

I. GENERAL INTRODUCTION

A. THE CLINICAL DEVELOPMENTAL PSYCHOLOGY PROGRAM

The Bryn Mawr Clinical Developmental Program (CDPP) offers doctoral training and education in clinical psychology. Training in psychological theory, research, and clinical practice takes a developmental perspective. Emphasis on the school and family as contexts for development is an important component of the program. The CDPP is founded on three core philosophical values. First, the CDPP is designed according to the scientist-practitioner model. Second, we believe that abnormal and maladaptive behavior are best understood within the framework of normative development. Third, it is our view that both normal and abnormal development are best examined within the key social contexts of family and school, which are themselves embedded in a broader cultural context.

CDPP students have the opportunity to engage in research in a variety of settings; serve as teaching assistants in numerous undergraduate courses; receive practitioner training in school and clinic settings; develop skills in individual and family therapy; and become proficient in psychological assessment and school consultation. CDPP students with a strong interest in young children can serve as teaching assistants in the department's early childhood education programs, concentrate their research efforts working with preschoolers, and receive clinical training in the assessment and treatment of children under 6.

The CDPP prepares graduates to engage in research, teaching, clinical practice, supervision, and consultation in academic, school, or clinical settings. Most students obtain Pennsylvania certification in school psychology during graduate school¹. All graduates have become licensed as psychologists following the requisite postdoctoral experience. Since 1985, the CDPP program has been approved as meeting the guidelines for doctoral degrees in psychology by the National Register of Health Service Providers in Psychology and the Association of State and Provincial Psychology Boards. This designation is used by many State Licensing Boards to screen applications for licensing as psychologists.

B. FACULTY

The CDPP is a doctoral program based within the Bryn Mawr College Department of Psychology. The Department of Psychology has eight full-time faculty members and several adjunct faculty members who teach graduate courses and supervise students. The

¹ International students should consult with Leslie Rescorla about their eligibility for School Psychology Certification.

Department of Psychology is located in a renovated Colonial Revival Style Building named Bettws-y-Coed (affectionately known as "Betsy Coed"), which contains state-of-the-art laboratories, classrooms, and a graduate student lounge and office equipped with computers. The list of faculty members affiliated with the CDPF program appears below.

CDPF FACULTY

Kimberly Wright Cassidy (B.A., Swarthmore College, 1985; Ph.D., University of Pennsylvania, 1993) is a developmental psychologist with a focus on cognition and education. Dr. Cassidy is certified as a teacher at the elementary, middle school, and high school levels. Her research interests include the development of children's theories about the minds of others; the link between theory of mind, social information processing, and aggressive behavior in young children; gender stereotyping in preschoolers; and the role of phonological and prosodic information in language acquisition.

Clark McCauley (B.S., Providence College, 1965; Ph.D., University of Pennsylvania, 1970) is a social and testing psychologist with research interests in social cognition, individual differences, and intergroup conflict. Current research topics include attractions of horror films, group identification, and evaluation of peace-education programs. (on leave Semester I in academic year 2005-06)

Lauren J. Myers (B.A., Furman University, 2002; Ph.D., The Pennsylvania State University, 2008) is a developmental psychologist who focuses on cognitive and social-cognitive development. She studies symbolic and representational development, or how children of all ages learn to use, create, and understand symbols such as maps, drawings, photographs and written notations. Her current research interests include children's use of symbols as communicative representations to other people; children's notation and drawing strategies; transparency of the meaning of gestures; theory of mind development (in children as well as in adults); and developmental changes in spatial and mapping abilities throughout the lifespan.

Paul Neuman (Senior Lecturer) (B.A., Antioch College, 1985; Ph.D., Temple University, 1996) is an experimental psychologist whose training is in the experimental analysis of behavior. His research involves the functional relations that produce

persistent patterns of choice when faced with changes in circumstances. In addition, he studies the variables that produce, maintain, and mitigate activity-based anorexia. His theoretical interests include intentions, awareness, and verbal behavior. He also has extensive experience in applied behavior analysis involving behavior programming for individuals with a full range of clinical problems including autism and developmental disabilities.

