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 school. 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 accreditation is used by 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 part-time, adjunct faculty members who teach graduate courses and supervise students. The Department of Psychology is located in a recently renovated building called 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 CDPP program appears below.
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)

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. (on leave Semester I in academic year 2005-06)

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 (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 (Department Chair) (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 II in academic year 2005-06)

Lorraine Ball (Adjunct Faculty Member) (B.A. and E.C.E., University of Waterloo, 1982; M.A., University of British Columbia, 1988; Ph.D., Bryn Mawr College, 2000) is a licensed and school-certified psychologist. Prior to returning to Bryn Mawr College as an adjunct faculty member and staff psychologist at Child Study Institute, she spent five years as a school psychologist working for a local school district. Areas of interest and specific training include family and individual therapy, psycho-educational assessment, Attention Deficit/Hyperactivity Disorder, Nonverbal Learning Disabilities,
Autism Spectrum Disorders, Anxiety, social skills groups, early childhood social-cognitive development, and adolescent social-cognitive development.

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.

Joan Manhardt (Adjunct Faculty Member) (B.S., Cornell University, 1986; M.S., Bank Street College of Education, 1988; Ph.D., Bryn Mawr College, 1999) is a Pennsylvania certified school psychologist whose interests include the assessment of young children's emotional, social, and intellectual strengths and needs, as well as the identification and remediation of learning differences in school-aged children and young adolescents. She received her clinical internship training at the Reading Medical Center. As a certified teacher of pre-kindergarten through third grade students, she is interested in the educational applications of psychological testing with young children.

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 specialties 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.

Hollis S. Scarborough (Adjunct Faculty Member) (B.A., New York University, 1970; Ph.D., New York University, 1976) is a developmental psychologist. In addition to teaching at Bryn Mawr, Dr. Scarborough is a Visiting Scholar at Brooklyn College of CUNY and a Senior Research Scientist at Haskins Laboratories. She conducts research on reading disabilities and language acquisition, with particular emphasis on the relationship between preschool development and later academic achievement.
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 17 courses (5 credit hours each), which are detailed below.

STATISTICS (500). Designed to help students develop the critical skills necessary to evaluate the research of others and to design and conduct research of their own. Students are presumed to have had exposure to statistics as undergraduates, but basic ideas and methods are reviewed quickly at the beginning of the semester. Topics covered in the course include simple and multiple correlation and regression, t-tests, nonparametric tests, analyses of variance, and methods of analyzing categorical data. The course stresses major theoretical concepts such as hypothesis-testing, uses of inferential methods, research design, validity, and power. Students gain experience analyzing data with SPSS and presenting the results of their analyses in APA-style.

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.

RESEARCH ETHICS AND PRACTICE IN CLINICAL DEVELOPMENTAL PSYCHOLOGY (507). This course explores ethical and methodological challenges encountered in research in clinical and developmental psychology. Institutional Review Procedures (IRB) are reviewed and discussed. Students regularly present their research in this course. Methodological challenges, such as instrument development, validity challenges, and recruitment are discussed. The class also focuses on strategies for presenting and writing up research for academic and professional audiences.

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.

COGNITIVE/NEUROPSYCHOLOGY (529). This course explores the cognitive bases of behavior, emphasizing an information processing approach. The major areas of cognitive psychology are surveyed. These areas include perception, attention, memory, language, and thinking and decision making. The application of basic knowledge in these areas to developmental and clinical psychology is also explored. In addition, the course deals with the basics of human neuropsychology, providing an introduction to disorders of language, spatial processing, memory, emotion, and planning/attention as a result of
brain injury.

TESTS AND MEASUREMENTS/SOCIAL PSYCHOLOGY (536). The first half of the semester addresses fundamentals of tests and measurements. Topics covered include measurement in relation to statistics, norms and scores, test validity, and classic reliability theory. The second half 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.

BIOLOGICAL/AFFECTIVE BASES OF BEHAVIOR (537). Provides students with a foundation in the biological basis of emotion and behavior. The primary areas covered are basic neuroanatomy and neurophysiology, the physiological basis of emotion and motivation, and an introduction to psychopharmacology. Students learn about the primary experimental methods for the study of learning, emotion, and motivation in animals and the importance of animal models for the study of clinical problems in humans.

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.

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 is designed to examine recent research on and theories of the influence of family, culture, and schools on child development. This course is a prerequisite for the family therapy course. Topics covered include: theories and models of the family and family life cycles, the school as a social system, family-school relationships, and cultural influences on families and schools. The course emphasizes theoretical concepts and has a strong historical perspective.

CONSULTATION AND PRACTICE ISSUES IN SCHOOL PSYCHOLOGY (642). The third and final course in the CDPP 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.

FAMILY THERAPY (660). This course introduces students to the theoretical and practical foundations of treating couples and families from a systems perspective. Treatment issues are covered through the use of videotapes, didactic presentations, role plays, and student presentations. In conjunction with the weekly one-semester course, students can elect to participate in a one-morning per week family therapy supervision group at CSI. While enrolled in this course, and in the subsequent semester, students engage in a psychotherapy practicum in a clinic, school, pupil service agency, or other approved setting arranged by the department.

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 an Clinical Developmental Psychology Course, and in the Research Methods course, as well as in meetings between individual students and their research advisors).

F. ADDITIONAL ACADEMIC REQUIREMENT

TA in Abnormal Psychology

Each CDPP student is required to serve as a teaching assistant in the undergraduate Abnormal Psychology course. Students serving as TAs in Abnormal Psychology do not pay tuition, nor do they receive a TA stipend. The Abnormal Psychology course familiarizes students with current research findings on the most prevalent adult, adolescent, and child psychopathologies and to major models of psychopathology. TA duties are outlined below:

1) each TA attends the lectures and does all the readings in the undergraduate Abnormal Psychology course (Psychology 209);
2) each graduate student (or pairs of students) runs weekly discussion sections for the undergraduates in the class;
3) TAs assist the instructor in making up exams and grading;
4) the TAs meet weekly for an hour with the instructor, during which time they discuss pedagogical issues related to teaching the week’s material to their sections and review the previous week’s teaching experience;
5) each TA may be asked to prepare a part of or one entire lecture on a topic to be arranged with the instructor.

G. 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 masters 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. CDPP 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 CDPP students are expected to attend this yearly event.

**H. 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.

**I. EVALUATION OF STUDENTS**

Evaluation of student progress is one of the faculty's most important responsibilities. In the CDPP, 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).

**J. RECIPROCAL ENROLLMENT**

Students enrolled in the CDPP may take an elective course at a neighboring institution (e.g., University of Pennsylvania, Temple). Students wishing to avail themselves of this option must obtain the permission of the program director. Because Bryn Mawr has a reciprocal enrollment agreement with Penn, tuition for a course taken at Penn is paid to Bryn Mawr. In the event that a required course for the CDPP 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.

**K. FINANCIAL AID**

All CDPP 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

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.

Students in the CDPP can expect to receive a summer stipend from the GSAS following their first year in the program. This stipend is intended to provide partial financial support while they work on their predissertations. Although the amount of this summer research stipend has varied, it has typically been at least $1,500. This stipend is given with the understanding that the student will commit a large proportion of their work time during the summer to their pre-dissertation research.

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 January 14. 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.

L. 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.