

GRADUATE PROGRAM HANDBOOK

**University of North Carolina at Greensboro
Department of Psychology
2013**

INTRODUCTION

This Handbook has been prepared by the Psychology Department faculty as a source both of information about requirements and expectations of the graduate program and of suggestions that may help you gain the most from your association with the Department. A new edition of the Handbook is issued each year in the fall semester to first year students. Upper-level students may receive a copy from Sherry Cornett in the Psychology Department office or consult the departmental website for the most updated version. You will be kept informed throughout the year of major changes in its contents. Students can satisfy their academic requirements by satisfying the requirements of any edition of the Handbook that has been published during their tenure in our program. It is the responsibility of the Director of Graduate Studies (DGS) to keep the Handbook up to date; if you have any suggestions for its improvement, please contact that person.

The information in the Handbook reflects the department's official requirements. Supplements to this document are provided in three other publications of the University: *The Graduate School Bulletin*, the *Student Handbook*, <http://globaldatebooksonline.com/flipbooks/UNCG/> and *The Graduate School Guide to the Preparation of Thesis and Dissertations*. You should refer to the most recent editions of these publications for details not given here. Other documents that provide additional information are referred to as appropriate throughout the Handbook.

Except for service requirements for assistantships, which specify maximum

workloads, the requirements and expectations described here are the minima that the faculty, as a whole, has agreed to be appropriate to a Master of Arts and Ph.D. granting department such as ours. The Psychology Department also has more stringent criteria (e.g., required course grades for degree requirements) than does the Graduate School. Individual faculty also may wish to impose more stringent requirements on the students who work with them, or on whose committees they serve. Furthermore, you may be required by your advisor or advisory committee to perform work over and above the minimum because of your specific research plans or because you lack appropriate background in some areas. All such issues are matters for discussion and negotiation between you and your advisor. Overall, any changes to requirements must be approved by the Director of Graduate Studies (DGS) and your committee before the graduate school will accept them.

New graduate students are encouraged to read this handbook in its entirety and to consult with their advisor or the DGS if any of the requirements described in it are unclear. Questions about the clinical program should be taken to the Director of Clinical Training (DCT). Questions about the operation of the Psychology Clinic should be referred to the Manager of the Psychology Clinic (MPC). Questions about the undergraduate program, such as suggestions about undergraduate teaching, should be directed to the Director of Undergraduate Studies (DUGS). In order to benefit from the information in this Handbook, you must be prepared to take responsibility on your own for your progress in the program. Do not assume that your

advisor or other faculty members will automatically remind you about every step that you need to take. We urge you to meet with your advisor regularly to review your progress, to respond promptly to requests for information and to suggestions for action, and to use the channels for communication between graduate students and faculty that are described elsewhere in the Handbook. For any of the rules, regulations, and requirements described in this Handbook, appeals or requests of exemptions or alternatives should be made to the Director of Graduate Studies and or the Department Head.

We welcome you to the Psychology Department and wish you success in your graduate career. The following faculty and staff are important contact persons: DGS (Stuart Marcovitch, 336-256-0020, s_marcov@uncg.edu); DCT (Susan Keane, 336-256-0569, spkeane@uncg.edu); DUGS (Peter Delaney, (336)-256-0010, p_delane@uncg.edu) and Administrative Assistant for Graduate Program (Sherry Cornett, 336-334-5689, sscornet@uncg.edu).

Admission to the Doctoral Program in **Clinical Psychology**:

Minimum standards for graduate admission to the Department of Psychology are:

A minimum overall undergraduate GPA of 3.0

A minimum Psychology GPA of 3.2

Verbal and Quantitative scores on the GRE at or above the 40th percentile

Non-native English speakers must earn TOEFL scores above Graduate School minima (currently, 79 for internet-based test and 550 for paper-based test)

Students applying with an MA must have a GPA of 3.3 or higher.

As indicated in our outcome tables, competitive candidates in Clinical Psychology have credentials exceeding the departmental minimum standards.

Admissions Process:

For the Clinical Program, applications are considered only once per year (during January and February) for admission in the following fall term. Application deadline: December 15th.

An admissions committee consisting of at least 2 clinical faculty members reviews applicants to the clinical program. We are seeking applicants who are bright, well prepared, motivated, socially skilled, and whose interests are compatible with our model of training. Successful applicants typically hold undergraduate degrees in Psychology and have excellent grades and GRE scores (Verbal, Quantitative and Writing), outstanding letters of recommendations from faculty who know them well, a true interest in being trained as a scientist-practitioner, career goals that are consistent with scientist-practitioner training, a clearly articulated research statement, and a good fit with a faculty member's program of research.

We also consider individuals with degrees in related fields. For those students who hold a BA/BS degree in a field other than Psychology, we require a minimum of 5 Psychology courses (including Introductory Psychology, Abnormal Psychology, Research Methods, and Statistics) and the Advanced GRE. All other requirements stated above apply.

For students holding a BA/BS degree, relevant post baccalaureate experiences are typically viewed very positively in our decision-making process. We also consider students who have earned a Clinical or Research MA degree in psychology from another institution. The above standards apply.

The top 30-35 applicants each year are invited to campus for interviews, and offers of admission are typically extended to 8-15 students. We seek an incoming class of approximately 6 students.

The clinical program follows and endorses the CUDCP admissions offers and acceptances policy as stated here. The full policy can be found at

http://www.cudcp.us/files/CUDCP%20grad%20offers%20policy_Revised2013.pdf

Summary of CUDCP Policy for Graduate School Offers and Acceptances

Information for Applicants

The Council of University Directors of Clinical Training (www.cudcp.us) has adopted the following guidelines for offers into doctoral clinical psychology programs. If you are applying to a CUDCP program, you should expect the following policies will apply:

1. In most CUDCP programs, a subset of applicants will be invited for an interview. Within a few weeks of the final interview dates, applicants will be notified regarding the status of their application. You may be offered admission, declined

admission, placed on a wait list, or in some cases, a decision has not yet been reached regarding your application.

2. Training programs will notify students no longer being considered for admission as soon as possible. In some cases, this information is communicated by the university graduate school and can take several weeks to be processed. In some cases, you may be able to get updated information on the status of the application process (e.g., whether all interview invites have been extended; whether all offers have been extended), on a clinical program's website, or by contacting a program administrator. Beware of information posted on student - focused online forums that may be inaccurate or incomplete.

Post- Admission:

If an offer of admission is made to a student with a MA degree and the decision to attend UNCG is made, we review coursework, practicum experience and research experiences and determine what, if any, additional coursework is needed at UNCG. The DCT, the advisor, and the relevant course instructor review past coursework. Typically, a student earns credit for approximately 1 year of past coursework toward their degree from UNCG. However, this is not an automatic year of credit, and is based on careful review of the comparability of courses taken elsewhere. A committee of three individuals reviews the student's thesis, again determining the comparability of this project with UNCG standards. If the committee deems the thesis is comparable, the student does not need to complete this program requirement. Practicum experiences are reviewed by at least 2 faculty members in a similar manner. It is not unusual for a student to earn credit for one year of past practicum training toward their UNCG requirements, although again, this decision is dependent on the outcome of the practicum review. For students holding a MA degree in an area outside of Clinical Psychology, we review coursework and research products in the same manner. Students must be in residence at least one year before formal admittance to the Ph.D. program.

It should be noted that, regardless of previous experiences, to obtain a PhD degree from UNCG, we require students to be enrolled in our program for a minimum of three years. Professionals in the Greensboro area wishing to continue their education and pursue a Ph.D. are welcome to apply, but they will be evaluated according to the same rigorous standards as other applicants and must be prepared to do full-time training. Except in extraordinary circumstances, we do not offer clinical retraining of persons with a Ph.D. in another area of psychology. Qualified persons may take specific graduate courses in the department (e.g., Psychological Disorders of Adults or of Children; courses in non-clinical areas of psychology) without admission to the program. Interested students should contact the Graduate School for admission as a non-degree student. The assessment, intervention and practicum courses are open only to clinical psychology graduate students.

GRADUATE CURRICULUM

The Psychology Department offers two graduate training tracks and students may apply to either or both tracks. One track (the *Terminal MA program*) leads to a terminal Master's of Arts in General Experimental Psychology, the other track (the *MA-PhD program*) leads to a Ph.D. with specialization in clinical, cognitive, developmental or social psychology. Students admitted into either track must complete all of the requirements of their Master's of Arts degree with the same degree requirements that are specified below. Students admitted into the terminal Master's of Arts degree track may apply to the MA-PhD track after all of the requirements of the terminal Masters of Arts degree have been satisfied.

All MA-PhD students, including those with a Master's degree from another university, are initially admitted into the Master's degree component of the MA-PhD program. If you already have a Master's degree, you should consult with your advisor and the DGS to determine how much additional work you may need to complete before seeking admission to the PhD program. A Master's thesis in Psychology completed at another university may be accepted in lieu of our thesis requirement; you should submit the thesis to the head of your area of specialization who will select 2 members of the area to evaluate it and make a recommendation to the DGS who also will evaluate its acceptability. You may apply for admission to the PhD program as soon as all requirements for the Master's degree have been met. Credit hour and course requirements for the Master's and PhD are listed in The Graduate School Bulletin and are discussed in detail in this handbook. Typically, a student entering our MA-PhD program with an MA from another institution seeks admission into the Ph.D. component of the program after 1 year in residence

Note that the clinical program does *not* offer a terminal MA program. When referring to a Master's of Arts (MA) in Clinical Psychology, the handbook is referring to obtaining a Master's degree as part of the MA-PhD track in Clinical Psychology. Only students originally admitted into the clinical psychology MA-PhD track may engage in clinical activities.

Areas of Specialization

The Department has identified four main areas of graduate training to which it will commit the majority of its resources and recruitment efforts: Developmental, Cognitive, Social, and Clinical. The Clinical Program is accredited by the Commission on Accreditation of the American Psychological Association. This standing reflects: (a) that training in clinical psychology received at UNCG is compatible with other APA approved programs both in terms of training models and curriculum; and (b) that the institutional setting, faculty (both clinical and non-clinical), and facilities are adequate to meet and support the student's academic needs. In terms of a student's career development, graduation from an APA approved clinical program is often a prerequisite for certain pre-doctoral internship placements and/or job opportunities. This credential also eases the licensure process and entry into some professional organization. This next site visit is scheduled for Fall 2014. Questions related to the program's accredited status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, N.E., Washington, DC 20002-4242, telephone 202-336-5979, email apaaccred@apa.org, web www.apa.org/ed/accreditation

Details of faculty interests can be found on the Psychology Department website. Students admitted into the MA-PhD track are initially admitted into one of the four areas of graduate specialization (clinical, cognitive, developmental, social). Terminal MA students are admitted into the General Experimental program and typically will work with a faculty member in one of our four main areas of specialization. All students are encouraged to become familiar with research being carried on throughout the Department and are expected to attend colloquia, lecture series, and lab meetings, and to participate in research opportunities in any lab in which facilities are made available. The details of lab meetings and research opportunities can be obtained by contacting individual faculty members. The faculty recognize that your research interests may change as you progress through the program and encourage you to develop those interests through consultation with your advisor and contact with appropriate lab and research groups. If you are contemplating a change in research focus, your first conversation should be with your current advisor, who will be in the best position to help you navigate this change. Admission into a particular area of specialization, therefore, does not constitute a commitment to remain in that area throughout your graduate career. An exception to this general statement concerns the clinical area: Students initially admitted into one of the experimental (cognitive, developmental, social) areas cannot transfer into the clinical program, and students initially admitted into the clinical area or any other area, must apply to the Department for permission to transfer into another area.

In general, your area of specialization is defined by your advisor's area affiliation and by the nature of your thesis or dissertation research. In addition to these areas of research specialization, the Department recognizes other divisions of the field of psychology for purposes of core courses, advanced seminar offerings, and preliminary examinations. Details are given below. Most clinical students conduct research on clinical problems and so their advisor will usually be a member of the clinical faculty (although this is not required). It is strongly recommended, however, that clinical students carry out at least one major research project (thesis, independent doctoral research, or dissertation) under the supervision or co-supervision of a clinical faculty member to help the student to relate his or her research to the discipline of clinical psychology and to permit an assessment by the clinical faculty of the student's clinical research skills.

Goals for All Graduate Programs

The goal of the Terminal MA degree track as well as the MA-PhD track is to develop competence in the core areas of psychology as well as in the methods of the discipline. You are expected to demonstrate competence in research and have the skills and professional standards to apply the knowledge of the discipline competently and ethically in their daily lives and careers. Students specializing in clinical psychology may engage in applied research and learn how to effectively apply the methods and principles of psychology to the treatment of clients having psychological disorders. Students specializing in cognitive, developmental or social psychology engage in basic and/or applied research but not in clinical activities. Three primary methods of research are employed in these areas (descriptive, correlational, and/or experimental). Psychologists who use the experimental method are typically also exposed to descriptive and correlational methods. Thus, for lack of a better term, we refer to students in cognitive, developmental and social psychology as "experimental" psychology students.

Specific Course Requirements for the Terminal Master of Arts (Terminal MA) in General Experimental Psychology

Students who do not earn an overall B average or better (not a B-) in coursework are not in good standing and cannot earn a Masters degree.

A. Core Courses for Terminal MA (9 hours)

Required: **36** hours total.

You must take at least one core course from three of the five core areas of Biological, Clinical (Adult and Child Disorders), Cognitive, Developmental and Social Psychology.

You must earn a B (not a B-) in each of the 3 core courses (see Grading Policy) and then will be considered to have passed the Master's comprehensive exam. The reason for this is that the core courses are used as a substitute for taking lengthy written comprehensive exams. (Had you been required to take comprehensive exams, grades of B or higher would have been necessary to pass).

Biological:

PSY 650 – Physiology of Sensory and Behavioral Processes

Clinical:

PSY 661 – Psychological Disorders in Children (3)
PSY 662 – Psychological Disorders in Adults (3)

Cognitive:

PSY 652 – Cognitive Processes (3)

Developmental:

PSY 643 – Developmental Psychology (3)

Social:

PSY 647 - Advanced Social Psychology (3)

B. Statistics and Methodology for Terminal MA (11 hrs)

Statistics:

PSY 609 & 610 – Advanced Statistics I, II (4) (4)

Research Methods:

PSY 624 – Research Methods (3)

C. Additional course requirements for Terminal MA (10 hrs)

Typically courses are to be selected from 600 or 700 level psychology courses. Graduate level courses in other departments also can be selected. However, only one 500 level course inside or outside the Department can be taken for credit towards the Masters or Ph.D., unless approved by the DGS. Further a student can only take a maximum of 6 credit hours of independent study (PSY 601) for credit toward the Masters degree.

D. Comprehensive Examination for Terminal MA

Successful completion of the core requirement satisfies the comprehensive examination requirement.

E. Research and Thesis for Terminal MA (6 hrs)

PSY 699 – Thesis (6)

Specific Course Requirements for the Master of Arts for MA-PhD Experimental Students (i.e., in Cognitive, Developmental, or Social areas)

For MA-PhD Experimental students, the requirements for earning an MA degree, along the way to the PhD degree, are the same as for the Terminal MA students (see above).