Leslie A. Rescorla (B.A., Radcliffe College, 1967; Ph.D., Yale University, 1976) is a licensed and school certified psychologist. Her research interests are the epidemiology of language delay in toddlers; outcome of early language delay; associations between language and behavior problems in young children; empirically based assessment of children's problems and competencies; and longitudinal study of emotional/behavioral problems. Dr. Rescorla received her clinical training at Yale Child Study Center, Children's Hospital of Philadelphia, and Philadelphia Child Guidance Center, and she is Director of the Bryn Mawr Child Study Institute. Her clinical practice involves psychological assessment, early childhood evaluation, individual and family therapy, and family-school consultation.

Marc Schulz (Program Director) (B.A. Amherst College, 1984; Ph.D. University of California at Berkeley, 1994) is a clinical psychologist. His interests are in emotion and coping processes, family relationships and functioning, and developmental psychopathology. Current research includes a multi-method approach (e.g., observational, psychophysiological, and self-report) to studying the process of regulating negative emotions in couple relationships, the consequences of emotion regulation and expression for individual and relationship well-being, and the effects of marital conflict on children. Dr. Schulz is a licensed psychologist who received his clinical training at Children's Hospital, Massachusetts Mental Health Center, and Harvard Medical School in Boston. He is a staff psychologist at Bryn Mawr's Child Study Institute and supervises students in clinical training.

Anjali Thapar (Department Chair) (B.A. Case Western Reserve University, 1990; Ph.D. Case Western Reserve University, 1994) is a cognitive psychologist. Her research interests include the study of age-related differences in cognitive abilities, gender differences in cognitive abilities, and the study of human

memory. Current research topics include the study of changes in memory, attention, and frontal lobe functioning that are associated with the aging process.

Earl Thomas (B.A., University of Toronto, 1961; Ph.D., Yale University, 1966) is a biological psychologist specializing in the neurobiology and psychopharmacology of anxiety. He is interested in experimental psychopathology and has done work on animal models of human depression. His other research interests include the neurobiology of learning and memory.

Robert H. Wozniak (B.A., College of the Holy Cross, 1966; Ph.D., University of Michigan, 1971) is a developmental psychologist. His interests are in developmental theory, the social and intellectual history of American psychology, and family processes. Current research focuses on power and gender in family belief and interactional systems, and subcultural variations in family values and their relationship to adolescent development. (on leave Semester I in academic year 2008-09)

Mary Eno (Adjunct Faculty Member)(B.A., University of Nebraska, 1972; Ph.D., University of Pennsylvania, 1983) is a licensed psychologist. She formerly taught at the Graduate School of Education of the University of Pennsylvania and worked at the Philadelphia Child Guidance Clinic. She consults frequently with public and private school systems and is the consulting psychologist at Abington Friends School. Dr. Eno's interests are in marital and family therapy, families of divorce, sibling relationships, school consultation, and family-school relationships.

Staci Heindel (Adjunct Faculty Member) (Ph.D., Bryn Mawr College, 2003) is a licensed and Pennsylvania certified school psychologist. She is the Co-director of Assessment Services at the Child Study Institute. Dr. Heindel has received clinical training in assessment and individual, family, and group psychotherapies through work at Child Study Institute, Elwyn Nonpublic School Program, St Gabriel's System, and Villanova University Counseling Center. She completed her predoctoral clinical internship at The Reading Hospital and Medical Center. She has served as a school psychology consultant in inner-city and suburban independent school settings. Dr. Heindel's primary interests are in the identification and remediation of learning, behavioral, and emotional differences in children, adolescents, and young adults.

Carol H. Roberts (Adjunct Faculty Member) (B.A., Wilson College, 1960; Ph.D., Bryn Mawr College, 1981) is a licensed and school-certified psychologist. Prior to returning to Bryn Mawr, she spent 20 years as a psychologist in the Upper Darby School District. In addition to teaching, she is a staff psychologist at the Child Study Institute. Her interests include education law and the use of the Rorschach. Professional specialities include psychological evaluation of school-age children, consultation with parents regarding special education issues, and participation in IEP meetings, mediation, Pre-Hearing conferences, and Due Process Hearings.

