Neither students nor internship sites can unilaterally decide to terminate or resign internship placements without prior discussion, and permission from the program's Associate Director of Clinical Training and Community Engagement (ADCTE). The ADCTE must be contacted as soon as either site or student is contemplating such an action.

FINAL NOTES

Students are encouraged to communicate early and openly with the Associate Director of Clinical Training and Community Engagement if concerns or challenges arise, or if you have questions about anything occurring at the internship. The program is committed to supporting students while maintaining the integrity and fairness of the placement process.

TRANSPORTATION AND PARKING

Students are responsible for their own transportation and parking costs to and from internship sites. Some internship sites may provide a stipend or reimbursement for transportation costs. Students should factor in any transportation limitations when ranking internship 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 internship so long as they are registered in an internship course for credit and are practicing within the scope of the internship (e.g., following program and internship requirements and adhering to APA/ACA ethical codes and any ethical codes specific to the internship site). Furthermore, internship sites also carry their own liability insurance that covers students working in an internship (\$1 million per occurrence and \$3 million annual aggregate). Students do not need to purchase personal liability coverage while they are at an internship. Any questions about this should be directed to the Associate Director of Clinical Training and Community Engagement.

HEALTH INSURANCE

Students are encouraged to acquire comprehensive health and accident insurance that will provide continuous coverage during their 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](#).

REQUIRED BACKGROUND CHECK

The initial application will not ask applicants to disclose prior convictions. [By law](#), the University of Washington will not automatically or unreasonably deny an applicant's admission or restrict access to campus residency based on an applicant's criminal history. We encourage applicants to apply if they are interested in our program. We value the lived experience of our community members. Our students, staff, and faculty bring diverse backgrounds and identities to our learning community. We recognize that a conviction history can serve as motivation to help others facing similar experiences and to advocate for system change. We strive to provide accurate information about any possible limitations, if applicable to our students.

Applicants who accept our offer of admission are required to submit a national and state criminal background check as part of program onboarding each Spring. This step must be completed prior to registering for classes or beginning internship. Accepted applicants will receive specific instructions on how to submit their background check through Verified Credentials Inc. The associated cost to the accepted applicant is expected to be \$71 and cannot be waived.

Under Washington State Child and Adult Abuse Information Act, [RCW 43.43.830-845](#), certain individuals with unsupervised access to certain vulnerable populations must be screened for specific information about convictions for crimes against persons or relating to financial exploitation, and/or findings in other formal proceedings related to these crimes. Our program involves access to populations defined by this law. Background checks are reviewed by the program on an individual case-by-case basis, which helps us evaluate and advise students on their ability to successfully complete all program requirements for degree completion.

All students pursuing our degree program are required to complete an internship with an approved agency. It is possible that some agencies may not accept students who have certain criminal histories or may have their own screening procedures. These policies typically apply to both internship students and employees of these sites. The policies are intended to protect individuals served by or interacting with the agency as clients, constituents, stakeholders and who may also be members of vulnerable populations, such as children, those with behavioral health challenges, developmental disabilities, or other situations/conditions. As a result, some students may not be able to pursue their preferred or expected internship placement due to individual agency policies regarding students' criminal history or other criteria. While the program will make every reasonable effort to assist students in securing an appropriate internship placement, if students are unable to complete the required internship, they will also be unable to satisfactorily complete their degree requirements to graduate. In these cases, students may consider withdrawal and would not be eligible for refund of tuition and other fees. If you have any questions, please reach psychma@uw.edu

COMPENSATION

Currently, most students do not receive any payment or compensation, monetary or otherwise, for their services performed at their internship placement. As of 2026, some internship sites currently provide monthly compensation for internship students. If you have any questions on how placement was determined for these sites, please contact the Associate Director of Clinical Training and Community Engagement.

Additionally, some sites may provide mileage reimbursement for travel associated with internship responsibilities or training stipends, which is determined by the site.

INTERNSHIP EXPECTATIONS

An internship 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 expected professional behavior that are important to students' work as clinicians, including adhering to your set internship schedule, timely and responsive communication with site supervisors and other staff, and making full use of clinical supervision.

Internship Attendance

Student attendance at 90% of their assigned internship schedule (including supervision sessions) is required. Sites may allow students to make up missed sessions, and students should make necessary arrangements with their site supervisor. Students are expected to adhere to their established internship schedule, including arriving on time and staying for the entirety of your shift.

Student Communication with Internship Site

Timely and professional communication is a key professional competency that students must demonstrate. The following are examples of good communication around absences and lateness between student and site:

- 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 internship shift.
- The student experiences a family emergency or is injured. They notify their site supervisor as soon as they can. If possible, they provide an estimate of when they will be back.
- Several weeks in advance of an UW Academic Break, the student notifies their supervisor of the upcoming break and develops a plan for client coverage. The student reminds the supervisor as the break approaches.

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

- Repeatedly being absent or showing up late to internship (e.g., supervision, meetings, client sessions) and failing to notify supervisor and related staff.
- Failing to respond to communication and/or requests from the site in a timely manner as expected from the site.
- Communicating with the site through peer interns rather than directly communicating with supervisor.
- Not providing advance notice, or providing short notice, of planned absences to internship supervisors.

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 internship performance may receive a performance improvement plan. 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
- Providing weekly or biweekly status updates to the Associate Director of Clinical Training and Community Engagement and/or site supervisor

If the student fails to abide by the terms of the corrective action timeline, they may not pass the internship course (PSYCAP 560) and may result in an extension of their time at internship. The program attempts to allow students to retake courses and extend internship assignments to make up for lost sessions, however this is not always possible and may also be in part dependent on the student's overall performance in the program.

Supervision

Supervision is an essential component of your internship experience. You must attend your weekly supervision meetings, and if you are unable to attend, you must notify your supervisor immediately and work to reschedule for the same week. Coming prepared to weekly supervision is expected. This means spending time prior to supervision identifying which cases you need guidance on, and what questions you want to ask. Moreover, seeking and skillfully receiving feedback from your supervisor is a critical clinical skill and one the program expects you to demonstrate starting at the beginning of your internship.

Expectations at internship sites may change over time. It is your responsibility to make sure you are checking in with your internship supervisor regarding your conduct and role and that you are fulfilling the expectations at your internship site.

Both internship students and supervisors have responsibilities and expectations during the internship period. 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 internship to review the contract and raise questions and/or get clarification.

Most internship sites expect students to have gradually increasing responsibilities over their time at internship. At some sites, students begin internship by shadowing a staff therapist, and/or participate in clinical activities with their supervisor, and then gradually take on clients of their own. At other sites, students begin internship with a small caseload and gradually increase the number of clients they see. And yet at other sites, students are part of a therapeutic team and may not have sole clinical responsibility for clients or may not carry their own client caseloads. It is the student's responsibility to check in with their supervisor about the expected timing for increases in responsibilities at your site.