Example Schedule for the Masters Degree for MA-PhD Experimental Students (in Cognitive, Developmental, or Social areas).

First year (20 credits)

3 core courses – 9 credits
2 statistics courses (w/Lab) (PSY 609-610) – 8 credits
1 methods course (PSY 624) – 3 credits

Second Year (16 credits)

4 Courses - 10-12 credits
(Note: 1 of these 4 may be a 1-credit PSY 601)
Thesis – 6 credits

Credit Hour Requirements for PhD Degree for MA-PhD Experimental Students

The Ph.D. requires 71 credit hours; you must satisfy the requirements of the Master of Arts degree and all credits earned as requirements for the Masters degree may be applied towards the Ph.D.

Any grades of C earned after admission to the PhD portion of the MA-PhD program cannot count toward the PhD degree; these courses must be re-taken, or substitute courses taken, with B- grades or better to count towards the PhD degree.

You must take 24 hours of research, including 6 hours of PSY 699 (MA, Thesis), 6 hours of PSY 751, (Independent Doctoral Research), and 12 hours of PSY 799 (Dissertation). In addition to the 24 hours of research, you must complete an additional 47 hours to include 18 to 30 hours in your area of specialization (cognitive, developmental or social) and 18 to 30 hours outside you area of specialization (e.g., for a cognitive student taking a developmental course, the developmental course would typically be outside the student's cognitive area of specialization). Students must take at least 11 hours of research tool courses (including PSY 609, 610, and 624). These courses are outside the typical student's area of specialization and count as outside area of specialization courses. It is important to note that of the 71 credits required for the Ph.D., only 6 credits can be obtained via independent study courses and a student must take at least 4 seminars (PSY 735). Thus if a student has taken 6 credits of independent study courses for their Master of Arts no additional hours of independent study can count toward the Ph.D. Furthermore, it is recommended (not required) that students involved in the teaching process or planning to teach (e.g., performing in the capacity of a course instructor before or after graduation) should take Teaching of Psychology (PSY 721). This three credit course typically counts as a tool course and an outside area of specialization requirement.

Example Schedule for the PhD degree for MA-PhD Experimental Students (in Cognitive, Developmental, or Social areas). 71 credits in 5 years.

First year (20 credits)

3 core courses – 9 credits
2 statistics courses (w/Lab) (PSY 609-610) – 8 credits
1 methods course (PSY 624) – 3 credits

Second Year (16 credits)

4 Courses - 10-12 credits

(Note: 1 of these 4 may be a 1-credit PSY 601)

Thesis – 6 credits

Third Year (18 credits)

1 research tool course – 3 credits

PSY 751 – 6 credits

3 courses – 9 credits

Preliminary Exam (3rd or 4th year)

Fourth Year (12 credits)

2 courses – 6 credits

Preliminary Exam (3rd or 4th year)

Dissertation – 6 credits

Fifth Year (6 credits)*

Dissertation – 6 credits

* To maintain an assistantship, you must take at least 6 credits per semester. Therefore, to maintain an assistantship for the entire fifth year, you could take 12 credit hours of dissertation in the fifth year. You can take up 24 hours of dissertation credits. However, only 12 count toward the 71 hour requirement.

Specific Course and Credit-Hour Requirements for MA-PhD in Clinical Psychology

There is no terminal MA program or degree in clinical psychology; however, clinical students in the MA-PhD track must satisfy all requirements for the Master's of Arts degree in clinical psychology as part of their PhD requirements. A minimum of 55 hours is required for the MA component of the PhD.

For clinical program students, course grades of C cannot count toward either the MA or PhD degree; these courses must be re-taken, or substitute courses taken, with B- grades or better to count towards the MA or PhD degree.

Master's Degree Requirements for MA-PhD Clinical Students (55 credit hours)

A. Core area - 4 courses totaling 12 credits

- 3 of these 4 must be from outside the clinical area
- 1 of these 4 may be fulfilled using PSY 661 or PSY 662
- a grade of B or higher must be earned in each of these four courses (the reason for this is that the core courses are used as a substitute for taking lengthy written comprehensive examinations; had you been required to take comprehensive exams, grades of B or higher would have been necessary to pass)

B. Clinical area - 6 courses totaling 18 credits

- PSY 622, 623, 626, 640, either 661 or 662 (which ever did not count as your core course), 724

C. Research Tools - 3 courses plus thesis totaling 17 credits

- PSY 624 (3 credits)
- PSY 609 & PSY 610 (8 credits)
- PSY 699 – thesis (6 credits)

D. Practicum training (PSY 642) - 4 courses totaling 8 credits

- 1 credit for each semester in the fall and spring of year 1
- 3 credits for each semester in the fall and spring of year 2

Credit Hour Requirements for PhD Degree for Clinical Students – 102 credit hours

A. Nonclinical area – 6 courses totaling 18 credits

In addition to the 4 basic core courses taken for the Master's degree:

- 2 advanced seminars outside the clinical area - 1 of these must address research design/statistical issues; the other may be from one of the other areas in Psychology (PSY 735 C, D, S), or from another department, or may address another research design/statistical issue
- Both advanced seminar courses must be approved in advance by the student's doctoral committee
- The committee will help you monitor your plan of study to make sure you are receiving appropriate breadth in terms of your psychology training

B. Clinical area -9 courses totaling 27 credits

In addition to the 6 clinical area courses taken for the Master's degree:

- 2 advanced clinical seminars (PSY 735 J)
- Multicultural

C. Research Tools - 6 courses plus thesis and dissertation totaling 35 credits

In addition to the 3 courses and thesis hours taken for the Master's degree:

- 2 semesters of pre-dissertation research (PSY 751) totaling 6 credits
- A minimum of 12 (maximum of 24) dissertation (PSY 799) credits

D. Clinical training - 8 courses plus internship totaling 22 credits

In addition to the 8 credits of PSY 642 for the Master's degree:

- 6 additional credits (3 each semester) of practicum (PSY 642)
- 6 credits (3 each semester) for advanced practicum (PSY 762)
- minimum 2 credits (1 each semester) for clinical internship year (PSY 763)

Example Schedule for the PhD degree for Clinical Students (102 credits)

First Year (28 Credits)

2 core courses (outside of clinical) – 6 credits
2 statistics courses with Lab (PSY 609 & 610)
– 8 credits

1 research methods course (PSY 624) – 3 credits
3 clinical courses PSY 661 and 662,
(one of which fulfills the core requirement) and
PSY 622 – 9 credits
Practicum in Clinical Intervention (PSY 642) – 2 credits

Second Year (27 credits)

1 core course (outside of clinical) - 3 credits
3 clinical courses,
(PSY 623, PSY 626, PSY 640) – 9 credits
Practicum in Clinical Intervention (PSY 642) – 6 credits
Thesis – 6 credits (PSY 699)
Ethics Responsibilities of Clinical Psychologists
(PSY 724)– 3 credits

Third Year (21 credits)

PSY 751 – 6 credits
2 seminars – 6 credits
Practicum (PSY 642) – 6 credits
PSY 735J Multicultural Issues in Psychology (taught
biannually) – 3 credits
Preliminary Exam (3rd or 4th year)

Fourth Year (12-18 credits)

Preliminary Exam (3rd or 4th year)
2 seminars – 6 credits
Practicum (PSY 762) – 6 credits
Dissertation – 0- 6 credits

Fifth Year (6-12 credits) *

Dissertation – 6-12 credits

*To maintain an assistantship you must take at least 6 credits per semester. Therefore, to maintain an assistantship for the entire fifth year, you could take 12 credit hours of dissertation in the fifth year.

Internship Year

PSY 763 (2 credits)

ALL GRADUATE STUDENTS: Transfer Credit

If you have taken graduate courses at another university and wish them to transfer to your program of study at UNCG, you must submit to the head of your area of specialization (for Ph.D. track students) or the DGS (for terminal masters students) copies of course outlines, sample exams or homework assignments, the titles of texts, and any other material that describes the content of the courses. If you have received practicum training, submit information regarding the practicum to the Director of Clinical Training. The materials you provide will be assessed by qualified faculty who will decide whether the course is acceptable for transfer credit.

If you want to take courses at another university while in our program and have those courses count for credit towards your degree, you must obtain prior approval by submitting a request to the DGS, after consulting with your advisor and/or advisory committee.

Terminal MA Students: UNCG will not approve course transfers for any courses that previously counted toward another degree (graduate or undergraduate, at UNCG or elsewhere).

MA-PhD Students: If you wish any transfer courses to substitute for required courses, in the core or in the clinical curriculum, be sure to submit these before or soon after

entering the program so that the evaluation process does not delay your progress in the program.

As mentioned earlier, students who enter the MA-PhD program with a Master's degree from another institution should submit their Master's thesis to the head of their area of specialization. The area head will evaluate the acceptability of the thesis and make a recommendation to the DGS for a final evaluation. Students entering the program with a Master's degree typically apply to the PhD program once they have met all of the requirements for our Masters degree and after having completed at least one year of coursework and research at UNCG. (For students whose thesis at another institution has been approved for transfer, you will also receive 6 transfer credit hours corresponding to PSY 699.)

ALL GRADUATE STUDENTS: Other Course Work

Excluding core courses most formal instruction is carried out through seminars. You also may elect to take additional core courses. Eleven credit hours of research tool courses are required. The first-year statistics sequence (PSY 609 & 610) and research methods (PSY 624) generally fulfills these, although your advisor and/or advisory committee may suggest additional tool courses, appropriate to your research plans, later in your program. For MA-PhD students, additional tool course requirements are often fulfilled by advanced courses in statistics, offered in Psychology, Educational Research Methods, or other departments.

With the approval of your advisor, your advisory committee, and the DGS, you may take graduate courses outside the Department. Only one course at the 500 level inside or outside the Department, can be taken for credit towards the Master's or Ph.D.

You may take independent study reading courses (PSY 601), supervised by a faculty member, in order to investigate some topic of special interest that is not offered in seminar or a regular graduate course. No more than 6 credits of PSY 601 may count towards the Master's and only six credits of PSY 601 can count towards the requirements of the PhD degree. Thus, if a MA-PhD student has taken 6 hours of PSY 601 for his/her thesis requirements and applies these to the PhD, no other PSY 601 credits can count towards the PhD except with special permission by the DGS.

For MA-PhD students, all courses taken at the Master's level also count towards the PhD degree (for Clinical students only, courses with C grades or lower do not count towards the MA or the PhD degrees). Clinical students must take additional required courses at the MA and PhD levels, as well as fulfilling practicum and internship requirements as detailed above.

Each MA-PhD student candidate for the PhD degree is required to register for a minimum of 12 semester hours of credit for the dissertation, normally in units of three semester hours. If the dissertation has not been finished with the completion of 12 semester hours, and additional faculty advising and use of University facilities are needed, hours of dissertation extension may be taken, which also fulfill the continuous enrollment requirement (see Appendix C).

You do not need to register for any courses during the summer provided that (1) you were registered during the previous spring and (2) you have preregistered for the following fall. Otherwise, you must register during the summer to be allowed to use the library and other University facilities.

Advanced Seminars (PSY 735)

Typically, two to four advanced seminars (PSY 735) are offered each semester on a variety of topics. To facilitate schedule planning, a list of seminars to be offered throughout the academic year will be made available in time for registration. You are strongly encouraged to register for seminars outside your area of specific research interest, provided that you have the necessary background. If you are interested in a seminar but believe that you lack the background, you should consult with the instructor who may be able to recommend readings that will prepare you to take the seminar. The seminars are small (typically 5 - 12 students) and emphasize current research topics, readings in the original literature, and intensive group discussion of issues and problems.

Seminars are offered in the following areas of study. The specific areas offered each semester will depend on faculty interest and availability. Areas are identified in the course schedule by a letter suffix.

C	Cognitive
D	Development
J	Clinical
N	Neuroscience/Biological
S	Social
F	Floating (other topics)

All MA-PhD students must take at least four seminars (which could include additional statistics or research courses) during their doctoral program and are strongly advised to take more. There is no maximum limit on the number of seminars that may be taken. Because of administrative pressures to maintain enrollments in graduate courses, you may not audit seminar courses without special permission.

ALL GRADUATE STUDENTS: Grading Policy, Academic Eligibility, and Continuous Enrollment/Leaves Policies

Grading Policy

Unless stated otherwise in the Graduate Catalog, all courses are graded on a scale of A/B/C/F (D's are not awarded in graduate courses); intermediate grades (+ or -) are possible. The following criteria apply to this grading scale:

- A Superior performance, not just in terms of mastery of course content, but in class participation, creativity, and development of theoretical sophistication in meeting course requirements. A grade of A reflects clear evidence of independent scholarly ability.
- A- Superior performance in mastery of course content, with some evidence of independent scholarly ability.
- B+ Very good mastery of course content but no clear evidence of independent scholarly ability.
- B Satisfactory mastery of course content.
- B- Barely acceptable for PhD-level work.
- C Not indicative of PhD-level work.

In work at the Masters level (for MA-PhD students), a grade of A or A- indicates that the instructor is clearly willing to

recommend and support your application for admission to the PhD program based on your performance in that course. Likewise, a grade of C is equivalent to recommending termination at the Masters level, based on your performance in that course. A grade of B or B+ indicates a tentatively positive evaluation, given superior performance in other courses and related activities.

For Terminal MA students and Experimental MA-PhD students, grades of C may count towards the MA degree. However, upon Experimental students' entry into the PhD portion of the program, no new C grades may count toward the PhD degree; these courses must be re-taken, or substitute courses taken, with B- grades or better to count towards the PhD degree.

For Clinical MA-PhD students, course grades of C cannot count toward either the MA or PhD degree; these courses must be re-taken, or substitute courses taken, with B- grades or better to count towards the MA or PhD degree

Academic Eligibility

Definitions and Standards:

To maintain "good standing" in the graduate program and be eligible to continue your graduate education in the Department, you must meet minimum standards in several domains: (a) **coursework**; (b) **research**, and; (c) for students in the clinical MA-PhD program, **clinical work**.

(a) To remain in good standing in **coursework**, you must maintain a B (not B-) cumulative grade-point average. As per the UNCG Graduate School policy, you will be immediately ineligible to continue in the program if you earn grades of F, WF or U in any two courses (6 credit hrs), or one F/WF/U (3 hrs) in combination with two other grades of C or C+ (6 hrs), or three grades (9 hrs) of C or C+.

(b) To remain in good standing in **research**, you must reach program-requirement milestones in a timely manner, (e.g., thesis, prelim, and dissertation proposals and defenses) and you must show evidence of adequate quality and quantity of research activity. For guidelines on timeliness, please see the Handbook sections on the MA thesis and Preliminary exams.

(c) To remain in good standing in **clinical work** (if applicable), you must successfully meet practicum competencies relevant to your level of training (i.e., novice, intermediate, or advanced), including those related to service provision, ethical behavior, and timeliness in terms of charting, assessment reports, and client feedback. You must also earn a grade of S in practicum courses.

Annual Evaluations (and Re-Evaluations):

Formal evaluations and re-evaluations will be conducted by your Area faculty. If you are in an "Area" with fewer than 3 faculty members, your advisor will provide an evaluation to the DGS for review; the DGS will seek GSC input on the evaluation if needed. (If your advisor is the DGS, and the DGS is in an area with fewer than 3 faculty members, your advisor will provide an evaluation to the Dept Head for review; the Dept Head will seek GSC input on the evaluation if needed.)