C. GRADUATE STUDENTS

Women and men from a wide variety of educational and professional backgrounds enroll in the CDPP. Some have chosen to pursue graduate study immediately after completing their undergraduate education, and others have worked in the field of psychology or in another field before enrolling at Bryn Mawr. Some students enter the program with master's level training in psychology, counseling, social work, or education.

D. ACADEMIC RULES AND REGULATIONS

Two sets of academic regulations and procedures govern graduate programs in CDPP: 1) the M.A. and Ph.D. rules of the Graduate School of Arts and Sciences (GSAS), which should be obtained from the Graduate School Office; and 2) the rules and regulations of the Clinical Developmental Psychology Program. The academic rules and regulations that are in force on the day that a student enters the department are the rules and regulations that govern that student's program.

E. PROGRAM COURSES

The CDPP course of study consists of 16 course requirements (5 credit hours each), which are detailed below.

RESEARCH METHODS (501). This course deals with research design and methodology in psychology. An important purpose of this course is to help students begin their predissertation research projects. Students explore issues of internal and external validity of research designs, examine the use of survey, case, observational, and experimental methods, and consider modes of data collection and levels of measurement as they examine a variety of research topics in clinical and developmental psychology in greater depth. Topics covered include basics of experimental design, measurement and scaling, microgenetic methods, diary studies, treatment efficacy research, and research ethics.

MULTIVARIATE STATISTICS (502). This course is designed to introduce students to advanced statistical techniques that are becoming increasingly important in developmental, clinical and school psychology research. We focus on understanding the advantages and limitations of common multivariate analytic techniques that permit simultaneous prediction of multiple outcomes. Emphasis is placed on helping students critically evaluate applications of these techniques in the literature and the utility of applying these techniques to their own work.

Topics covered include path modeling, ways of analyzing data collected over multiple points in time (e.g., a growth curve capturing change in a developmental variable during childhood), confirmatory factor analysis, and measurement models. Students use existing data sets to gain experience with statistical software that can be used for multivariate analyses.

STATISTICS (Psychology 505 or Social Work 540). Designed to help students develop the critical skills necessary to interpret and analyze data and to plan research. These courses cover descriptive statistics, correlation and regression approaches, probability theory and inductive statistics, and the analysis of variance.

SOCIAL PSYCHOLOGY (508). Provides an introduction to basic social psychological theories and research. Topics covered include: group dynamics, stereotypes and group conflict, attitude measurement, and attitudes and behavior. An emphasis is placed on research methods in the study of social psychology

DEVELOPMENTAL PSYCHOLOGY (510). This course provides an overview of theory and research relating to the development of children and adolescents within family, school, and cultural contexts and thus serves as a foundation for future work in the department. Following an overview of major developmental theories, we examine topics such as infant perception, infant sociality, prelinguistic communication, attachment, language development, the development of self awareness, early social cognition and theory of mind, conceptual change, memory and learning, parent-child relations, peer relations and gender issues, self-concept and self-perception, moral development, logical thinking, and identity formation. Topics are examined within a multicultural, ecological, and developmental framework.

HUMAN COGNITION (512). This course explores the cognitive bases of behavior, emphasizing information processing approaches. Major areas of cognitive psychology are surveyed. These areas include perception, attention, memory, language, and thinking and decision making.

INTRODUCTION TO PSYCHOLOGICAL ASSESSMENT: COGNITION AND INFORMATION PROCESSING (540). This course introduces current

approaches to identifying the educational needs of children and adolescents through psychological assessment. The major topics include: theoretical conceptualizations of intelligence and learning disabilities/differences within a developmental framework, psychometric concepts as they apply directly to the assessment process, and the use of norm-referenced measures of cognition and information processing in concert with observations, clinical interviews, and other qualitative information about the strengths and needs of students. Additional topics include issues of culture in assessment, differential validity of standardized tests, the role of Dynamic assessment approaches, and multiple perspectives on current classification systems. Assignments entail practice in the administration, scoring, interpretation, and integration of selected cognitive and information processing measures, as well as the communication of findings and their implications.