PERFORMANCE EVALUATIONS & FEEDBACK

Students are evaluated on objective criteria reflecting the skills they are expected to achieve at their internship placements. Students will be rated by their internship 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 note
- ◆ 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 responsivity 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 internship activities on time
- Notifying supervisor (or designated personnel) appropriately and in a timely manner about absences, requests for leave, etc.
- Compliance with internship 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 reflects 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. Appendices are also posted in the program's [Student Resources Google Drive](#) for current students.

The Associate Director of Clinical Training and Community Engagement and the Field Internship Coordinator review these evaluations. Internship performance is incorporated into quarterly progress letters sent by the UW MA program. Students receive progress letters during their fall, winter and spring quarters that provide feedback on their progress through the program, including in coursework and at internship. A final progress

letter is sent following the summer quarter that students graduate from the program to provide professional development recommendations and guidance on applying for licensure after the program.

Internship Supervisors are expected to review and discuss the evaluations with students, and both the Internship Supervisor and the student are required to acknowledge this on the online evaluation form. 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. The Associate Director of Clinical Training and Community Engagement and on-site internship supervisors are in contact to monitor student progress and determine whether remediation steps and/or student feedback are required. If needed, 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 internship cases in the internship course, and the adequacy of their case conceptualization and treatment plans will be assessed by the internship instructor.

INTERNSHIP PERFORMANCE

Should a student fail to receive satisfactory evaluations (i.e., overall rating of 3, “meeting expectations”) or should significant performance concerns become known at any point during their internship placement, the following process occurs:

1. In coordination with the internship supervisor, the Associate Director of Clinical Training and Community Engagement determines and documents discrete areas where the student is showing unsatisfactory progress and what steps or actions have already been taken to address unsatisfactory performance areas.
2. In coordination with the internship 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 internship supervisor and the 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 by the internship supervisor and the Associate Director of Clinical Training and Community Engagement occurs to determine whether the implemented supports have led to improved student performance.
5. If necessary (i.e., performance concerns continue; improvement has not occurred), a formal performance improvement plan will be developed between the supervisor and ADCTCE with specific benchmarks and timelines for determining progress. This formal improvement plan is reviewed and discussed with the student. Regular communication between the program and the site occurs during the implementation of a formal performance improvement plan (Appendix F).

6. If sufficient improvement is not demonstrated such that students do not meet internship site and program expectations, students may be required to extend the duration of their internship placement or repeat their internship at the same or a different internship site. Students may also be required to repeat the PSYCAP 560 course sequence. These scenarios will likely result in a delay in graduation. Depending upon the extent of the performance concerns, placement on Academic Alert, Final Academic Alert, or termination from the program may also be considered.

The MA program in Applied Child & Adolescent Psychology and all internship sites associated with the program retain the right to terminate a student from an internship site prior to or during internship 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 an internship 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.

RESIGNATION FROM AN INTERNSHIP SITE

Requests to terminate from an internship site placement should only be made under serious circumstances and as a "last resort." While the program's internship partners have been vetted and diligent efforts are made to place students in sites that match students' experiences, goals, and interests, sometimes there are unforeseen organizational or other factors that end up impacting the internship experience. Please keep in mind that the internship experience during the program is not the only training experience you will have. Furthermore, 3,000 post-graduate supervised hours are required before you can become independently licensed, which means that there will be additional training opportunities available to you upon graduation. Moreover, internship experiences that don't necessarily align with your specific interests at this time still can provide valuable learning and training experiences and clarify for you what experiences, settings, populations are important to you moving forward.

Students wishing to terminate from their internship site must immediately notify the ADCTCE and make a written request to both the ADCTCE and the UW 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 internship site supervisor to discuss the identified concerns. Attempts will be made to address concerns appropriately and satisfactorily.

The decision to terminate will be made by the student, the Associate Director of Clinical Training and Community Engagement, and the MA Faculty Leadership Team in consultation with the internship site supervisor. Resignation or changing of internship sites is a rare occurrence and is made only under serious circumstances. Students who terminate from a site are not guaranteed immediate assignment to another internship site for the year. As a result, they may be required to take an Incomplete for the internship for the

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

INTERNSHIP CONDUCT

This Master's program operates in partnership with organizations external to the University, each with its own policies and procedures. The internship 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 internship assignment, a failing grade in the Internship Course (PSYCAP 560) course and/or suspension from the University.

While at internship 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 internship unless they demonstrate a minimal level of skill, knowledge, and competence at internship and complete the Applied Internship course (PSYCAP 560) requirements. If students do not receive a passing grade in all quarters of Internship class in which they are registered, they will not meet requirements for graduation.

CONFIDENTIALITY PRACTICES

Client/patient confidentiality must always be maintained in accordance with professional ethical codes and the policies of the internship site itself. In general:

- Students should not socialize near treatment rooms, in waiting areas, hallways, or other common gathering spaces within the internship 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 internship 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; and
- 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 internship site policies. Examples of situations that may apply are:

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

HIPAA

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

MANDATORY REPORTING

Students serving at internship 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 INTERNSHIP SITES

Student feedback about their experiences at internship sites is key to maintaining quality internship training that is consistent with the program's objectives and goals. Students evaluate their internship experience twice during the internship period – once at the end of the Autumn quarter and again at the end of their internship. Evaluations are sent and completed through Time2Track and will be reviewed by the Associate Director of Clinical Training and Community Engagement and the Field Internship Coordinator. This feedback will be used to ensure that the internship placement is consistent with expectations and requirements, as well as to make future planning decisions. If internship sites are not providing satisfactory experiences, the Associate Director of Clinical Training and Community Engagement will contact sites as warranted to make attempts to improve the experience. No identifying information related to students will be given to the internship site. If a student has significant and immediate concerns regarding their internship site, they should contact the Associate Director of Clinical Training and Community Engagement as soon as the concern arises.

STUDENT RESPONSIBILITIES & EXPECTATIONS

- 1) A student's primary responsibility is the welfare of clients. Client welfare always comes before internship student needs.
- 2) Students will conduct themselves in a professional and ethical manner in all internship 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 internship site are students of UW and are in no sense considered employees of internship site.