Each May, all students will be formally evaluated across the relevant domains. The annual evaluation will be based partly on a report generated by each student in April, which details all activities and accomplishments in coursework, research,

and clinical work. In each area, you will earn an evaluation of "Good Standing," "Problem Noted," or "Not In Good Standing." (All 1st year students will also be evaluated by Area faculty after their 1st semester; Areas may have formal or informal evaluations and feedback procedures at this 1st semester mark.)

Area faculty may indicate "Problem Noted" for any domain in which a potentially worrisome outcome presents itself that, if persistent, may eventually lead you to not be in good standing. In coursework outside of classes comprising the MA comprehensive, for example, any B- grade or lower will trigger a *Problem Noted* evaluation and formal feedback (as will any "U" grade); in research, for example, signs of slow progress in designing a thesis project might trigger a *Problem Noted* evaluation and formal feedback; in clinical work, for example, an inability to connect with clients or failure to provide tapes during supervision meetings, may trigger a *Problem Noted* evaluation and formal feedback. Area faculty will indicate "Not In Good Standing" in any domain in which you are failing to meet the minimum standards in that domain. In each such case, a plan for remediation will be outlined for any student who is struggling in any of these areas.

If you earn a *Problem Noted* or *Not In Good Standing* rating in any domain, you will be formally re-evaluated in that domain upon completion of the following semester for evidence of improvement. If you fail to improve upon a *Problem Noted* rating, it may trigger a *Not In Good Standing* rating upon re-evaluation. If, at re-evaluation, a *Not In Good Standing* rating persists, then the faculty involved in the formal evaluation/re-evaluation will decide whether you will remain eligible to continue in the program. If so, you will be re-evaluated after the subsequent semester.

Specific issues that are also included in formal feedback, when necessary, are professional impairment and misuse of electronic communication. Documents outlining the Department's policies about professional impairment and use of electronic communication can be found in Appendices D and E.

(Finally, although it is unlikely to affect your academic eligibility, annual evaluations will also address "Other Professional Activities, Skills, and Competencies," including teaching assistantship duties, attendance at departmental events such as colloquia, job talks, and brown-bag meetings, and participation in departmental service, such as in graduate-student recruitment. Evaluations here are "Satisfactory" or "Unsatisfactory.")

Graduate Assistantships:

For students receiving funding through Graduate Assistantships, please note that if your cumulative GPA falls below 3.0 at any time, the Graduate School will rescind your assistantship for the immediately subsequent semester.

Instructor/Course Evaluation

At the end of each semester, you will be asked to complete an instructor/course evaluation form for some or all of the courses you have taken. These forms are processed by the secretarial staff; faculty receive only a summary of numerical ratings and typed copies of any written comments. No faculty member will ever see your completed evaluation forms. Because these evaluations provide important feedback to faculty, you are encouraged to complete them thoroughly and conscientiously. If you have concerns about the teaching of any course that you believe should be resolved before the

end of the semester, please contact the DGS or the Department Head.

Graduate School Policy on Continuous Enrollment

It is University policy that a graduate student who has not enrolled in any 500-level or above courses for two consecutive academic-year semesters, or for one semester and the immediately preceding or following summer session, will be considered to have withdrawn from the University. Such students must then reapply for admission to the program. (See Appendix C for complete policy on continuous enrollment and issues such as leaves of absence.)

Leaves of Absence

UNCG and the Psychology Department support a leave of absence policy to assist graduate students who are temporarily unable to temporarily continue their programs. The leave of absence may extend for up to one academic year. Acceptable reasons for requesting such a leave usually include military service, bereavement, illness, care giving, maternity, and paternity. Students requesting a leave of absence must submit an application to the DGS, who will forward the request to the Graduate School with the department's recommendation. All leave requests will be considered on a case-by-case basis. The DGS can provide further information on application procedures.

Students granted a leave of absence will have their time-to-completion of degree extended by the amount of time granted in the leave of absence. The continuous enrollment policy will also be held in abeyance during this time. Graduate students who are granted a leave of absence will have their salary and stipend suspended during the period of their leave. If feasible, the remainder of their appointment will be held for them upon their return to the next term. In the event that a student appointee and chairperson/DGS disagree on the leave or its arrangements, students may appeal to The Graduate School.

ADVISORY AND EXAMINATION COMMITTEES

At various points in the program (described in detail below), you will need to request appointment of a committee who will advise you on research projects and course planning, or examine you on the content of a thesis, preliminary exam, or dissertation. Remember to give your Master's and/or PhD degree committees at least 2 weeks to read proposals, exams or papers. The chair of each committee must be a member of the Graduate Faculty. The Dean of the Graduate School, following a recommendation from the DGS, appoints committees. You should first discuss the composition of the committee with your faculty advisor, who will normally serve as the chair of your committee. The advice of the Department Head must also be sought regarding composition of newly formed doctoral committees. The Department Head appoints the fourth committee member after consultation with the doctoral committee chair. Once a committee has been provisionally selected, you or your advisor should present it to the DGS who will ensure that the committee has an appropriate balance of areas and faculty ranks and that its composition meets Graduate School requirements. The DGS will consult with the DCT on the appropriate constitution of clinical students' committees. Once the committee is approved by the DGS, you should ask each faculty member whether he or she is willing to serve on the committee. (Informal inquiries also can be made before obtaining approval from the DGS.)

It is important to bear in mind that some faculty are unable to meet during the summer, or may be planning research leaves or extended trips out of town during the period when the committee will be functioning. It is your responsibility, during these preliminary discussions, to ensure that faculty plan to be available when meetings of the committee are anticipated.

When an acceptable committee has been selected, the appropriate form (see Appendix A) should be completed for signature by the DGS and transmittal to The Graduate School. The committee cannot formally act until it has been appointed by the Dean of The Graduate School.

Changes in appointed committees can be made by filing the appropriate form with the DGS, who must approve any change in committee make-up. Such changes may be necessary because faculty leave the University, because your research focus changes, or because scheduling conflicts make the original committee structure unworkable. It is inadvisable to change a committee between the approval of a proposal (Thesis, Preliminary Exam, or Dissertation) and completion of the research, because the new member may wish to recommend changes that will delay completion of the degree. You are strongly discouraged from seeking to change your committees to avoid intellectual disagreements or because some committee members demand higher standards of performance than you may consider reasonable. Any such problems should be resolved by discussion; their resolution is a critical part of your intellectual development during graduate training.

Masters Advisory Committee

The first committee to be formed will be your Masters Advisory Committee. This committee will approve your Masters Plan of Study, will monitor your progress in the Masters program, and will evaluate your Masters thesis. The committee consists of at least three faculty members, at least two of whom, including the chair, must be from the Psychology Department. The committee for clinical students typically consists of two clinical and one experimental faculty

whereas the committee for experimental students does not require a specific combination of clinical and experimental faculty.

This committee should be formed prior to your thesis proposal meeting, and a form listing the committee members must be submitted to the DGS. Your advisor should help you with the selection of appropriate faculty to serve on the committee.

Students making satisfactory progress have an approved committee and an approved Masters Plan of Study, and should have met with their committee at least once prior to the completion of the fall semester of their second year in the program.

Masters Plan of Study

A plan of study for the Masters degree must be completed and signed by the student and director of graduate study/designee at the earliest practical time following the student's admission to the Graduate School, but no later than after 50% of the Master's program completion. The plan must indicate all courses required for the major, supporting courses required for the Masters degree, including transfer credits. Courses required by the department for the Ph.D. but not counted toward the Masters degree, should not be listed on the Masters Plan of Study. No more than 6 semester hours of independent study (PSY 601) may be included in the plan of study. Six thesis hours (PSY 699) which is the capstone experience must also be included. The core courses - which the department considers as the comprehensive examination - must also be completed.

Copies of the approved plan of study must be filed in the student's permanent folder in The Graduate School, in the department's files, and with the student. A final plan of study must be submitted to The Graduate School with the application for graduation.

Masters Thesis

You are expected to complete your Masters thesis by the end of your second year, although some projects may require up to one additional year for completion. Failure to complete your Masters thesis and all other MA requirements by the end of your third year will jeopardize your position as a student in good standing in the Department. The specific requirements of the thesis (e.g., the research method) are approved by your committee and DGS. Your advisor should serve as a consultant about these issues. In addition, completion of the Masters thesis is required before clinical students can take advanced practicum hours (PSY 762).

All graduate students should make progress on their thesis proposals in the context of PSY 624, Research Methods, by consulting with their thesis advisor as well as the instructor during this course. The thesis proposal should be approved by the fall of the second year to facilitate good progress.

As soon as you and your advisor have formed preliminary plans for a Masters project, you should prepare a proposal for approval by your Masters advisory committee. The committee will meet with you to discuss the proposal and make recommendations for changes to the research proposed. The proposal meeting is intended to be primarily advisory, and frequently leads to important improvements in the research project. The committee may decide to approve the proposal as submitted, to approve the proposal but request that certain changes be summarized in a written addendum to the proposal, or to require you to rewrite all or part of the proposal

and resubmit it for approval. In the last case, a second proposal meeting must be scheduled.

When you have completed your Master's project, you will write it up as a thesis, submit it to your MA committee and schedule a formal defense of the thesis. Guidelines for the preparation of the thesis are available from The Graduate School (*Guide for the Preparation of Theses and Dissertations*) and should be followed exactly to avoid delays in its approval.

Although the Graduate School permits MA theses to be submitted for formatting approval before the thesis is defended, the Psychology Department has stricter guidelines. Students in the Terminal MA program in General Experimental Psychology, and students in the MA portion of the MA-PhD programs in Clinical, Cognitive, Developmental, Social, and General Experimental Psychology, must have successfully defended their MA thesis before they are permitted to submit an electronic copy of the thesis to the Graduate School.

Masters Thesis Defense

For the purpose of the thesis defense, the committee is given a draft of the thesis two weeks prior to the defense. This draft should be complete but it need not conform to The Graduate School's formatting requirements. The form of the defense will be decided by the committee; in general, you will first present a brief summary of the thesis, after which the committee members will examine you on it by asking questions. Your advisor should serve as a consultant for further information concerning the specifics of the brief summary. The questions need not be confined to the material in the thesis itself, but may also test your understanding of the research area and its relation to the discipline as a whole. After the question period, you will be asked to leave the room and the committee will decide whether the thesis and your oral performance are acceptable.

If the committee decides that the oral defense was unacceptable, then you will have failed the Masters thesis defense. You may schedule a second defense if you fail the first. Failure on the second defense (or bypassing the defense altogether) will make you ineligible for admission to the PhD program, although you may still be awarded a Masters degree if your committee decides that the thesis document/project is acceptable and agrees that a passing defense is unnecessary.

If the oral performance is acceptable, then the committee decides whether to accept the thesis, itself. The committee may decide to accept the thesis as submitted, to accept the thesis but require that certain changes be made, or to fail the thesis and require that it be rewritten (in which case you will be reexamined on the revised thesis). By far the most usual outcome of the defense is that the thesis is accepted on condition that certain changes are made before it can be submitted to The Graduate School. Your advisor will sign the approval page of the approved thesis and the entire committee will sign a form stating that you have passed the Masters thesis defense. Your advisor, and possibly other members of the committee, will expect to read a revision of a thesis that has been conditionally approved before signing the approval page. In the expectation that your thesis will be approved, bring the approval pages and other forms to the meeting.

It is your responsibility to prepare a final draft of the thesis in the form required by The Graduate School and to ensure that

the required copies are deposited in time to meet graduation and other deadlines. Normally, you will present a final copy of the thesis to your advisor, but not to the other members of your committee.

Each year, the Dean of The Graduate School confers the University's Outstanding Thesis Award on the best MA Thesis produced by a student who graduated in the preceding calendar year. Each department on campus is allowed to nominate one student. Faculty are asked to nominate eligible graduates for the award and the Psychology Department's nominee is selected from this list by the faculty members of the Graduate Studies Committee.

ADMISSION TO THE PHD PROGRAM

Terminal MA Students from UNCG

Terminal MA students may apply to the PhD program. To do so you must go through the regular process of submitting applications to the department and graduate school (including transcripts, personal statements, letters of recommendation, and GRE scores). Applications from Terminal Masters students will be considered along with those of other applicants when the department considers accepting new students for the upcoming academic year. Upon the successful completion of your first "probationary" year of the program, the full faculty (upon the recommendation of the faculty in your area) will formally vote to admit you into the doctoral portion of the MA-PhD program (see *procedure and criteria outlined under "Students from the UNCG MA-PhD Program" below*).

Students with an MA from Another Institution

Upon the completion of your first "probationary" year of the UNCG program, which sometimes will involve the completion of UNCG required courses that did not transfer from your MA program, the full faculty (upon the recommendation of the faculty in your area) will formally vote to admit you into the doctoral portion of the MA-PhD program at the beginning of the Fall semester following your first year (see *procedure and criteria outlined under "Students from the UNCG MA-PhD Program" below*).

Students from the UNCG MA-PhD Program

Students in the MA-PhD track may apply for admission to the doctoral program after completing the MA requirements, by notifying the director of your area of studies and by filing an application with the DGS. In considering your application for admission, the faculty members in your area will determine whether your work at the Masters level demonstrates an ability to carry out independent research of the caliber required for successful completion of the PhD. Typically, Masters research involves closer supervision by the advisor than is appropriate for the PhD, and so it is possible for you to perform acceptably at the Masters level but not be considered a suitable candidate for doctoral training. The faculty do not subscribe to the view that initial admission to the MA-PhD graduate program implies a commitment to eventually award you a PhD; granting the degree depends upon your performance in the program.

If the faculty in your area approve your application, it will be recommended to the whole faculty that you are admitted to the PhD program and the faculty will vote on that recommendation (such votes typically happen at the last faculty meeting of the spring semester and first meeting of the fall semester). You will not be admitted unless a member of the faculty agrees, in principle, to supervise your dissertation research. Thus, before applying to the PhD program, you should ensure that there is a faculty member willing to act as your supervisor. There is no requirement that the Ph.D. and Masters supervisor be the same person, although often they will be.

The procedures and criteria for admission are as follows:

A. Criteria

1. Grade of at least B (not B-) or better in all core courses (4 for Clinical students; 3 for Experimental students) that will meet

the requirement for Masters Comprehensive.

2. A member of the Psychology Department must be willing to serve as dissertation chair.
3. Simple majority vote of student's area that the student should be admitted.
4. Two-thirds majority vote by faculty at a faculty meeting that the student should be admitted. Typically this happens at the end of the Spring Semester. It also can happen in the Fall semester if requested by the head of the student's area of specialization.

B. Procedures

1. After a student has successfully completed the requirements for the MA degree, she/he should inform the major advisor that she/he would like to be recommended for admission to the PhD program.
2. Major advisor will talk with the thesis committee and bring the outcome of that discussion, a departmental form (acquired from Sherry Cornett) which includes the student's grades, and a copy of the thesis to the area faculty for a vote.
3. If criteria 1 to 3 above have been met, then the faculty advisor will inform the director of Graduate Studies that the student wishes to be admitted to the PhD program.
4. Student's grades and thesis are made available to the faculty for review at least one week prior to the faculty meeting. Students should check with their faculty advisor concerning the date of the faculty meeting.
5. Area head presents recommendation to the faculty and the floor is open for faculty discussion.
6. Faculty vote, by hand, whether to admit a student to candidacy.

