

THE WRIGHT INSTITUTE STUDENT HANDBOOK

2005 - 2006

The Wright Institute
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A. INTRODUCTORY INFORMATION

1. Whom to See — A Quick Reference Guide

	Name	Location	Ext.
Academic records	Virginia Morgan	107	x118
Address/phone changes	Mark Abramowsky	101	x100
Admissions	Liz Hertz	106	x111
Audio-visual equipment	Annette Webster	220	x123
Board of Trustees matters	Ann Howard, Board Secretary	103	x117
Building and grounds	Ann Howard	103	x117
Catalogs	Mark Abramowsky	101	x100
Certification letters	Pam Calder	217	x137
Classes	Virginia Morgan	107	x118
Clinic	Dr. Diane Kaplan	307	x119
Compliance Officer	Liz Hertz	106	x111
Copy machine codes	Mark Abramowsky	101	x100
Course waivers	Virginia Morgan	107	x118
Disability	Liz Hertz	106	x111
Dissertation process	Virginia Morgan	107	x118
Email accounts	Ann Howard	103	x117
Field Placement - Internships	Dr. Rob Perl	206	x150
Field Placement - Practica	Dr. Beth Moughty/Bear Korngold	206	x106
Financial Aid	Pam Calder	217	x137
Financial matters	Tricia O'Reilly	218	x120
Foreign student matters	Virginia Morgan	107	x118
Grievances	Liz Hertz	106	x111
Health insurance	Tricia O'Reilly	218	x120
Human Subjects Review	Virginia Morgan	107	x118
Independent Study	Virginia Morgan	107	x118
Laptop lending	Annette Webster	220	x123
Leaves of Absence	Tricia O'Reilly	218	x120
Library cards for U.C. Library	Library Staff	212	x136
Loan deferment forms	Pam Calder	217	x137
Master's Degree	Virginia Morgan	107	x118
Research/Online reference	Jason Strauss	210	x140
Safety Officer	Ann Howard	103	x117
Sexual harassment	Liz Hertz	106	x111
Student loan checks	Annette Webster	220	x123
Test materials	Library staff	212	x121
Transcripts	Virginia Morgan/Pam Calder	107/105	x118/137
Transfer credits	Virginia Morgan	107	x118
Tuition matters	Tricia O'Reilly	218	x120
Veterans' matters	Virginia Morgan	107	x118
Wireless network connection	Ann Howard	103	x117

2. Area Map

3. Building Plan

A. First Floor

B. Second Floor

C. Third Floor

4. Academic Calendar 2005–2006

FALL TRIMESTER 2005

Tuition Due	Monday	August 8
*Holiday - Labor Day	Monday	September 5
First Day of Instruction	Tuesday	September 6
Constitution Day	Saturday	September 17
Tuition Due (2nd payment if using 2 payment plan)	Monday	October 10
Thanksgiving Break	Tue/Fri	Nov. 22-25
*Holiday - Thanksgiving	Thurs/Fri	Nov. 24-25
Last Day of Instruction	Friday	December 9
*Holiday - Christmas	Thurs/Fri	Dec. 22 & 23
*Holiday - New Year	Thurs/Fri	Dec. 29 & Dec. 30
Grading Date: All grades for Fall Trimester due. Incompletes received Spring 05 become "No Credits" if no grade and evaluation or approved extension is received by this date.	Monday	January 2
Winter Break		Dec. 10 – Jan. 1

WINTER TRIMESTER 2006

Tuition Due	Monday	December 12
First Day of Instruction	Monday	January 2
*Holiday - Martin Luther King, Jr. Day	Monday	January 16
*Holiday - Presidents' Day	Monday	February 20
Tuition Due (2nd payment if using 2 payment plan)	Tuesday	February 28
Last Day of Instruction	Friday	March 31
Grading Date: All grades for Winter Trimester due. Incompletes received Fall 05 become "No Credits" if no grade and evaluation or approved extension is received by this date	Friday	April 21
Spring Break		April 1 - 16

SPRING TRIMESTER 2006

Tuition Due	Monday	March 20
First Day of Instruction	Monday	April 17
*Holiday - Memorial Day	Monday	May 26
Commencement	Sunday	June 11
Tuition Due (2nd payment if using 2 payment plan)	Friday	May 26
Last Day of Instruction	Friday	June 23
Grading Date: All grades for Spring Trimester due. Incompletes received Winter 06 become "No Credits" if no grade and evaluation or approved extension is received by this date	Friday	July 14

* Building Closed

5. Student Disclosure of Personal Information

Sometimes in the course of training and education, personal information is disclosed by the student or instructor regarding her/his psychological, social, emotional and intellectual functioning or history. This may include information of a painful or embarrassing nature. Such disclosures, whether verbal or written, are intended to augment the personal exploration necessary for the development of a clinician. This information is helpful when there is a need to consider whether a student would benefit from assistance for personal problems that may be interfering with her/his competent performance, clinically and/or academically. When personal information is revealed in the context of meetings with advisors, classes, field placement training meetings or supervision, students, instructors and supervisors are expected to treat this information and each other respectfully and to protect the confidentiality of the individual to a degree that is reasonably possible.

7.04 Student Disclosure of Personal Information from APA Ethical Principles of Psychologists and Code of Conduct (2002)

Psychologists do not require students or supervisees to disclose personal information in course -or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally-related activities in a competent manner or posing a threat to the students or others.

6. Policy Changes

The Institute reserves the right to make additions to or change, without advance notice, any of the policies in this Handbook.

7. Mission Statement

The mission of the Wright Institute is to educate clinical psychologists to practice at the highest level of professional competence; analyze and evaluate research, theory, and practice; and make appropriate life-long use of the evolving body of psychological knowledge.

- The Institute prepares psychologists to continually seek to deepen their knowledge of the influences of the social and cultural context of their work,

to observe the highest ethical standards, and to understand the importance of self-awareness to effective clinical practice.

- The Institute focuses on teaching and mentoring and on creating an environment which is intellectually challenging, respectful, supportive, and inclusive.
- In the tradition of its founder, Nevitt Sanford, the Institute is committed to educating "clinicians to society" — clinical psychologists who can serve the public, meet community needs with a rich understanding of the impact of individual differences on the practice of their profession, and who can function effectively in a diverse society.
- In its teaching and mentoring efforts, the Institute values the free exchange of ideas and scholarship directed toward preparing our students to meet the challenges of the increasingly complex professional responsibilities of a clinical psychologist.

8. Student Objectives

Upon graduation from the Wright Institute, our students should have:

1. An understanding and conception of human functioning that integrates knowledge from intrapsychic, interpersonal, biological, cultural, and systems domains, within a lifespan developmental perspective.
2. The ability to apply critical thinking and problem solving abilities to a range of professional situations.
3. The ability to make sense of situations that arise in professional practice, formulate and communicate goals and directions for action, and determine what constitutes appropriate professional conduct, including:
 - Effective understanding of relevant approaches to assessment and intervention.
 - Proficiency in relationship skills that permit joining with and working with others effectively.
 - Proficiency in making diagnoses and evaluations.
 - Proficiency in making treatment and consultation plans as well as proficiency in modifying them in light of case progress.
 - Competence in working with a range of clinical situations and levels of client functioning.
 - Ability to follow and apply ethical and legal standards in ongoing work with clients, colleagues and agencies.

4. Respect for and competence in utilizing a variety of treatment modalities and intervention strategies in addressing human problems.
5. Awareness of, and ability to use, the professional self in the context of professional roles, including the ability to be aware of and use personal experience in the clinical relationship.
6. Ability to accept and use supervision, peer review, and consultation to improve clinical skills as well as a basic understanding of functioning in the role of educator and supervisor.
7. Competence and sensitivity in working with diverse clients, particularly in terms of ethnicity.
8. Commitment to and competence in using the literature of science and practice so as to remain current with new developments and maintain a reference-based practice.
9. Proficiency in communication skills, both oral and written, particularly with regard to diagnoses and evaluations and plans for treatment and consultation.

B. ACADEMIC REQUIREMENTS

1. Overview

The Wright Institute curriculum is carefully designed so that students systematically acquire progressively more sophisticated knowledge and clinical capabilities. This developmental approach to learning builds on a solid foundation of research, assessment techniques, and theoretical knowledge. The orientation in all cases is toward applying what students have learned to the clinical realm.

In the *first* year, students begin to build their knowledge base of the fundamentals of psychological theory and clinical diagnosis and intervention. A first-year practicum provides an opportunity to begin integrating academic learning with practice from the very start of the program. The Case Conference, multicultural clinical competence, and intervention courses create a framework in which students can expand knowledge of self in professional role and learn more about the ways in which cultural identity and world view influence their work and their clients.

In the *second* year, fundamental clinical skills are elaborated by a more extensive practicum experience. Students spend substantial time this year working either in the Wright Institute Clinic or at a community agency. The Clinic has been providing psychodynamically based mental health services to individuals for more than a quarter-century. Community agencies offer students opportunities to work in depth with clients from varied populations utilizing a variety of treatment modalities and theoretical orientations.

At the same time, students build expertise in assessment and research methods through academic coursework. Building on knowledge and skills developed in the Research Methods series, students learn how to critically review the literature about clinical problems, along with methods of theoretically and empirically exploring those problems. The third trimester of the second year prepares students to work on their dissertations beginning in the third year.

In the second-year Case Conference, students refine their ability to conceptualize and present challenging cases. Because they help students synthesize and balance the elements of the clinical endeavor, the Case Conference, Sociocultural Issues and Advanced Ethics courses are especially useful in preparing students for the Qualifying Examination (known as the Clinical Competency Exam) in the spring of their second year.

In the *third* year, students finish the Intervention series, enhancing their knowledge of current treatment modalities and preparing themselves to respond effectively to the changing demands of the American health care system. The

third-year Professional Development Seminar gives students the chance to further integrate their clinical education with theoretical and practical considerations. In addition, the Seminar addresses students' tasks of taking up their professional identities through writing their dissertations and choosing their internships. Students use the third-year practicum to broaden their experience base before going on to the internship.

In the *fourth* year, most students are eligible for internship. However, many students will use this year to make significant progress completing their dissertations. With the prospect of a complete (or nearly complete) dissertation, students maximize their chances of securing an APA accredited internship for their fifth year. Some students will also seek additional clinical experience during the fourth year to hone specialized skills or improve their experience base.

2. Pre-candidacy Requirements

REQUIRED COURSES

Case Conference Series

- Case Conference I (3 trimesters)
- Case Conference II (3 trimesters)
- Professional Development Seminar (3 trimesters)

Foundations Series

- Human Development: Lifespan
- Cognition, Emotion and Personality
- Psychopathology I
- Psychopathology II
- Biological Bases of Behavior
- Advanced Ethics
- History and Systems

Assessment Series

- Assessment I
- Assessment II
- Assessment III
- Neuropsychological Screening

Intervention Series

- Intervention: Psychodynamic
- Intervention: Family Systems
- Intervention: Cognitive-Behavioral Therapy
- Intervention: Brief Therapy
- Intervention: Child Treatment
- Intervention: Supervision
- Intervention: Group Therapy

Sociocultural Issues Series

- Multicultural Awareness
- Sociocultural Issues in Psychology

Research Methods Series

- Research Methods and Statistics I
- Research Methods and Statistics II
- Research Methods and Statistics III

In addition, students are required to take two elective courses during their studies at the Wright Institute.

QUALIFYING EXAMINATION

The Wright Institute Qualifying Examination - usually referred to as the Clinical Competency Exam - taken in the Spring trimester of the second year, is an in-depth assessment of clinical competence. The Qualifying Examination may not be taken until all course and practica requirements are completed and there are no grades of Incomplete through the end of the Winter Trimester of the second year. Students also may not take the Qualifying Examination while on probation. During the Examination, a student presents a conceptually challenging clinical case and explores diagnosis, treatment planning, and legal and ethical issues as they apply to that case. In-depth questioning about the case based on an analytical paper helps assess whether a student has successfully synthesized the elements which must be balanced in the clinical endeavor. Those elements include theory, cultural and social sensitivity, and awareness of the conscious and unconscious process of both clinician and client.

Students must successfully complete the Exam before moving on to the internship phase of the Wright Institute program. Letters of readiness, which are required by internship agencies with applications, will not be written for students who have not passed this Exam.

FIELD TRAINING: PRACTICA AND INTERNSHIP

The following is a summary of Field Placement at the Wright Institute. Students should refer to the Field Placement Handbook for details of policies and procedures. Copies of the Field Placement Handbook are available upon request at the Field Placement Office.

Clinical practicum and internship experiences allow Wright Institute doctoral students to apply classroom knowledge of psychological science and theory to a broad spectrum of human problems confronting the professional psychologist. Students will develop outstanding capabilities and skills by working within different clinical settings and by applying a variety of treatment and assessment interventions. Some settings focus on a particular treatment modality or clinical specialty, such as family and child work, health psychology, neuropsychological assessment or adult outpatient services. Placements are available in psychiatric and medical hospitals, outpatient clinics, schools, residential programs, rehabilitation and day treatment facilities, geriatric and forensic settings. The breadth of training is also complemented by the rich diversity of the San Francisco Bay Area - an ideal environment to learn about the interaction between social-cultural issues and clinical practice.

The first-year practicum introduces students to the role of clinician; it also provides a learning laboratory for professional ethics, treatment modalities and psychodiagnosis. Each student is assigned a supervisor available for weekly meetings. Combined with the first-year Case Conference, the supervisor supports the student in developing his or her ability to assess clinical problems, formulate a treatment plan and apply interventions within a theoretical and empirical framework. The Wright Institute works closely with more than 15 service agencies in which training is provided to first-year students. This collaboration ensures each entering student will be assigned a placement to suit his or her training needs and clinical interests.

In each subsequent year, students are given increasingly sophisticated responsibilities. The second year emphasizes psychodiagnostics, psychosocial intakes, brief and longer-term therapy applications. Students will learn to present case material in written and oral forms, reflecting a high degree of professionalism, social-cultural sensitivity and theoretical complexity. Many excellent options are available for second-year training including the Wright Institute Clinic, jail outreach, veterans centers, crisis intervention programs and other community-based service agencies.

Throughout the field training sequence, students meet with Field Placement Office advisors to consider their optimal training options. With a wide variety of clinical activities available within professional psychology, students are carefully counseled to balance interests and general training needs. The third-year

practicum enables students to expand and strengthen their clinical skills and exercise psychometric assessment and testing capabilities. The third-year placements comprise an impressive list of the best service/training opportunities available in the region. The Wright Institute also organizes additional experiences for students to gain specialized expertise through opportunities such as the Homeless Assessment Program. This program provides students with a chance to learn the intricacies of disability evaluations while improving the lives of individuals and making a positive impact on a critical social problem.

The internship can be completed in the fourth or fifth year. Many students choose to complete their dissertation during the fourth year and gain additional part-time clinical experience as a means of strengthening their internship application. Students who complete their dissertations before internship are in the best position to receive offers for postdoctoral training and fellowships. Wright Institute students attend American Psychological Association accredited internships throughout the United States and locally at programs such as Richmond Area Multi-Services in San Francisco, UC Berkeley Counseling Center and Napa State Hospital.

Students at the Wright Institute benefit from the school's outstanding reputation with the training directors at practica and internships locally and nationwide. The Wright Institute's legacy of social responsibility and socially relevant training provides a valuable professional asset for students applying for training positions or future jobs. The Wright Institute supports a well-staffed and nationally respected Field Placement Office serving as a vital resource for students. Policies and procedures governing students' clinical education and training are detailed in the *Field Placement Handbook*, which is provided to all entering students. Copies of the *Field Placement Handbook* are available upon request at the Field Placement Office.

3. Advancement to Candidacy and Dissertation

Students are considered Advanced to Candidacy when they have successfully completed all required academic coursework, satisfactorily completed their three clinical practica, and passed the Clinical Competency Exam.

The dissertation is the student's opportunity to develop further both his or her in-depth understanding of an important clinical problem as well as his or her professional identity as a scholarly clinician. It is an original independent investigation or exposition of a topic relevant to clinical practice. It may be a scholarly synthesis and original application of existing information to a significant clinical problem or an original study that contributes new information to the field.

Students must formally submit dissertation proposals to their Dissertation Committee and the Human Subjects Committee for approval prior to data collection. The proposal is received at a one-hour meeting with the student and the Dissertation Committee. A more complete description of the dissertation can be found in *The Wright Institute Dissertation Guidelines*. Also included in the *Guidelines* are descriptions of approaches that students may consider for the dissertation, the role of the Dissertation Committee and the proposal review meeting, the development and approval of the dissertation proposal, and the format requirements and filing procedures for both the proposal and dissertation. Copies of the *Guidelines* are available from the Registrar.

Third-year Wright Institute students interested in working on their proposal for dissertation research for transcript credit may do so by engaging in Independent Study with a faculty member. The faculty member may be, but does not need to be, the person who will become the student's formal dissertation chair. Students will receive three units of academic credit per trimester for such Independent Study. Approval by the Dean is required.

Formal dissertation research amounts to nine units of academic credit per trimester. This usually commences in the fourth year. Third-year students may engage in formal dissertation research if their total credit units for the trimester, including Field Placement and dissertation research, would be 21 units or fewer.

COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS REVIEW

All studies conducted by Wright students, and specifically **all dissertations**, must be reviewed by the Committee for the Protection of Human Subjects prior to commencement of actual data collection. It is the purpose of the CPHS to determine the presence and degree of risk involved in the study and to ensure that research conducted in affiliation with the Wright Institute is conducted in accordance with the Ethical Principles in the Conduct of Research with Human Participants (APA, 1989, 2002), Ethical Principles of Psychologists and Code of Conduct (APA, 2002), and the federal regulations of the Department of Health and Human Services and the National Institutes of Health (NIH, 1993). The above references are on reserve in the Wright Institute Library.

Submit a Full Review CPHS Protocol to the Registrar for review. Studies involving the use of materials that are in the public domain and studies using existing statistical data that are anonymous and not traceable to individuals by the researcher or by other persons in subsequent publications may be exempted from full CPHS review, but only if a Request for CPHS Exempt Status has been filed and approved by the CPHS. These forms may be obtained from the Registrar. For complete details see *Wright Institute CPHS Guidelines: Policies, Procedures and Guidelines for Preparing a CPHS Protocol*. For assistance contact the Registrar.

C. REGULATIONS FOR MAINTAINING STATUS IN THE PROGRAM

1. Enrollment

Regardless of prior background, degree, training or experience, all students must be enrolled for a minimum of three academic years (nine trimesters) of full-time study at full tuition before the doctorate can be granted.

2. Length of Study

All requirements for graduation must be completed within ten calendar years from the date of matriculation.

3. Workload Requirements

Students generally enroll in four courses per trimester. Any student who intends to enroll in more than five courses must first get approval from the Dean.

Students receiving Financial Aid must be enrolled for at least nine units each term to maintain their loan status. It is the student's responsibility to know his or her particular loan requirements. Students with questions may check with the Financial Aid Officer or Wright Administrator.

4. Transfer Credit/Course Waiver

Work completed as part of another graduate program does not alter the three-year minimum. However, it is possible to petition to waive certain Wright Institute courses if you have taken an equivalent course at an accredited institution within five years of matriculating at the Wright. The Dean oversees the process of waiving courses. Petitions to waive courses are available from the Registrar.

5. Independent Study

In addition to regularly scheduled courses, students may enroll in Independent Study under the sponsorship of a regular faculty member of the Wright Institute or an approved alternate sponsor. (Check with the Dean for the procedures for Independent Study with outside faculty sponsors.) Independent Study is a work program developed by the student and sponsor. It consists of readings or other activities and enough meetings during the trimester to provide adequate supervision and evaluation of the student's work. Independent Study must be approved by the Dean.

6. Evaluation Procedure for Coursework, Fieldwork, and Professional Development

The mission of the Wright is to educate clinical psychologists to practice at the highest level of professional competence; analyze and evaluate research, theory and practice; and make appropriate life-long use of the evolving body of psychological knowledge.

To accomplish this mission, the Wright Institute's academic program is carefully designed so that students systematically acquire progressively more sophisticated knowledge and clinical capabilities. The academic program encompasses coursework, fieldwork, and demonstrated professional development. Academic progress is measured by grades and evaluations in these areas as well as observed development of interpersonal and professional skills necessary for success as a clinical psychologist practicing at the highest level of professional competence.

EVALUATING COURSEWORK

At the end of each trimester, faculty use grade sheets and forms to evaluate student performance. On the grade sheet, a faculty member indicates whether or not a student should receive credit for work in a course; on the evaluation form, the faculty member rates a student on scales that evaluate various aspects of performance. Faculty may use the optional narrative statement to discuss a student's strengths and weaknesses related to work in the course.

The following notations appear on students' official transcripts:

CR = Credit: The course has been satisfactorily completed.

NC = No Credit: Coursework is not of passing quality.

AUDIT = Audit: Student was auditing the course and does not receive formal credit

INC = Incomplete: The preliminary, non-permanent notation indicates that work in the course was satisfactory but not completed by the time grades were due (see policy on Incompletes for further details.)

W = Withdrawn: A student who was officially registered in the course officially withdrew without penalty before the end of the trimester, for reasons acceptable to the professor.

NC* = No Credit: Lapsed grade of Incomplete (see policy on Incompletes for further details (Section 8, below.)

EVALUATING FIELDWORK

Students are evaluated by their fieldwork supervisors twice per year, in January and in May/June. On the evaluation form supervisors rate students on approximately two dozen criteria, using a scale of 1 (serious difficulty) to 5 (performs far above what can be expected.) In addition supervisors fill out a narrative response form. Internships and practica sites may submit their own evaluation instruments in addition to Wright Institute forms. APA accredited internships may submit their own evaluation of student form and narrative in lieu of the Wright Institute form if it is similar or greater in scope and depth to the Wright form. The forms are reviewed by the Director of Field Placement, who makes a judgement about the adequacy of a student's progress.

EVALUATING PROFESSIONAL DEVELOPMENT

Students in psychology training programs should know—at the outset of training—that their faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to: (a) evaluate the interpersonal competence and emotional well being of student trainees who are under their supervision, and who provide services to clients and consumers, and (b) ensure—insofar as possible—that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, professional psychology education and training programs, faculty, training staff, and supervisors strive not to “pass along” students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

Therefore, within a developmental framework and with due regard for the inherent power difference between students and faculty, students should know that their faculty, training staff, and supervisors will evaluate their competence in areas that include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by

responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).

Conduct inconsistent with sufficient professional competence specifically includes (but is not limited to): (1) any conduct that violates the American Psychological Association's Code of Conduct, the law or professional ethics; (2) academic dishonesty, plagiarism, or cheating in any form; (3) behavior in class or other meetings that disrupts or interferes with other people's ability to concentrate or participate; (4) behavior on campus or at school activities that disrupts other people's reasonable activities or is disrespectful, intimidating or harassing; (5) behavior away from the Wright Institute that brings opprobrium upon the Wright Institute or the profession of psychology.

Where students do not exhibit satisfactory professional development, or exhibit conduct ill-suited to the practice of clinical psychology, the observing faculty member and/or fieldwork supervisor will advise the Dean of the concern. The Dean will review the concern, and if he determines that it is warranted, will prepare a written Report of Professional Development Concern. The report describes the nature of the conduct and how it is inconsistent with being a clinical psychologist. A copy of the Report will be given to the student.

7. Academic Accountability and Improvement

To maintain status in the program, the Wright Institute requires that students demonstrate satisfactory academic progress throughout their enrollment. Any student who is not making satisfactory academic progress in coursework, fieldwork or professional development, as determined by the Dean, is subject to probation and/or dismissal from the program.

GRADE DISPUTES

All grades are presumed to be correct and will be overturned only if the grade was assigned in an arbitrary and capricious manner. The student challenging the grade has the burden of proving facts sufficient to show that the grading was arbitrary and capricious.

Any student who disputes either a "NC" or a "Pass with Concern" grade must first try to informally resolve the dispute with the instructor who assigned the grade.

Where a student has received a grade or grades of "NC" or "Pass with Concern" that result in academic discipline (i.e., probation or dismissal), and an informal meeting with the instructor(s) has not resolved the dispute, the student

may use the appeals process for academic discipline, described below, to challenge the grade(s) and resulting discipline.

Where a “Pass with Concern” grade does not result in academic discipline, and an informal meeting with the instructor has not resolved the dispute, the student may submit a response to the grade stating why he or she believes that the “with concern” is not warranted. The response must be submitted within 30 calendar days of receiving the instructor’s evaluation form. Timely responses will be attached to the disputed grade report and maintained in the student’s file.

PROBATION

Students may be placed on probation for unsatisfactory progress in coursework, fieldwork or professional development. “Unsatisfactory progress” includes, but is not limited to, receiving an “NC” grade in any course or field placement. A grade of “NC” will automatically result in probation. Probation is a period of remediation, the length of which will be determined by the Dean on a case-by-case basis. It may be as short as a month or as long as a year. Students on probation are expected to show significant improvement.

ACADEMIC DISMISSAL

Dismissal based on academic performance terminates a student’s enrollment at the Wright Institute. A student may be dismissed for failure to remediate after being put on probation. Such dismissal is a “progressive dismissal.” A student may also be immediately dismissed for academic reasons, without a probationary period. Students are subject to immediate academic dismissal for reasons including but not limited to the following:

- Instances of serious impairment precluding satisfactory progress in the program such as substance addiction or mental illness. “Serious impairment” refers to an impairment that precludes satisfactory progress even with provision of reasonable accommodations.
- Violation of laws, ethics, and/or the American Psychological Association’s Ethics Code
- Violations of Wright Institute’s General Standards of Conduct (See section E. 1 of this Handbook) that demonstrate the Student is not suited for the practice of clinical psychology
- Sexual relations with clients
- Exploitative relationships
- Dual relationship with field placement supervisors
- Willful negligence or transgression of a client

- Breach of confidentiality
- Gross incompetence

PROBATION AND ACADEMIC DISMISSAL PROCEDURE/APPEALS

Decisions to place students on probation or impose academic dismissal rest with the Dean. Once the Dean makes such a decision, the Dean will notify the student in writing of the academic performance issues. A student who wishes to respond to the Dean's decision must do so in writing within 20 calendar days of receipt of the notice. A student's failure to respond makes the Dean's decision final. A student who fails to respond to the Dean's notice may not appeal the Dean's decision.

If the student disputes the grade(s) or evaluation(s) upon which the academic discipline is based, the student must first try to resolve the dispute informally with the instructor who assigned the grade or performed the evaluation. If a dispute is resolved informally with the instructor, the Dean will reconsider the academic discipline imposed. If the dispute is not resolved within 10 days of having filed the appeal, the formal appeal process is triggered, as described below.

Within 20 calendar days of first receiving the student's appeal of academic discipline, the Dean will appoint a two-person fact-finding panel consisting of one administrator and one faculty member, and notify the student in writing of the appointment of the panel. The panel is charged with fact-finding only and has discretion to interview witnesses, review academic records, and receive additional information. This is not a hearing. The panel will perform a fact-finding investigation and solicit additional information from the parties as it deems necessary. The investigation must be completed within 60 days of appointment of the panel. The panel will provide the student and Dean with a report containing written findings of fact within 10 days of completion of the investigation. The Dean will then review the report and make a final decision, whether, in light of the findings of fact, to affirm, modify or reverse his determination. The Dean will notify the student of his or her final decision within 15 calendar days of the Dean's receipt of the panel's report.

If the student is dissatisfied with the final decision of the Dean, he may appeal the decision to the President. A student's appeal to the president must be submitted in writing, within 10 calendar days of receipt of the Dean's final decision, and must show that the Dean abused his discretion in sustaining the academic discipline. The President will review the record and findings of fact upon which the Dean based his decision to determine whether the Dean abused his discretion. The President has sole discretion to determine whether a student

has shown good cause to reverse the decision of the Dean. The President's decision is final and no further appeal is available.

Time limits are tolled – meaning the clock stops – during spring, winter, and summer breaks. All time limits imposed or recommend in this procedure may be changed for good cause or reason, as determined by the Dean and/or the President. No further appeal is available once the President has made his final decision.

All time limits imposed or recommended in this procedure may be changed for good cause or reason, as determined by the Dean and/or the President.

STUDENT APPEAL OF IMMEDIATE DISMISSALS

Students who wish to appeal an immediate dismissal based on unsatisfactory academic performance will be afforded a hearing before the Discipline Appeals Panel prior to the President making his final decision. *See Section E.3 of this Handbook.*

8. Incompletes

After the last official day of instruction of each trimester, there is a period of approximately one month before the Grading Date, the date on which professors must submit final evaluations. A student who is otherwise doing satisfactory work in a course but whose work has not been submitted in time to be evaluated by the Grading Date* may receive the grade of Incomplete. Unless a formal extension** has been approved by the instructor of the course, the grade of Incomplete will become No Credit by the Grading Date of the following trimester. No student can be Advanced to Candidacy with any outstanding Incompletes.***

* It is the full responsibility of the student to check with the professor to determine the last date before the Grading Date to submit work for evaluation.

** A student may apply for an extension of the Incomplete deadline. The Dean's approval is needed and extension forms are available in the Registrar's Office. Extension forms must be submitted to the Registrar's Office by the Grading Date of the trimester in which the work was to have been completed.

*** An Incomplete received during the Fall trimester must be completed by the Grading Date of the following Winter term. An Incomplete received during the Winter trimester must be completed by the Grading Date of the following Spring term. An Incomplete received for work undertaken during the Spring trimester must be completed by the Grading Date of the following Fall term.

9. Changing Course Sections

For the sake of student learning, we try to keep course sections approximately even in size. During registration (except for the first trimester of the first year) students are given the opportunity to indicate their preference of course sections. If too many people sign up for a particular course section, we use a lottery procedure to determine section assignments.

10. Changing Case Conferences

If a student is concerned about her/his Case Conference, and wishes to consider a change, the student should discuss the matter with her/his Case Conference Leader. If a student wants to have a confidential conversation about deciding whether to talk to his or her Case Conference Leader, s/he can meet with Ginny Morgan or Liz Hertz. After conferring with the student, a Case Conference Leader will discuss the situation with the appropriate Case Conference Leaders Group. The Case Conference Leaders Group will make a recommendation to the Dean.

11. Withdrawal from a Course

With the written permission of the instructor, it is possible to withdraw from a course after the ADD/DROP period and until the last day of class in each trimester. There is no penalty for withdrawal. The course will appear on the student's transcript with the grade of "W," which stands for "Withdrawal."

12. Leaves of Absence

The Wright Institute does not permit unlimited Leaves of Absence. To provide flexibility for Wright Institute students, particularly those who may need to interrupt their studies in order to earn or save for tuition, the school has developed the following Leave of Absence Policy:

A limited number of Leaves of Absence will be available to students each trimester. The deadline for applying for a Leave of Absence for a trimester is the middle of the previous trimester.

If more students apply for Leaves of Absence than numbers permit, priority will be given first to those who have had no prior leave, and then to those whose prior leave was earliest. Students who have not applied for Leaves at mid-trimester and who need a Leave based on a medical or financial emergency must submit documentation of the emergency to the Administrator.

Students who fail to enroll and do not receive a Leave of Absence may be involuntarily withdrawn from the Institute and must reapply if they wish to

resume their studies. There will be a readmission fee to prevent withdrawal from being used to avoid the Leave of Absence approval process.

Students who wish to take more than one Leave of Absence during their program of study at the Wright Institute should be aware of the regulation that limits the length of study to ten calendar years from their date of matriculation. Students who take a Leave and who have received federally sponsored financial aid at any time in their educational career must contact the Financial Aid Office; loan repayment obligations may begin during the Leave period.

Students may not be in Leave of Absence status during the two trimesters preceding their final trimester. (See graduation procedures and the Graduation Packet for further details.)

13. Administrative Withdrawal from the Program

A student may withdraw from the Wright Institute at any time by giving notice in writing to the Dean and the Administrator. Withdrawal is subject to the tuition refund policy. Students who do not either register and pay tuition or receive an official Leave of Absence will be subject to involuntary withdrawal.

A withdrawn student may apply for readmission. Readmission requires the approval of the Dean. Students are also advised that withdrawal and readmission are subject to the regulation that limits the length of study for the Psy.D. Readmission of a voluntarily withdrawn student requires a \$500 readmission fee, plus payment of any outstanding tuition and fees from prior registered trimesters. Readmission of an involuntarily withdrawn student will be subject to a readmission fee to be set by the administration, which will be not less than \$500.

14. Master's Degree

Terminal Master's degree applicants are not accepted at the Wright Institute. However, a student who is making satisfactory progress toward the Doctor of Psychology degree may wish to receive a Master of Arts degree in Psychology. In order to be eligible to apply for the Master's, students must (a) complete a minimum of two years of full-time study at the Wright Institute; (b) complete with full credit all coursework undertaken, including resolving all Incompletes; (c) pass the Qualifying Examination; and (d) complete a form to officially notify the Registrar of intent to receive the Master's degree.

15. Graduation Procedures

Notice of Intent to Graduate must be filed with the Registrar by the end of the trimester preceding the trimester in which a student wishes to graduate. Students

who have not filed the Notice of Intent to Graduate in the preceding trimester have the option of waiting until the following trimester or paying a \$100.00 fee. The Registrar will notify the Dean, Financial Aid Office, Administrator, Librarian, Field Placement Office, and their Dissertation Committee Members of the intent to graduate.

Students must be enrolled in and pay tuition for the term during which the dissertation is completed and for the preceding two terms. To avoid incurring tuition for the following term, all dissertation filing requirements, as well as completion of the Graduation Checklist, must be fulfilled by 5:00 PM on the Friday of the last day of the term. From time to time a student may run into a hardship that would merit an extension of the deadline. Such an extension can only be granted by the President and must be requested, in writing, at least 72 hours prior to the end of the term. Such an extension, if granted, will not exceed three weeks.