Clinical Hours and Practice at Site

- 6) The student is to be involved in providing an array of mental health services at the internship 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 internship 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 internship 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 internship schedule set up in collaboration with the supervisor and internship 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 internship 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 internship site for the duration of the internship period as stated above, regardless of the number of total or direct service hours achieved prior to the internship end date.
- 12) The student will maintain confidentiality of internship site's affairs, records, and case materials. Failure to do so could result in additional action by the internship site, being placed on probation, or termination from the internship site and a failing grade for the internship 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 internship 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 internship 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 internship 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 internship
 - 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 internship 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 internship 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 internship 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 internship, 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 internship, 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 their training needs, such as desired client populations, type and amount of client contact, internship, and supervision arrangements, etc., and establish a schedule for the year.
- 5) Supervisor and site will ensure the student's internship 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 internship 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 internship 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 internship student to ensure that assignments are consistent with the skill level of the internship 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 internship period, including two brief and two full evaluations. Evaluation time periods will vary slightly depending on the internship 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 internship 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 given to the student and supervisor prior to or at the start of internship.
- 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. Supervisors 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 internship. 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 internship site regarding the internship experience.
- 2) Coordinate placement of students at internship sites.
- 3) Meet with internship students weekly throughout the internship year to discuss internship-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 internship site requests for information related to internship, policies and procedures.
- 5) Maintain communication with students regarding internship sites, including any concerns, and work to resolve these concerns as warranted.
- 6) Maintain regular communication with internship sites (including site supervisors) regarding student progress, conflicts or performance concerns and work with internship sites and students in successfully resolving concerns or conflicts at the internship.
- 7) Develop performance improvement plans, in collaboration with site supervisors, when warranted to address concerns about student internship performance.
- 8) Obtain evaluations from internship sites on student performance four times per internship period and review notable concerns with students.
- 9) Obtain student evaluations of internship sites and provide feedback to internship sites as warranted. Feedback to sites is provided as needed and in a way that protects student anonymity.
- 10) Conduct internship site visits (in person or virtually) on a regular basis and make follow-up visits, as necessary.

PSYCAP STUDENT TOOLS & RESOURCES

REGISTRATION

Students register through Register.UW. 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 [Register.UW](#) enter the SLN and click 'Add to Cart.' Follow the prompts and submit by clicking 'Register.'

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 (psychma@uw.edu).

SECTIONS

Some courses in the program will have sections to better serve the learning and content competency goals for our students. For most of the sectioned courses in our program, students can enroll in either section. This is the case for courses that occur during the first Summer quarter of the program. However, students must remain in the same section for from quarter to quarter for PSYCAP 560 and PSYCAP 528. These two courses begin in the Pre-Fall/Autumn quarter. Students should enroll in the same section for PSYCAP 560 from quarter to quarter and in the same section of PSYCAP 528 from quarter to quarter:

- Students choosing to enroll in section A of PSYCAP 528 must also enroll in section A of PSYCAP 560 and remain in section A for both courses throughout the program.
- Students choosing to enroll in section B of PSYCAP 528 must also enroll in section B of PSYCAP 560 and remain in section B for both courses throughout the program.

These are unique courses in our curriculum as they are taught in multiple quarters, and we find there is a benefit for students to have the same cohort throughout the courses. Students will be notified at the Pre-Fall/Autumn registration opening that the section they choose for PSYCAP 560 and PSYCAP 528 (Pre-fall) must remain the same through the end of the program (i.e., for Winter, Spring, and Summer for 560, and for Winter and Spring for 528).

Because of the unique schedule for the 2026-2027 year, students will be asked prior to the registration opening which section they select. Students must pre-select their enrollment before registration and will be asked to complete a form to convey the section they select to receive full registration information for Pre-Fall/Autumn quarter. Pre-Fall/Autumn is the 'choice quarter' for the ongoing section assignment for 528 and 560. After Autumn quarter PSYCAP 560 and PSYCAP 528 sections will also require a specific add code to register.

The section students enroll in for the following courses remains optional (i.e., students may enroll in A or B when registration opens): PSYCAP 534, PSCYAP 526, PSCYAP 524, PSYCAP 522, PSYCAP 530, PSYCAP 538.

At times, sensitive issues will be discussed in courses that are divided into sections. Towards the goal of increasing safety, cohesiveness, creating a shared experience, and keeping class size as even as possible, students will not be able to switch sections after enrolling. It is only in rare and exceptional cases that students will be allowed to change sections, and students will be required to submit an application outlining the reason for the requested changes. Applications will be reviewed by the faculty leadership team.

To apply for exception to this policy, please complete the [section change application](#). Your submission will be reviewed by a member of the Faculty Leadership Team as soon as possible.

DISABILITY RESOURCES FOR STUDENTS (DRS)

Students receive reminders regarding [Disability Resources for Students \(DRS\)](#) each quarter. This office assesses a variety of accommodations beyond the typical classroom as well. Students that need accommodations should inquire on how accommodations can be applied to their internship before Autumn. Students need to be enrolled to receive accommodations, and periodic reminders are sent with registration information. However please note the accommodations process can start at any time throughout the quarter!

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 accommodations, please visit the DRS website to start the process. If you are not sure of where to start, contact drsintake@uw.edu and an access coordinator would be happy to consult with you.

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)
uwdrs@uw.edu |

UW RELIGIOUS ACCOMMODATION POLICY

It is the policy of the University of Washington to reasonably accommodate students' religious observances in accordance with [RCW 28B.137.010](#).

The law requires that educational institutions must develop policies to accommodate student absences to allow students to take holidays for reasons of faith or conscience or for organized activities conducted under the auspices of a religious denomination, church, or religious organization, so that students' grades are not adversely impacted by the absences. The law also requires that UW post information about its policy on its website, and that faculty include the policy or a link to the policy in course or program syllabi.

Faculty must reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of the course or program. “Reasonably accommodate” is defined as coordinating with the student on scheduling examinations or other activities necessary for completion of the program and includes rescheduling examinations or activities or offering different times for examinations or activities.

Any student seeking reasonable accommodations must provide written notice through the Office of the University Registrar Religious Accommodations request process within the first two weeks of the beginning of the course, of the specific dates of absence due to religious accommodation. [Please find further detail regarding this policy including the accommodations request form here.](#) Please reach Beth Yu Simpson [Associate Director of Educational Access & Student Well-being, bethvf@uw.edu] if you have any questions.

TUITION & FINANCIAL AID

COSTS

This is a self-sustaining, fee-based program administered by the UW Department of Psychology in collaboration with UW PCE (www.pce.uw.edu). Fees are due at the start of each quarter. The estimate below is based on 2026-2027 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: | \$865 |
| Number of credits required: | 53 |
| Estimated total course fees: | \$45,845 |

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. 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 internship sites. Some internship 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](#).

If you are not eligible for federal aid, please review information on the [Washington Application for State Financial Aid \(WASFA\)](#). If you are filling out the WASFA application please note that students in [fee-based Graduate programs](#) are not eligible for WASFA funding, but filling out the WASFA application is recommended to allow UW to receive details regarding your financial need.

[Washington Health Corps](#) also offers loan repayment assistance for eligible providers serving shortage areas in Washington State. Faculty Leadership recommend exploring this option upon Graduation as LMHCs are considered.

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. Students can take advantage of the variable credit structure of internship to ensure they are enrolled in at least five credits each quarter so that they meet the minimum credit requirement for aid disbursement. For **students** on financial aid in 9 & 12-month internship assignments, we recommend allotting PSYCAP 560 credits outlined below to ensure you meet the five-credit minimum every quarter.