THE PHD PROGRAM: COMMITTEES & REQUIREMENTS

Doctoral Advisory Committee

The doctoral committee should be formed and approved by the Graduate School Dean (following a recommendation by the psychology DGS) after a student is formally admitted to the doctoral program, and before the student holds a preliminary exam proposal meeting. Students should discuss the composition of the committee with their advisor, who will normally serve as the Chair of the committee.

Doctoral committees must consist of at least 4 faculty (4 is typical, although committees may include more members), and the Chair must be a tenured or tenure-track member of the psychology department faculty (a co-Chair may be approved from other departments and/or ranks). All doctoral committees must include at least one tenured Psychology faculty member who is not the committee Chair. The Department Head will appoint the fourth committee member of each committee.

Once a committee has been provisionally selected, the student or advisor/Chair should complete two forms: (1) UNCG Graduate School Form, "Recommendation For Doctoral Advisory/Dissertation Committee and "Plan Of Study" and; (2) Departmental Form, "Psychology Department Form for Composition of Doctoral Advisory/Dissertation Committee." The latter includes a line for the Department Head to specify the committee member that he or she has appointed. Both forms must be approved and signed by the DGS, who will ensure that the committee has the appropriate balance of areas and faculty ranks and that its composition meets Graduate School requirements; the DGS will consult with the DCT on the appropriate constitution of clinical students' committees: The advisory committee for clinical students typically consists of two clinical and two experimental faculty members.

The forms requesting appointment of the committee will be signed by the DGS and forwarded to The Graduate School for approval by the Dean. Your committee cannot act officially until it has been approved by the Dean. Revisions in committee membership must also be approved by the DGS and by the Dean of The Graduate School.

Doctoral Plan of Study

You must formulate a Plan of Study before the end of the first semester following admission to the Ph.D. program. This Plan of Study must be approved by your doctoral advisory committee and filed with the Graduate School. Courses taken for the MA degree also may be used to fulfill requirements for the PhD degree. The Plan of Study consists of a list of the courses that you have taken or plan to take that fulfills the requirements for the PhD (see earlier described requirements for experimental and clinical students).

All graduate courses, including both those taken at other universities and approved by the Department and those taken to satisfy MA requirements, may be incorporated into the Plan of Study with the approval of the advisory committee. The approved Plan of Study must be signed by the advisory committee and the DGS and it must be filed with The Graduate School. If you decide, with the approval of your committee, to change your Plan, a revised form, also with committee signatures, must be filed with The Graduate School.

Preliminary Examination

The preliminary exam is preparatory to beginning work towards your dissertation. It may take the form of a paper (more typically) or a written test (less typically).

A. Preliminary Exam Paper.

The purpose of the preliminary exam paper is both training and evaluative. However, more of the emphasis is on evaluation. The exam requires students to produce an independent piece of work; this work will be evaluated by faculty to determine your scholarly preparation for doctoral work in psychology.

To satisfy the preliminary examination requirement, most students will be required to write a paper modeled after articles published in *Psychological Bulletin*, *Behavioral and Brain Sciences*, *Developmental Review*, *Psychonomic Bulletin & Review*, or similar review journals. The paper should be relatively modest and focused in scope, with the goal of conducting a comprehensive critical review of a well-defined area of research or topic. The paper should involve a conceptual integration of the literature on some problem of interest to you, involving an evaluative review organized around what you identify as the important issues and approaches in the area. The paper should, however, be more than an organized summary of the literature; in addition to the review, the paper should provide novel ideas and include topics such as a critical discussion of methods, your assessment of the theoretical importance of the issues driving the field, and an indication of where and why you think progress is being impeded or advanced. Your advisor (or other faculty) should have models of these types of papers on file, available for you to examine before beginning work on your paper. Check with your faculty advisor concerning further details, such as the length and focus of the paper.

You are free to discuss the development of your ideas with your advisor, other committee members, and others as appropriate, at various stages during the production of the paper. Once the committee has accepted your proposal, you may submit one rough draft of the paper to your advisor for comment, and then incorporate those comments into the final paper. Comments are similar to those that would be received from a reviewer for a paper submitted to a respected peer-review journal such as those mentioned above. Typically, these include writing style questions about the appropriateness of the literature review and about the validity, novelty and overall merit of the contribution. The exact comments or questions will, of course, depend upon the subject matter of the paper and the composition of the committee.

Via a preliminary exam proposal meeting, you must first obtain permission from your committee to write on a particular topic. In a typical meeting, you will provide your committee with a proposal that outlines the general content of the literature review, the goal(s) of the paper (e.g., develop a better understanding of a particular area of research) and a plan for how you will accomplish your goal(s) (e.g. develop a model, propose new methods or studies). A set date, when the paper must be turned in, will then be established with the committee. The timeline for completion of the paper is typically four months from the date of the proposal meeting, with no expectation that a defense will be held over the summer. The paper will be distributed to the faculty two weeks prior to the date of the defense. You will then be examined orally on the material discussed in your paper and related general issues in your field of expertise. During the

oral (which typically lasts about 2 hours) committee members may, for example, ask you to clarify details presented in the paper, to expand on points that you raised, to address issues that you failed to raise, etc. This meeting with committee members should occur within a few weeks of the time the paper was turned in. Consult your faculty advisor for further details.

B. Preliminary Exam with Test Format.

For students in the Experimental areas, your doctoral committee may, at its option and with the permission of the DGS, choose to require you to take a written exam in lieu of the paper requirement. It is expected that the written exam will cover a range of subject areas relevant to your research interests. Typically, if no paper is written, the exam will consist of 4-6 questions written over the course of 2-4 days. However, the number of questions, the author(s) of the questions, the time permitted to answer them, and whether you are permitted to use books and notes are up to your committee.

Within a few weeks of the written exam, you must schedule the oral portion of the exam, during which committee members may ask you to clarify your answers, to integrate various aspects of your answers, etc. The questions during the oral exam need not be strictly confined to the subject matter of the written questions, but may touch on any topic within your general area of specialization.

C. Timeline

The preliminary paper or written exam should be taken during the 2nd semester following successful defense of the MA thesis for students continuously enrolled in the program. For successful progress in the program, the exam should be taken no later than the 3rd semester following successful defense of the MA thesis for students continuously enrolled in the program. Students who enter the program having completed their MA thesis elsewhere should take the exam no later than their 4th semester in the program.

In order to pass prelims, the paper (or written exam) must be handed in/completed by the assigned date, and you must be passed by all committee members on both the paper (or written exam) and the oral component of the exam. It is important to note that, to pass, you must have a satisfactory performance on both components. If you failed one component, you must retake and pass the failed component. If you failed both components, you must retake and pass both components. Your committee may decide that further written and/or oral examination is required, in which case a final decision will be delayed. Your committee will impose a deadline for this requirement. If you fail prelims on your first attempt, you may retake the exam once; however, you cannot take the preliminary exam twice within the same semester. If you fail to pass the re-examination, the Graduate School will send you a letter of dismissal.

Independent Doctoral Research (PSY 751)

After admission to the PhD program, typically during your 3rd or 4th year, you must register for at least 6 credits of PSY 751, Independent Doctoral Research. Although you may take additional PSY 751 credits, they do not count toward the requirements of the PhD. The aim of this requirement is to encourage an early start on research that will lead to the dissertation project. It provides an opportunity for you to collect pilot data for your dissertation, to carry out work that will allow you to develop techniques needed for your

dissertation, to collaborate with another student on a research project, or to carry out a project in another laboratory either in the Department or elsewhere. There is no departmental requirement either that the completion of PSY 751 involves a separate research project (distinct from the Masters thesis and dissertation) or that the results of the research be written up as a formal report. Individual faculty, however, may wish to impose such requirements on their students.

Dissertation Proposal

Once you and your advisor have decided on a research problem for the dissertation, you should prepare a proposal for submission to your dissertation advisory committee. There are no requirements for the form of this proposal, but you and your advisor may wish to consider following the guidelines for preparation of a proposal to a federal agency such as NSF or NIH. (Copies of these guidelines can be obtained from the Office of Research and Economic Development, 1601 Moore Humanities and Research Administration Building.) Not only does this provide valuable experience in the preparation of a formal grant proposal, it may also result in your being able to apply for external funding to support your dissertation research. Although there is no specific format for the dissertation proposal, it typically outlines a student's topic of study, reviews the relevant literature, provides the rationale for why the proposal is likely to advance our knowledge, describes and explains the methods and the plan for data analyses.

You will present the written proposal to your committee two weeks prior to your formal proposal meeting, at which you will defend the proposal and answer questions both about the proposed project and the relation of the research to the discipline. After the questioning, you may be asked to leave the room and the committee will decide whether to: (1) accept the proposal as submitted, (2) accept the proposal but require that some specific changes be made (this outcome may or may not include a requirement that you submit a revised proposal, or an addendum to the original proposal), or (3) reject the proposal and require a new submission. In order to be acceptable, the proposal must describe original research within your area of expertise that seems likely to make a contribution to scientific knowledge in the field. The project described should be your own conception and substantially your own design. The committee may reject a proposal if, in its judgment, the proposal itself is seriously deficient in conception or research design, or if you showed an inadequate understanding of the proposed research and its implications during the meeting.

An approved proposal does not represent a commitment by the committee to grant you the PhD degree if the research is carried out. It remains your responsibility to attend to questions and criticisms raised in the proposal meeting, to carry out the research with proper attention to methodological and analytic details not specified in the proposal, to adapt the research if necessary to take account of unanticipated results, and to carefully consider the implications and interpretation of the results obtained. The committee (and especially your advisor) will be available to provide assistance and advice during the project, but the PhD requires that dissertation research be carried out independently. Final intellectual responsibility for the research rests with you, not with the committee or your advisor.

After your proposal is approved, you must submit the Dissertation Topic Approval form (see Appendix A) to The Graduate School.

Admission to Candidacy

When you have completed all of the requirements for the PhD except the 12 hours of dissertation research and the defense, and for Clinical students the completion of PSY 763 (Clinical Internship), you must apply to The Graduate School for admission to candidacy (see Appendix A). The Graduate School will check to ensure that you have completed your Doctoral Plan of Study, that you have passed prelims, and that an approved dissertation topic is on file. If you do not apply for admission to candidacy, your graduation may be delayed until the proper form has been filed.

Dissertation Oral Defense

You are advised to consult regularly with all members of your dissertation committee throughout all stages of work on the dissertation. Following this consultation, when you have determined that the PhD project is completed and that you have satisfied the responsibilities outlined above, you will write up the results of the research as a dissertation following the guidelines in The Graduate School's *Guide for the Preparation of Theses and Dissertations*. The dissertation defense should be scheduled as soon as you and your advisor agree that the dissertation is complete.

A copy of the dissertation must be deposited in the department office at least one week before the scheduled date of the defense, but should be given to committee members two weeks in advance of the defense. Graduate School regulations require that the dissertation defense be open to any member of the Graduate Faculty of the University. Accordingly, you will give the Graduate Programs Administrative Assistant (Sherry Cornett) the time and place of the defense and the title of the dissertation two weeks prior to your defense so that she can post it in the Department and it can be announced to the Graduate Faculty of the University. The length of the presentation and the timing of questions are decided by the committee.

At the defense, you will give an oral presentation of the dissertation, including the scholarly justification for the study, the results that were obtained, and their interpretation. Both during and after the presentation you may be questioned by members of your dissertation committee or by any other members of the graduate faculty present at the oral defense. During the question period, your advisor will make notes on changes and additions to the dissertation that are indicated by the questions that are raised.

Immediately following the oral defense, you will be asked to leave the room and the committee will decide whether to pass or fail you on your oral defense, or whether to defer judgment pending further questioning. If you are passed on your oral defense, the committee will then decide whether to accept the written dissertation. The committee may choose either: (1) to accept the dissertation as submitted, (2) to accept the dissertation but suggest that you make a variety of minor changes, (3) to require that major changes be made or additional data collected prior to rendering a final judgment, or (4) not to accept the written dissertation. By far, the most common outcome is that the committee decides to require that changes be made prior to rendering a final judgment. When the committee is satisfied that both the defense and the dissertation are satisfactory, they will sign the approval page and the dissertation defense form.

It is the joint responsibility of you and your committee chair to ensure that adequate time is allowed for the defense to be properly carried out. Time constraints imposed by external

deadlines cannot be used to justify circumventing the requirements of the defense or approving an unsatisfactory dissertation. If you are completing your dissertation off campus, you may mail a final copy to your advisor so that it can be deposited in the department office at least one week before the defense, but you must plan to be on campus for long enough for the defense to be carried out as described. The final stage in your graduate career will be to prepare a final version of the dissertation and deposit the necessary copies, with the signed approval page, with The Graduate School. Follow The Graduate School calendar for depositing the required copies. The Graduate School can provide you with information on copyrighting your dissertation, if you choose to do so. Follow the specifications in the *Guide for the Preparation of Theses and Dissertations* exactly to avoid delays in its approval. You are strongly urged to complete this step before leaving Greensboro to take up a position elsewhere. You do not formally hold a PhD from the University until your dissertation has been accepted by The Graduate School. Normally, you will present a final copy of the dissertation to your advisor, but not to the other members of your committee.

Each year, the Dean of The Graduate School confers the University's Outstanding Dissertation Award on the best dissertation produced by a student who graduated in the preceding calendar year. Each doctoral-granting department on campus is allowed to nominate one student. Faculty are asked to nominate eligible graduates for the award and the Psychology Department's nominee is selected from this list by the faculty members of the Graduate Studies Committee.

Summary of Progress through the MA-PhD Program

There is no lock-step progress that all students must maintain in order to be making "adequate progress." The faculty recognize that a variety of circumstances must be taken into account in determining whether you are progressing adequately. Some research projects are inherently more time-consuming (though not for that reason more demanding or important) than others and some depend for their completion on timetables imposed by external agencies. Personal circumstances may dictate a somewhat slower pace for some students than for others. The following timetable represents our expectation for a student who is working full-time towards the PhD. The faculty believe that it may be possible (although not necessarily advisable) for a student in an experimental area to complete the PhD within 4 years under some circumstances. Because of practicum and internship requirements, clinical students may be expected to lag one to two semesters behind the schedule outlined here, following completion of all MA requirements. The below outline is a template of a *recommended* course of study.

Core course, statistics, and methods requirement: End of 3rd or 4th semester

Master's thesis proposal: End of 2nd semester or beginning of third semester (all rising second year students are expected to participate in the fall Graduate Research Conference by presenting their research findings or ideas)

** Note: Failure by any student (clinical or experimental) to complete all MA requirements by the end of the third year in the program will jeopardize the student's status as a student in good standing in the program.