(With the written consent of their Committee, students may work with their Committee on their dissertations during the period between the end of the Spring term and the beginning of the Fall term. As such, it will be a 10-week term beginning the Monday after the final day of the Spring term and continuing for 10 weeks. The tuition for such a Summer term will be the same as for the Spring term. Students considering such summer work need to appreciate that, as a matter of school policy, neither students nor faculty are required or expected to work on dissertations over the summer. Moreover, faculty are not expected to work on dissertations outside the period of the thirty-six weeks that constitute the three trimesters.)

Please see the Graduation Packet, which is available from the Registrar, for complete details on graduation procedures.

D. NON-DISCRIMINATION

The Wright Institute maintains a policy of non-discrimination in all of its activities. In the administration of its affairs, the Institute is committed not to discrimination against any person on the basis of race, creed, color, national origin, sex, marital status, sexual orientation, age, or any other basis protected by federal and state law or by local ordinance and regulation.

If a student believes he or she has been a victim of a discriminatory act by the Wright Institute or by one of its agents, he or she may file a complaint with the Compliance Officer, who may be contacted at (510) 841-9230, ext. 111. The written complaint should include the nature of the discriminatory act, the party accused of the act, and the name and address of any authorized representative of the complainant.

The Wright Institute prohibits retaliation against any individual for filing a complaint or participating in the resolution of a complaint. Retaliation is a form of unprofessional conduct that may result in immediate dismissal.

E. STUDENT RESPONSIBILITIES

Students should be aware of the dimensions and constraints of the educational community within which they are pursuing their goals. Registration as a student signifies agreement to abide by all Institute rules, regulations, requirements and deadlines. Students are also expected to adhere to the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct, and to California licensing laws and regulations.

1. General Standards of Conduct

Students of the Wright Institute are expected to obey the law, and the rules and regulations of the Institute. Students are expected to take responsibility for their own conduct, to respect the rights of others, and to have regard for the preservation of the Institute's property and the private property of others. Students are expected to behave in a professional manner at school, at practica and internship placements, school-sponsored activities, professional meetings, and in professional correspondence and discourse, including online professional discussions.

Students whose conduct threatens to cause disorder, public disturbance, poses a danger to themselves or to others, or damages property will be disciplined. Disciplinary actions may include but are not limited to written reprimand, probation, and dismissal.

Forms of unacceptable conduct which may lead to disciplinary action include but are not limited to the following:

- Sexual Harassment
- Drug or Alcohol Abuse
- Violation of laws
- Failure to respond to: (1) directions of Wright Institute officials acting in the performance of duty; (2) requests for conferences on matters pertaining to the student at the Institute, whether the request is by mail, telephone, email, messenger or in person;
- Failure to pay fees, student loans and other financial obligations to the Institute. Such failure will be handled administratively, with the appropriate department initiating a hold on student records through the Registrar's Office. Students who present bad checks will be referred for records holds and/or disciplinary action.

2. Student Discipline Procedure

Discipline procedures are initiated by the Dean after receipt of: (1) a valid complaint from any student, faculty member, or other member of the Wright community who is the victim of a violation of Wright rules and regulations, or (2) after receipt of an

incident report from any member of the Wright community regarding a violation of Wright rules and regulations.

All time limits imposed or recommended in this procedure may be changed for good cause or reason as determined by the Dean, the Grievance Committee and the President.

Step One—REVIEW. Upon receipt of the complaint or incident report, the Dean will determine whether the allegations, if true, warrant disciplinary action.

Step Two—NOTICE OF COMPLAINT OR INCIDENT REPORT. If the Dean determines that the allegations, if true, would warrant disciplinary action, he or she will notify the Student of the complaint or incident report in writing within 10 calendar days from receipt of the complaint or incident report.

Step Three—INVESTIGATION. The Dean or the Dean's designee will commence an investigation of the allegations within a reasonable time from receipt of the complaint or incident report. If the Dean determines upon completion of the investigation that the student engaged in misconduct, the Dean is authorized to impose appropriate disciplinary action. If the conduct also constitutes unprofessional conduct, the Dean may also impose appropriate academic corrective action (*See Section C. 7*).

Step Four—NOTICE OF DETERMINATION AND ACTION. Upon conclusion of the investigation, the Dean will provide the Student with written notice of his/her determination, and, if applicable, the appropriate disciplinary action. Complainants will also be notified of the investigative findings as described in the Complaint Procedure (*See Section E.2*).

If the Dean determines that the Student is subject to disciplinary action, the notice shall also contain a description of the charges against the student, appropriate discipline action to be imposed, and information regarding the appeals procedure available to the student being disciplined. This notice will be provided to the student within 10 calendar days from the date the Dean makes his or her determination.

Step Five—APPEAL. The student may appeal the decision of the Dean. The student must notify the Dean in writing of his or her intent to appeal the Dean's decision no more than 10 calendar days from receipt of the Dean's notice of disciplinary action.

If a student does not appeal the Dean's decision, the decision will stand and the student is not entitled to proceed to any other steps of the appeal procedure.

Upon receipt of the student's notice of appeal, the Dean will convene a Discipline Appeals Panel. The Panel is comprised of three (3) Wright Institute staff members appointed by the President to hear the Student's appeal. During the hearing before the

Panel, the student may present witnesses, documentary evidence, or any other evidence he or she feels may support the appeal. Students may also bring a representative of their choice to the proceeding. Students who choose to bring an attorney must notify the Institute no less than fifteen (15) calendar days prior to the hearing date. Failure to notify the Institute within this time constitutes good cause for the Institute to continue the hearing to another date.

Step Six—DETERMINATION OF THE DISCIPLINE APPEALS PANEL.

Upon conclusion of the hearing, the Panel will present written findings of fact to the President.

The Panel's scope of review is limited to reviewing the factual allegations and presenting findings of fact to the President.

Step Seven—PRESIDENT'S REVIEW OF THE PANEL'S FINDINGS. The President will consider the Dean's written notice of his/her determination, the student's written appeal of the Dean's decision, and the Panel's findings of fact in making the final determination as to whether the student's conduct warrants discipline and if so, the appropriate level of discipline.

The President will make the final determination as to whether the charges and disciplinary action imposed be upheld, reversed or modified.

The decision of the President is final.

Step Eight—NOTICE OF FINAL DETERMINATION OF APPEAL. The President shall provide written notice to the student of his/her decision within 15 calendar days of receipt of the findings of the Discipline Appeals Panel.

DISCIPLINARY RECORDS

Official disciplinary records are maintained for at least seven years. All records relating to the procedures set forth above are confidential and not open to review except to Wright Institute officials, accrediting bodies or their representatives, who have a legitimate reason to review the records or where required.

The Wright Institute may disclose the final results of the disciplinary proceedings regarding crimes of violence or non-forcible sex offenses as provided for by the Family Educational Rights and Privacy Act. The information that may be released is limited to the name of the accused student, the violation committed, and any disciplinary action imposed by the Wright Institute against the student.

3. Standards of Conduct and Sanctions for Drug & Alcohol Abuse

The Wright Institute prohibits the unlawful possession, use, manufacture, or distribution of alcohol or controlled substances by students and employees in buildings, facilities, grounds, or property controlled by the Institute, or as part of Institute activities. Controlled substances include, but are not limited to, marijuana, cocaine and its derivatives, heroin, amphetamines, barbiturates, LSD, PCP, tranquilizers, and inhalants. The Institute is committed to a program to prevent the abuse of alcohol and the illegal use of controlled substances and/or alcohol by students and employees.

The Wright Institute Clinic Office is available to assist students, faculty, and staff with drug information, education, and counseling referrals to meet individual needs and to help in case of crisis. Students, faculty, and staff are urged to refer persons troubled by drug use to this office. Seeking confidential help from or being referred to these services will not, by itself, result in disciplinary action; individual privacy will be respected in the counseling process.

DISCIPLINARY SANCTIONS

Any student or employee of the Wright Institute found on Institute property or at Institute-sponsored events to be abusing alcohol or using, possessing, manufacturing, or distributing controlled substances or alcohol in violation of the law shall be subject to disciplinary action in accordance with applicable policies of the state and the Institute. Such disciplinary action includes, but is not necessarily limited to, expulsion, termination of employment, referral for prosecution, and/or completion of an appropriate substance abuse assistance or rehabilitation program.

All students and employees must notify the Institute of any criminal drug statute conviction for a violation occurring in buildings, facilities, grounds, or property controlled by the Institute within five days after such a conviction. The Institute will, in turn, notify the applicable federal agency of the conviction. Appropriate action will be taken within thirty days of the Institute's notice of a conviction or violation of the Institute's policy on a drug-free workplace.

LEGAL SANCTIONS

Matters involving drug and alcohol use are taken very seriously by law enforcement officials and vigorously prosecuted by the District Attorney's office.

Use and distribution of illicit drugs, commission of crimes while under the influence of alcohol or other substances, or procuring alcohol or illicit drugs for minors may result in misdemeanor or felony charges, depending upon the nature of the incident and quantity of drugs involved. The sanctions which may be imposed

upon conviction include imprisonment, fines, community service, and court-imposed treatment at a rehabilitation center. These sanctions are separate and distinct from disciplinary sanctions the Wright Institute may impose.

Conviction can also jeopardize the ability to receive a professional license.

See Appendix II for the complete Wright Institute Drug and Alcohol Abuse Prevention Program.

4. Sexual Harassment and Assault

The Wright Institute works to provide a learning environment free from the threat of sexual harassment or assault, including any kind of attempted or actual unwanted sexual activity. The Institute will do everything in its power to protect students and other members of the Institute community from sexual harassment and assault in any form and will take disciplinary action against violators.

The Wright Institute views any form of sexual harassment, assault or unwanted sexual contact as a serious offense likely to result in suspension or expulsion. Criminal prosecution under state or federal law also can result in conviction for rape, statutory rape, sexual battery, fondling, and possibly other offenses, and is independent of and in addition to any charges or disciplinary proceedings initiated by the Institute.

The Wright Institute's policy on sexual harassment and assault prohibits any kind of sexual physical contact that involves force or violence or any form of coercion or intimidation, or any sexual physical contact with a person who is unable to consent.

For further details on the Wright Institute's policy on sexual harassment and assault, please see the Sexual Assault section of Appendix I, the Wright Institute Annual Campus Safety Report. Appendix I also contains procedures for filing complaints about harassment or assault, and information about what to do if you become the victim of a sexual assault.

5. Plagiarism

It is unethical to submit as one's own work term papers, research or professional papers, or dissertations in which material provided by a professional research agency or other person(s) is utilized. It's also unethical to provide one's own work to another person for the purposes of plagiarism.

The operative words in the preceding paragraph are "as one's own work." Whether the material comes from a professional research agency or a ghostwriter or is simply plagiarized, its submission as one's own work is unethical.

6. Student Title for Professional Listings and Activities

Below are the legal and professional criteria for how students should represent themselves when they sign reports and letters, or list themselves in brochures or public announcements:

- At an agency, students should use the title "Psychological Trainee" on letters or reports if they are at the practicum stage. Students may not use the terms "Intern" or "Psychological Intern" until they have been formally approved by the Wright Institute for an internship.
- In a brochure or other public announcement, students should refer to themselves as:
"Jane Doe, Doctoral Student, The Wright Institute"
- After students have completed the requirement for Advancement to Candidacy, they may refer to themselves as:
"Anna Student, M.A., Doctoral Candidate, The Wright Institute"

7. APA Ethical Principles of Psychologists and Code of Conduct (2002)

INTRODUCTION AND APPLICABILITY

The American Psychological Association's (APA's) Ethical Principles of Psychologists and Code of Conduct (hereinafter referred to as the Ethics Code) consists of an Introduction, a Preamble, five General Principles (A – E), and specific Ethical Standards. The Introduction discusses the intent, organization, procedural considerations, and scope of application of the Ethics Code. The Preamble and General Principles are aspirational goals to guide psychologists toward the highest ideals of psychology. Although the Preamble and General Principles are not themselves enforceable rules, they should be considered by psychologists in arriving at an ethical course of action. The Ethical Standards set forth enforceable rules for conduct as psychologists. Most of the Ethical Standards are written broadly, in order to apply to psychologists in varied roles, although the application of an Ethical Standard may vary depending on the context. The Ethical Standards are not exhaustive. The fact that a given conduct is not specifically addressed by an Ethical Standard does not mean that it is necessarily either ethical or unethical.

This Ethics Code applies only to psychologists' activities that are part of their scientific, educational, or professional roles as psychologists. Areas covered include but are not limited to the clinical, counseling, and school practice of psychology; research; teaching; supervision of trainees; public service; policy development; social intervention; development of assessment instruments; conducting assessments; educational counseling; organizational consulting; forensic activities; program design and evaluation; and administration. This Ethics Code applies to these activities across a variety of contexts, such as in person, postal, telephone, internet, and other electronic transmissions. These activities shall be distinguished from the purely private conduct of psychologists, which is not within the purview of the Ethics Code.

Membership in the APA commits members and student affiliates to comply with the standards of the APA Ethics Code and to the rules and procedures used to enforce them. Lack of awareness or misunderstanding of an Ethical Standard is not itself a defense to a charge of unethical conduct.

The procedures for filing, investigating, and resolving complaints of unethical conduct are described in the current Rules and Procedures of the APA Ethics Committee. APA may impose sanctions on its members for violations of the standards of the Ethics Code, including termination of APA membership, and may notify other bodies and individuals of its actions. Actions that violate the standards of the Ethics Code may also lead to the imposition of sanctions on psychologists or students whether or not they are APA members by bodies other than APA, including state psychological associations, other professional groups, psychology boards, other state or federal agencies, and payors for health services. In addition, APA may take action against a member after his or her conviction of a felony, expulsion or suspension from an affiliated state psychological association, or suspension or loss of licensure. When the sanction to be imposed by APA is less than expulsion, the 2001 Rules and Procedures do not guarantee an opportunity for an in-person hearing, but generally provide that complaints will be resolved only on the basis of a submitted record.

The Ethics Code is intended to provide guidance for psychologists and standards of professional conduct that can be applied by the APA and by other bodies that choose to adopt them. The Ethics Code is not intended to be a basis of civil liability. Whether a psychologist has violated the Ethics Code standards does not by itself determine whether the psychologist is legally liable in a court action, whether a contract is enforceable, or whether other legal consequences occur.

The modifiers used in some of the standards of this Ethics Code (e.g., reasonably, appropriate, potentially) are included in the standards when they would (1) allow professional judgment on the part of psychologists, (2) eliminate injustice or inequality that would occur without the modifier, (3) ensure applicability across the broad range of activities conducted by psychologists, or (4) guard against a set of rigid rules that might be quickly outdated. As used in this Ethics Code, the term reasonable means the prevailing professional judgment of psychologists engaged in similar activities in similar circumstances, given the knowledge the psychologist had or should have had at the time.

In the process of making decisions regarding their professional behavior, psychologists must consider this Ethics Code in addition to applicable laws and psychology board regulations. In applying the Ethics Code to their professional work, psychologists may consider other materials and guidelines that have been adopted or endorsed by scientific and professional psychological organizations and the dictates of their own conscience, as well as consult with others within the field. If this Ethics Code establishes a higher standard of conduct than is required by law, psychologists must meet the higher ethical standard. If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists make known their commitment to this Ethics Code and take steps to resolve the conflict in a responsible manner.

If the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law, regulations, or other governing authority in keeping with basic principles of human rights.

PREAMBLE

Psychologists are committed to increasing scientific and professional knowledge of behavior and people's understanding of themselves and others and to the use of such knowledge to improve the condition of individuals, organizations, and society. Psychologists respect and protect civil and human rights and the central importance of freedom of inquiry and expression in research, teaching, and publication. They strive to help the public in developing informed judgments and choices concerning human behavior. In doing so, they perform many roles, such as researcher, educator, diagnostician, therapist, supervisor, consultant, administrator, social interventionist, and expert witness. This Ethics Code provides a common set of principles and standards upon which psychologists build their professional and scientific work.

This Ethics Code is intended to provide specific standards to cover most situations encountered by psychologists. It has as its goals the welfare and protection of the individuals and groups with whom psychologists work and the education of members, students, and the public regarding ethical standards of the discipline.

The development of a dynamic set of ethical standards for psychologists' work-related conduct requires a personal commitment and lifelong effort to act ethically; to encourage ethical behavior by students, supervisees, employees, and colleagues; and to consult with others concerning ethical problems.

GENERAL PRINCIPLES

This section consists of General Principles. General Principles, as opposed to Ethical Standards, are aspirational in nature. Their intent is to guide and inspire psychologists toward the very highest ethical ideals of the profession. General Principles, in contrast to Ethical Standards, do not represent obligations and should not form the basis for imposing sanctions. Relying upon General Principles for either of these reasons distorts both their meaning and purpose.

Principle A: Beneficence and Nonmaleficence

Psychologists strive to benefit those with whom they work and take care to do no harm. In their professional actions, psychologists seek to safeguard the welfare and rights of those with whom they interact professionally and other affected persons, and the welfare of animal subjects of research. When conflicts occur among psychologists' obligations or concerns, they attempt to resolve these conflicts in a responsible fashion that avoids or minimizes harm. Because psychologists' scientific and professional judgments and actions may affect the lives of others, they are alert to and guard against personal, financial, social, organizational, or political factors that might lead to misuse of their influence. Psychologists strive to be aware of the possible effect of their own physical and mental health on their ability to help those with whom they work.