PSYCHOEDUCATIONAL AND SOCIAL/EMOTIONAL ASSESSMENT (541). This course serves as a continuation of Psych 540 (above) with emphasis on the assessment of academic skill development, social/emotional functioning, and behavioral functioning with the purpose of aiding in the development of appropriate remedial strategies and clinical recommendations. This course will include an overview of the reading process, and the acquisition of math and writing skills. Students will be introduced to standardized measures of academic assessment as well as informal, curriculum-based, and response to interventions methods of assessment of learning disabilities/differences. Students will also be exposed to a variety of diagnostic and assessment tools utilized for the assessment of social/emotional and behavioral issues including rating scales, observations, interviews, questionnaires, and projective measures. This course will also introduce the students to current approaches in the assessment and/or diagnosis of several specific disorders including Attention Deficit/Hyperactivity Disorder, Autism Spectrum Disorder, and Nonverbal Learning Disabilities. Interpretation and integration of information will be emphasized throughout. Assignments include weekly readings, practice psycho-educational reports, and a final take-home exam.

DEVELOPMENTAL PSYCHOPATHOLOGY (551). An examination of research and theory addressing the origins, course, and consequences of maladaptive functioning in children, adolescents, and families. Major forms of childhood and adolescent psychopathology (e.g., antisocial behavior, attention deficit hyperactivity disorder, and depression) are examined and family-based risk factors for psychopathology, such as parenting quality and marital conflict,

are explored. An important focus of the course is on the identification of risk and protective factors for psychopathology. Topics covered include contrasting models of psychopathology; assessment and classification of childhood disorders; models of individual and family risk; social and cultural factors influencing the development of psychopathology; and therapeutic efforts to prevent or ameliorate disorders.

INTRODUCTION TO PSYCHOTHERAPY (561). This course provides an introduction to the principles and practice of individual psychotherapy with an emphasis on working with children and adolescents. Students are encouraged to think critically about the nature and process of psychotherapy and to apply creatively their knowledge and skills to the task of helping those in need. Emphasis is placed on formulating therapeutic goals and conceptualizing therapeutic change. The course provides an overview of dominant conceptualizations of therapy, including psychodynamic and cognitive/behavioral approaches and of the psychotherapy research literature. Therapeutic techniques and challenges in work with children and adolescents are presented. Concurrent with the course, students have an introductory therapy experience in a school or clinic in which they conduct psychotherapy with one or two clients and receive supervision.

PSYCHOPHARMACOLOGY (595). Provides an overview of the role of drugs in basic brain-behavior relations. Topics include the pharmacological basis of motivation and emotion; pharmacological models of psychopathology; the use of drugs as treatment of psychiatric disorders such as anxiety, depression and psychosis; and the psychology and pharmacology of drug addiction. ***Students without prior coursework in behavioral neuroscience are encouraged to sit in on the first 5 weeks of Behavioral Neuroscience (218) prior to taking Psychopharmacology.***

HISTORY OF CLINICAL PSYCHOLOGY (612). Familiarizes students with 20th century developments in clinical psychology and with the 18th and 19th century social and intellectual trends from which they emerged. Topics include: Mesmerism and the rise of dynamic psychiatry in Europe and America; changing patterns in the institutionalization of the insane; the Boston Group (James, Prince, Sidis) and the development of abnormal psychology and psychotherapy; the American reception of psychoanalysis; the Mental Hygiene and Child Guidance movements; the growth of psychometrics; personality theories and theorists; and trends in the professionalization of clinical psychology after WWII.

FAMILY, SCHOOL, AND CULTURE (623). This course will explore three central domains of a child's life—the family, the school and how culture influences and is influenced by both. The readings are both theoretical and clinical in nature, designed to provide the student with a broad introductory grasp of the central ideas, research and concepts in each domain. In addition, theory and research are linked with clinical practice for psychologists working in schools or treating children with school problems.