There are [important changes](#) for 2026-2027 that impact students receiving federal loans. UW OSFA has relayed that graduate students must be enrolled in at least 10 credits (full-time) per quarter to receive their disbursement. Any loans will require to be prorated if students are enrolled in less than 10 credits (less than full time). OSFA has relayed that the prorating is directly proportional to the number of credits enrolled, for example 9 credits would receive 90% for the quarter, 8 credits for 80%, etc. UW OSFA are learning the finite details of these changes in real time, they recommend students enrolled in less than 10 credits should contact OSFA.

The first Summer of enrollment in the program requires 13 credits. Autumn through the second Summer of enrollment, students take courses in our set curriculum as well as the internship course which is variable credit (PSYCAP 560). The recommended credit allocation for PSYCAP 560 below is made with the 5-credit minimum, 10 credit fulltime requirement, and requirements of the degree program in mind. This recommendation meets the 5-credit minimum and 10 credit full time requirements for Autumn, Winter, and Spring. The second Summer does not meet the 10-credit full time requirement but does meet the 5-credit minimum.

| Autumn Quarter | Winter Quarter | Spring Quarter | Summer Quarter |
|----------------|----------------|----------------|----------------|
| 1 credit | 2 credits | 3 credits | 5 credits |

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.

We are classified as a “Part-Time” Program: The UW Office of Student Financial Aid (OSFA) classifies our program as a “part-time” program because at least 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 students of exceptional ability and financial need to obtain financial support for graduate study in the MA program. The program will award scholarships to students based on several factors, including financial need and the ability to serve the needs of families in Washington state. The scholarship awards one-time tuition and fee waivers.

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 theWashBoard.org](#).

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.

UW ACADEMIC CALENDAR & INTERNSHIP 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 internship 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 internship site. Students are not expected or required to be at internship over UW academic breaks (i.e., Thanksgiving, Winter, and Spring breaks. Students are expected to discuss their planned absence with their supervisor well in advance of the breaks and ensure that client care is not compromised.

EMERGENCY FUNDING

If a student experiences a sudden change in financial circumstances, there is support available. It's recommended for students to explore the resources below in addition to [OSFA's Revision Request form](#).

[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 \$30 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 email address.

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

PSYCAP STUDENT PROFESSIONAL DEVELOPMENT FUND:

The program has a Professional Development fund for currently enrolled PSYCAP students. Please review eligibility.

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, text relevant to your learning in the program, professional association dues, up to \$50/student throughout the duration of program. The funding is not intended for required textbooks or LMHC/LMHCA licensure costs. Requests for required textbooks or LMHC/ LMHCA application fees will not be considered eligible for this funding.

Please complete the [PSYCAP Professional Development fund application](#) at least 2 weeks prior to the professional development event or dues deadline. Students seeking PD funding approval are not to pay for the event/fee before receiving approval.

If approved, payments will be paid using the Department Procard. However depending on registration/delivery guidelines of the professional development opportunity, it may be more feasible to offer reimbursement. Book purchases must be delivered to campus (Guthrie Hall).

We will reach out via email to respond to student requests. Please reach psychma@uw.edu with any questions.

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](#)
- [Western Psychological Association](#)

PSYCAP STUDENT ROOM REQUESTS

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 through the department (Guthrie/Kincaid). Students have direct access to UW [Library study spaces](#) as well.

For meetings related to student groups, the student can request assistance with submitting an [event services room reservation](#) on the greater UW campus. Student leaders would need to submit the date time and desired location to the Program Specialist in advance, at least 2-3 weeks if possible.

If the room request is related to a DRS accommodation, please communicate with your [DRS Access Coordinator](#) to ensure you receive accommodations.

General Prayer and Meditation spaces are available around UW Seattle campus. You are welcome to [explore spaces here](#), as well as the [Odegaard Wellness Room \(Room 326\)](#).

PSYCAP RESOURCE DRIVES:

In addition to this handbook, listed below are program grown resources student should bookmark and refer too throughout their time in the program:

We recommend you [activate google services for your UWNetID!](#) Then connect with and bookmark the following resources:

- [PSYCAP Student Resources Google Drive](#) - contains program and student developed resources.
- [PSYCAP Clinical & Professional Resources](#) - clinical resources for you to use as a student and as an alumni beyond the program.
- [PSYCAP Internship Website](#) - centralized internship information for students and supervisors.
- [Program website - Student Resources page](#) - the location of our program handbook along with quick links that may be useful for navigating life as a UW student.

PREPARING FOR GRADUATION & BEYOND

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”, “I”, 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 internship 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 to mid-August before the end of Summer Term B and the ceremony is held in the early evening. There are typically student guest limitations for the event. Family, friends and loved ones are invited to attend, and information regarding attendance will be provided by the Program Operations Specialist. It is recommended that students ask their family and loved ones to refrain from purchasing plane tickets etc., until guest “ticket” allowances are confirmed.

Eligibility to participate in the program ceremony as an honoree: Students expected to complete program degree requirements Spring 2026, Summer 2026, or Autumn 2026 are considered eligible to participate in the procession of graduates during our August 2026 ceremony.

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. OUR will mail your diploma 3 to 4 months following graduation.*

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. The Graduate School also provides a [Student Handbook](#) as well as a graduate student [advice column/knowledge base](#).

GRADUATE STUDENT AFFAIRS

[Graduate Student Affairs \(GSA\)](#) supports graduate students through student-centered programming, timely resources and events. Contact: uwgsa@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 |

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 internship sites. Students who choose to manage their UW email using Office 365 are adhering to the strictest privacy option available. Students who receive internship-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 internship site's privacy policy. Email help@uw.edu or call 206-221-5000 for assistance with mail setup and forwarding.

SUGGESTED LISTSERVS

- [Graduate Student Activities & Events](#)
- [Psychology Department listserv](#) for events and lectures

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

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

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](#).

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](#). Learning more about how health insurance works with the [Husky Health Center here](#).

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.

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

REQUIRED ONBOARDING COURSES

All students must complete:

- [Title IX Husky Prevention and Response Course](#)
- [Understanding Civil Rights \(UCR\) Student Course](#)
- [U501: Graduate School Orientation](#)

CIVIL RIGHTS COMPLIANCE OFFICE

The [Civil Rights Compliance Office \(CRC\)](#) is responsible for compliance with civil rights laws and University policy. Federal and state laws collectively prohibit discrimination based on protected characteristics, including age, citizenship, disability, national origin or shared ancestry, race, sex, gender, veteran status, and more. They serve the University by making it welcoming to all through education, compassionate response, and fair and timely resolution. All UW students and employees are required to take the [Understanding Civil Rights \(UCR\) Student Course](#)

Students who believe they have experienced [civil rights discrimination, harassment](#), or [sexual misconduct](#) are encouraged to contact a Civil Rights Compliance Office Case Manager by making a [Civil Rights & Title IX Report](#). Case managers can provide guidance on available [Supportive Measures](#) and [Resolution Options](#).

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](#).

PREGNANCY & RELATED CONDITIONS

If you are pregnant or have experienced a related condition, you may be entitled to modifications, support, and accommodations to help you stay in or return to the University’s learning and working environments.