Principle B: Fidelity and Responsibility

Psychologists establish relationships of trust with those with whom they work. They are aware of their professional and scientific responsibilities to society and to the specific communities in which they work. Psychologists uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and seek to manage conflicts of interest that could lead to exploitation or harm. Psychologists consult with, refer to, or cooperate with other professionals and institutions to the extent needed to serve the best interests of those with whom they work. They are concerned about the ethical compliance of their colleagues' scientific and professional conduct. Psychologists strive to contribute a portion of their professional time for little or no compensation or personal advantage.

Principle C: Integrity

Psychologists seek to promote accuracy, honesty, and truthfulness in the science, teaching, and practice of psychology. In these activities psychologists do not steal, cheat, or engage in fraud, subterfuge, or intentional misrepresentation of fact. Psychologists strive to keep their promises and to avoid unwise or unclear commitments. In situations in which deception may be ethically justifiable to maximize benefits and minimize harm, psychologists have a serious obligation to consider the need for, the possible consequences of, and their responsibility to correct any resulting mistrust or other harmful effects that arise from the use of such techniques.

Principle D: Justice

Psychologists recognize that fairness and justice entitle all persons to access to and benefit from the contributions of psychology and to equal quality in the processes, procedures, and services being conducted by psychologists. Psychologists exercise

reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust practices.

Principle E: Respect for People's Rights and Dignity

Psychologists respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality, and self-determination. Psychologists are aware that special safeguards may be necessary to protect the rights and welfare of persons or communities whose vulnerabilities impair autonomous decision making. Psychologists are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status and consider these factors when working with members of such groups. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone activities of others based upon such prejudices.

ETHICAL STANDARDS

1. Resolving Ethical Issues

1.01 Misuse of Psychologists' Work

If psychologists learn of misuse or misrepresentation of their work, they take reasonable steps to correct or minimize the misuse or misrepresentation.

1.02 Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority

If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists make known their commitment to the Ethics Code and take steps to resolve the conflict. If the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law, regulations, or other governing legal authority.

1.03 Conflicts Between Ethics and Organizational Demands

If the demands of an organization with which psychologists are affiliated or for whom they are working conflict with this Ethics Code, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code, and to the extent feasible, resolve the conflict in a way that permits adherence to the Ethics Code.

1.04 Informal Resolution of Ethical Violations

When psychologists believe that there may have been an ethical violation by another psychologist, they attempt to resolve the issue by bringing it to the attention of that individual, if an informal resolution appears appropriate and the intervention does not violate any confidentiality rights that may be involved. (See also Standards 1.02, Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority, and 1.03, Conflicts Between Ethics and Organizational Demands.)

1.05 Reporting Ethical Violations

If an apparent ethical violation has substantially harmed or is likely to substantially harm a person or organization and is not appropriate for informal resolution under Standard 1.04, Informal Resolution of Ethical Violations, or is not resolved properly in that fashion, psychologists take further action appropriate to the situation. Such action might include referral to state or national committees on professional ethics, to state licensing boards, or to the appropriate institutional authorities. This standard does not apply when an intervention would violate confidentiality rights or when psychologists have been retained to review the work of another psychologist whose professional conduct is in question. (See also Standard 1.02, Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority.)

1.06 Cooperating With Ethics Committees

Psychologists cooperate in ethics investigations, proceedings, and resulting requirements of the APA or any affiliated state psychological association to which they belong. In doing so, they address any confidentiality issues. Failure to cooperate is itself an ethics violation. However, making a request for deferment of adjudication of an ethics complaint pending the outcome of litigation does not alone constitute noncooperation.

1.07 Improper Complaints

Psychologists do not file or encourage the filing of ethics complaints that are made with reckless disregard for or willful ignorance of facts that would disprove the allegation.

1.08 Unfair Discrimination Against Complainants and Respondents

Psychologists do not deny persons employment, advancement, admissions to academic or other programs, tenure, or promotion, based solely upon their having made or their being the subject of an ethics complaint. This does not preclude taking action based upon the outcome of such proceedings or considering other appropriate information.

2. Competence

2.01 Boundaries of Competence

(a) Psychologists provide services, teach, and conduct research with populations and in areas only within the boundaries of their competence, based on their education, training, supervised experience, consultation, study, or professional experience.

(b) Where scientific or professional knowledge in the discipline of psychology establishes that an understanding of factors associated with age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, or socioeconomic status is essential for effective implementation of their services or research, psychologists have or obtain the training, experience, consultation, or supervision necessary to ensure the competence of their services, or they make appropriate referrals, except as provided in Standard 2.02, Providing Services in Emergencies.

(c) Psychologists planning to provide services, teach, or conduct research involving populations, areas, techniques, or technologies new to them undertake relevant education, training, supervised experience, consultation, or study.

(d) When psychologists are asked to provide services to individuals for whom appropriate mental health services are not available and for which psychologists have not obtained the competence necessary, psychologists with closely related prior training or experience may provide such services in order to ensure that services are not denied if they make a reasonable effort to obtain the competence required by using relevant research, training, consultation, or study.

(e) In those emerging areas in which generally recognized standards for preparatory training do not yet exist, psychologists nevertheless take reasonable steps to ensure the competence of their work and to protect clients/patients, students, supervisees, research participants, organizational clients, and others from harm.

(f) When assuming forensic roles, psychologists are or become reasonably familiar with the judicial or administrative rules governing their roles.

2.02 Providing Services in Emergencies

In emergencies, when psychologists provide services to individuals for whom other mental health services are not available and for which psychologists have not obtained the necessary training, psychologists may provide such services in order to ensure that services are not denied. The services are discontinued as soon as the emergency has ended or appropriate services are available.

2.03 Maintaining Competence

Psychologists undertake ongoing efforts to develop and maintain their competence.

2.04 Bases for Scientific and Professional Judgments

Psychologists' work is based upon established scientific and professional knowledge of the discipline. (See also Standards 2.01e, Boundaries of Competence, and 10.01b, Informed Consent to Therapy.)

2.05 Delegation of Work to Others

Psychologists who delegate work to employees, supervisees, or research or teaching assistants or who use the services of others, such as interpreters, take reasonable steps to (1) avoid delegating such work to persons who have a multiple relationship with those being served that would likely lead to exploitation or loss of objectivity; (2) authorize only those responsibilities that such persons can be expected to perform competently on the basis of their education, training, or experience, either independently or with the level of supervision being provided; and (3) see that such persons perform these services competently. (See also Standards 2.02, Providing Services in Emergencies; 3.05, Multiple Relationships; 4.01, Maintaining Confidentiality; 9.01, Bases for Assessments; 9.02, Use of Assessments; 9.03, Informed Consent in Assessments; and 9.07, Assessment by Unqualified Persons.)

2.06 Personal Problems and Conflicts

(a) Psychologists refrain from initiating an activity when they know or should know that there is a substantial likelihood that their personal problems will prevent them from performing their work-related activities in a competent manner.

(b) When psychologists become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance, and determine whether they should limit, suspend, or terminate their work-related duties. (See also Standard 10.10, Terminating Therapy.)

3. Human Relations

3.01 Unfair Discrimination

In their work-related activities, psychologists do not engage in unfair discrimination based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status, or any basis proscribed by law.

3.02 Sexual Harassment

Psychologists do not engage in sexual harassment. Sexual harassment is sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature, that occurs in connection with the psychologist's activities or roles as a psychologist, and that either (1) is unwelcome, is offensive, or creates a hostile workplace or educational environment, and the psychologist knows or is told this or (2) is sufficiently severe or intense to be abusive to a reasonable person in the context. Sexual harassment can consist of a single intense or severe act or of multiple persistent or pervasive acts. (See also Standard 1.08, Unfair Discrimination Against Complainants and Respondents.)

3.03 Other Harassment

Psychologists do not knowingly engage in behavior that is harassing or demeaning to persons with whom they interact in their work based on factors such as those persons' age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, or socioeconomic status.

3.04 Avoiding Harm

Psychologists take reasonable steps to avoid harming their clients/patients, students, supervisees, research participants, organizational clients, and others with whom they work, and to minimize harm where it is foreseeable and unavoidable.

3.05 Multiple Relationships

(a) A multiple relationship occurs when a psychologist is in a professional role with a person and (1) at the same time is in another role with the same person, (2) at the same time is in a relationship with a person closely associated with or related to the person with whom the psychologist has the professional relationship, or (3) promises to enter into another relationship in the future with the person or a person closely associated with or related to the person.

A psychologist refrains from entering into a multiple relationship if the multiple relationship could reasonably be expected to impair the psychologist's objectivity, competence, or effectiveness in performing his or her functions as a psychologist, or otherwise risks exploitation or harm to the person with whom the professional relationship exists.

Multiple relationships that would not reasonably be expected to cause impairment or risk exploitation or harm are not unethical.

(b) If a psychologist finds that, due to unforeseen factors, a potentially harmful multiple relationship has arisen, the psychologist takes reasonable steps to resolve it with due regard for the best interests of the affected person and maximal compliance with the Ethics Code.

(c) When psychologists are required by law, institutional policy, or extraordinary circumstances to serve in more than one role in judicial or administrative proceedings, at the outset they clarify role expectations and the extent of confidentiality and thereafter as changes occur. (See also Standards 3.04, Avoiding Harm, and 3.07, Third-Party Requests for Services.)

3.06 Conflict of Interest

Psychologists refrain from taking on a professional role when personal, scientific, professional, legal, financial, or other interests or relationships could reasonably be expected to (1) impair their objectivity, competence, or effectiveness in performing their functions as psychologists or (2) expose the person or organization with whom the professional relationship exists to harm or exploitation.

3.07 Third-Party Requests for Services

When psychologists agree to provide services to a person or entity at the request of a third party, psychologists attempt to clarify at the outset of the service the nature of the relationship with all individuals or organizations involved. This clarification includes the role of the psychologist (e.g., therapist, consultant, diagnostician, or expert witness), an identification of who is the client, the probable uses of the services provided or the information obtained, and the fact that there may be limits to confidentiality. (See also Standards 3.05, Multiple Relationships, and 4.02, Discussing the Limits of Confidentiality.)

3.08 Exploitative Relationships

Psychologists do not exploit persons over whom they have supervisory, evaluative, or other authority such as clients/patients, students, supervisees, research participants, and employees. (See also Standards 3.05, Multiple Relationships; 6.04, Fees and Financial Arrangements; 6.05, Barter With Clients/Patients; 7.07, Sexual Relationships With Students and Supervisees; 10.05, Sexual Intimacies With Current Therapy Clients/Patients; 10.06, Sexual Intimacies With Relatives or Significant Others of Current Therapy Clients/Patients; 10.07, Therapy With Former Sexual Partners; and 10.08, Sexual Intimacies With Former Therapy Clients/Patients.)

3.09 Cooperation With Other Professionals

When indicated and professionally appropriate, psychologists cooperate with other professionals in order to serve their clients/patients effectively and appropriately. (See also Standard 4.05, Disclosures.)

3.10 Informed Consent

(a) When psychologists conduct research or provide assessment, therapy, counseling, or consulting services in person or via electronic transmission or other forms of communication, they obtain the informed consent of the individual or individuals using language that is reasonably understandable to that person or persons except when conducting such activities without consent is mandated by law or governmental regulation or as otherwise provided in this Ethics Code. (See also Standards 8.02, *Informed Consent to Research*; 9.03, *Informed Consent in Assessments*; and 10.01, *Informed Consent to Therapy*.)

(b) For persons who are legally incapable of giving informed consent, psychologists nevertheless (1) provide an appropriate explanation, (2) seek the individual's assent, (3) consider such persons' preferences and best interests, and (4) obtain appropriate permission from a legally authorized person, if such substitute consent is permitted or required by law. When consent by a legally authorized person is not permitted or required by law, psychologists take reasonable steps to protect the individual's rights and welfare.

(c) When psychological services are court ordered or otherwise mandated, psychologists inform the individual of the nature of the anticipated services, including whether the services are court ordered or mandated and any limits of confidentiality, before proceeding.

(d) Psychologists appropriately document written or oral consent, permission, and assent. (See also Standards 8.02, *Informed Consent to Research*; 9.03, *Informed Consent in Assessments*; and 10.01, *Informed Consent to Therapy*.)

3.11 Psychological Services Delivered To or Through Organizations

(a) Psychologists delivering services to or through organizations provide information beforehand to clients and when appropriate those directly affected by the services about (1) the nature and objectives of the services, (2) the intended recipients, (3) which of the individuals are clients, (4) the relationship the psychologist will have with each person and the organization, (5) the probable uses of services provided and information obtained, (6) who will have access to the information, and (7) limits of confidentiality. As soon as feasible, they provide information about the results and conclusions of such services to appropriate persons.

(b) If psychologists will be precluded by law or by organizational roles from providing such information to particular individuals or groups, they so inform those individuals or groups at the outset of the service.

3.12 Interruption of Psychological Services

Unless otherwise covered by contract, psychologists make reasonable efforts to plan for facilitating services in the event that psychological services are interrupted by factors such as the psychologist's illness, death, unavailability, relocation, or retirement or by the client's/patient's relocation or financial limitations. (See also Standard 6.02c, *Maintenance, Dissemination, and Disposal of Confidential Records of Professional and Scientific Work*.)

4. Privacy And Confidentiality

4.01 Maintaining Confidentiality

Psychologists have a primary obligation and take reasonable precautions to protect confidential information obtained through or stored in any medium, recognizing that the extent and limits of confidentiality may be regulated by law or established by institutional rules or professional or scientific relationship. (See also Standard 2.05, *Delegation of Work to Others*.)

4.02 Discussing the Limits of Confidentiality

(a) Psychologists discuss with persons (including, to the extent feasible, persons who are legally incapable of giving informed consent and their legal representatives) and organizations with whom they establish a scientific or professional relationship (1) the relevant limits of confidentiality and (2) the foreseeable uses of the information generated through their psychological activities. (See also Standard 3.10, *Informed Consent*.)

(b) Unless it is not feasible or is contraindicated, the discussion of confidentiality occurs at the outset of the relationship and thereafter as new circumstances may warrant.

(c) Psychologists who offer services, products, or information via electronic transmission inform clients/patients of the risks to privacy and limits of confidentiality.

4.03 Recording

Before recording the voices or images of individuals to whom they provide services, psychologists obtain permission from all such persons or their legal representatives. (See also Standards 8.03, *Informed Consent for Recording Voices and Images in Research*; 8.05, *Dispensing With Informed Consent for Research*; and 8.07, *Deception in Research*.)

4.04 Minimizing Intrusions on Privacy

(a) Psychologists include in written and oral reports and consultations, only information germane to the purpose for which the communication is made.

(b) Psychologists discuss confidential information obtained in their work only for appropriate scientific or professional purposes and only with persons clearly concerned with such matters.

4.05 Disclosures

(a) Psychologists may disclose confidential information with the appropriate consent of the organizational client, the individual client/patient, or another legally authorized person on behalf of the client/patient unless prohibited by law.

(b) Psychologists disclose confidential information without the consent of the individual only as mandated by law, or where permitted by law for a valid purpose such as to (1) provide needed professional services; (2) obtain appropriate professional consultations; (3) protect the client/patient, psychologist, or others from harm; or (4) obtain payment for services from a client/patient, in which instance disclosure is limited to the minimum that is necessary to achieve the purpose. (See also Standard 6.04e, Fees and Financial Arrangements.)

4.06 Consultations

When consulting with colleagues, (1) psychologists do not disclose confidential information that reasonably could lead to the identification of a client/patient, research participant, or other person or organization with whom they have a confidential relationship unless they have obtained the prior consent of the person or organization or the disclosure cannot be avoided, and (2) they disclose information only to the extent necessary to achieve the purposes of the consultation. (See also Standard 4.01, Maintaining Confidentiality.)

4.07 Use of Confidential Information for Didactic or Other Purposes

Psychologists do not disclose in their writings, lectures, or other public media, confidential, personally identifiable information concerning their clients/patients, students, research participants, organizational clients, or other recipients of their services that they obtained during the course of their work, unless (1) they take reasonable steps to disguise the person or organization, (2) the person or organization has consented in writing, or (3) there is legal authorization for doing so.

5. Advertising and Other Public Statements

5.01 Avoidance of False or Deceptive Statements

(a) Public statements include but are not limited to paid or unpaid advertising, product endorsements, grant applications, licensing applications, other credentialing applications, brochures, printed matter, directory listings, personal resumes or curricula vitae, or comments for use in media such as print or electronic transmission, statements in legal proceedings, lectures and public oral presentations, and published materials. Psychologists do not knowingly make public statements that are false, deceptive, or fraudulent concerning their research, practice, or other work activities or those of persons or organizations with which they are affiliated.

(b) Psychologists do not make false, deceptive, or fraudulent statements concerning (1) their training, experience, or competence; (2) their academic degrees; (3) their credentials; (4) their institutional or association affiliations; (5) their services; (6) the scientific or clinical basis for, or results or degree of success of, their services; (7) their fees; or (8) their publications or research findings.