CONSULTATION AND PRACTICE ISSUES IN SCHOOL PSYCHOLOGY (642). The third and final course in the CDPD psychological assessment sequence, this course prepares students for the professional practice of clinical developmental and school psychology. The course deals with models of special education; consultation approaches in school psychology; categories of exceptionality; multicultural issues in the delivery of school psychology services; principles of educational psychology; the structure and organization of schools; and assessment of preschoolers. The class includes a weekly "Diagnostic and Personality Assessment Lab" While taking this course, and continuing through the second semester, each student works in an assessment practicum in a school, clinic, or pupil service agency. This course includes a weekly lab in which students and instructors discuss ongoing cases and consider such clinical issues as test selection, scoring, report writing, working with parents, consultation, and programming recommendations.

ADVANCED PSYCHOTHERAPY: FAMILY THERAPY (660). This course is designed for students who have taken "Introduction to Psychotherapy" or the equivalent, and who have completed coursework in personality and developmental theory. Students will be introduced to the theoretical and practical foundations for treating children, couples and families using therapies that have stood the test of time as well as evidence based treatment paradigms. Treatment issues will be covered through the use of videotapes, didactic presentations, lectures and student presentations. A substantive portion of the course involves reflecting on the models and practices of doing therapy in light of one's own unique experiences as a clinician. This course is designed in conjunction with the practicum in family therapy at the Child Study Institute.

ETHICAL, LEGAL, AND PROFESSIONAL ISSUES (690). This course deals with ethical, legal, and professional issues in the science and practice of psychology. Students give class presentations and lead discussions about legal cases affecting school and clinical

practice, about the APA and NASP Ethics codes, and about professional issues related to academic and applied psychology. It is taught in the Spring semester of the year in which students are engaged in their assessment practicum (usually their third year in the program). The class includes a weekly "supervision lab" in which students discuss ethical, legal, and professional issues related to their school placements. Specific ethical and legal issues discussed include competence, informed consent, confidentiality, expert testimony, special education law, due process rights, child custody evaluation, and the duty to warn, with particular emphasis on situations likely to arise in the provision of psychological services to children and families. (Discussion of ethical conduct of research and practice also occurs in the weekly Research Brown Bag lunch meeting, in the Research Ethics and Practice and Clinical Developmental Psychology Course, and in the Research Methods course, as well as in meetings between individual students and their research advisors).

F. RESEARCH

CDPP students are expected to be actively engaged in research throughout the program. All CDPP students are required to complete predissertation and dissertation research projects. The predissertation (or master's thesis) is completed by the end of the second year in the program. Students are strongly encouraged to complete the bulk of their dissertation research prior to beginning the clinical internship.

Many faculty members run research groups that meet at regular intervals. During these meetings, students and the advisor present their research ideas and discuss a wide range of issues relevant to the conducting of research.

The CDPP has a weekly Research Brown Bag lunch meeting, held on Wednesdays, which is attended by faculty and students. Each student in the program presents his or her research at this meeting several times over the course of the doctoral program. The Research Brown Bag gives students a chance to see what their fellow students are working on, enables them to get feedback about their own research, and gives them an opportunity to make constructive suggestions about the research of others in an informal and collaborative context.

At the beginning of each academic year, incoming students meet as a group with each faculty member to hear about that faculty member's research interests and current areas of research. The purpose of this research orientation is for first year students to see the full range of research opportunities available and to facilitate final selection of an advisor for

predissertation research.

Students are encouraged to explore possible research areas and to have discussions with potential research advisors during their first weeks at Bryn Mawr. This can provide a valuable introduction to the wide range of research problems, methodologies, and styles of supervision available in the department. **By September 15 of the first year in the CDPP, each student should have selected a faculty member to advise his or her predissertation research and have come to an understanding with that faculty member as to the general research area for the predissertation.** From this time on, all students are expected to be part of an ongoing research group or in some other way to have established a collaborative research relationship with a faculty member. By attaching themselves to ongoing projects within the area of a faculty member's interest, students receive the benefit of that faculty member's expertise, enthusiasm, and experience.

As students progress through the graduate program and begin to develop their own areas of concentration, they are expected to play an increasingly larger role in the designing, carrying out, analyzing, and writing up of research, while maintaining a close relationship with their faculty research advisor.