Case managers from the Civil Rights Compliance Office (CRC) provide direct support to students and offer consultation to faculty and staff assisting students. You can submit a [Pregnancy & Related Conditions Support Form](#) to connect with a Civil Rights Case Manager and learn more.

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

CRISIS RESOURCES

HUSKY ASSIST

[Husky Assist](#) team members are trained mental health professionals who can respond compassionately to a variety of situations. The team provides in-person help with things like emotional distress, suicidal thoughts, substance use concerns, support for survivors, connecting to resources, delivering tough news and checking on someone’s well-being.

Call 206-543-9331 or 911 to reach Husky Assist for help on the Seattle campus

A dispatcher will ask you questions about what's going on, if there is any risk of violence or weapons involved and the location on the Seattle campus of the person in distress.

While Husky Assist isn't part of the [UW Police Department](#), depending on the nature of a call, the Husky Assist team and UWPD may respond together. For assistance off campus, call 988.

HUSKY HELPLINE

The [Husky Helpline](#) at 206-616-7777 is available 24/7 for same-day confidential support from a licensed mental health counselor.

- 24-hour crisis line supported through Telus (formally MySSP) to give students access to same-day, confidential mental health and crisis intervention support, and in multiple languages.
- Open 24/7. Online chat via [Telus website](#). You contact them to request a consultation with a counselor and they call you back the same day.

CRISIS CONNECTIONS

[Crisis Connections](#) (Seattle-area mental health support)

[866.427.4747](#)

- 24-hour crisis line for people in the Seattle area.
- Call if you have concerns about urgent on- of off-campus mental health needs.

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.

A list of crisis and Mental Health and Wellbeing resources can also be accessed on the [Student Resources Google Drive](#).

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
- [Civil Rights Compliance Office](#)
- [Title IX Investigation Office](#)
- UW SafeCampus or 206-685-SAFE (7233)
- UW Police Department
- In the case of emergency, always call 911

CAMPUS SAFETY

SAFECAMPUS

[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

IMMIGRATION PROTOCOL GUIDANCE

The College of Arts & Sciences has provided a [website](#) for gathered resources concerning immigration enforcement protocol, community support services, and guidance on how to care for yourself and others

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.
- **SafeZone App [Download the SafeZone app](#)** to get safety assistance regardless of where you are, and use the safety time to voluntarily share your location with UW Police for a virtual guardian service on the Seattle campus.
Additionally, this [UW LiveWell site is recommended](#) to learn the signs of an overdose and related resources. Fentanyl test strips and Narcan are available for free to current UW students, access the LiveWell site above to learn more. UWPD officers also carry Narcan to reverse an opioid overdose and are trained to use it.

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](#)**
 - The [Counseling Center](#) is available to students, they can also [provide referral](#) for ongoing care.
- **[Medical & Dental](#)**
- **[Recreation](#)**

Additional Mental Health Resource outside of UW: Deconstructing the Mental Health System (DMHS) is a non-profit organization that offers a [Free Therapy & Wellness Program \(12 sessions\)](#). They also offer a [BIPoC provider directory here](#).

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](#)

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.

UW STUDENT 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.

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

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

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

The program has also implemented a Peer Mentor program in which current students are matched with program alum for support and connection. Please contact Gillian Hepola (ghepola@uw.edu) for questions.

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

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 |

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.

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 |

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 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 |

Office of Graduate Student Equity & Excellence (GSEE)

As a unit of the University of Washington Graduate School, the Office of Graduate Student Equity & Excellence ([GSEE](#)) is committed to enhancing equity and social progression to promote the success of all graduate students.

For more than 50 years, GSEE has worked with graduate students, staff, faculty, and campus leadership to develop initiatives that strengthen graduate diversity, enhance academic opportunities, and encourage and support research exploring cultural diversity. GSEE aims to cultivate a culturally and ethnically diverse academic and social environment in which all graduate students can learn and thrive while attending the University of Washington.

GSEE promotes and supports:

- [Outreach, Recruitment and Graduate Student Success](#)
- [Professional Development and Community Building](#)
- [Graduate Funding Opportunities](#)
- Scholarship and Research
- Advocacy, Consulting and Advising

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-campuses, 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 |

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: noisrso@uw.edu

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

UW Indigenous Walking Tour

[Owen Oliver, Indigenous Walking Tour for UW Seattle Campus](#) -The 40-page, full color booklet tells the story of Indigenous places through an Indigenous community member's eye across seven stops on campus. You can also walk the tour virtually and watch a short video of Owen Oliver, the creator of the walking tour, sharing about what the tour means to him.

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 |

Leadership Without Borders

[Leadership Without Borders \(LWB\)](#) works to serve and empower undocumented students at the University of Washington. LWB offers leadership development resources, college success navigators, the Husky Lending Library, a space for community building, and connections to other campus and community resources. We also welcome allies who want to help further our mission.

Contact: 206-685-6301 | undocu@uw.edu |

Q Center

Located in the Husky Union Building on the University of Washington campus, the [Q Center](#) has proudly served LGBTQ+ students, staff, and faculty for almost **20 years**. We're here to foster a brave, affirming, and inclusive community where everyone's gender and sexual identities are celebrated.

Through programs, resources, and support, we empower students and staff to thrive personally, socially, and academically. Guided by values of justice, respect, and liberation, the Q Center is a space where all individuals can find connection, healing, and the freedom to be their authentic selves. [Contact](#) | [Location](#) | [Services](#).

Strom Center for Jewish Studies

As a premiere hub for Jewish Studies, [the Stroum Center](#) features an internationally recognized Sephardic Studies Program and a vibrant undergraduate and graduate community. The Stroum Center for Jewish Studies promotes the study of Jewish histories, cultures, societies, ideas, languages, and religion, integrating insights from these fields into broader scholarly and public conversations.

Contact: 206-543-0138 | jewishst@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](#) |

Alene Moris Women's Center

The Alene Moris Women's Center is a hub for leadership development, educational equity, and advocacy. It serves all students, faculty, staff, and community members, with a focus on empowering women and people of all gender identities. Its mission is to disrupt cycles of oppression and break down gender based barriers through transformational education, leadership development, and advocacy.

Contact: 206-685-1090 | womens@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 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. The center seeks to enhance public understanding of these issues, as well as contribute to political solutions.

Contact: 206-543-2780 | grumbach@uw.edu |

APPENDIX A: INTERNSHIP CONTRACT

INTERNSHIP CONTRACT FOR UW MA APPLIED PSYCHOLOGY STUDENTS

Student Name: xxxxxx

Student ID: xxxxx

UW email: email of Student

Telephone: phone # of Student

Site Supervisor: Name of Supervisor, Credential

This document forms a contract between **STUDENT NAME**, a graduate student in the University of Washington MA Program in Applied Child and Adolescent Psychology: Prevention and Treatment (hereafter “student”) and **INTERNSHIP SITE**, a mental health internship site (hereafter referred to as “site”), including the site’s supervisor, **SUPERVISOR NAME** (hereafter referred to as “supervisor”). **Terms of Contract**-This contract will begin on [THE START OF FALL QUARTER] and end on [THE END OF SUMMER B]. Internship Start/End Date. The Student shall begin their internship (defined as first week in which a student begins his/her internship schedule) **no earlier than [THE START OF FALL QUARTER]**. The student must end their internship by [THE END OF SUMMER B].