(c) Psychologists claim degrees as credentials for their health services only if those degrees (1) were earned from a regionally accredited educational institution or (2) were the basis for psychology licensure by the state in which they practice.

5.02 Statements by Others

(a) Psychologists who engage others to create or place public statements that promote their professional practice, products, or activities retain professional responsibility for such statements.

(b) Psychologists do not compensate employees of press, radio, television, or other communication media in return for publicity in a news item. (See also Standard 1.01, Misuse of Psychologists' Work.)

(c) A paid advertisement relating to psychologists' activities must be identified or clearly recognizable as such.

5.03 Descriptions of Workshops and Non-Degree-Granting Educational Programs

To the degree to which they exercise control, psychologists responsible for announcements, catalogs, brochures, or advertisements describing workshops, seminars, or other non-degree-granting educational programs ensure that they accurately describe the audience for which the program is intended, the educational objectives, the presenters, and the fees involved.

5.04 Media Presentations

When psychologists provide public advice or comment via print, internet, or other electronic transmission, they take precautions to ensure that statements (1) are based on their professional knowledge, training, or experience in accord with appropriate psychological literature and practice; (2) are otherwise consistent with this Ethics Code; and (3) do not indicate that a professional relationship has been established with the recipient. (See also Standard 2.04, Bases for Scientific and Professional Judgments.)

5.05 Testimonials

Psychologists do not solicit testimonials from current therapy clients/patients or other persons who because of their particular circumstances are vulnerable to undue influence.

5.06 In-Person Solicitation

Psychologists do not engage, directly or through agents, in uninvited in-person solicitation of business from actual or potential therapy clients/patients or other persons who because of their particular circumstances are vulnerable to undue influence. However, this prohibition does not preclude (1) attempting to implement appropriate collateral contacts for the purpose of benefiting an already engaged therapy client/patient or (2) providing disaster or community outreach services.

6. Record Keeping and Fees

6.01 Documentation of Professional and Scientific Work and Maintenance of Records

Psychologists create, and to the extent the records are under their control, maintain, disseminate, store, retain, and dispose of records and data relating to their professional and scientific work in order to (1) facilitate provision of services later by them or by other professionals, (2) allow for replication of research design and analyses, (3) meet institutional requirements, (4) ensure accuracy of billing and payments, and (5) ensure compliance with law. (See also Standard 4.01, Maintaining Confidentiality.)

6.02 Maintenance, Dissemination, and Disposal of Confidential Records of Professional and Scientific Work

(a) Psychologists maintain confidentiality in creating, storing, accessing, transferring, and disposing of records under their control, whether these are written, automated, or in any other medium. (See also Standards 4.01, Maintaining Confidentiality, and 6.01, Documentation of Professional and Scientific Work and Maintenance of Records.)

(b) If confidential information concerning recipients of psychological services is entered into databases or systems of records available to persons whose access has not been consented to by the recipient, psychologists use coding or other techniques to avoid the inclusion of personal identifiers.

(c) Psychologists make plans in advance to facilitate the appropriate transfer and to protect the confidentiality of records and data in the event of psychologists' withdrawal from positions or practice. (See also Standards 3.12, Interruption of Psychological Services, and 10.09, Interruption of Therapy.)

6.03 Withholding Records for Nonpayment

Psychologists may not withhold records under their control that are requested and needed for a client's/patient's emergency treatment solely because payment has not been received.

6.04 Fees and Financial Arrangements

(a) As early as is feasible in a professional or scientific relationship, psychologists and recipients of psychological services reach an agreement specifying compensation and billing arrangements.

(b) Psychologists' fee practices are consistent with law.

(c) Psychologists do not misrepresent their fees.

(d) If limitations to services can be anticipated because of limitations in financing, this is discussed with the recipient of services as early as is feasible. (See also Standards 10.09, Interruption of Therapy, and 10.10, Terminating Therapy.)

(e) If the recipient of services does not pay for services as agreed, and if psychologists intend to use collection agencies or legal measures to collect the fees, psychologists first inform the person that such measures will be taken and provide that person an opportunity to make prompt payment. (See also Standards 4.05, Disclosures; 6.03, Withholding Records for Nonpayment; and 10.01, Informed Consent to Therapy.)

6.05 Barter With Clients/Patients

Barter is the acceptance of goods, services, or other nonmonetary remuneration from clients/patients in return for psychological services. Psychologists may barter only if (1) it is not clinically contraindicated, and (2) the resulting arrangement is not exploitative. (See also Standards 3.05, Multiple Relationships, and 6.04, Fees and Financial Arrangements.)

6.06 Accuracy in Reports to Payors and Funding Sources

In their reports to payors for services or sources of research funding, psychologists take reasonable steps to ensure the accurate reporting of the nature of the service provided or research conducted, the fees, charges, or payments, and where applicable, the identity of the provider, the findings, and the diagnosis. (See also Standards 4.01, Maintaining Confidentiality; 4.04, Minimizing Intrusions on Privacy; and 4.05, Disclosures.)

6.07 Referrals and Fees

When psychologists pay, receive payment from, or divide fees with another professional, other than in an employer-employee relationship, the payment to each is based on the services provided (clinical, consultative, administrative, or other) and is not based on the referral itself. (See also Standard 3.09, Cooperation With Other Professionals.)

7. Education and Training

7.01 Design of Education and Training Programs

Psychologists responsible for education and training programs take reasonable steps to ensure that the programs are designed to provide the appropriate knowledge and proper experiences, and to meet the requirements for licensure, certification, or other goals for which claims are made by the program. (See also Standard 5.03, Descriptions of Workshops and Non-Degree-Granting Educational Programs.)

7.02 Descriptions of Education and Training Programs

Psychologists responsible for education and training programs take reasonable steps to ensure that there is a current and accurate description of the program content (including participation in required course- or program-related counseling, psychotherapy, experiential groups, consulting projects, or community service), training goals and objectives, stipends and benefits, and requirements that must be met for satisfactory completion of the program. This information must be made readily available to all interested parties.

7.03 Accuracy in Teaching

(a) Psychologists take reasonable steps to ensure that course syllabi are accurate regarding the subject matter to be covered, bases for evaluating progress, and the nature of course experiences. This standard does not preclude an instructor from modifying course content or requirements when the instructor considers it pedagogically necessary or desirable, so long as students are made aware of these modifications in a manner that enables them to fulfill course requirements. (See also Standard 5.01, Avoidance of False or Deceptive Statements.)

(b) When engaged in teaching or training, psychologists present psychological information accurately. (See also Standard 2.03, Maintaining Competence.)

7.04 Student Disclosure of Personal Information

Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others.

7.05 Mandatory Individual or Group Therapy

(a) When individual or group therapy is a program or course requirement, psychologists responsible for that program allow students in undergraduate and graduate programs the option of selecting such therapy from practitioners unaffiliated with the program. (See also Standard 7.02, Descriptions of Education and Training Programs.)

(b) Faculty who are or are likely to be responsible for evaluating students' academic performance do not themselves provide that therapy. (See also Standard 3.05, Multiple Relationships.)

7.06 Assessing Student and Supervisee Performance

(a) In academic and supervisory relationships, psychologists establish a timely and specific process for providing feedback to students and supervisees. Information regarding the process is provided to the student at the beginning of supervision.

(b) Psychologists evaluate students and supervisees on the basis of their actual performance on relevant and established program requirements.

7.07 Sexual Relationships With Students and Supervisees

Psychologists do not engage in sexual relationships with students or supervisees who are in their department, agency, or training center or over whom psychologists have or are likely to have evaluative authority. (See also Standard 3.05, Multiple Relationships.)

8. Research and Publication

8.01 Institutional Approval

When institutional approval is required, psychologists provide accurate information about their research proposals and obtain approval prior to conducting the research. They conduct the research in accordance with the approved research protocol.

8.02 Informed Consent to Research

(a) When obtaining informed consent as required in Standard 3.10, *Informed Consent*, psychologists inform participants about (1) the purpose of the research, expected duration, and procedures; (2) their right to decline to participate and to withdraw from the research once participation has begun; (3) the foreseeable consequences of declining or withdrawing; (4) reasonably foreseeable factors that may be expected to influence their willingness to participate such as potential risks, discomfort, or adverse effects; (5) any prospective research benefits; (6) limits of confidentiality; (7) incentives for participation; and (8) whom to contact for questions about the research and research participants' rights. They provide opportunity for the prospective participants to ask questions and receive answers. (See also Standards 8.03, *Informed Consent for Recording Voices and Images in Research*; 8.05, *Dispensing With Informed Consent for Research*; and 8.07, *Deception in Research*.)

(b) Psychologists conducting intervention research involving the use of experimental treatments clarify to participants at the outset of the research (1) the experimental nature of the treatment; (2) the services that will or will not be available to the control group(s) if appropriate; (3) the means by which assignment to treatment and control groups will be made; (4) available treatment alternatives if an individual does not wish to participate in the research or wishes to withdraw once a study has begun; and (5) compensation for or monetary costs of participating including, if appropriate, whether reimbursement from the participant or a third-party payor will be sought. (See also Standard 8.02a, *Informed Consent to Research*.)

8.03 Informed Consent for Recording Voices and Images in Research

Psychologists obtain informed consent from research participants prior to recording their voices or images for data collection unless (1) the research consists solely of naturalistic observations in public places, and it is not anticipated that the recording will be used in a manner that could cause personal identification or harm, or (2) the research design includes deception, and consent for the use of the recording is obtained during debriefing. (See also Standard 8.07, *Deception in Research*.)

8.04 Client/Patient, Student, and Subordinate Research Participants

(a) When psychologists conduct research with clients/patients, students, or subordinates as participants, psychologists take steps to protect the prospective participants from adverse consequences of declining or withdrawing from participation.

(b) When research participation is a course requirement or an opportunity for extra credit, the prospective participant is given the choice of equitable alternative activities.

8.05 Dispensing With Informed Consent for Research

Psychologists may dispense with informed consent only (1) where research would not reasonably be assumed to create distress or harm and involves (a) the study of normal educational practices, curricula, or classroom management methods conducted in educational settings; (b) only anonymous questionnaires, naturalistic observations, or archival research for which disclosure of responses would not place participants at risk of criminal or civil liability or damage their financial standing, employability, or reputation, and confidentiality is protected; or (c) the study of factors related to job or organization effectiveness conducted in organizational settings for which there is no risk to participants' employability, and confidentiality is protected or (2) where otherwise permitted by law or federal or institutional regulations.

8.06 Offering Inducements for Research Participation

(a) Psychologists make reasonable efforts to avoid offering excessive or inappropriate financial or other inducements for research participation when such inducements are likely to coerce participation.

(b) When offering professional services as an inducement for research participation, psychologists clarify the nature of the services, as well as the risks, obligations, and limitations. (See also Standard 6.05, *Barter With Clients/Patients*.)

8.07 Deception in Research

(a) Psychologists do not conduct a study involving deception unless they have determined that the use of deceptive techniques is justified by the study's significant prospective scientific, educational, or applied value and that effective nondeceptive alternative procedures are not feasible.

(b) Psychologists do not deceive prospective participants about research that is reasonably expected to cause physical pain or severe emotional distress.

(c) Psychologists explain any deception that is an integral feature of the design and conduct of an experiment to participants as early as is feasible, preferably at the conclusion of their participation, but no later than at the conclusion of the data collection, and permit participants to withdraw their data. (See also Standard 8.08, *Debriefing*.)

8.08 Debriefing

(a) Psychologists provide a prompt opportunity for participants to obtain appropriate information about the nature, results, and conclusions of the research, and they take reasonable steps to correct any misconceptions that participants may have of which the psychologists are aware.

(b) If scientific or humane values justify delaying or withholding this information, psychologists take reasonable measures to reduce the risk of harm.

(c) When psychologists become aware that research procedures have harmed a participant, they take reasonable steps to minimize the harm.

8.09 Humane Care and Use of Animals in Research

(a) Psychologists acquire, care for, use, and dispose of animals in compliance with current federal, state, and local laws and regulations, and with professional standards.

(b) Psychologists trained in research methods and experienced in the care of laboratory animals supervise all procedures involving animals and are responsible for ensuring appropriate consideration of their comfort, health, and humane treatment.

(c) Psychologists ensure that all individuals under their supervision who are using animals have received instruction in research methods and in the care, maintenance, and handling of the species being used, to the extent appropriate to their role. (See also Standard 2.05, *Delegation of Work to Others*.)

(d) Psychologists make reasonable efforts to minimize the discomfort, infection, illness, and pain of animal subjects.

(e) Psychologists use a procedure subjecting animals to pain, stress, or privation only when an alternative procedure is unavailable and the goal is justified by its prospective scientific, educational, or applied value.

(f) Psychologists perform surgical procedures under appropriate anesthesia and follow techniques to avoid infection and minimize pain during and after surgery.

(g) When it is appropriate that an animal's life be terminated, psychologists proceed rapidly, with an effort to minimize pain and in accordance with accepted procedures.

8.10 Reporting Research Results

(a) Psychologists do not fabricate data. (See also Standard 5.01a, *Avoidance of False or Deceptive Statements*.)

(b) If psychologists discover significant errors in their published data, they take reasonable steps to correct such errors in a correction, retraction, erratum, or other appropriate publication means.

8.11 Plagiarism

Psychologists do not present portions of another's work or data as their own, even if the other work or data source is cited occasionally.

8.12 Publication Credit

(a) Psychologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have substantially contributed. (See also Standard 8.12b, *Publication Credit*.)

(b) Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as department chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are acknowledged appropriately, such as in footnotes or in an introductory statement.

(c) Except under exceptional circumstances, a student is listed as principal author on any multiple-authored article that is substantially based on the student's doctoral dissertation. Faculty advisors discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate. (See also Standard 8.12b, *Publication Credit*.)

8.13 Duplicate Publication of Data

Psychologists do not publish, as original data, data that have been previously published. This does not preclude republishing data when they are accompanied by proper acknowledgment.

8.14 Sharing Research Data for Verification

(a) After research results are published, psychologists do not withhold the data on which their conclusions are based from other competent professionals who seek to verify the substantive claims through reanalysis and who intend to use such data only for that purpose, provided that the confidentiality of the participants can be protected and unless legal rights concerning proprietary data preclude their release. This does not preclude psychologists from requiring that such individuals or groups be responsible for costs associated with the provision of such information.

(b) Psychologists who request data from other psychologists to verify the substantive claims through reanalysis may use shared data only for the declared purpose. Requesting psychologists obtain prior written agreement for all other uses of the data.

8.15 Reviewers

Psychologists who review material submitted for presentation, publication, grant, or research proposal review respect the confidentiality of and the proprietary rights in such information of those who submitted it.

9. Assessment

9.01 Bases for Assessments

(a) Psychologists base the opinions contained in their recommendations, reports, and diagnostic or evaluative statements, including forensic testimony, on information and techniques sufficient to substantiate their findings. (See also Standard 2.04, Bases for Scientific and Professional Judgments.)

(b) Except as noted in 9.01c, psychologists provide opinions of the psychological characteristics of individuals only after they have conducted an examination of the individuals adequate to support their statements or conclusions. When, despite reasonable efforts, such an examination is not practical, psychologists document the efforts they made and the result of those efforts, clarify the probable impact of their limited information on the reliability and validity of their opinions, and appropriately limit the nature and extent of their conclusions or recommendations. (See also Standards 2.01, Boundaries of Competence, and 9.06, Interpreting Assessment Results.)

(c) When psychologists conduct a record review or provide consultation or supervision and an individual examination is not warranted or necessary for the opinion, psychologists explain this and the sources of information on which they based their conclusions and recommendations.

9.02 Use of Assessments

(a) Psychologists administer, adapt, score, interpret, or use assessment techniques, interviews, tests, or instruments in a manner and for purposes that are appropriate in light of the research on or evidence of the usefulness and proper application of the techniques.

(b) Psychologists use assessment instruments whose validity and reliability have been established for use with members of the population tested. When such validity or reliability has not been established, psychologists describe the strengths and limitations of test results and interpretation.

(c) Psychologists use assessment methods that are appropriate to an individual's language preference and competence, unless the use of an alternative language is relevant to the assessment issues.

9.03 Informed Consent in Assessments

(a) Psychologists obtain informed consent for assessments, evaluations, or diagnostic services, as described in Standard 3.10, Informed Consent, except when (1) testing is mandated by law or governmental regulations; (2) informed consent is implied because testing is conducted as a routine educational, institutional, or organizational activity (e.g., when participants voluntarily agree to assessment when applying for a job); or (3) one purpose of the testing is to evaluate decisional capacity. Informed consent includes an explanation of the nature and purpose of the assessment, fees, involvement of third parties, and limits of confidentiality and sufficient opportunity for the client/patient to ask questions and receive answers.

(b) Psychologists inform persons with questionable capacity to consent or for whom testing is mandated by law or governmental regulations about the nature and purpose of the proposed assessment services, using language that is reasonably understandable to the person being assessed.

(c) Psychologists using the services of an interpreter obtain informed consent from the client/patient to use that interpreter, ensure that confidentiality of test results and test security are maintained, and include in their recommendations, reports, and diagnostic or evaluative statements, including forensic testimony, discussion of any limitations on the data obtained. (See also Standards 2.05, Delegation of Work to Others; 4.01, Maintaining Confidentiality; 9.01, Bases for Assessments; 9.06, Interpreting Assessment Results; and 9.07, Assessment by Unqualified Persons.)