It sometimes occurs that as students progress through the CDPP, their research interests change. Faculty members are well aware of this and they understand if a student wishes to join another research group and/or change research supervisors after completing the predissertation.

Once students have completed the predissertation, they should begin working with their research advisor to publish their work and to choose a topic for the dissertation. In preparation for their dissertation proposal, students write a Major Area Paper in the topic area they plan for their dissertation research. A student's research advisor must approve the focus of the Major Area Paper. **Students should seek approval for the focus of their Major Area Paper prior to March 15th of the third year. The completed Major Area Paper is due by October 15 of the student's fourth year. The Major Area Paper constitutes the last of four preliminary (field) exams.**

The Psychology Department sponsors a colloquium series where a guest speaker or a member of the department faculty presents a research talk, followed by questions/discussions and socializing over refreshments. CDPP students are expected to attend this central departmental function. The departmental colloquium is an important component of graduate education. Students have the opportunity to make contact with researchers from other universities, to observe professionals delivering research presentations, and to learn about recent developments

across many areas of psychology.

The **Graduate Student Research Symposium** is held each year. CDPF faculty and students gather to hear graduate students completing predissertation and dissertation research present their work. The Graduate Student Research Symposium provides an opportunity for students to gain experience in the presentation of their research and for everyone, students and faculty alike, to become better acquainted with one another's research. Refreshments and a post-presentation celebration typically help to make this special occasion a particularly memorable one. All CDPF students are expected to attend this yearly event.

G. REGISTRATION

Unless granted a leave of absence, **students must register every semester**. Pre-registration for Semester I is in the second week of April. New students register for Semester I in late August. Pre-registration for Semester II is in the second week of November. To register, students should obtain information and registration materials from the program secretary. Changes in registration require the approval of the program director and the Dean of GSAS, and may not be made after the third week of classes. A fee is charged for late registration.

H. EVALUATION OF STUDENTS

Evaluation of student progress is one of the faculty's most important responsibilities. In the CDPF, informal student evaluation occurs continuously as the faculty monitor student progress in coursework, in research, and in clinical work. In addition, however, the department also formally evaluates student progress on evaluation forms for each course, at the end of each academic year, and at major transition points in the doctoral program (e.g., after completion of the predissertation, upon application for doctoral candidacy, on the doctoral preliminary examinations, on the Major Area Paper, and upon application for permission to apply for clinical internships). Procedures for evaluation are summarized in detail in Section IV of this Handbook (**EVALUATION AND FEEDBACK; ADVISEMENT; RETENTION AND TERMINATION; AND DUE PROCESS/GRIEVANCE GUIDELINES AND PROCEDURES**).

I. RECIPROCAL ENROLLMENT

Students enrolled in the CDPF may take courses at the University of Pennsylvania. Bryn Mawr has a reciprocal enrollment agreement with Penn allowing students from both institutions to take classes at the other institution. Students wishing to avail themselves of this option must obtain the permission of the program director. In the event that a required

course for the CDPD is not being given at Bryn Mawr during the time period when a student requires it for timely completion of the degree, permission may be granted for the student to take a comparable course at another institution. The syllabus for the proposed course should be submitted to the program director, who will then determine if it can be used to satisfy the program requirement.

J. FINANCIAL AID

The financial aid system for CDPD students was changed substantially for incoming students beginning in 2009-2010

Beginning in 2009-10, incoming students can expect to pay roughly \$6,000 in tuition per year during the first four years of the program (in equal installments of about \$3,000 per semester). The exact amount will depend on tuition rates which are expected to increase approximately 4.5% each year. In the fifth year and each subsequent semester until the dissertation is completed students will pay a Supervised Work Fee each semester (currently \$845). If students defend their dissertation prior to completing internship, students can enroll in subsequent semesters for Continuing Education Units (CE's) instead of USW's. After the dissertation is defended and until graduation a Continuing Enrollment Fee (presently \$430 per semester) will be required. These tuition amounts represent a substantial savings (of more than two-thirds) on the total tuition for the CDPD program.