Master's thesis completed and defended: End of 4th semester; no later than end of 6th semester

Admission to doctoral program

Doctoral preliminary examination: proposal at beginning of 6th semester, completed by end of 6th semester

Independent Doctoral Research (PSY 751): during 3rd year in program

Dissertation proposal defense: end of 6th semester, or beginning of 7th semester

Each student's progress is reviewed annually, and students who are considered not to be making adequate progress will be so informed in writing. If you receive such an evaluation, you should consult with your advisor to discuss your circumstances and possible courses of action. If, at any time, you are concerned about your progress in the program, talk to your advisor or the DGS, or to the DCT if you are in the clinical program.

Dissertation and Internship

It is the expectation of many faculty in the clinical program that students complete their dissertation before leaving for internship (or the student must return to reside in Greensboro after internship to do so). Check with your faculty advisor for his or her position on this matter. From this view, the dissertation is an intellectual capstone that cannot be done well in a piecemeal fashion and/or by long-distance while on an internship. It is highly desirable, even essential, that students be able to consult with their advisor and members of their committee, and have informal interactions with a lab group, during the development, data collection, and writing phases of the dissertation. To facilitate completion of the dissertation prior to internship, a student cannot be certified by the clinical program as ready for internship unless his or her dissertation proposal is approved by the May graduation date prior to the fall of internship applications. Relatedly, the clinical faculty will not be available to work on a student's dissertation while he or she is away on internship.

Clinical students away on internship should enroll in PSY 763 for credit. At least 1 credit hour per semester is required.

FINANCIAL SUPPORT & OTHER RESOURCES

The Department attempts to support all eligible MA-PhD students. (In general, students in the Terminal MA program are not eligible for financial assistance.) Students entering the MA-PhD program without a Masters degree and making satisfactory progress typically are funded for four years with an optional fifth year. Students entering with a Masters degree typically are funded for a maximum of three years (but this can vary by advisor and by Area). Most financial support comes from departmental assistantships, but other sources are available (check with your faculty advisor).

Department Assistantships, Stipends, and Grants

The Department offers assistantships to the best-qualified applicants to the MA-PhD program at the same time as an offer of admission is extended. If you did not receive an assistantship offer with your offer of admission, you may be offered financial support later if it becomes available. In the Clinical MA-PhD program, there may be a small stipend increment (up to \$1000) for students admitted to the doctoral program after completion of the MA requirements. In addition to an assistantship, out-of-state students may be given a tuition waiver, which pays the difference between in-state and out-of-state tuition. In-state tuition waivers may be available to some students. Money for tuition waivers is provided directly by the State legislature and is always in very limited supply.

If you are not already a NC resident, we urge you to seek residency as soon as possible to reduce the demand on the limited number of tuition waivers available. The DGS can provide information on how to proceed with this process. Criteria change from year to year, but your chances of being granted resident status are improved by at least 12 months of continuous residence in the state, purchase of real property, registering to vote, registration of a motor vehicle, participation in community organizations, and school enrollment of children (if any).

After the first year, assistantships are given to eligible returning students in the following order of priority:

- (1) students given Departmental or University fellowship support in their first year;
- (2) students supported from other non-department funds during their first year;
- (3) students not previously supported.

To maintain an assistantship, you must maintain a B (3.0) average and you must be enrolled in a minimum of 6 semester in the graduate program each Fall and Spring. **If your cumulative GPA falls below 3.0 at any time, the Graduate School will rescind your assistantship for the immediately subsequent semester.**

Assistantships carry with them a service obligation (up to 20 hrs/week). In order to facilitate academic and research progress, the faculty attempt to assign assistantship duties involving no more than 20 hours per week. You will be assessed annually on the quality of work you do in your assistantships.

Typically, the department has teaching obligations that must be carried out. Thus, you will be required to perform teaching activities. Because teaching is frequently an important component of the activities of psychologists with a doctorate, these teaching activities should improve students' teaching

skills and make them more "marketable". As a graduate assistant, however, you should not see yourself as an hourly worker and expect to "punch a time clock" in the performance of your duties. The primary benefit of an assistantship to you is to provide financial support during graduate training; in return, you will assist in research, teaching and administrative activities. If you nonetheless believe that you are being asked to perform excessive or inappropriate work as a graduate assistant, you should discuss the matter with your supervisor. If the problem cannot be resolved, you should consult with the DGS.

The service required of an assistant may involve a combination of research, teaching, and administrative duties. Service assignments are made by the DGS at the beginning of each semester and every effort is made to distribute the type of service required equitably. As far as possible, your assignment will be made by mutual agreement with you and your advisor, but you must remember that these duties/ assignments are an obligation of the assistantship that you have accepted. If you refuse to carry out your assigned duties, you may lose your assistantship. You also may forfeit your assistantship funding if you work for pay on projects that are not related to your assistantship (e.g., work as a waiter). If you believe you have been unfairly treated in the assignment of assistantship duties, you may appeal to the DGS or, if the matter still cannot be resolved, to the Department Head.

To receive departmental support in your second and subsequent years, you must be in good standing in the program and must have performed your assistantship duties satisfactorily in previous years (see above). If you fail to meet one of these requirements, you will be informed of the loss (or threatened loss) of your assistantship by the DGS at the earliest possible date.

In addition to regular assistantships, teaching opportunities may be available in the Department for advanced students. More information on these teaching opportunities is given under the heading of Graduate Teaching.

Students supported by stipends provided by the clinic are required to spend 15-20 hours/week in clinic duties. Students supported by grants are required to spend 15-20 hours/week on grant related activities. Work performed on a student's coursework, thesis, PSY 751, dissertation, or other projects related to course work are not counted toward the service obligation of clinic assistantships, grants or departmental stipends.

Non-Departmental University Support

Except for some fellowships and scholarships, most financial support available to graduate students from the University is awarded through the Department. Teaching opportunities outside the Department also are available on an occasional basis (see heading for Off-campus teaching).

You should also be aware that graduate students are eligible for most federally guaranteed loan programs. Information of applying for loans can be obtained from The Financial Aid Office, 723 Kenilworth Street, (336) 334-5702, <http://fia.dept.ucng.edu/>.

Fellowships and Scholarships

In addition to assistantships (which include a service requirement) the University awards non-service fellowships and scholarships to exceptionally qualified students who meet the particular requirements of the award. Among these

awards are the Greensboro Scholar Awards, the Duffy Award, the Excellence Foundation Fellowships, The Hayes Fellowship and the Campus Diversity Fellowships. In general, the Department nominates students for these awards as requested by The Graduate School, following a review of all eligible students by the Graduate Studies Committee. You will be considered for all fellowships and scholarships for which you meet the eligibility requirements.

Practicum Placements

After the first year, clinical students may receive support by providing supervised psychological services through practicum training. These services are provided at the UNCG Psychology Clinic and UNCG AD/HD Clinic. The stipends may come from funds generated by the UNCG Psychology or AD/HD Clinic, or from contracts between a community agency and either the UNCG Psychology Clinic, or AH/DH Clinic, or UNCG more generally. In any case, the student is eligible for an out-of-state tuition waiver if necessary and if waiver money is available.

Fourth-year clinical students who have completed their Master's thesis typically are supported by money associated with their advanced practicum placement, as described above. Fifth-year or more advanced clinical students are welcome to seek additional paid advanced practicum training if open positions are available. However, fourth-year clinical students have priority in being placed in practicum positions. You cannot be given an advanced practicum placement until you have completed all requirements for your Masters degree.

To increase the diversity of clinical populations seen, it may be beneficial for clinical students to be licensed as Psychological Associates while they receive advanced practicum training. Students who have completed their Masters degrees are eligible to apply for licensure as a Psychological Associate. Information can be obtained from:

North Carolina Psychology Board
895 State Farm Road, Suite 102
Boone, NC 28608.
Telephone: (828) 262-2258.

External Grants

A number of granting agencies, including the National Science Foundation, the American Psychological Association, the National Institute of Mental Health, and Sigma Xi (the Society for Scientific Research) award grants to graduate students to assist in research. The amounts of such grants vary widely, from multi-year awards providing full stipends and research support, to small one-time grants to permit purchase of a piece of apparatus or travel to a meeting or research site. You are strongly encouraged to explore the availability of such funds in your area of research, under your advisor's guidance. Obtaining an external grant as a graduate student will not only facilitate your research, it will also be of great value when you apply for academic positions after graduation. Your advisor can assist in identifying possible sources of external support and in the preparation of the proposal. Check with your advisor to determine whether an application to an outside agency can be made directly or should be routed through the Graduate Studies Committee or the Office of Research Services. Note that approval of your project by the University Review Board for use of animal and human subjects (see heading: Expectations of Student Research and Scholarship) may be required before a proposal can be submitted.

Off-campus Clinical Employment

Some students seek employment in psychologically related jobs as a source of income while in the program. You are strongly recommended to discuss such employment possibilities with your advisor and with the Director of Clinical Training before taking on such positions. At the very least, you must inform the DCT of such employment, because community agencies and the Licensing Board consider the Department responsible for your actions in such settings while you are a student. Some of these jobs require licensure as a Psychological Associate (see above – Practicum Placements). Others, although psychology-related, do not require such licensure.

Summer Research Support

Each year The Graduate School solicits nominations from the Department for a number of Summer Research Assistantships. These awards are made by The Graduate School, not by the Department.

Forms for applying for Summer Assistantships will be distributed by the DGS early in the spring semester (generally in February or March). Although the weight given to each criterion may change from year to year, evaluation of the proposals will be based on the following criteria:

- (1) the applicant must be making adequate progress in the program
- (2) the summer research opportunity must directly promote research productivity and progress in the program.
- (3) the amount of research proposed must be reasonable given the time and resources available (the faculty sponsor will be consulted in dubious cases)
- (4) when the above three criteria are met, student nominees will be ranked on the basis of
 - junior status (preference for early career development)
 - rate of progress in the program
 - quality of the research proposal
 - grades in graduate courses
 - other evidence of meritorious performance
 - students receiving the award in the past 3 years will have lower priority

Occasionally, a student who has been making less than adequate progress in the program may be recommended for a summer assistantship if it can be demonstrated that (1) the lack of progress is due to circumstances outside the student's control and (2) providing an assistantship is likely to result in a lasting improvement to the student's progress in the program. If you wish to apply for a summer assistantship on these grounds, you should attach a separate letter to your application explaining the situation. Your application may then be considered with reference to the additional criteria specified above.

After evaluating the applications, the faculty members of the Graduate Studies Committee will submit nominations to The Graduate School. The Graduate School's decisions will be available in late April or early May.

Graduate Research and Travel Support

Graduate students in the Department of Psychology may apply to the Department for funds to support their research. Awards will be made in 2 categories: (A) for travel to meetings; (B) for research supplies and other expenses. You may apply for either or both types of award. In each case, the number of awards and their size will be dependent upon the availability of funds.

A. Travel Expenses

You are eligible for reimbursement for costs associated with participation in 1 academic conference per year at which they were one of the authors on a conference presentation (talk or poster). The maximum amount that any one student may be reimbursed is \$400 and all awards are dependent upon the availability of department funds. Typically, the Dept. Head will set a date in March when students must submit their requests for reimbursement. The requests must be accompanied by relevant information about the conference (Conference title, dates, location, title of presentation, list of authors on the presentation) and original receipts for all expenses for which reimbursement is being requested.

*NOTE -- You can only be reimbursed for money you have already spent AND you must provide a receipt for all expenses AND, if you are attending a conference after the date when requests must be submitted to the Head, you cannot be reimbursed for actual travel or hotel expenses but reimbursement is still possible for prepaid registration fees.

You must also have requested travel funds from the Graduate Student Association (proof of your request to GSA must accompany your request for departmental funds):
<https://sites.google.com/a/uncg.edu/gsa/funding/overview>

B. Research Expenses

The Department will reimburse graduate students for student research project expenses, up to a maximum of \$200 per student per year (subject to the availability of department funds). Requests must be submitted no later than March 1 of each academic year.

Please note that you can request funds from the Graduate Students Association for the costs of thesis-related or dissertation-related expenses:

<https://sites.google.com/a/uncg.edu/gsa/funding/funding-forms>

Only expenses specific to your research will be considered for reimbursement. Textbooks, generic software packages, etc. are not eligible. This award is intended to offset direct expenses such as copying costs, paper, mailing, thesis/dissertation binding costs, project-specific materials, etc. Expenses for gifts, food or any other type of payment or reimbursement to subjects will NOT be considered.

Submit requests for reimbursement to the Dept. Head and include the following information:

Name

Address (where to send the check)

Email address

Student ID #

Is the research related to your thesis or dissertation? If so, have you requested funds from the Graduate Students Association?

An itemized list of all expenses and original receipts

Your signature

Your advisor's name

Your advisor's signature attesting to the legitimacy of the expenses

Other Resources

In addition to financial support, students receive other types of support to assist them through the program. All students receive faculty advising about their program plans and future careers. First-year students are assigned to a faculty advisor based on the match between your research interests and theirs. The faculty advisor typically remains as your thesis chairperson, who works with you and two other faculty members to develop the Master's plan of Study and who oversees the thesis from the proposal meeting to the oral defense. After you are admitted into the doctoral portion of the MA-PhD program, your advisor and you assemble a four-person doctoral committee.

You will receive notice of your academic progress through course grades and from written and oral feedback from your advisor and area head. Frequent interactions with advisors is the norm. Reviews of student progress are completed annually for all students and at the mid-year point for all first year students and any other student who is struggling in academic, research, clinical or personal areas (see previous section on Academic Eligibility; see also Policy on Professional Impairment – Appendix D). Additional reviews of student progress occur on an as needed basis.

The Office of Research Services is available to help students with grant and fellowships applications. Graduate student grant workshops, co-sponsored with the Graduate School, are held annually.

At times, students need to access additional help above and beyond that which can be provided by the program. University Services are detailed in the Graduate Bulletin, and include: Student Health, Disabled Student Services, International associations, the LGBT center, Safety Escort services, Campus Ministry, the Women's Health and Wellness Center. The Dean of Students Office provides information concerning policies governing sexual assault and harassment are also available.

<http://www.uncg.edu/shs/wellness/programs/sexualassault.php>

<http://www.uncg.edu/shs/wellness/programs/>

<http://www.uncg.edu/hhp/cwhw/>

<http://success.uncg.edu/sss/disability/>

<http://hrl.uncg.edu/services/safety/prevention.php>

<http://pride.uncg.edu/about/>

<http://www.uncg.edu/shs/ctc/psychiatric/>

<http://deanofstudents.uncg.edu/policy/>

<http://www.uncg.edu/min/>

<http://www.uncg.edu/shs/ctc/>

If you need additional resources, the department will help you connect with the most appropriate service. Financial help for services is sometimes provided by the department. As an example, if you are experiencing distress due to a work-related event (e.g. a suicide attempt by a client), then the department will cover the cost of counseling services from a local non-university provider for a period up to 6 months post-event. In addition, the department has contacted area practitioners who agree to provide *pro bono* or greatly reduced services for our students. Information about these services is provided to students at the department and university orientation meetings.