9.04 Release of Test Data

(a) The term test data refers to raw and scaled scores, client/patient responses to test questions or stimuli, and psychologists' notes and recordings concerning client/patient statements and behavior during an examination. Those portions of test materials that include client/patient responses are included in the definition of test data. Pursuant to a client/patient release, psychologists provide test data to the client/patient or other persons identified in the release. Psychologists may refrain from releasing test data to protect a client/patient or others from substantial harm or misuse or misrepresentation of the data or the test, recognizing that in many instances release of confidential information under these circumstances is regulated by law. (See also Standard 9.11, Maintaining Test Security.)

(b) In the absence of a client/patient release, psychologists provide test data only as required by law or court order.

9.05 Test Construction

Psychologists who develop tests and other assessment techniques use appropriate psychometric procedures and current scientific or professional knowledge for test design, standardization, validation, reduction or elimination of bias, and recommendations for use.

9.06 Interpreting Assessment Results

When interpreting assessment results, including automated interpretations, psychologists take into account the purpose of the assessment as well as the various test factors, test-taking abilities, and other characteristics of the person being assessed, such as situational, personal, linguistic, and cultural differences, that might affect psychologists' judgments or reduce the accuracy of their interpretations. They indicate any significant limitations of their interpretations. (See also Standards 2.01b and c, Boundaries of Competence, and 3.01, Unfair Discrimination.)

9.07 Assessment by Unqualified Persons

Psychologists do not promote the use of psychological assessment techniques by unqualified persons, except when such use is conducted for training purposes with appropriate supervision. (See also Standard 2.05, Delegation of Work to Others.)

9.08 Obsolete Tests and Outdated Test Results

(a) Psychologists do not base their assessment or intervention decisions or recommendations on data or test results that are outdated for the current purpose.

(b) Psychologists do not base such decisions or recommendations on tests and measures that are obsolete and not useful for the current purpose.

9.09 Test Scoring and Interpretation Services

(a) Psychologists who offer assessment or scoring services to other professionals accurately describe the purpose, norms, validity, reliability, and applications of the procedures and any special qualifications applicable to their use.

(b) Psychologists select scoring and interpretation services (including automated services) on the basis of evidence of the validity of the program and procedures as well as on other appropriate considerations. (See also Standard 2.01b and c, Boundaries of Competence.)

(c) Psychologists retain responsibility for the appropriate application, interpretation, and use of assessment instruments, whether they score and interpret such tests themselves or use automated or other services.

9.10 Explaining Assessment Results

Regardless of whether the scoring and interpretation are done by psychologists, by employees or assistants, or by automated or other outside services, psychologists take reasonable steps to ensure that explanations of results are given to the individual or designated representative unless the nature of the relationship precludes provision of an explanation of results (such as in some organizational consulting, preemployment or security screenings, and forensic evaluations), and this fact has been clearly explained to the person being assessed in advance.

9.11. Maintaining Test Security

The term test materials refers to manuals, instruments, protocols, and test questions or stimuli and does not include test data as defined in Standard 9.04, Release of Test Data. Psychologists make reasonable efforts to maintain the integrity and security of test materials and other assessment techniques consistent with law and contractual obligations, and in a manner that permits adherence to this Ethics Code.

10. Therapy

10.01 Informed Consent to Therapy

(a) When obtaining informed consent to therapy as required in Standard 3.10, Informed Consent, psychologists inform clients/patients as early as is feasible in the therapeutic relationship about the nature and anticipated course of therapy, fees, involvement of third parties, and limits of confidentiality and provide sufficient opportunity for the client/patient to ask questions and receive answers. (See also Standards 4.02, Discussing the Limits of Confidentiality, and 6.04, Fees and Financial Arrangements.)

(b) When obtaining informed consent for treatment for which generally recognized techniques and procedures have not been established, psychologists inform their clients/patients of the developing nature of the treatment, the potential risks involved, alternative treatments that may be available, and the voluntary nature of their participation. (See also Standards 2.01e, Boundaries of Competence, and 3.10, Informed Consent.)

(c) When the therapist is a trainee and the legal responsibility for the treatment provided resides with the supervisor, the client/patient, as part of the informed consent procedure, is informed that the therapist is in training and is being supervised and is given the name of the supervisor.

10.02 Therapy Involving Couples or Families

(a) When psychologists agree to provide services to several persons who have a relationship (such as spouses, significant others, or parents and children), they take reasonable steps to clarify at the outset (1) which of the individuals are clients/patients and (2) the relationship the psychologist will have with each person. This clarification includes the psychologist's role and the

probable uses of the services provided or the information obtained. (See also Standard 4.02, *Discussing the Limits of Confidentiality*.)

(b) If it becomes apparent that psychologists may be called on to perform potentially conflicting roles (such as family therapist and then witness for one party in divorce proceedings), psychologists take reasonable steps to clarify and modify, or withdraw from, roles appropriately. (See also Standard 3.05c, *Multiple Relationships*.)

10.03 Group Therapy

When psychologists provide services to several persons in a group setting, they describe at the outset the roles and responsibilities of all parties and the limits of confidentiality.

10.04 Providing Therapy to Those Served by Others

In deciding whether to offer or provide services to those already receiving mental health services elsewhere, psychologists carefully consider the treatment issues and the potential client's/patient's welfare. Psychologists discuss these issues with the client/patient or another legally authorized person on behalf of the client/patient in order to minimize the risk of confusion and conflict, consult with the other service providers when appropriate, and proceed with caution and sensitivity to the therapeutic issues.

10.05 Sexual Intimacies With Current Therapy Clients/Patients

Psychologists do not engage in sexual intimacies with current therapy clients/patients.

10.06 Sexual Intimacies With Relatives or Significant Others of Current Therapy Clients/Patients

Psychologists do not engage in sexual intimacies with individuals they know to be close relatives, guardians, or significant others of current clients/patients. Psychologists do not terminate therapy to circumvent this standard.

10.07 Therapy With Former Sexual Partners

Psychologists do not accept as therapy clients/patients persons with whom they have engaged in sexual intimacies.

10.08 Sexual Intimacies With Former Therapy Clients/Patients

(a) Psychologists do not engage in sexual intimacies with former clients/patients for at least two years after cessation or termination of therapy.

(b) Psychologists do not engage in sexual intimacies with former clients/patients even after a two-year interval except in the most unusual circumstances. Psychologists who engage in such activity after the two years following cessation or termination of therapy and of having no sexual contact with the former client/patient bear the burden of demonstrating that there has been no exploitation, in light of all relevant factors, including (1) the amount of time that has passed since therapy terminated; (2) the nature, duration, and intensity of the therapy; (3) the circumstances of termination; (4) the client's/patient's personal history; (5) the client's/patient's current mental status; (6) the likelihood of adverse impact on the client/patient; and (7) any statements or actions made by the therapist during the course of therapy suggesting or inviting the possibility of a posttermination sexual or romantic relationship with the client/patient. (See also Standard 3.05, *Multiple Relationships*.)

10.09 Interruption of Therapy

When entering into employment or contractual relationships, psychologists make reasonable efforts to provide for orderly and appropriate resolution of responsibility for client/patient care in the event that the employment or contractual relationship ends, with paramount consideration given to the welfare of the client/patient. (See also Standard 3.12, *Interruption of Psychological Services*.)

10.10 Terminating Therapy

(a) Psychologists terminate therapy when it becomes reasonably clear that the client/patient no longer needs the service, is not likely to benefit, or is being harmed by continued service.

(b) Psychologists may terminate therapy when threatened or otherwise endangered by the client/patient or another person with whom the client/patient has a relationship.

(c) Except where precluded by the actions of clients/patients or third-party payors, prior to termination psychologists provide pretermination counseling and suggest alternative service providers as appropriate.

F. STUDENT RIGHTS

1. Student Complaint Procedure

The Wright Institute will accept complaints from any student who feels he or she is a victim of discrimination, or any violation of the Wright Institute's rules and regulations. (*See Section D.*)

A student who wishes to file a complaint shall do so with the Student Services Coordinator (SSC). The SSC is available from 9 a.m. to 5 p.m. Monday to Friday and can be reached at (510) 841-9230, ext. 111. The complaint must be in writing, must include details of the matter complained of, and must be signed and dated.

The Wright Institute prohibits retaliation for filing a complaint or for participating in the resolution of a complaint.

Upon receipt of a complaint, the SSC will review the complaint for completeness of form and details, and record its receipt. The SSC will notify the Dean of the receipt of the complaint. The SSC will notify the accused that a complaint has been filed against him or her, within 10 calendar days of receipt of the complaint. The SSC will attempt to resolve the problem through informal means. If such informal means do not resolve the matter within 10 working days, the matter will be referred to the Dean for appropriate action.

If the Dean determines that the complaint is founded, he will advise both the accused and the complainant of this finding. The Dean will take appropriate steps to address the conduct, including imposing discipline where appropriate.

Where the Dean determines the Complaint to be unfounded or without sufficient proof, the complainant will be advised of his/her right to report to outside agencies.

Records of complaints are maintained for at least seven years. All records are confidential and not open to review except to Wright Institute officials, accrediting bodies or their representatives, who have a legitimate reason to review the records or where required.

2. Grievance Procedure For Non-Academic and/or Non-Disciplinary Matters

GRIEVANCE POLICY

It is the policy of the Wright Institute to provide a mechanism by which grievances are handled in an expeditious manner. Grievances are challenges to any non-academic

or non-disciplinary action or decision of the Wright Institute. To file a grievance, the grievant must be personally impacted by the Institute action being challenged.

GRIEVANCE COMMITTEE

The Wright Institute's Grievance Committee is composed of three members appointed by the President. The Committee is responsible for scheduling hearings within the appropriate time frame, notification of parties regarding all issues surrounding the hearing, and presiding at hearings.

GRIEVANCE PROCEDURE

A student who wishes to file a grievance shall do so with the Student Services Coordinator (SSC). The SSC is available from 9 a.m. to 5 p.m. Monday to Friday and can be reached at (510) 841-9230, ext. 111. The grievance must be in writing, must include details of the matter being grieved, and must be signed and dated. Students are encouraged to file grievances as soon after the events giving rise to the grievance as possible. In no case may a student file a grievance regarding a Wright Institute action more than six (6) months after the student knew of, or should have known of, the action at issue.

The Wright Institute prohibits retaliation against any individual for filing a grievance or for participating in the resolution of a grievance.

Upon receipt of a grievance, the SSC will review the grievance for completeness of form and details, classify it as a "Type I" or "Type II" grievance, and record its receipt. A Type I Grievance is any grievance that challenges an action of the Wright Institute as contrary to the long term interests of the Wright Institute or the stated mission, goals or strategic plan of the Institute. A Type II Grievance is any other grievance. The SSC will notify the Dean of the receipt of the grievance and its classification.

The SSC will attempt to resolve the problem through informal means. If such informal means do not resolve the matter within 10 calendar days, Type I grievances will be forwarded to the grievance committee. Type II Grievances that cannot be resolved informally shall be resolved in the manner deemed appropriate by the SSC. The President will appoint members to the Grievance Committee to handle unresolved Type I Grievances.

- The Committee is authorized to hold hearings, call witnesses, hear testimony, issues findings and make recommendations to the Dean or the President.
- The Committee shall schedule a hearing on the matter to be held no later than twenty (20) calendar days from the Committee's receipt of the grievance. All individuals who are needed to participate in the hearing will be notified of the date and time of the hearing. The notice will also include the names of the Committee

members and the right of the parties to challenge any members for cause. Such challenges must be received by the President no later than 5 days after issuance of the notification of the hearing date.

- The Committee may consult members of the Community or outsiders as appropriate for additional information regarding the matter under consideration. The Committee may also collect additional information that it deems appropriate.
- Below are guidelines for procedures to be utilized in the hearing. The Committee may modify these procedures as it deems appropriate.
 - ◆ Grievant presents case, which may include witnesses and other information pertaining to the matter. The Respondent, if any, may ask questions of the witnesses.
 - ◆ Respondent, if any, presents case, which may include witnesses and other information pertaining to the matter. The Grievant may ask questions of the witnesses.
 - ◆ The Committee may call witnesses it feels necessary to provide additional information.
 - ◆ The Committee may ask questions following the presentation of each party and the testimony of any witnesses called.
 - ◆ Formal rules of evidence do not apply.
 - ◆ At the conclusion of the hearing, the Committee will deliberate and will reach a decision based on a simple majority.
 - ◆ The Grievant, the Respondent, and the Dean will be notified in writing of the result of the Committee's deliberations no later than ten (10) working days from date of hearing. Results may include findings, summary of hearing and evidence, recommendations, and the right to appeal decision to the President.
 - ◆ If no appeal is received, the Dean will take such action as s/he deems appropriate.
- Appeal:
 - ◆ A request for an appeal must be made in writing to the President within a period of ten (10) calendar days from the date of issuance of the decision by the Committee.
 - ◆ A request for an appeal must be made in writing to the President within a period of ten (10) days from the date of the issuance of the decision by the Committee. The appeal must be based on one or more of the following reasons: 1) misconduct by the committee; 2) conclusions not supported by the facts; and/or 3) new evidence.
 - ◆ If after reviewing the record of the hearing, the President does not find one or more of the grounds listed above, the appeal will be disallowed. All parties, the Committee, the Dean and the SSC will be notified of the final disposition.

- ◆ If after reviewing the record, the President does not find one or more of the grounds listed above, the appeal will be disallowed. The Grievant, Respondent, Committee, and the Dean will be notified of the final disposition.
- ◆ If after reviewing the record of the hearing, the President finds one or more of the grounds listed above, the appeal will be sustained and the President may remand the decision to the Committee for reconsideration, issue a new decision, or take such action as s/he deems appropriate.
- Remand Procedure:
 - ◆ Upon receiving the matter on remand, the Committee will meet to determine if there is cause to re-open the hearing. If no cause is found, the Committee will reconsider the findings. Reconsideration shall be limited to those issues raised on remand.
 - ◆ The Committee will issue a decision on remand that will be sent to the Dean, the President and the SSC.
 - ◆ Upon receiving a decision on remand, the Dean will take such action as deemed appropriate. All parties, the Committee, the SSC, and the President as well, will be notified of the final disposition.

All time limits imposed or recommended in this grievance procedure may be changed for good cause or reason as determined by the Dean, the Grievance Committee, or the President.

Records of grievances are maintained for at least seven years. All records are confidential and not open to review except to Wright Institute officials, accrediting bodies or their representatives, who have a legitimate reason to review the records or where required.

3. Policy for Special Student Concerns

This policy relates to instances in which a *group of students* has a special concern or statement of support regarding the curriculum, faculty, or administration which they believe needs to be addressed by the Wright Institute Executive Committee.

DEFINING THE CONCERN

- A group of students who wish to express a special concern or make a statement of support may draft a letter to the Executive Committee detailing the issue and, whenever possible, outlining potential solutions.
- All statements should be typewritten, signed and dated.

COMMUNICATING THE CONCERN

- The signatories will select a liaison either from among themselves or request one of the three student members of the Executive Committee to serve as their official liaison in the process.
- The group of students may elect to have their statement of concern forwarded with attribution or on a confidential basis. Should a student member of the Executive Committee be selected to act as a liaison, he or she will respect the wishes of the group of students with respect to confidentiality.
- The student liaison will deliver the original signed letter and a copy of the letter without signatures to the Wright Institute Registrar where it will be held in confidence. An additional copy of the signed letter will be held in confidence by the student liaison.
- Upon receipt of the statement of concern the Registrar will distribute copies of the unsigned letter to each member of the Wright Institute Executive Committee. If the matter relates to a faculty member unsigned copies will also be distributed to members of the Faculty Review Committee. If the matter relates to the curriculum then copies of the unsigned letter will be distributed to members of the Curriculum Committee. If the matter involves financial disbursements or the employment rights of any individual then the proposal will be forwarded to the appropriate member of the administration for review. If the matter relates to an individual(s), then copies of the unsigned letter will be forwarded to the individual(s) as well.

ADDRESSING THE CONCERN

- At any time during the process of review the group of concerned students may request that one of the three student members of the Executive Committee represent them.
- The Executive Committee will discuss a submitted statement of special concern at its next regularly scheduled meeting. Should students believe the issue requires a more immediate review, a request may be made to the Wright Institute President to convene a special meeting of the Executive Committee. The discretion of the President will be relied upon in responding to any such request.
- The Executive Committee may consult members of other committees of other individuals as appropriate for additional information regarding the matter under consideration. The Executive Committee may also collect additional information that it deems appropriate.
- During the review by the Institute committees, administration, staff and any relevant faculty, direct dialogue is encouraged among concerned individuals. The

student liaison is expected to facilitate and engage in such dialogue. Throughout this process it is the responsibility of the student liaison to communicate directly (in person, via correspondence or e-mail, or over the telephone) with the Executive Committee and the group of concerned students in order to effectively and accurately represent the group's point(s) of view. In some instances a proposal for resolution may result from this informal dialogue. It is the responsibility of the student liaison to communicate any proposed resolutions to the Executive Committee.