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 internship 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 internship 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 **[16-23] hours weekly** 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 internship 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 internship schedule set up in collaboration with the supervisor and internship 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 internship 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 internship site for the duration of the internship period as stated above, regardless of the number of total hours achieved prior to the internship end date.
10. The student is **not** expected or required to work at the internship site during breaks for the [UW academic year](#). Supervisors can inquire with the Associate Director of Clinical Training and Community Engagement for additional information.
11. The student will maintain confidentiality of internship site's, affairs, records, and case materials. Failure to do so could result in additional action by the internship site, being placed on probation, or termination from the internship site and a failing grade for the internship course.

Clinical Supervision

12. 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.

13. The student will actively participate in and make effective use of supervision (e.g., present cases, bring in patient data, etc.), demonstrate receptiveness to the supervision process, and adjust clinical practice accordingly based on supervisor directives and/or feedback.
14. 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, student needs, or concerns.
15. 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 internship training. The student will seek clarification on these as needed.
16. 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.
17. [Site specific requirements inserted here]

Site/Site Supervisor Responsibilities and Expectations:

Orientation, Clinical Hours & Practice at Site

1. The site and site supervisor are to provide opportunity for the internship 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 internship 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 internship 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 internship, 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 internship, 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 student training needs, such as desired client populations, type and internship, and supervision arrangements, etc., and establish a schedule for the year.
5. Supervisor and site will ensure the student's internship 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 internship requirements.

Supervision

7. The supervisor will provide a minimum of one hour of scheduled individual supervision of the student weekly and additional supervision as needed.
8. Primary supervisors must be licensed in their field and competent in the area to be supervised. On-site supervision from a licensed mental health professional will always be available whenever a internship student is providing services, although this person does not have to be the primary supervisor.
9. 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.

10. The supervisor assumes responsibility for case assignment to the internship student to ensure that assignments are consistent with the skill level of the internship student. Work with mental health emergencies will be limited, and site supervision/direction will be readily available should the student encounter an emergency.

11. 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.

12. 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

13. The supervisor will complete a written summative evaluation of the student four times during the internship period that includes two brief and two full evaluations. 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 internship. The schedule for submitting evaluations is as follows:
 - o Autumn Quarter: supervisor will receive the brief evaluation [specific dates TBD]
 - o Winter Quarter: supervisor will receive the full evaluation [specific dates TBD]
 - o Spring Quarter: supervisor will receive the brief evaluation [specific dates TBD]
 - o End of the internship period: supervisor will receive the full evaluation [specific dates TBD]

14. 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. The supervisor will inform the student of the observation and feedback processes at the site.

15. 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.
16. The supervisor will be available to participate in site visits performed by the UW MA Program.
17. 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 internship. 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.
18. 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 internship site. If the site wishes to terminate the student from a placement or the student wishes to resign from a internship 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 internship 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 internship placement at the site, be placed at another internship 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

INTERNSHIP 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: INTERNSHIP SUPERVISOR BRIEF EVALUATION UW MA APPLIED CHILD & ADOLESCENT PSYCHOLOGY STUDENT

This evaluation 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 internship 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.

SCALE:

- 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

For how long (e.g. weeks, months) have you been this student's supervisor?

(Text response)

I have observed the student's clinical work (either live or recorded) since the last evaluation period.

(Yes/No)

If you answered no to the above question about observing a student's clinical work, please explain why observation has not taken place.

(Text response)

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).

(Scale response)

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)

(Scale response)

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)

(Scale response)

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).

(Scale response)

Therapeutic alliance (e.g., ability to establish a working therapeutic relationship).

(Scale response)

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).

(Scale response)

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)]. *(Scale response)*

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 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 responsiveness when implementing evidence based interventions with diverse patient populations, identities, and backgrounds).

(Scale response)

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).

(Scale response)

Professionalism (e.g., timeliness, conscientiousness, complies with internship 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). *

(Scale response)

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). *

(Scale response)

Clinical documentation/note-keeping (e.g., clinically logical, timeliness, conciseness). *

(Scale response)

Notes/Comments on Ratings:

(Text response)

Overall rating of student performance: Based on their current level of training, please provide an overall rating of this student's performance. What would you recommend as an overall rating for this student to date?

(Select rating from scale below)

- *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)*

If you would like, please provide notes or comments about your rating.

(Text response)

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

(Text response)

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

(Text response)

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?

(Text response)

Upon completion of the evaluation, it is required that this evaluation is reviewed in its entirety with the student, individually and verbally.

Supervisor Signature:

Student Signature:

I attest that this evaluation was reviewed with me.

APPENDIX C: INTERNSHIP SUPERVISOR FULL EVALUATION UW MA APPLIED CHILD & ADOLESCENT PSYCHOLOGY STUDENT

This evaluation form will be completed by primary supervisors.

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 internship 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.

SCALE:

- 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

For how long (e.g. weeks, months) have you been this student's supervisor?

(Text response)

Do you anticipate a change in supervisors for this student?

(Yes/No)

If you anticipate a change in supervisors, please note the supervisor's name and contact information below:

(Text response)

I have observed the student's clinical work (either live or recorded) since the last evaluation period.

(Yes/No)

If you answered no to the above question about observing a student's clinical work, please explain why observation has not taken place.

(Text response)

Competency Areas

Psychological Knowledge

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

(Scale response)

Applies core scientific conceptualizations of human behavior (e.g., behavioral principles, parent-child relationship) in clinical work with clients.

(Scale response)

Displays knowledge, understanding, and application of the concept of evidence-based practice. *(Scale response)*

Notes/Comments on Ratings:

(Text response)

Professional Communication and Interpersonal Skills

Ability to write clear and coherent progress notes.

(Scale response)

Ability to write clear and coherent case formulations.

(Scale response)

Ability to write clear and coherent treatment plans, summaries, and/or discharge plans

(Scale response)

Ability to orally present case information during supervision or group settings.

(Scale response)

Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, allied professionals, supervisors, and those receiving professional services.

(Scale response)

Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated

(Scale response)

Demonstrates a sufficient grasp of professional language and concepts in their professional communications

(Scale response)

Demonstrates effective interpersonal skills and the ability to manage difficult communication well.

(Scale response)

Notes/Comments on Ratings:

(Text response)

Clinical Competencies and Skills

Assessment, Evaluation and Diagnostic Skills

Degree of skill in interviewing (establish rapport, observational abilities, problem conceptualization, formulate appropriate diagnostic impressions).