STUDENT INVOLVEMENT IN THE DEPARTMENT

Relations with Faculty

On entering the program, you will be assigned an advisor who will help you with registration and be available for advice and discussion as needed. Your initial assignment to an advisor is provisional; it implies no obligation either on your part or that of your advisor to continue the relationship through the MA or PhD. You are strongly encouraged to introduce yourself to other faculty soon after starting the program, and to learn about research being carried out in the Department (for example, by attending lab meetings – see *Informal Laboratory Meetings and Brown Bag Meetings*). If you decide to change advisors, with the agreement of: 1) the person with whom you were previously working and 2) the person to whom you plan to change, then please notify the DGS. Please speak with your advisor first about this decision before approaching any other faculty so that you may benefit from guidance as you work through this change. There is no formal procedure for changing advisors unless your master's advisory committee or your doctoral advisory committee has been appointed, in which case you must request a change in committee membership. If you change advisors and you have an assistantship, it will probably not be possible to reassign your assistantship duties in the middle of a semester. If this seems likely to be a problem, consult with your advisor and the DGS.

Although most MA-PhD students work with the same faculty member for both the Masters and PhD, this is not required. If your research interests change you should explore opportunities for carrying out your doctoral research with a different member of the faculty. Bear in mind, however, that the more frequently you change advisors, the slower your progress through the program is likely to be.

Both faculty and students have a responsibility to maintain collegial relationships and to handle any disputes that arise in a professional manner. If you believe that you have been treated unreasonably in a class, service assignment, or research or clinical setting, you should first attempt to resolve the problem by an honest and open discussion with the faculty member involved. Faculty have an obligation to be responsive to such discussions and to exert every effort to resolve problems fairly. If you cannot resolve the matter in this way, consult with your advisor. If you are still dissatisfied, or if the initial problem arose with your advisor, then please bring the problem to the attention of the DCT (if it directly involves clinical practicum or training), the MPC (if it involves work in the Psychology Clinic), or the DGS (in all other cases). If all of these steps fail to bring satisfaction, you may appeal to the Department Head.

If the matter cannot be resolved within the Department, you have the right to appeal any decision of the faculty to the University administration (the Dean of the College or the Dean of The Graduate School) or to the Honor Court. The Grievance Policy (<http://deanofstudents.uncg.edu/policy/>) spells out the steps to take if you decide to pursue the resolution of any problem beyond the level of the Department Head.

Clinical Supervision

Assignment of clinical supervisors for student therapists in the UNCG Psychology Clinics is typically made in June for the following academic year. Before these assignments are made, you will be asked to express your preferences for receiving supervision from the available faculty supervisors. These preferences are carefully considered in making

supervisor-supervisee matches, but other factors must also be taken into account (such as distribution of individual faculty workloads).

The clinical faculty believe that you will benefit from supervision by a number of different supervisors. Not only will this experience expose you to a variety of theoretical orientations and supervisory styles, it will also provide the opportunity for you to obtain letters of recommendation from several people for future internship, job, and licensure applications. In concrete terms, this policy means that you will typically have at least two different clinical supervisors, one of whom may be your research supervisor, during your second and third years in the clinic. Typically, your summer supervisor will be the same as your supervisor in the preceding academic year but practical constraints (such as faculty availability) may not make this feasible in every case.

Students will typically have only one clinical supervisor at a time, except for advanced practicum students who may have two simultaneous supervisors.

Clinical supervisors may conduct supervision using individual and/or group formats. At least part of your supervision will involve the supervisor monitoring your assessment or therapy sessions, either by audio or video tapes or by direct observation.

Student therapists are given the opportunity to evaluate the quality and quantity of their clinical supervision at the end of each semester. This evaluation is done anonymously through the Graduate Secretary, and is presented to the clinical supervisors in summary fashion only.

For the University of North Carolina policy on "*Improper Relationships Between Students and Employees*" please see: http://www.northcarolina.edu/policy/index.php?pg=vb&node_id=326 (the policy is attached to the end of this Handbook; see Appendix F)

Colloquia and Lecture Series

Departmental Colloquia: The Department maintains an active colloquium series that typically brings nationally and internationally known scientists to speak in the Department several times a year. Additional speakers are invited by the Association for Graduate Students in Psychology (AGSP) or by individual faculty. Also, during searches to fill faculty positions, candidates will present their research at colloquia given during their interviews. As far as possible, all colloquia are scheduled on Friday afternoon to avoid class conflicts. Announcements will be posted around the Department about one week in advance of the colloquium date. Most colloquium speakers will be available to meet with graduate students at least once during their visit and informal social events are usually scheduled as well.

You are expected to attend colloquia on a regular basis (that is, you should not consider them to be optional). They provide the opportunity for you to hear about current research from those at the forefront of their fields, as well as to meet with eminent scientists in a relaxed, informal setting. Resist the temptation only to attend colloquia in your immediate area of research interest; use the colloquium series as an opportunity to broaden your academic and intellectual horizons.

Kendon Smith Lecture (KSL) Series: Since 1984, the Psychology Department has organized an annual lecture series, named in honor of Dr. Kendon Smith, Professor Emeritus and former Head of the Department. The KSL

Series (organized by the KSL Committee) focuses each year on a different topic in psychology and brings 3 or 4 eminent psychologists to campus for 2 days of intensive lectures and discussions. The lecture series (endowed by a generous gift from an alumna, Ms. Janice Baucom) is usually held in the Fall semester. Feel free to suggest possible topics and speakers to the chair of the KSL Committee at any time. A list of previous topics and speakers can be obtained from the department website. As with departmental colloquia, all graduate students are expected to attend all KSL meetings.

Psychology Department Graduate Research Conference:

Each fall semester, AGSP sponsors the Psychology Department Graduate Research Conference ("GRC") at which rising second-year students present research plans or the results of their first-year research project(s). This conference, attended by all faculty and graduate students, provides an opportunity for you to both practice skills of oral presentation to a relatively small and familiar audience, and to receive comments on your research from a broad group. All rising second year students (Terminal MA, and MA-PhD) must participate by giving a formal research talk, whether or not they entered the UNCG program with a Masters degree. As with all departmental colloquium, all graduate students are expected to attend GRC.

Informal Laboratory Meetings and Brown Bag Meetings

There are many informal opportunities for you to interact with faculty and students in the Psychology Department and in other departments on campus, and you are encouraged to participate in as many of these as possible. Many of the 20 or so laboratories in the Department hold informal lab meetings about once a week to discuss ongoing research, planned projects, and recent publications of interest to the lab group. These meetings are an excellent way for you to find out what research is being done in the Department and to meet faculty and students from other labs and research groups. Most faculty will allow you to attend a few meetings to decide whether you want to continue; you should consult with the faculty involved for the times and place scheduled for Lab meetings, permission to attend meeting that interest you and their expectations concerning their lab meetings.

Some larger groups of faculty and students meet weekly or biweekly to discuss some specific topic or research area of shared interest. These groups include Brown Bag meetings in Cognitive, Developmental, and Social psychology. The staff of the UNCG Psychology Clinic meet weekly to discuss clinic cases and to hear occasional guest speakers

Association for Graduate Students in Psychology (AGSP)

The primary objective of the AGSP is to enhance the educational and professional experiences of graduate students in Psychology at UNCG, and to provide our graduate students with a forum to voice their concerns, ideas, and opinions about their experiences in the department. In order to achieve this goal, AGSP works as a liaison between graduate students and the Department. For example, the President of AGSP attends departmental Executive Committee meetings in order to bring concerns from the students to the Department Head and to relay important information to students from the faculty. AGSP also has two representatives who attend the Graduate Studies Committee meetings in order to provide student input on the current graduate course work and training.

AGSP also has representatives to assist with organizing departmental colloquia, representatives to attend Graduate

Student Association meetings, and a representative to coordinate social activities for Psychology graduate students. AGSP can also arrange meetings with the departmental Director of Graduate Studies to discuss student concerns. Finally, AGSP provides assistance in securing travel funds for students to attend professional meetings. If you would like to know more about the Association, or want to express some concern about the Department or graduate program, contact the President or the President-Elect of the Association.

Expectations of Student Research and Scholarship

The Department expects the highest standards of scholarly and professional behavior from both its students and its faculty. The faculty are committed to educate and train graduate students who have a deep respect for the integrity of scientific research and who will abide by the profession's highest standards of ethical behavior in their course work, research, teaching, and clinical practice. The University Academic Integrity Policy, described in the UNCG Student Handbook, spells out the principles that govern the behavior of students in all academic settings on this campus. You should become familiar with the Academic Integrity Policy and consider how it applies to the various kinds of work that you do as a graduate student.

As well as the UNCG Academic Integrity Policy, the Department is bound by the ethical principles of the American Psychological Association (and other relevant professional organizations), especially as these apply to the conduct of research, scholarship, and clinical practice by faculty and students. All research by department faculty and students, whether on or off campus, that involves either animal or human subjects (which is to say, almost all the research conducted here) is subject to prior approval by the University's Institutional Review Board (IRB), in the case of human subjects, or the Institutional Animal Care and Use Committee (IACUC), in the case of non-human animals. Applications for institutional approval are available on the university website (via the Office of Research Compliance), and should be submitted to the IRB or the IACUC, as appropriate. You must familiarize yourself with, and abide by, the ethical principles that govern the conduct of research in any laboratory in which you work. Further information can be obtained either from the director of the laboratory or from the Chair of the relevant department committee.

The ethical principles that guide clinical practice are described in documents such as *Standards for Providers of Psychological Services*, *Standards for Educational and Psychological Testing*, and *Ethical Principles of Psychologists* (all published by the American Psychological Association). Policies governing practicum in the UNCG Psychology Clinics are detailed in the Clinic Manual. The Department has adopted a "Policy on Professional Impairment" (Appendix D) with which all clinical students are expected to be familiar. These documents describe a number of extremely important concerns, such as maintaining client confidentiality and avoiding dual relationships with clients. In addition to complying with ethical principles, clinical students must provide assessment and therapy of acceptable quality, and must conduct themselves in ways suitable to the profession of clinical psychology. Clinical students receive written evaluations of their performance in the clinical program at least once a year. Practicum and advanced practicum students receive written evaluations of their practicum performance semi-annually. Students who are experiencing personal problems that may interfere with their professional training or activities are strongly encouraged to seek the services of the UNCG Counseling Center or private

practitioners. Transgressions of any ethical or professional code will be brought to the student's attention as soon as possible, so that remedial steps can be discussed. Serious transgressions may also result in immediate penalties such as a formal reprimand, a "U" grade in the practicum course in question (which must be satisfactorily repeated at a later date, whether or not the practicum is required or elective), or withdrawal from the clinical course (with an opportunity to retake it in the future). In some cases, a breach of ethics may be so serious as to warrant a recommendation to the Dean of the Graduate School for immediate dismissal from the clinical program. Due process is followed in all such instances, including the student's right to appeal any decision. More details about transgressions and their consequences are provided in the Policy on Professional Impairment.

If you have been asked to perform any action that you believe conflicts with either the Academic Integrity Policy or a code of professional ethics by a peer, supervisor (whether on or off campus), or faculty member, you should immediately seek guidance from the DGS, DCT, DPC, Department Head, or other faculty member. The Department faculty will vigorously enforce the Academic Integrity Policy and all relevant codes of professional ethics; infractions of their principles by any student may be grounds for disciplinary action, up to and including dismissal from the graduate program.

The Psychology Department seeks to sponsor the highest caliber of research by both faculty and students. The requirements of the Terminal MA and MA-PhD programs are intended to ensure that student research meets the high standards of the Department. The Department is committed to increasing the quality of student (and faculty) research and scholarship, and not simply holding it constant. Different standards apply at the MA and PhD levels, although both are expected to involve a high quality of research and scholarship, appropriate to the degree. The MA degree typically involves fairly close supervision by a faculty advisor. The advisor may suggest the MA project, be heavily involved in planning the research and carrying it out, and provide considerable guidance and advice in writing the MA thesis. The MA degree provides an opportunity for learning skills of research and scholarship; although a degree of independence is strongly encouraged, completely independent research is not required of students at this level.

The PhD absolutely requires independent research and the Independent Doctoral Research requirement (PSY 751) is intended to help bridge the gap between closely supervised Masters work and fully independent doctoral research. Although you will continue to work closely with your advisor, and will be guided by suggestions from your advisory committee and others with whom you discuss your work, you will now be receiving suggestions, not instructions, for carrying out your research project. It is expected that the dissertation project will be your own conception, developed, no doubt, as a result of discussions with your advisor and others, but still your own, original contribution to scientific knowledge. You will be required, at the dissertation proposal meeting, to provide a scholarly defense of the research plan, showing that you understand its theoretical significance and its relation to other work in the field, both current and historical. It is not sufficient, at the doctoral level, to demonstrate simply the technical competence to execute a research project. You are expected to show evidence of the scholarship and careful conceptual thought that underlies any worthwhile research.

It is quite appropriate, throughout the dissertation project, to seek advice and assistance from others; indeed, you are

strongly encouraged to discuss your work frequently with your advisor and lab group, to seek technical help for overcoming obstacles that arise in the research, and to solicit comments on early drafts of your dissertation. Such interactions constitute the normal collegial support that any independent researcher expects and requires. However, final intellectual responsibility for the dissertation project is yours. You are responsible for detecting and correcting flaws in the research design that emerge only as the research progresses, for ensuring the overall scientific integrity of the project, and for defending the dissertation research to the faculty at your oral defense. Although your advisor and advisory committee will exert their best efforts to help you execute an important and well-designed project, the Graduate Faculty of the University will hold you responsible for the quality of the final product. In this respect, you will be operating as an independent research scientist, who may solicit advice and assistance from colleagues but accepts sole responsibility for the conduct and quality of the research.

Professional Involvement

You are encouraged to take every opportunity to begin establishing yourself as a professional academic psychologist from the beginning of your graduate career. You should consider joining professional associations in your area(s) of interest; most provide student memberships at reduced rates that entitle you to receive one or more journals and will provide you with information about regional and national meetings. Presenting posters and papers at these meetings is an important opportunity for you to gain experience, to meet other workers in your field, and to begin the task of establishing a network of professional connections that will stand you in good stead throughout your career. The University and department have funds available to assist you with travel expenses (see "**Graduate Research and Travel Support**" above) and some faculty can support their own students' travel to meetings through grant funds. Regional and national meetings that are frequently attended by faculty and students include the following:

- American Psychological Association
- Animal Behavior Society
- Association for Behavioral and Cognitive Therapies
- Association for Psychological Science
- Cognitive Aging Conference
- International Society for Developmental Psychobiology
- Psychonomic Society
- Southeastern Association for Behavior Analysis
- Society for Neuroscience
- Society for Research in Child Development.
- Society for Research in Psychopathology
- Southeastern Psychological Association

The intense competition for academic jobs means that you should seek opportunities to publish research as a graduate student. Consult with your advisor, or other faculty with whom you carry out research, about their policies concerning co-authorship on papers from their lab. While you should not seek quantity of publications at the expense of quality, your competitiveness for academic positions will be greatly enhanced if you have published a few good papers, whether empirical studies, theoretical articles, or review papers. You should discuss opportunities to produce such work with your advisor.

GRADUATE TEACHING

Teaching Assistantships

Students receiving a teaching assistantship (TA) may be assigned as the assistant to a faculty member teaching an undergraduate course, may be responsible for the lab sections of an undergraduate course, or may be provided the opportunity for full responsibility for teaching an undergraduate course; the latter opportunity is typically available only to students holding a Masters degree. All students receiving a TA assignment for the first time must attend a teaching assistant workshop given by The Graduate School each Fall. Teaching assistants also are encouraged to consult with the DUGS or other faculty for general advice and suggestions about undergraduate teaching.