- The Executive Committee in consultation with other relevant committees, faculty, administration and/or students, will recommend a resolution.

4. Student Evaluations of Faculty Teaching

Students fill out confidential teaching evaluations at the end of each course. These evaluations provide an opportunity to rate faculty on a number of scales as well as provide narrative comments. If narrative comments are made, the comments are retyped to ensure confidentiality. The evaluation information is provided to the Dean and to the Faculty member after grades are turned in. Evaluations play an important part in faculty retention and promotion.

5. Disability

The Wright Institute is committed to assuring that students and employees with disabilities have reasonable access to the facilities and programs offered by the Institute. The Wright Institute will reasonably accommodate individuals with disabilities to the extent provided by law. The Director of Student Services, Liz Hertz, is the Coordinator of Disability Resources for individual accommodations for students and employees. Students and employees with disabilities are encouraged to contact the Coordinator, to inform the Coordinator of their individual needs and to discuss methods of accommodating individual disabilities.

Individuals are encouraged to contact the Coordinator as early as possible so that the Coordinator can properly consider the variety of needs of the students, administration, faculty and staff. To enable the Coordinator to effectively support students and employees with disabilities, an individual should supply the Coordinator with specific information regarding the nature of his or her disability and services or equipment which would assist the individual to participate in the broadest array of activities. The Coordinator will treat information regarding a disability as confidential and will disclose the information only on a need to know basis.

The Wright Institute does not discriminate in admissions or employment on the basis of disability, handicap or physical limitations.

6. Wright Institute Crime Statistics 2002-2004

The Students' Right to Know and Campus Security Act of 1990 provides that educational institutions disclose occurrences of crime on campus and at off-campus facilities. These statistics include murder, forcible and non-forcible sex offenses, burglary, robbery, aggravated assault, motor vehicle theft, liquor law violations, drug and narcotics offenses, and weapons possession.

There were no reported incidents of these crimes at the Wright Institute for the years 2002, 2003 and 2004. Similarly, for the years 2002 through 2004, there were no reported crimes manifesting evidence of prejudice based on race, religion, sexual orientation, or ethnicity.

Please see Appendix I for the complete Wright Institute Campus Safety Report.

7. Student Education Records/Transcripts

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), students of the Wright Institute have the right to:

- inspect and review their education records and receive copies if requested;
- request amendment of their education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
- consent to disclosure of personally identifiable information contained in their education records, except to the extent that the Act and implementing regulations authorize disclosure without consent. This request shall be made in writing to the Registrar;
- file with the U.S. Department of Education a complaint concerning alleged failures by the Wright Institute to comply with the requirements of the Act; and
- obtain a copy of this policy. Copies may be obtained from Compliance Officer (CO) or Student Services Coordinator (SSC).

If students have signed a waiver of legal rights to see, inspect, or be given copies of their letters of recommendation, then they may not see, inspect, or have copies of these letters.

REQUEST FOR AMENDMENT OF EDUCATIONAL RECORDS

Wright Institute students may request amendment of educational records they believe are inaccurate, misleading, or in violation of their privacy rights by filing a

Request for Amendment with Compliance Officer Liz Hertz. Ms. Hertz can be reached at (510) 841-9230, ext. 111.

Upon receipt of a signed and dated request for amendment, the CO will investigate the request and forward it and a summary of the investigation to the Dean within 10 working days of filing. The Dean may approve or deny the request.

TRANSCRIPT POLICY

Official transcripts cost \$3.00 per transcript. Requests for official transcripts should be made in writing, and provide identifying information including dates of attendance, date of birth, and student identification number or social security number. Official transcripts are normally sent from the Wright Institute directly to the institution or person the student indicates. Students may also request an official transcript be given to them in a sealed envelope. Normally transcripts are sent out within two days, however, during peak times such as internship application periods, there could be delays, so it is wise to submit requests for transcripts well in advance of the deadlines.

There is no charge for unofficial transcripts, which are not signed and do not bear the seal of the Wright Institute.

Transcript service will cease if a student is in arrears in tuition payments, fees, library books, or other school requirements. Transcripts will neither be sent out nor given to students in such cases until the student is no longer in arrears.

G. SUPPORT AND FACILITIES

1. Advising

Case Conference Leaders are charged with advising the students in their groups on issues of academic and professional development, both collectively in Case Conference and individually outside the classroom. Students may contact other faculty members as needed to discuss academic or professional concerns. The Dean, the Registrar, and the Student Services Coordinator are also available to answer students' questions and provide guidance.

2. The Library

The Wright Institute Library is a gateway library where graduate students gain access to the vast resources available to them in psychology and related disciplines through databases that provide online access and retrieval. The library contains about 10,000 items, which include books, reference materials, Wright Institute dissertations, journals, tests, audiotapes and videotapes. The library currently subscribes to more than 85 journals and holds, in all, more than 125 scientific and professional journals.

Test/clinical assessment collections include an extensive selection of tests and measures useful in psychological research. The library's collection of psychological test critiques and evaluations is comprised of individual works and ongoing series of volumes, which are routinely augmented and updated. Electronic scoring is also available. All of these materials, as well as current test catalogs, are available during library hours.

Wright Institute students holding UC Berkeley library cards have many borrowing privileges within the UC Berkeley campus library system. To obtain a card, present your Wright Institute I.D. at the Alumni House on the UC campus (located across from Haas Pavilion and behind Zellerbach Playhouse, open M-F, 8-5) and pay \$50.00. Reimbursement for the fee will be processed by the Library upon presentation of your canceled check or a receipt for payment. A campus library map can be viewed on UC Berkeley's website at www.lib.berkeley.edu/LibraryMap.

ELECTRONIC RESOURCES

Electronic resources available in the Wright Institute Library include online access to PsycINFO, PubMed, ERIC, Digital Dissertations, and Mental Measurements Yearbook. There are also three full-text journal databases: EBSCO, ProQuest Psychology Journals, and selected APA PsycArticles. For those who have their own personal Internet service provider, home access is also possible through the Resources page on the Wright Institute web site at www.wrightinst.edu/Resources. Contact the Library for Passwords.

The Library maintains an online catalog for its own collection, which can be accessed at the dedicated terminal in the Library. A listing of the full text print and online journals is also available on the Resources page of the Wright Institute web site via the SerialsSolutions database.

A fax machine (510-841-0167) is available for student use.

RESEARCH/ONLINE ASSISTANCE

Jason Strauss is available to help students with their research-related activities. He will provide information regarding online searching and the general research process, as well as assisting students and faculty with advanced techniques of information retrieval and computer literature searches. Students may make appointments in advance to work with the Librarian.

LOCATION OF BOOKS AND JOURNALS

Class Reserve Books are shelved separately from the main collection and are in the Library office, Room 212. Red dot stickers identify each volume.

General Reserve Books are books that are in high demand, and are shelved in the main Library, Room 211. You will find psychological classics in this collection. "Reserve" labels are on each book spine.

Reference Books are not circulated. They are shelved in the Library office and are identified with "Reference" labels.

Journals are not circulated. They are shelved in the main Library.

General Collection Books are shelved in the main Library.

Dissertations are housed in the library computer lab, Room 209, and should be checked out in the Library office.

Tests used in Assessment classes and Research Collection tests are available from the Library office.

Audiotapes, videotapes, and class readers are also available from the Library office.

CIRCULATION POLICY

General Collection	2 weeks
Class Reserves	2 hours
General Reserves	1 week
Tests & Research Materials	1 week

Audio/Video Tapes	1 week
Current Class Readers	2 hours
Past Class Readers	2 weeks
Dissertations	2 weeks

RENEWAL OF BOOKS AND MATERIALS

Books and materials may be renewed either in person, by email or by telephone. Materials may not be renewed if they have been requested by another borrower. A borrower who wishes to renew materials that someone else has requested may place his or her name on the circulation card to indicate that he or she is the next in line to borrow the item.

DISSERTATIONS

Dissertations and other significant Wright Institute student works are part of the Library's permanent collection. Dissertations can be searched in the Library online catalog by author, title, keywords in abstracts, tests used, and names of committee members.

LIBRARY HOURS

While classes are in session the Library is open:

Monday-Thursday	8:30 a.m. - 8:00 p.m.
Friday	8:30 a.m. - 5:00 p.m.
Saturday	9:00 a.m. - 4:30 p.m.

Library hours may vary during intersessions and holidays.

INTERLIBRARY LOANS

If you cannot find a particular item in our Library collection (i.e., the title is not listed in the online catalog), or in the UC Berkeley libraries, you may ask the Wright Institute Library staff to obtain the books, dissertations and/or journal articles through an interlibrary loan. It takes anywhere from one week to eight weeks (depending upon the source) for the materials to arrive. Interlibrary loans from libraries without reciprocal arrangements with the Wright Institute Library will cost the borrower a fee based on charges from the lending library.

SHELVING OF BOOKS

Books are shelved according to their call numbers. Patrons are asked not to re-shelve books but to place them on the book cart located in the main Library. Two-hour

reserve books, videotapes, audiotapes, readers and test materials should be given to the Library staff.

3. Computer Lab

Both Macintosh and PC computers are available in the computer lab, Room 209. Capabilities include word processing, assessment test scoring, statistics, and spreadsheets, along with high speed Internet access. The Institute also provides access to online databases including PsycINFO, PubMed, Digital Dissertations, Mental Measurements Yearbook, ProQuest Psychology Journals, PsycArticles and EBSCO, as well as University of California online catalogs.

In addition, students are given an account on WrightLink, the Wright Institute's internal web system, which includes email. Students who have their own Internet service provider can access WrightLink from home. Students with their own laptops can access the Internet and the Wright Institute's Intranet via our wireless system.

4. Mail Boxes

Student mail boxes are located on the second floor in Room 205. Mail boxes are provided for students in their first three years and are grouped by year and arranged alphabetically within each year.

5. Student Roster

A student roster is printed every year for the exclusive use of the Wright Institute community. Students are asked at the beginning of their first academic year how they would like to be listed in the directory: addresses and/or phone numbers are included only with permission. Rosters are available from the Receptionist. The Receptionist should be notified immediately of any changes in contact information.

6. Telephones

Phones are available for student use in the common area on the First Floor, in the Student Mail Room (205), and in the Computer Lab, Room 209.

7. Recreational Facility

Wright Institute students are eligible to join the University of California, Berkeley Recreational Sports Facility upon payment of a fee and presentation of a valid Wright Institute identification card. Membership allows students to use the pool, lockers, and other facilities.

8. Health Insurance

Health insurance is available via individual contracts from the following providers
(list subject to change):

Assurant: Affordable Health Insurance for College Students
Contact: Steve Bauer- Business: 510-548-2929 Toll Free: 877-919-2929
Fax: 510-548-9066

Kaiser Permanente:
Contact: 1-800-464-4000 or visit www.kaiserpermanente.org

Blue Cross:
Contact: 1-800-777-6000 or visit www.bluecross.com

Blue Shield:
Contact: 1-800-660-3007 or visit www.mylifepath.com

Other Internet sites:
www.calhealth.net
www.ehealthinsurance.com

Dental: Student Dental Plan 100 (includes vision):
www.studentdental.com

H. TUITION AND FINANCIAL AID

1. Tuition

Tuition for the 2005-2006 academic year is \$21,550 for students enrolled in the first three years of the program. Tuition is payable at the rate of \$8,080 for the 13-week Fall trimester, \$8,080 for the 13-week Winter trimester, and \$5,390 for the ten-week Spring trimester. (See tuition due dates on Academic Calendar on page 6.)

Students who have completed three years (nine trimesters) of full-time study move into reduced tuition status, with payment set for the 2005-2006 academic year at \$7,275 per year: \$2,728 for the Fall trimester, \$2,728 for the Winter trimester, and \$1,819 for the Spring trimester.

Tuition is due 30 days before the first day of classes of each trimester.

Students who have completed all academic requirements including their dissertations and who are only doing internships pay a registration fee which is calculated for the 2005-2006 academic year at \$3,000 per year: \$1,125 for the Fall trimester, \$1,125 for the Winter trimester, and \$750 for the Spring trimester.

Students must be enrolled in and pay tuition for the term during which the dissertation is completed and for the preceding two terms. To avoid incurring tuition for the following term, all dissertation filing requirements, as well as completion of the graduation checklist, must be fulfilled by 5:00 PM on the Friday of the last day of the term. From time to time a student may run into a hardship that would merit an extension of the deadline. Such an extension can only be granted by the President and must be requested, in writing, at least 72 hours prior to the end of the term. Such an extension, if granted, will not exceed three weeks.

With the written consent of their Committee, students may work with their Committee on their dissertations during the period between the end of the Spring term and the beginning of the Fall term. As such it will be a 10-week term beginning the Monday after the final day of the Spring term and continuing for 10 weeks. The tuition for such a Summer term will be the same as for the Spring term. Students considering such summer work need to appreciate that, as a matter of school policy, neither students nor faculty are required or expected to work on dissertations over the summer. Moreover, faculty are not expected to work on dissertations outside the period of the thirty-six weeks that constitute the three trimesters.

2. Tuition Refunds

Students withdrawing from school after the beginning of a trimester will receive tuition refunds, provided notification of withdrawal is put in writing and transmitted to both the Registrar and the Administrator. Refunds are calculated from the date of postmark if notice is mailed or from the date of receipt if hand-delivered. Fully paid tuition is refunded at the rate of 90% through the end of the first week of classes, 75% through the fourth week, and 50% through the eighth week. No refunds will be given thereafter.

3. Financial Aid

A variety of financial aid options are available to Wright Institute students, primarily loans from lending institutions guaranteed by the federal government which include: Federal Subsidized Stafford Student Loans; Federal Unsubsidized Stafford Student Loans; and directly financed federal student loans, called Federal Perkins Loans. The loan rates and other terms and conditions of these loans are subject to change by the federal government.

Also available are federally subsidized stipends for part-time work, referred to as Federal Work-Study. In addition, there are scholarships, fellowships, and loans available from other sources like the Marin Educational Foundation; the Hebrew Free Loan Foundation; the American Association of University Women (women); the Soroptimist Foundation (women); and the Jake Gimbel Trust (men).

FEDERAL SUBSIDIZED STAFFORD STUDENT LOANS

Graduate students may borrow up to \$8,500 per academic year to a total of \$65,000. This total includes amounts borrowed as an undergraduate student. The money is borrowed from a private lending institution with repayment guaranteed by the federal government. The interest rate is variable, adjusted annually on July 1, and will not exceed 8.25%. See the Financial Aid Officer for current information on the variable rate. Repayment begins six months after graduation or withdrawal from school, or after the student ceases to be enrolled on at least a half-time basis. Lenders offer graduated and income-sensitive repayment schedules. Interest subsidies are paid by the federal government until repayment begins.

FEDERAL UNSUBSIDIZED STAFFORD STUDENT LOANS

Graduate students may borrow at the interest rates of the Subsidized Stafford loan program. Students may borrow up to \$22,500 per year to a total of \$189,125, including any amounts borrowed under the Subsidized Loan [See (a) above]. Interest payments begin immediately after the loan is fully disbursed or

may be added to the principal balance. Repayment begins six months after the student ceases to be enrolled on at least a half-time basis.

FEDERAL PERKINS LOANS

The maximum annual amount a student may borrow is \$6,000 as a graduate student and a cumulative maximum of \$40,000 as a graduate or professional student. A student must demonstrate a level of need for each academic year in which s/he applies. Determination of need is based on annual information provided by students in their Free Application for Federal Student Aid (FAFSA). In the past few years, the average annual Federal Perkins award has been \$1,000. Availability of Perkins funds in a given year is dependent upon repayments received from Wright Institute students.

There is no interest charge as long as the borrower is engaged in at least half-time study. Loan repayment, with a 5% interest rate, begins nine months after a student ceases to be engaged in at least half-time study. Payments may be extended over a maximum of ten years. Based on federal guidelines, deferment of repayment is permitted for certain kinds of federal service and cancellation of a loan is permitted for certain forms of public service.

FEDERAL WORK-STUDY STIPENDS (FWS)

FWS provides financial assistance through employment at the Wright Institute and other non-profit agencies. Student wages are paid by federal funds, which are matched by the employer. Students who are awarded FWS are limited to an average of twenty (20) hours a week during the academic year and forty (40) hours a week during approved periods when classes are not in session. The amount of FWS offered reflects both financial need and a reasonable projection of possible earnings at a rate of pay commensurate with the student's skills and experience. Actual earnings may vary somewhat from the offer, as they depend on the number of hours per week and the rate of pay. Work-Study offers are not valid until the Financial Aid Office has signed a written contract with an approved agency and all required paperwork has been completed between responsible offices.

Because there is only a limited amount of funding available from the federal government, higher priority is given to continuing students for these two programs. Although some aid has been given to first-year students in the past, incoming students should plan to rely on their own and other outside resources for the first year of study. In order to more closely meet the needs of all students, the Institute expects all applicants for Perkins Loans or Work-Study to apply for the full amount of Federal Subsidized Stafford Student Loan funding.

The Institute keeps a listing of scholarships, fellowships, and loans available from other sources. The listing is available through the Financial Aid Office.