For students who began the program prior to 2009-2010 the following applies: All CDPD students in good standing who request financial aid typically receive tuition scholarships for about two-thirds of their fees for the Ph.D. The tuition scholarships typically cover 12 courses for the Ph.D. and up to two semesters of "continuing enrollment" (CE). Students register for CE while on internship or in semesters when they are not enrolled in any courses. Over the course of their enrollment in the program, students will be expected to pay for five courses. In addition, students pay for one "unit of supervised work" (which is billed at roughly the rate of 1/6 of a course) that typically is taken in the 5th year while working on dissertation research and one semester of continuing enrollment (typically during internship). Students enrolled beyond their 6th year will pay additional CE units each semester until they complete the program.

The **typical** schedule of tuition payments is (*this typical*

plan is subject to modification depending on the scheduling of classes and faculty sabbatical leaves):

- Year 1: Total Course Work: 6 courses
Tuition Scholarships: 4 courses
- Year 2: Total Course Work: 4 courses
Tuition Scholarship: 4 courses
- Year 3: Total Course Work: 5 courses
Tuition Scholarships: 3 courses
- Year 4: Total Course Work: 2 courses
Tuition Scholarship: 1 course
- Year 5: Total Course Work: 1 semester of CE and 1
semester of Supervised
Work
Tuition Scholarships: 1 semester of CE
- Year 6: Total Course Work: 2 semesters of CE
Tuition Scholarship: 1 CE
- Year 7+: Total Course Work: CE's each semester
Tuition Scholarship: None

For all students, financial aid is recommended by the CDPP program but formally awarded by the Committee on Graduate Awards of GSAS. This committee reviews each student's record and course evaluations before making the award. It can occur that financial aid is denied by the GSAS because a student is considered academically marginal. However, this is unlikely to occur, as an academically marginal student would not typically receive a recommendation for aid from the CDPP.

The CDPP has a limited number of Teaching Assistantships each year. We strongly encourage students to gain as much experience as a teaching assistant as possible to prepare for future teaching opportunities. Students who are interested in TA positions in Experimental Psychology (Introductory), Educational Psychology, Learning, Developmental Psychology, Cognitive Psychology, Statistics, or Multivariate Statistics should indicate this interest to the relevant faculty member and the department chair. TA positions provide students with the opportunity to learn about pedagogical approaches while working closely with experienced professors. Selection for TA positions is based on past academic performance, previous teaching

evaluations and fit with faculty needs in a course. Details about the responsibilities of TAs in specific courses will be given by the faculty member teaching that course.

After the semester is completed, TA's and the supervising faculty member should meet to discuss the TA's evaluations and overall performance.

Teaching Assistantships are also available for working in the Phebe Anna Thorne School and the Language Enrichment Preschool Program. In addition, each year some students have placements at the Child Study Institute, where they are trainees in therapy or assessment.

Students engaged in assessment and therapy practica in the community sometimes receive a modest stipend from the sponsoring school or agency. Competition among doctoral programs is tight for these slots and it is not always possible to accommodate each student's first preference or to find a paid practicum for every student. The program director generally meets with each student to discuss the student's interests and goals regarding a placement.

Applications for financial aid must be received at GSAS by December 21. Students must apply for financial aid EACH YEAR if they wish to receive ANY such aid in the coming year (NB: "aid" includes tuition units and CEs). All applicants for financial aid who are U.S. citizens or permanent residents of the U.S. must also file a FAFSA. Information about required forms and deadlines is available from GSAS. The application form may also be downloaded from the GSAS website.

Students should consult with the College Financial Aid Office to find other Federal Aid they may be eligible for.

K. PROFESSIONAL PRACTICE

A student who holds a Master's degree, a state license, or recognized certification in Social Work, Counseling, or Psychology and who is involved in professional work in that capacity may continue that practice provided that the student makes it clear to clients that her/his status at Bryn Mawr is that of student and that s/he is not yet a professional psychologist, that s/he informs the department about these professional activities, and that s/he obtains the permission of the CDPP director to engage in them.