Teaching Your Own Undergraduate Course

The DGS or Department Head will solicit requests for independent teaching opportunities from graduate students and when such opportunities arise, students who have expressed an interest in teaching a particular course will be approached. You will only be asked to teach a course if

- (1) you have expressed an interest in teaching
- (2) you have the necessary background for teaching that course
- (3) your advisor agrees that teaching will not interfere with your research progress
- (4) evaluations of prior teaching (if any) are satisfactory.

Teaching is a valuable experience for those who plan an academic career after graduation, but it is also very time-consuming. Before committing yourself to teaching a full course, you should discuss the pros and cons with your advisor, with other faculty, and/or with students who have taught before. However, note that all students on departmental support may be asked to provide teaching assistantship services. The faculty recommend that you complete the PSY 721 class (Teaching of Psychology) before teaching your own course, but this is not required.

If you teach your own course in the Department, you must receive formal mentoring and evaluation by a faculty member for any course that you have not taught previously. That evaluation might be done by your primary advisor, a faculty member who regularly teaches the course, or some other faculty member with appropriate expertise; however, if the chosen mentor has not taught the course, you and your mentor must formally consult with a faculty member who has taught the course. You should consult with your faculty advisor about your choices for course mentor/evaluator.

Within 2 weeks of getting your teaching assignment for the following semester, you must formally submit to the DGS the name of the course mentor that they will be working with. Sometime before you begins teaching the course, while preparing the syllabus and other materials, you must meet with the mentor at least once.

For Fall and Spring semester courses, you must then schedule two class sessions for observation (these observations should not be on exam days), once in the first half of the semester and once in the second half. Depending on student and mentor preferences, these observations may be live (with the faculty mentor sitting in the classroom) or based on a videotaping of the class session, or both; a benefit of a videotaped class session is that you may also observe your own teaching. After the first observation, you must meet

with your mentor to solicit feedback on teaching style, methods, and materials. After the second observation, the mentor will write a formal evaluation of your teaching (based on the observations and the instructor-mentor meetings).

For Summer semester courses, you must schedule one class session for observation. After the observation, you must meet with the mentor to solicit feedback on teaching style, methods, and materials. The mentor will write a formal evaluation of your teaching (based on the observations and the instructor-mentor meetings).

The faculty mentor evaluation will be kept on file with the formal student evaluations for the course, and may be used as supporting materials in your future job applications.

Off-campus Teaching

Teaching opportunities arise almost every semester to teach at colleges in the Greensboro area. Some of these positions are made available through the Office of Continuing Education, others through direct contact between the DGS and administrators at local colleges. If you have expressed an interest in teaching, you will be contacted as opportunities become available. Often, we may not know of an opening until a day or two before the course is scheduled to start, so these positions frequently provide little time for planning or course preparation. They are also more time consuming, because you must travel off campus to teach, and are generally recommended only if you have previously taught the course in question. Notices describing unfilled positions will be circulated electronically.

CLINICAL PRACTICA AND INTERNSHIPS

Introductory practicum experiences for clinical students are provided by four first- and second-year classes: PSY 622, 623, 626, and 640 (see Clinical Courses). Students in these courses, or who are receiving other practicum or internship training, must carry student malpractice insurance. A form to apply for such insurance is available from the DCT.

The practicum site for first-, second-, third-, and fourth-year clinical students is usually the UNCG Psychology Clinic or the UNCG ADHD clinic, both of which provide psychological services for clients from the Greensboro area; supervision is provided by the clinical faculty. Sometimes, practicum (PSY 642) occurs in non-clinic sites. First-year students are introduced to the UNCG Psychology Clinic by being assigned to a supervision group which typically meets 2 hours each week, and by being encouraged to observe assessment or therapy by advanced students and to observe sessions conducted by clinic psychiatric and psychological consultants. First year students enroll in one credit of PSY 642, in their fall and spring semesters. Second-year clinical students enroll for three credits of PSY 642 in the fall and spring semesters. Second-year students are expected to accumulate 50 contact hours (20 hours in the fall, and 30 hours in the spring), with an additional 50 hours in the summer between the second and third years. Third-year clinical students register for three credits of PSY 642 in each of the fall and spring semesters and are expected to accumulate 50 client contact hours each semester. To allow some flexibility in these required client contact hours, students may increase or reduce their contact hours in any semester or summer by 25%, and apply the gained or lost hours to another semester or summer. Extra hours cannot be carried from Psy 642 to Psy 762. Students with paid clinical assistantships are expected to accumulate half of the clinic contact hours required in a given semester. If these requirements, along with necessary clinic paperwork, are not met, a grade of Incomplete in PSY 642 is awarded, and the student is not allowed to register for additional practicum credits (PSY 642 or 762).

In keeping with a "generalist" model for each practicum student, about 100 contact hours focus on child clients and about 100 client contact hours focus on adult clients. Thus, a student may expect to have a more child-oriented clinical supervisor one practicum year and a more adult-oriented supervisor the other practicum year. Each student is also expected to have experience in conducting psychological evaluations and in providing group therapy.

PSY 642 requirements in both the second and third years include meeting with clinical supervisors for 1-3 hours per week and regular participation in the weekly Clinic staff meetings. A separate document detailing Clinic policies and procedures is available from the Clinic Director. Second-, third-, and fourth-year students receive feedback about their practicum performance from their supervisor at the end of the fall semester (for third- and fourth-year students only) and the spring semester (second-, third-, and fourth-year students).

The UNCG Psychology Clinics are year-round operations, both for training purposes and to serve the needs of our clients. During the summer, students receive supervision from clinical faculty if they are an employee of the clinic or have received a previous grade of Incomplete in Psy 642 or Psy 762. Clinic staff meetings are briefer in the summer months.

If you are obtaining a Master's degree in clinical psychology as part of the MA-PhD program, you must take all first- and second-year clinical courses, and meet all departmental

requirements for the Master's degree. In addition, you must complete three semesters of PSY 642 (i.e., 150 client contact hours). This is the minimum practicum training that the clinical faculty considers necessary. The amount of practicum that you have completed will be conveyed to the Licensing Board if you apply for licensure as a Psychological Associate.

Fourth-year clinical students take Advanced Practicum training which entails 350 clock hours in the UNCG Psychology Clinic or UNCG AD/HD Clinic. To be eligible for advanced practicum, you must not only have completed previous practica successfully, but must also have completed your Master's thesis. The thesis orals must be successfully completed by the last day of classes of the spring semester, and the thesis itself must be approved by the committee by the last day of the spring semester. You should register for three credits of PSY 762 for each of the fall and spring semesters of your fourth year, but training usually includes the summer months as well. For students who are employees of the clinic, supervision for advanced practicum training is provided by the clinical faculty in the UNCG Psychology Clinic.

Some students choose to take additional advanced practicum training in their fifth or sixth years. This training may be available, but preference in placing students is given to fourth-year students. Students on advanced practicum training are exempt from the Licensing Act if: (a) the practicum is arranged through the university; and (b) the student is enrolled for practicum credits.

All students seeking a doctoral degree in clinical psychology must take a 2000-clock-hour predoctoral internship at an APA-approved internship site. The doctoral degree cannot be awarded to clinical students until internship is completed. Information about such sites is available in a number of sources, including the December issue of each year's *American Psychologist*, an internship guidebook published by APPIC (Association of Psychology Internship Centers), and a body of information compiled by previous students and available on the clinic Q drive. You will apply for internships in November or December of your fourth, fifth, or sixth year in the program. To be certified to apply for internship, you must have an approved dissertation proposal by the previous May (see Dissertation Proposal). APPIC utilizes a computer matching system. Students are notified of their matched internship in February or March on "Match Day," with internships typically beginning July 1 or August 1. If you do not receive an internship through this procedure, beginning in 2011, there will be second match day. It is the expectation of many clinical faculty that students complete their dissertations before leaving for internship (or they must return to Greensboro after internship to do so).

Timeline/Outline of Clinical Practicum Experiences

- Year 1: Group supervision participation
- Summer 1: None
- Year 2: 20 hrs Fall ; 30 hrs Spring (hrs = face-to-face contact hrs)
- Summer 2: 50 hrs
- Year 3: 100 hrs
- Summer 3: Start Advanced Practicum hrs ~ May 15 (if you have met your hour requirements for Year 3)
- Year 4: Advanced Practicum – 350 hrs. This is a paid experience; students are not given an additional 12-15 hr TA/RA this year unless they are paid an additional stipend
- Year 5: Different options; arranged with advisor

Additional, Non-required Practicum Experiences

- Summer funding (# hrs vary based on your preference; not required but developed as a way to avoid paying summer tuition; done on top of required summer practicum)
- Dream Camp (occurs during summer; preparation starts during year)
- Licensure (take exam after you earn MA; clinic pays fees so you \$1000 worth of extra client hrs; usually 12-15 hrs)
- GPEP (when available; # hrs varies)
- Other grants (faculty are submitting grants continuously. Some may involve clinical opportunities for students. You will be informed of opportunities as soon as funding is known to be very likely.)

AWARDS

Each year, the Psychology Department and the UNCG Graduate School award several awards, fellowships, and scholarships, some of which are one-time awards and others which are recurring; some awards represent "add on's" to a student's assistantship and others replace the students' assistantship.

Psychology Department Awards

The Elizabeth Duffy Graduate Scholarship. The Duffy scholarship was established to be awarded annually to a female doing graduate work in the Department of Psychology. It was named in honor of Dr. Elizabeth Duffy, an alum of UNCG (then, the Women's College of UNC), who earned her MA from Columbia University and her Ph.D. from Johns Hopkins University (at age 24). Dr. Duffy served with distinction on the Psychology faculty at UNCG for 30 years, as well as President of Division I of APA, and is best known for her theoretical writings on motivation and emotion as viewed in terms of energy mobilization, arousal, and activation. The Duffy Award is made from the earnings of the Elizabeth Duffy Graduate Scholarship Fund.

As long as fund earnings remain greater than \$21,000 annually, up to three Duffy Awards of \$7,000 each will be made each Spring semester to female Psychology students, based on their outstanding records of research and scholarship (only two awards will be made if earnings fall below \$21,000). Eligible students will be post-MA, in the doctoral portion of the MA-PhD program, up through their fifth year (fifth-year students may win if they will be in the Department the subsequent year), and will not have previously won the award. Winners will be announced at the subsequent Fall's Graduate Research Colloquium.

Program areas will be asked to nominate up to three candidates each year, and the awards will be decided by a Departmental awards committee (which will also decide on the Lindsey award).

The John W. Lindsey Memorial Award. The Lindsey award was established to be awarded annually to reward outstanding research and scholarship by a UNCG graduate student in Psychology. It was named in honor of Dr. John Lindsey, who was among the first students to be awarded a Ph.D. from the UNCG Psychology Department; Dr. Lindsey published his MA thesis, his doctoral preliminary paper, and his dissertation, and graduated in four years. At the time of his death, Dr. Lindsey had accepted a postdoctoral position at Duke University; he received his PhD posthumously in 1972. The Lindsey award is made from the earnings of the John W. Lindsey Memorial Award fund

As long as fund earnings remain greater than \$500 annually, up to one Lindsey Award of \$500 will be made each Spring semester to a Psychology graduate student with an outstanding first-authored publication (or manuscript accepted for publication) in a peer-reviewed journal, reflecting scientific research or scholarship conducted while at UNCG, during the last 3 years. Eligible students will be graduate students in any year of the MA-PhD program, up through their fifth year (fifth-year students may win if they will be in the Department the subsequent year), and will not have previously won the award. Winners will be announced at the subsequent Fall's Graduate research Colloquium.

Program areas will be asked to nominate as many candidates as they choose each year, and the awards will be decided by

a Departmental awards committee (which will also decide on the Duffy award).

UNCG Graduate School Awards

The Graduate School calls for Departments to nominate qualified students for these awards each year. In all cases, the program area's bring their nominations to the Graduate Studies Committee, who makes decisions on the Departmental nominee(s) for each award.

Alumni / Excellence / Hayes Fellowships. These are the largest and most prestigious awards offered by the Graduate School; 8 were awarded in 2010. The Alumni Fellowship was established by the UNCG Alumni Association; the Excellence by the University; and the last by Mr. Charles Hayes, former Chair of the UNCG Board of Trustees and President of Guilford Mills. As of 2010, recipients will receive a \$22,000 stipend and health insurance. Tuition waivers will be provided if possible. Nominees must be full-time doctoral students newly admitted for the Fall semester, and they must have exceptionally strong academic qualifications (GRE scores are especially important). Each program may nominate up to three students for these awards.

Greensboro Graduate Scholar Awards. The Graduate School established these awards in 1991 to attract exceptional students to our graduate programs; 23 were awarded in 2010. Awards are \$2,000 for students in master's programs and \$3,000 for students in doctoral programs and are added to the usual departmental stipend. Nominees must have outstanding academic records; departments are permitted to nominate up to 30% (of 2 students, whichever is greater) of their new students for these awards. Students may retain their scholarship for up to 2 years in master's programs and 3 years in doctoral programs, assuming good academic performance. The renewal process is automatic.

Lyon Fellowship. This award was established in honor of Mrs. Ellon Lyon, who graduated from Women's College (UNCG) in 1949 and was employed in social service and active in civic organizations; 1 was awarded in 2010. The size of the award will depend on the earnings of the endowed fund but in recent years has been \$4,000-5,000. The award is based on merit, and nominations are open to any graduate student in any program. Each program may nominate only one student.

UNC Campus Scholarships. These scholarships were established by the UNC system and are intended to increase diversity in doctoral programs. The amount of the award varies but has ranged from \$2,000-8,000 in recent years; 8 were awarded in 2010. Recipients must be NC residents enrolled full-time in a doctoral program. Financial need must be substantiated; students need to submit a FAFSA no later than March, so that ratings will be available at the time of selection. Nomination letters should explain clearly how the nominee contributes to diversity on the UNC campus. Students may receive the award for up to 3 years, but they must submit a new FAFSA and be nominated by their Department each year.

Weil Fellowship. This fellowship was first given in 1924 and honors Henry Weil, a successful businessman and philanthropist in Goldsboro, NC; 1 was awarded in 2010. The size of the fellowship will depend on earnings of the endowment but in recent years has been \$7,000-8,000. Nominees must be UNCG undergraduate alumni and demonstrate exceptional academic achievement, and they must be newly admitted to a master's or doctoral program at UNCG. Departments may nominate one student per year.

Inclusiveness Award. The Inclusiveness award was endowed from One million of a six million dollar anonymous gift to UNCG; The Council of Graduate Schools has called for strengthening diversity and inclusiveness efforts in graduate study as a central element in a national talent development policy. The award provides support to outstanding entering or continuing master's or doctoral students whose presence contributes to inclusiveness at the University. Inclusiveness is defined broadly to include a variety of life experiences that increase the diversity of experiences of students in graduate programs. Among the factors that might contribute to greater inclusiveness for graduate programs would be low income background, a history of overcoming disadvantage or discrimination, nontraditional age for a student, membership in an underrepresented group in a field or discipline, being the first in the family to enter graduate school, having cultural differences (such as may arise from being foreign-born or raised within a distinct culture), and unique work or service experience. Awards may either take the form of a fellowship or an award to be used to supplement an assistantship provided by a graduate program. The supplements will typically be in the range of \$2,000 to \$5,000. Recipients must be fully admitted to a graduate degree program and maintain a 3.0 grade point average to be eligible. Departments may nominate 1 student per year.