Students must apply for financial aid each year by submitting a FAFSA. These applications are available from the Financial Aid Office beginning in early January. Students may also apply online at www.fafsa.ed.gov.

I. NO SMOKING POLICY

Because of health concerns, the Wright Institute is a smoke-free environment. Smoking is not permitted anywhere in our building or on our property except in a designated area outside the building at the southwest corner of the property.

The Wright Institute is committed to a smoke-free environment and to providing financial assistance to students for smoking cessation programs. See Liz Hertz for information.

J. THE WRIGHT IS AN OPEN BUILDING

The Wright Institute is located in a dynamic neighborhood and serves the public through its Clinic and other programs, so by definition, this is not a secure building. As students become more “at home” in the building and with the program, there is a tendency to lose sight of security issues. Personal items such as backpacks, bags and books left in classrooms and common areas are tempting and easy targets. Please be attentive and responsible about personal possessions.

K. PET POLICY

Out of consideration for students, faculty and staff, The Wright Institute does not allow pets on its property.

L. APPENDIX I

WRIGHT INSTITUTE ANNUAL CAMPUS SAFETY REPORT

It is the policy of the Wright Institute to take whatever actions are reasonable to prevent criminal activity at this campus and to assist students, faculty or staff members in reporting such activities to the proper authorities. Members of the campus community will be notified of the crime statistics for this campus annually by inclusion of this security report in the Student Handbook, mailings and handouts to staff and faculty members, and updated postings on bulletin boards. Copies of this security report are available from the Student Services Coordinator and the Safety Officer on request.

Any emergency that threatens life or property should be immediately reported to the Berkeley Police & Fire Departments by dialing 911.

Persons should report criminal or suspicious activities at this campus to the Berkeley Police Department at 911 or at the non-emergency phone number – 981-5900. Reports should also be made to the Safety Officer at 841-9230, ext. 117. Institute personnel will assist in contacting the appropriate agency, if requested.

REPORTING CRIMES OR SUSPICIOUS ACTIVITIES

It is important that everyone take responsibility for her or his safety and the safety of others by reporting crime or suspicious activities to law enforcement agencies. When you make a report, be prepared to give the following information:

- Your name
- Location of the incident
- Nature of the incident and whether incident is still in progress
- Description of the person(s) involved/race, sex, physical characteristics, clothing and whether the person is still at the location
- Description of any vehicles involved/type of vehicle, license number, color and last known location

EMERGENCY AND DISASTER PREPAREDNESS

Before an emergency: Take the time to learn evacuation routes and locations of fire extinguishers and first aid kits. Be prepared to assist those who may be injured or disabled.

- Earthquake: Take cover under sturdy furniture, protect your head, and avoid windows, bookcases or heavy objects that might fall. Stay under cover until

the shaking stops, then evacuate the building until damage can be assessed. Watch for falling plaster, bricks, and other debris. Once outside, stay away from trees, power lines, buildings or other objects that might fall. Aftershocks should be expected after a major earthquake and can be as powerful as the initial shock.

- Fire: Take all fire alarms seriously. Evacuate the building calmly, helping those who need assistance. Test closed doors before opening them. If they are hot, do not open them - use an alternate route.
- Bomb threat: If you receive a bomb threat by telephone, try to get as much information as possible. Ask for the exact location of the bomb, the expected time of explosion, and the type of bomb. Listen carefully to the caller's voice and any background noises. Immediately report the threat to campus officials and the Berkeley Police Department. If an evacuation is ordered, take personal belongings as you leave. If time permits, check surroundings for, but do not touch, suspicious or unfamiliar items. Note their locations and report them to campus officials. **DO NOT TURN ON OR OFF** any light switches, computers, or other electrical equipment. Leave doors and windows as they are.

CAMPUS SECURITY AND PERSONAL SAFETY

The Wright Institute facilities are open to students, staff, faculty, clients and others who have business at the Institute. Report suspicious persons on or around the campus to Institute personnel. If you see any security problems, please report these to the Safety Officer as soon as possible.

The Institute has established a working relationship with the Berkeley Police Department to monitor occurrences of crime at Institute facilities and surrounding areas. Through the Community Service Bureau (CSB), the Berkeley Police offer programs to aid victims of crime, promote crime prevention, and maintain personal safety. The Berkeley Police Department also has a "Secret Witness Program" to report crimes or drug dealing. Anonymous reports of crimes or drug dealing can be made by dialing "THE COPS" (843-2677).

Local police department non-emergency numbers:

Albany - 525-7300	Kensington - 526-4141
Berkeley – 981-5900	Richmond – 233-1214
El Cerrito – 237-3233	Oakland – 777-3333
Emeryville - 596-3700	UC Berkeley - 642-6760

WRIGHT INSTITUTE CRIME STATISTICS/YEARS 2002 - 2004

The Students' Right to Know and Campus Security Act of 1990 provides that educational institutions disclose occurrences of crime on campus and at off-campus facilities. These statistics include: murder, forcible and non-forcible sex offenses, burglary, robbery, aggravated assault, motor vehicle theft, liquor law violations, drug and narcotics offenses, and weapons possession.

	<u>2002</u>	<u>2003</u>	<u>2004</u>
Murder	0	0	0
Forcible Sex Offense	0	0	0
Nonforcible Sex Offense	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Motor Vehicle Theft	0	0	0
Liquor Law Violation	0	0	0
Drug & Narcotic Offense	0	0	0
Weapons Possession	0	0	0

Hate Crimes / Years 2002 - 2004

The following are statistics for crimes that manifest evidence of prejudice based on race, religion, sexual orientation, or ethnicity.

Hate Crime-Related (Also included in above table)

	<u>2002</u>	<u>2003</u>	<u>2004</u>
Murder	0	0	0
Forcible Rape	0	0	0
Aggravated Assault	0	0	0
Drug & Narcotic Offense	0	0	0
Liquor Law Violation	0	0	0
Weapons Possession	0	0	0

DRUG AND ALCOHOL ABUSE

The Wright Institute prohibits the unlawful possession, use, manufacture, or distribution of alcohol or controlled substances by students and employees in buildings, facilities, grounds, or property controlled by the Institute, or as a part of Institute activities. Controlled substances include, but are not limited to, marijuana, cocaine, cocaine derivatives, heroin, amphetamines, barbiturates, LSD, PCP, tranquilizers, and inhalants. The Institute is committed to a program to prevent the abuse of alcohol and the illegal use of controlled substances and/or alcohol by students and employees.

Any student or employee of the Wright Institute found on Institute property or at an Institute-sponsored event to be abusing alcohol or using, possessing, manufacturing, or distributing controlled substances or alcohol in violation of the law shall be subject to disciplinary action in accordance with applicable policies of the state and the Institute. Such disciplinary action includes, but is not necessarily limited to, expulsion, termination of employment, referral for prosecution, and/or completion of an appropriate substance abuse assistance or rehabilitation program.

The educational, counseling and referral services of the Wright Institute Clinic are available for those who are troubled by their own or others' use of drugs, legal or illicit. Seeking confidential help from or being referred to these services will not, by itself, result in disciplinary action; individual privacy will be respected in the counseling process.

For more information regarding substance abuse, health effects and laws governing alcohol and controlled substances, see Appendix II, the Wright Institute Drug and Alcohol Abuse Prevention Program.

SEXUAL ASSAULT

The Wright Institute's policy on sexual assault prohibits any kind of sexual physical contact that involves force or violence, or any form of coercion or intimidation, or any sexual physical contact with a person who is unable to consent.

Sexual harassment consists of sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education;
- submission to or rejection of such conduct by an individual is used as a basis for academic or employment decisions affecting the individual; or

- such conduct has the purpose or effect of interfering with an individual's academic or work performance or creating an intimidating, hostile, humiliating, exploitive, or offensive employment, educational, or work environment.

Sexual harassment is usually repeated behavior, but could be one serious incident. It includes any unwelcome sexual attention, such as:

- sexual jokes or teasing
- sexually demeaning remarks
- pressure for dates
- deliberate touching, pinching, cornering
- attempts to fondle or kiss
- pressure for sex
- requests for dates and/or sex in exchange for grades, salary raises or promotions, or other types of academic or employment benefits

Sexual physical contact is defined as intentional touching of another person on an area of the body generally recognized as private, or touching any part of another person's body with a private part of one's own body. An unwarranted touch may be considered sexual physical contact no matter how slight it is. The amount of clothing worn by either person is of no consequence. Whether a body part touched, or used to touch with, is clothed or unclothed makes no difference. Touching another person in a private area with an object, rather than with one's own body, also is sexual physical contact.

A person who is unable to consent is defined in the Institute's policy as any unmarried person under age 17, anyone who is physically helpless, or anyone who is mentally incapacitated. A physically helpless person is considered to be one who is unconscious or for any other reason unable to communicate unwillingness to engage in an act. A mentally incapacitated person may be one who is under the influence of alcohol or a drug, or who is mentally incapable of understanding the implications and consequences of an act.

The Safety Officer will provide for sexual assault education and prevention programs on campus and publicize the need to take precautions against sexual assault. The SO will help determine when a specific case poses such an imminent danger to the community that warnings should be published. The SO will work with the Berkeley police to collect data for official summary crime reports and with other Institute departments to document the incidence of sexual assault. The

SO will provide appropriate services or referrals to violators of the policy on sexual assault.

IF YOU ARE THE VICTIM OF A SEXUAL ASSAULT

Anyone who has been the victim of a sexual assault should immediately seek help:

1. Call 911 to report the crime to the police and tell them you need help. If you would feel more comfortable discussing the attack with a female officer, you can request one be sent. The police will accommodate your request if possible.

2. Get emergency medical treatment. Have the police take you to the hospital or meet them there. It is very important that you get immediate medical care. Do not wash, douche, change clothes or otherwise destroy evidence. The doctor or police may need to photograph your injuries for evidence. You have the right to have a person of your choice with you during the medical examination.

3. Report the incident to Ann Howard, the Safety Officer at 841-9230, ext. 117. The SO is available to assist anyone who is the victim of a sexual assault in reporting the attack to the police department and can intervene in an emergency, assess needs, provide direct support, and refer the victim to other campus and community resources.

Any Institute employee receiving a report of sexual assault should refer the matter to the Safety Officer. The SO will review with that person the options for further reporting. The person making a complaint always has the right to decide if the matter will be reported further. The Institute judicial process may be used to pursue a student's complaint against another student, whether the incident reported occurred on campus or off campus.

If the victim of an alleged sex offense requests a change in the academic situation, the Institute will make every reasonable effort to accommodate the request.

COMPLAINTS OF SEXUAL HARASSMENT OR ASSAULT

Persons with concerns or complaints about *unwelcome sexual attention, harassment or assault* should bring them to the Student Services Coordinator. All discussions at this stage will be kept confidential. The following steps may be taken, with the permission of the complainant:

- The complainant may be counseled about assertive ways to deal with the situation.

- The SSC may approach the implicated person or persons and inform them that certain behavior of theirs is experienced as sexual harassment and that a change in conduct may be imperative to avoid further sanctions.

The Wright Institute prohibits retaliation for making complaints of sexual harassment or assault or for participating in an investigation of sexual harassment or assault.

M. APPENDIX II

WRIGHT INSTITUTE DRUG & ALCOHOL ABUSE PREVENTION PROGRAM

The Wright Institute affirms its support for efforts that will make a positive contribution in the fight against drug and alcohol abuse. Toward that end, the Institute has adopted the following Drug and Alcohol Abuse Prevention Program:

The Wright Institute prohibits the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees on its property or as part of any of its activities. If this prohibition is violated, the Institute will impose disciplinary sanctions on students and employees up to and including expulsion or termination of employment and referral for prosecution. The above prohibition and sanctions are described in more detail in the Institute's Standards of Conduct and Sanctions for Drug and Alcohol Abuse, contained in the body of the Handbook.

- Each employee and student shall be informed at least once a year of the Institute's prohibition of drug and alcohol abuse and related sanctions by being provided with a copy of the Institute's Standards of Conduct and Sanctions for Drug and Alcohol Abuse.
- In addition, each employee and each student shall be provided at least once a year with a description of the applicable legal sanctions under federal, state and local law for the unlawful possession or distribution of illicit drugs and alcohol.
- Once a year, employees and students shall be provided with a description of the health risks associated with the use of illicit drugs and the abuse of alcohol, and with a description of available drug or alcohol counseling, treatment, rehabilitation and re-entry programs.
- The Wright Institute Clinic Office shall be available to students and employees for assistance and referral, and the Office shall maintain copies of the above material.
- The Prevention Program shall be reviewed biennially to determine its effectiveness and needed changes to the program shall be implemented. The program shall also be reviewed biennially to ensure that its disciplinary sanctions are consistently enforced.

STANDARDS OF CONDUCT AND SANCTIONS FOR DRUG AND ALCOHOL ABUSE

The Wright Institute is committed to a program to prevent the abuse of alcohol and the illegal use of controlled substances and/or alcohol by students and employees. The Institute prohibits the unlawful possession, use, manufacture, or distribution of alcohol or controlled substances by students and employees in buildings, facilities, grounds, or property controlled by the Institute, or as part of Institute activities. Controlled substances include, but are not limited to, marijuana, cocaine, cocaine derivatives, heroin, amphetamines, barbiturates, LSD, PCP, tranquilizers, and inhalants.

Any student or employee of the Wright Institute found on Institute property or at Institute-sponsored events to be abusing alcohol or using, possessing, manufacturing, or distributing controlled substances or alcohol in violation of the law shall be subject to disciplinary action in accordance with applicable policies of the state and the Institute. Such disciplinary action includes, but is not necessarily limited to, expulsion, termination of employment, referral for prosecution, and/or the completion of an appropriate substance abuse assistance or rehabilitation program.

All employees will notify the Institute of any criminal drug statute conviction for a violation occurring in buildings, facilities, grounds, or property controlled by the Institute within five (5) days after such a conviction. The Institute will, in turn, notify the applicable federal agency of the conviction. Appropriate action will be taken within thirty days of the Institute's notice of a conviction or violation of the Institute's policy on a drug-free workplace.

The Wright Institute Clinic Office is available to all students, faculty, and staff for assistance with drug information, education, and counseling to meet individual needs and to assist in crisis. Students, faculty, and staff are urged to refer persons troubled by drug use to this office.

The educational, counseling and referral services of the Clinic Office are available for those who are troubled by their own or others' use of drugs, whether legal or illicit. Seeking confidential help from or being referred to these services will not in itself result in disciplinary action; individual privacy will be respected in the counseling process.

LEGAL SANCTIONS

Matters involving drug and alcohol use are taken very seriously by law enforcement officials and vigorously prosecuted by the District Attorney's office.

Use and distribution of illicit drugs, commission of crimes while under the influence of alcohol or other substances, and procuring alcohol or illicit drugs for minors may result in misdemeanor or felony charges, depending upon the nature of the incident and quantity of drugs involved. The sanctions which may be imposed upon conviction include imprisonment, fines, community service, and court-imposed treatment at a rehabilitation center. These sanctions are separate and distinct from disciplinary sanctions the Wright Institute may impose.

Conviction can also jeopardize the ability to receive a professional license.

Health risks associated with use of illicit drugs and alcohol abuse

DRUG AND ALCOHOL COUNSELING & REHABILITATION PROGRAMS

Upon request, the Wright Institute will help those concerned about their own or others' drug and alcohol use through its counseling, educational, and referral services. If you have health insurance, you may be eligible for services through your health plan. Additionally, numerous community resources are available in the Bay Area for those seeking help with chemical dependency. Here is a partial listing:

Alcoholics Anonymous - Berkeley Fellowship
2108 McGee, Berkeley
510-839-8900

Berkeley Addiction Treatment Services
2975 Sacramento, Berkeley
510-644-0200

Chrysalis
3845 Telegraph Avenue, Oakland
510-450-1190

City of Berkeley - Mental Health Services
Crisis Intervention
2640 Martin Luther King Way
510-981-5290
Mobile Crisis Intervention
10:30 AM-11 PM every day
510-981-5254

East Bay Community Recovery Project
2551 San Pablo Avenue, Ste. 222, Oakland
510-446-7100

East Oakland Recovery Center (Bi-Bett)
10700 MacArthur Blvd., Ste. 12, Oakland
510-568-2432

Marijuana Anonymous
510-287-8873

MPI - Thunder Road Chemical Dependency
Recovery Hospital and Group Home
390 - 40th Street, Oakland
510-653-5040

Chemical dependency community resources (cont'd.)

Narcotics Education League Inc. - NEL
1319 Fruitvale, Oakland
510-535-2303

Narcotics Anonymous
510-444-4673

New Bridge Foundation Inc.
1820 Scenic Avenue, Berkeley
510-548-7270

Orchid Women's Recovery Center
1342 E. 27th St., Oakland
510-535-0611

Solano Center for Psychological and Health Services
1496 Solano Avenue, Albany
510-525-5660

Veterans Administration - Oakland Outpatient Clinic
(Veterans only)
VA Substance Abuse Clinic, Building 762
2505 W. 14th Street
Oakland Army Base
510-587-3400

West Oakland Health Council
First Step
700 Adeline, Oakland
510-835-9610