(Scale response)

Ability to understand patients' psychological functioning through observations, interviews, and patient data (e.g., standardized measures)

(Scale response)

Ability to diagnose psychosocial difficulties and disorders in children and youth

(Scale response)

Ability to identify appropriate evidence based practice based on assessment information

(Scale response)

Therapy Skills

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

(Scale response)

Ability to establish a working therapeutic relationship

(Scale response)

Ability to define, clarify and specify clinical intervention targets based on both relevant evidence-based theory and the patient's specific case formulation

(Scale response)

Ability to select interventions guided by appropriate theory-based practice or practice based on evidence when possible.

(Scale response)

Ability to systematically implement appropriate evidence based practices or interventions with fidelity and flexibility to address clinical target(s).

(Scale response)

Demonstrates awareness of their own clinical competencies and areas for continued development

(Scale response)

Ability to identify and effectively address a patient's ambivalence or low motivation for treatment. *(Scale response)*

Ability to effectively review, plan and assign homework as part of the therapy process.

(Scale response)

Ability to facilitate patient's and/or caregiver's understanding of homework tasks and their importance.

(Scale response)

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).

(Scale response)

Ability to effectively pace and manage time within the therapy session that is appropriate to the therapy context and patient's capacity for learning.

(Scale response)

Ability to maintain focus on important issues, while also demonstrating appropriate flexibility in response to unanticipated issues.

(Scale response)

Notes/Comments on Ratings:

(Text response)

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.

(Scale response)

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.

(Scale response)

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).

(Scale response)

Demonstrates the requisite knowledge base and ability to articulate an approach to working effectively with diverse individuals and groups.

(Scale response)

Applies treatment approaches with diverse individuals and groups effectively in their professional work.

(Scale response)

Demonstrates cultural sensitivity and responsiveness when implementing evidence based interventions with diverse patient populations, identities, and backgrounds.

(Scale response)

Notes/Comments on Ratings:

(Text response)

Use of and Response to Supervision

Comes to supervision well prepared (e.g., identifies areas to address, brings in questions, knows about their clients)

(Scale response)

Makes effective use of supervision (e.g., presents cases, brings in patient data, etc.)

(Scale response)

Demonstrates intellectual curiosity and openness to learning during supervision

(Scale response)

Demonstrates flexibility during supervision (open to various points of view)

(Scale response)

Receptive to constructive feedback and suggestions and/or recommendations during supervision

(Scale response)

Adjusts clinical practice as needed based on feedback

(Scale response)

Communicates effectively with supervisor

(Scale response)

Shows openness and willingness to contribute own viewpoint and ideas to the supervision process.

(Scale response)

Student's reliance on supervision to conceptualize cases and plan interventions is appropriate for their level of training.

(Scale response)

Notes/Comments on Ratings:

(Text response)

Ethical Behavior and Professionalism Skills

Completes required documentation (e.g., progress notes, treatment plans, etc.) in a timely manner

(Scale response)

Keeps records up to date

(Scale response)

Attends meetings, patient appointments and all other required internship activities on time

(Scale response)

Notifies supervisor (or designated personnel) appropriately and in a timely manner about absences, requests for leave, etc.

(Scale response)

Complies with internship site's policies and procedures

(Scale response)

Displays a professional manner, including appropriate attire

(Scale response)

Engages in self-reflection regarding their personal and professional functioning

(Scale response)

Shows awareness of and attention to self-care (i.e., engages in activities to maintain and improve performance, well-being, and professional effectiveness)

(Scale response)

Possesses emotional stability and maturity

(Scale response)

Responds professionally in increasingly complex situations with a greater degree of independence as they progress across their training.

(Scale response)

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

(Scale response)

Is knowledgeable of and acts in accordance with current relevant ethical codes

(Scale response)

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.

(Scale response)

Is knowledgeable of and acts in accordance with relevant professional standards and guidelines.

(Scale response)

Recognizes ethical issues/dilemmas as they arise and works to resolve them appropriately using ethical decision making processes

(Scale response)

Conducts self in an ethical manner in all professional activities.

(Scale response)

Seeks supervision and consultation with appropriate supervisors when needed

(Scale response)

Notes/Comments on Ratings:

(Text response)

Overall Rating of Student Performance

Based on their current level of training, please provide an overall rating of this student's performance

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

(Select one)

- *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)*

If you would like, please provide notes or comments about your rating.

(Text response)

Qualitative Evaluation of Student Performance

Please complete the following open-ended questions

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:

(Text response)

Please comment on your supervisee's growth/ progress over the course of supervision to date.

(Text response)

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

(Text response)

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?

(Text response)

Additional comments/feedback:

(Text response)

Upon completion of the evaluation, it is required that this evaluation is reviewed in its entirety with the student, individually and verbally.

Supervisor Signature:

Student Signature:

I attest that this evaluation was reviewed with me.

APPENDIX D: PROGRAM GRADING POLICY

While there is no explicit scale assigned to UW Graduate School programs, regulations exist on graduate degree requirements and the UW grading system([Graduate School Policy1.1](#) / [Scholastic Regulations Ch.110.1.B.](#)). We are providing the scale in this section to promote clarity and transparency to faculty and students.

| 4.0 SCALE | % | LETTER | NOTE- GRADUATE SCHOOL POLICY1.1 / SCHOLASTIC REGULATIONS CH.110.1.B. |
|--------------|--------|--------|---|
| 4.0 | 97-100 | A | |
| 3.9 | 94-96 | A | |
| 3.8 | 92-93 | A- | |
| 3.7 | 90-91 | A- | |
| 3.6 | 89 | A- | |
| 3.5 | 88 | A- | |
| 3.4 | 87 | B+ | |
| 3.3 | 86 | B+ | |
| 3.2 | 85 | B+ | |
| 3.1 | 84 | B | |
| 3.0 | 83 | B | |
| 2.9 | 82 | B | |
| 2.8 | 81 | B- | |
| 2.7 | 80 | B- | <i>A minimum of 2.7 shall be required in each graded course which counts toward satisfying graduate degree requirements. A minimum cumulative grade-point average of 3.0 is required for graduation</i> |
| 2.6 | 79 | B- | |
| 2.5 | 78 | B- | |
| 2.4 | 77 | C+ | |
| 2.3 | 76 | C+ | |
| 2.2 | 75 | C+ | |
| 2.1 | 74 | C | |
| 2.0 | 73 | C | |
| 1.9 | 72 | C | |
| 1.8 | 71 | C- | |
| 1.7 | 70 | C- | Grades below 1.7 will be recorded as 0.0 by the Registrar and will not count toward total credit count or grade and credit requirements |
| 1.6 | 69 | C- | |

| | | |
|----------------|----|----------|
| 1.5 | 68 | C- |
| 1.4 | 67 | D+ |
| 1.3 | 66 | D+ |
| 1.2 | 65 | D+ |
| 1.1 | 64 | D |
| 1.0 | 63 | D |
| 0.9 | 62 | D |
| 0.8 | 61 | D- |
| 0.7 | 60 | D- |
| 0.6-0.0 | 0 | E (or F) |

APPENDIX E: CLASSROOM ASSESSMENT OF PROFESSIONAL COMPETENCIES

We expect students to adhere to the program's professionalism expectations, ethical standards and values throughout their time in the program. Instructors will assess students and provide professionalism ratings and feedback for students, not as a punitive measure, but with the goal of building the foundation for their careers as professionals and identifying programmatic support if needed. The program is dedicated to identifying performance and addressing concerns as early as possible, ideally before they rise to the level of corrective action but this will depend on the circumstances.

Instructors will provide ratings for students in the following dimensions (1) accountability & responsibility; (2) professional/respectful communication; and (3) individual and cultural diversity. Each dimension also has individual items listed within it. Each dimension is rated on the following 0-2 point scale, and concerns (if any) would be noted for each dimension.

0 – Does not Meet Expectations

1- Minimally Meets Expectations

2 – Meets Expectations

N/A - Not able to assess

Accountability & Responsibility:

- Attends class as required and arrives on time
- Complies with course policies and procedures as outlined in the syllabus
- Displays a professional manner (e.g., being attentive and engaged in class, not having side discussions with classmates)
- Not being on devices viewing non-course related materials
- Engages in self-reflection regarding their personal and professional functioning, responsive to feedback
- Demonstrates emotional stability and maturity

Professional/respectful communication: Maintains effective, skillful and respectful communication with instructors, peers, guest lecturers and other classroom visitors.

- Seeks instructor approval for late assignments or discusses with instructor any missed assignments
- Notifies instructor appropriately and in a timely manner about absences, requests for leave, etc.
- Approaching grade or assignment disputes with instructors with openness, curiosity and flexibility
- Responding to peer's comments in class with curiosity, openness, and flexibility

- Respect for peers beyond the classroom, refraining from gossip, engaging in thoughtful and direct communication, and approaching conflict with accountability and care.
- Respect towards guest speakers (e.g., paying attention; no use of devices)
- Using effective communication in emails to instructors

Individual & Cultural Diversity: Demonstrates knowledge, awareness, and skills in working with diverse individuals and communities and a commitment to ongoing learning, self-reflection, and growth in working with diverse individuals and communities.

- **Engages in an ongoing practice of awareness and reflection** when discussing issues related to individual and cultural diversity, as indicated by: Reflection in discussions involving identity, power and inequity; acknowledgment of positionality, personal biases and areas of growth; openness to feedback; and considers impact vs. Intent.
- **Demonstrates a commitment to practicing sensitivity and respect** toward peers and instructors with diverse identities, as indicated by: Demonstrates active listening and understanding of peoples' lived experiences and multiple truths; avoids assumptions about other's identities and experiences; engages respectfully across difference; and demonstrates accountability by repairing when harm occurs.
- **Actively works toward understanding and honoring** individuals with multiple, intersecting identities, as indicated by: Demonstrate an understanding that people hold multiple, intersecting identities that shape their experiences; avoids stereotyping; integrates intersectional perspectives into discussions and coursework; has thoughtful and respectful questions to deepen understanding; recognizes the impact of systemic inequities on individuals and communities.
- **Seeks consultation and guidance as part of a continual learning process** when navigating issues related to diversity and identity, as indicated by: Seeks supervision and support when navigating complex situations; engages in recommended readings, and resources; demonstrates willing-ness to learn from others' expertise and lived experiences; applies feedback and integrates into future interactions.

APPENDIX F: PERFORMANCE IMPROVEMENT PLAN (PIP)

Performance Improvement Plan (PIP)

Student Name:

Faculty member(s) raising the concern/s:

Date of Meeting:

PIP start date:

PIP review dates/schedule:

Faculty member responsible for monitoring and assessing outcome:

Final Review meeting date:

Meeting Participants:

If internship related:

Primary Internship Supervisor:

Site:

If a student is placed on a PIP due to internship concerns, the student will receive an "X" in PSYCAP 560 (Applied Internship Class) for every quarter until the issue has been resolved.

Purpose and Background

The purpose of this Performance Improvement Plan is to clearly outline areas of concern, expectations for improvement, and specific actions required to support {insert student's name}'s success and professional, academic and /or behavioral concerns.

Description of concern: (Include a summary/history of the concerns, identifying strengths and challenges, prior attempts to address the concern, and the rationale for requesting a Performance Improvement Plan.)

Areas of Concern and Expectations

| | |
|--------------------------------|--|
| Concern | |
| Expectations /Goal | |
| Measures of Improvement | |

| | |
|--------------------------------|--|
| Concern | |
| Expectations /Goal | |
| Measures of Improvement | |

| | |
|--------------------------|--|
| Concern | |
| Expectations/Goal | |

| | |
|--------------------------------|--|
| Measures of Improvement | |
|--------------------------------|--|

| | |
|--------------------------------|--|
| Concern | |
| Expectations / Goal | |
| Measures of Improvement | |

Support and Resources to be provided

Evaluation of Progress

Progress will be formally reviewed on the PIP review dates listed above. Successful completion of this Performance Improvement Plan requires consistent and sustained demonstration of all expectations outlined. Failure to demonstrate adequate improvement may result in further corrective action, up to and including changes to internship status, delay in graduation or dismissal from program.

Progress Review and Outcome

Progress toward these goals will be reviewed regularly by [insert ALL PARTIES who will be involved in reviewing. For internship, this should include ADCTCE and primary supervisor]. The student will be kept apprised of their/his/her progress on a regular basis, at least every 2 weeks. If [STUDENT NAME] does not meet these goals by __/__/__, the UW MA program will determine next steps regarding his/her/their progress in the program.

Student's signature below indicates that I've read and understand this document and the expectations to successfully complete the UW PYSCAP program, however it does not necessarily imply agreement.

Student

Date

Signature

Date

Printed Name and Title

Signature

Date

Printed Name and Title

Signature

Date

Dr. Lynn Fainsilber Katz, Director

ATTESTATIONS

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

PSYCAP MA Program
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 *2026-2027 Student Handbook for the Master's in Applied Child & Adolescent Psychology: Prevention & Treatment Program (5.27.2026)*.
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 the MA program cannot guarantee my preferred internship placement location, and the program reserves the right to offer alternative internship placements and/or arrangements in the event that the original placement plan must be revised.

PRINT NAME

SIGNATURE

DATE

10. At my internship 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 internship organization or jeopardize my performance in internship. I understand that a violation could result in my termination from the internship assignment, a failing grade in the PSYCAP 560 course and/or possible suspension from the University.
11. I agree to comply with the vaccination/immunization requirements of my internship site.
12. I agree to allow the University to share the results of my criminal background check with the internship 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 internship 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 internship 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 tuition increases will occur and the per credit tuition rate in Year 1 will 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.

- 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