POSTDOCTORAL TRAINING AND ACADEMIC POSITIONS

The ultimate goal of your graduate training is to begin a professional career as a psychologist. The particular steps that you will need to take to attain this goal will, of course, vary as a function of the kind of position you seek, the research area in which you plan to work, and the employment conditions when you graduate. This final section of the Handbook offers some general suggestions to assist you in the transition from graduate school to an independent professional life. You should discuss your career goals with your advisor frequently during graduate school. He or she is the best person to help you find the kind of position you want.

Although academic positions vary widely in responsibilities, almost all involve some combination of teaching and research. Large universities generally emphasize research more than do smaller universities and liberal arts colleges; some small colleges may have no research expectations for their faculty. You must decide on the balance between research and teaching that you want in your career, because decisions you make in applying for your first position can have lasting consequences for your career development. If you spend several years in postdoctoral positions at large research institutions, you may later find it difficult to obtain a teaching position at a small liberal arts college (if that turns out to be what you want to do). A selection committee at such a college might feel that your real interest is in research and that you have no lasting commitment to a career as a teacher. On the other hand, if you take a teaching position at a small college after graduation, you may not be able to maintain the kind of research productivity that would make you competitive for a position at a larger research university later.

In many areas of psychology, it is very difficult to move directly from graduate school into an academic position, especially one in a large university, without some postdoctoral training. This has long been true in some areas, such as neuroscience, but it is becoming more common in other areas as well. If you decide to pursue postdoctoral training after graduation, you should begin exploring possible openings early, at least a year before you plan to graduate. Few postdoc positions are advertised; most are funded by the grants of individual investigators and openings often arise unexpectedly when another postdoc in the lab leaves to take a faculty position. If you have already made contact with an investigator when such an opening arises, you may be among those who are contacted directly to fill the position. Furthermore, postdoctoral positions can sometimes be created "on demand" from grant and institutional funds if a particularly attractive candidate contacts an investigator. These positions do not even exist until you make the contact that ultimately may create one.

With the assistance of your advisor, identify people who can provide the kind of advanced training you are looking for. Often, the first contact can be through your advisor, who is likely to know many such people personally. Alternatively, you may make the first contact yourself, by writing an email expressing your interest in a postdoctoral position in the lab. Even if no position is currently available, the person you contact will then know of your interest in working with them and may contact you if funds do become available later on.

Faculty positions are almost always advertised in journals such as the *APA Monitor* and *APS Observer*, and on various group list-serves. It is a good idea to prepare a packet of materials (vitae, article reprints, and statements of research interests and teaching philosophy) that can be sent out as

you identify possible positions. However, you should always write a separate letter of introduction for each position you apply for. The letter should make clear what position you are applying for, briefly state your qualifications, and explain why you think you are suited for the position described. Always proofread the letter carefully before mailing it. A mistyped letter, addressed to the wrong person or institution, can only make a poor first impression.

Whether you are seeking postdoctoral or faculty positions, you will almost certainly be required to interview before being offered the job. The interview will always require that you give a talk on your research, a sample teaching lecture, or both, and you should take every opportunity to practice giving such talks in a relaxed and professional manner. There are plenty of these opportunities available and you should seek them out rather than avoiding them. If you become a faculty member, you will spend much of your professional life giving talks to audiences, large and small. Your "job talk" may be the most important talk that you give and you should try to make it one of the best.

For books that many new professionals find very helpful regarding early career advice, please see, *The Complete Academic: A Career Guide* (Darley, Zanna, & Roediger, 2003), *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers* (McKeachie & Svinicki, 2010), *How To Write A Lot* (Silvia, 2007), *The Academic's Handbook* (DeNeef & Goodwin, Eds., 2007), and *Academic Duty* (Kennedy, 1997).

APPENDICES

Appendix A: Forms to be Filed

A local wit once remarked that getting a Ph.D. depends not on course grades or excellence in research but solely on ensuring that the right forms are filed in the right offices at the right times. Although this is something of an exaggeration, it is true that the University, like most large institutions, runs on paperwork. Knowing what form must be filed when (and, of course, actually filing it) will ensure that your graduate career flows smoothly through the wheels of bureaucracy.

The following is a complete list of all forms that must be filed during your graduate career, after admission to the program. Most are available from the department's graduate administrative assistant. You must complete the information on the form and obtain the signatures of your advisor and committee members (as required). Return the completed form to the graduate secretary, who will obtain the signatures of the DGS or Department Head and ensure that copies are sent to the correct places. Forms listed in parentheses are filed only if necessary; all others must be filed.

1. Recommendation for Masters Advisory Committee Appointment
2. Masters Plan of Study
3. Masters Proposal Approval
4. Results of Oral Examination (oral defense of Masters thesis)
5. Masters Thesis Approval Page (format in *Guide to the Preparation of Theses and Dissertations*; filed with Masters thesis)
6. Application for Masters Graduation (requires a fee)
7. Application for Admission to the Ph.D. Program -- (Department form)
8. Recommendation for Doctoral/Advisory Committee Appointment
9. Doctoral Plan of Study -- Approved
(Doctoral Plan of Study -- Revision)
10. Preliminary Examination Format
11. Results of Oral Examination (prelim orals)
12. Dissertation Topic Approval
13. Admission to Doctoral Candidacy -- filed when all requirements for the Ph.D. except the dissertation have been completed
14. Application for Ph.D. Graduation (requires a fee)
15. Results of Oral Examination (dissertation defense)
16. Dissertation Approval Page (format in *Guide to the Preparation of Theses and Dissertations*; filed with dissertation)

(Request for Change in Committee Membership -- may be filed at any time if necessary)

You are strongly advised to check with the Graduate School 6 months or more before you plan to graduate (at either the Masters or Ph.D. level) to ensure that the necessary forms are on file, that all fees have been paid, and that your required course work is complete. The Graduate School may delay your application for graduation if your record is not complete. The graduate secretary will place in your file a copy of every form sent on your behalf to The Graduate School. This will provide a record of forms filed in the event that the official copies are lost. You are also encouraged to keep copies of these forms yourself.

Appendix B: Department Governance and Organization

Faculty Positions and Responsibilities

Departmental policy on all issues is set by the faculty, who will, wherever appropriate, seek input from students before making any changes in existing policy. Such input comes from student representation on departmental committees, periodic meetings between the DGS and officers of the Association of Graduate Students in Psychology (AGSP) and, infrequently, meetings of faculty and students as a whole. Student input on issues unique to the clinical program is provided by occasional meetings between the clinical faculty and students. Policy is set by vote of the faculty, generally acting on a recommendation from one of the departmental committees.

Policy is implemented both by individual faculty in their capacity as supervisors, instructors, and members of advisory committees, and by certain faculty who hold administrative posts in the Department. The Department Head has overall responsibility for the activities of the Department, and represents the Department to the University Administration (particularly the Dean of the College of Arts and Sciences and the Dean of The Graduate School). The Head is assisted in the administration of the Department by four faculty who serve as part-time administrators (and are typically released from teaching one course per year to carry out their duties): Director of Graduate Studies (DGS), Director of Undergraduate Studies (DUGS), Director of Clinical Training (DCT), and Director of the Psychology Clinic (DPC).

Departmental Positions

Departmental leadership positions are responsible for a specific area and serve on various departmental committees.

- The Director of Undergraduate Studies: 12 mo., 3-yr term; coordinate undergraduate advising and undergrad studies committee; teach PSY 122
- Director of Graduate Studies: 12 mo.; coordinate the graduate studies committee (GSC), liaison with grad school
- Director of Clinical Training: 12 mo., 3-yr term; oversight of the graduate clinical program, including recruitment and admissions, management of student progress, and compliance with APA regulations; represents clinical program in GSC and Executive Committee
- Area Coordinator, Cognitive Program: 12 mo., oversight of the graduate cognitive program, including recruitment and admissions, management of student progress; represent program in GSC
- Area Coordinator, Developmental Program: 12 mo., oversight of graduate developmental program, including recruitment, admissions, management of student progress, represents program in GSC
- Area Coordinator, Social Program: 12 mo., oversight of the graduate social program, including recruitment and admissions, management of student progress, represents program in GSC

Standing Departmental Committees with Graduate Student Representation

Most changes in policy originate in one of the standing departmental committees, which make recommendations either to the faculty or directly to the Head. In general, graduate students do not participate on committees or discussions that involve faculty or student review, development or evaluation, issues involving finances, undergraduates or the use of human and animal participants. Faculty membership on committees (except the Executive Committee) is based on recommendations to the Head by the Executive Committee; student membership is based on recommendations to the Head by AGSP. With some exceptions, members serve one-year terms. A list of committee memberships will be distributed at the beginning of each academic year.

Executive Committee: Consists of the Department Head, Director of Graduate Studies, Director of Undergraduate Studies, and Director of Clinical Training (all serving *ex officio*), and two members elected by the faculty, one a full professor and one an assistant or associate professor. The elected members serve staggered terms of two years. The Executive Committee advises the Head on appointments to departmental standing and ad hoc committees (such as search committees) and on matters of department policy, and carries out a variety of administrative duties. The president of AGSP also attends.

Graduate Studies Committee: Oversees implementation of the graduate curriculum and proposes changes in policy relating to the graduate program. The committee is chaired by the Director of Graduate Studies; it has five faculty members (including the chair) and two graduate students, one from the clinical area and one from the experimental area. Graduate student members do not participate in committee deliberations that involve evaluating the work of other students.

Appendix C: UNCG Graduate School Policy on Continuous Enrollment

Pursuit of a graduate degree should be continuous. Students pursuing a graduate degree program should normally be enrolled each Fall and Spring semester, or one semester during the academic year in combination with Summer Session, for course work that is approved for their program of study and selected in consultation with the departmental Director of Graduate Study.

The policy on continuous enrollment normally requires that a student be enrolled continuously, as defined above, from the time of entry into a graduate degree program through the completion of all required course work, including the required hours of 699 and 799. Students who have already enrolled in the maximum number of 699/799 hours but who have not yet completed the requirements for thesis/dissertation are required to enroll in additional course work as described below.

Students completing their thesis or dissertation must enroll in and pay tuition and fees for not less than one nor more than three hours of thesis/dissertation extension credit each semester, after consultation with and approval by their faculty advisor. These hours will not count toward the degree. Students required to enroll in additional hours to complete their master's thesis will enroll in departmental 801 (example: ART 801-Thesis Extension), and doctoral students completing their dissertation will enroll in departmental 802 (example: ENG 802-Dissertation Extension). All thesis and dissertation students must be enrolled in thesis/dissertation preparation (699/799) or the thesis/dissertation extension courses (801/802) for credit during the semester in which they complete their graduate work and are scheduled to receive their degrees.

A graduate student who has been admitted with full graduate standing to a graduate degree program but has not completed any 500-level or above courses at the University for two consecutive semesters (or a semester and Summer Session) is considered to have withdrawn from the curriculum. The student will be required to file an application for readmission to The Graduate School to resume the course of study. A student who withdraws will be required to comply with regulations and requirements in effect at the time of readmission to The Graduate School. Students in planned summer-only programs of study should maintain annual summer session patterns of enrollment and course completion throughout the program of study for the degree.

Leave of Absence

The University of North Carolina at Greensboro supports a leave of absence policy to assist graduate students who are temporarily unable to temporarily continue their programs. The leave of absence may extend for up to one academic year. Acceptable reasons for requesting such a leave usually include military service, bereavement, illness, care giving, maternity, and paternity. Students requesting a leave of absence must submit an application to their department/school/unit chairperson or director.

Preparing the Application for Leave of Absence. In consultation with the supervising faculty member, the Application for Leave of Absence form is to be completed by the student, and signed by both the student and the advisor or supervising faculty member. The application is to be submitted to the chairperson/director for review and signature before being forwarded to the Dean of the Graduate School. Whenever possible, application should be made in advance of the anticipated leave or as soon as possible after commencement of the leave. Whenever possible, it is helpful if the commencement and termination of the leave coincides with the beginning of a semester or session.

It is the student's responsibility to ensure that the proposed leave is compatible with the regulations of any granting agency from which funding would normally be received during the leave period and that such agencies are informed of the proposed leave. Students on student loan programs should clarify the consequences that such a leave may have on their repayment status. International students are advised to consult with the Office of International Students regarding their immigration status during a proposed leave.

Students granted a leave of absence will have their time-to-completion of degree extended by the amount of time granted in the leave of absence. The continuous enrollment policy will also be held in abeyance during this time. Graduate student appointees who are granted a leave of absence will have their salary and stipend suspended during the period of their leave. If feasible, the remainder of their appointment will be held for them upon their return to the next term. In the event that a student appointee and chairperson/director disagree on the leave or its arrangements, students may appeal to The Graduate School.

Readmission

A student who fails to enroll in courses for more than one semester without an official leave of absence must file an application for readmission and pay the \$60.00 application fee.

Source: Policy on Continuous Enrollment. Graduate School Catalog 2012-2013

Appendix D: Policy on Professional Impairment

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
GRADUATE PROGRAM IN CLINICAL PSYCHOLOGY

POLICY ON PROFESSIONAL IMPAIRMENT

Approved April 14, 2011

Clinical Psychology faculty have a loyalty and responsibility to their students, as well as to the profession and to the public. Faculty have a responsibility to teach and supervise their students in a manner characterized by courtesy, decency, and respect. Psychology faculty also have a responsibility to protect the public from incompetent professionals and to maintain the standards of the profession. Unfortunately, not all students enrolling in graduate clinical psychology programs are capable of becoming competent professionals who will maintain the standards of the profession. In these cases, faculty are obliged to take action, based upon their ongoing evaluation of student performance.

There are costs to having an explicit evaluation system and a specific policy on professional impairment. It is not cost-effective: The problems described in the policy occur only rarely and therefore it is necessary to implement the full procedures described in the policy only rarely. There are also possible costs such as use of faculty time in evaluation, increases in student anxiety, diversion of faculty and student attention away from classes, research, and clinical work, and weakening of faculty-student relationships. Yet, such a policy seems necessary in the rare case that it must be applied.

I. The Stress-Distress-Impairment Continuum

The American Psychological Association recognizes that psychologists and graduate students in psychology face unique challenges, and define stress, distress, and impairment as three possible outcomes that may result from these challenges (“The Stress-Distress-Impairment Continuum for Psychologists,” <http://www.apapracticecentral.org/ce/self-care/colleague-assist.aspx>). Stress, distress, and impairment are conceptualized as a continuum.

Occupational stresses for graduate students may be caused by a variety of factors, including working long hours, assuming a variety of roles (therapist, student, researcher, teacher), exposure to emotionally difficult material, and other factors. APA defines distress as an “experience of intense stress” that may be distracting and difficult to manage. They note that psychologists experiencing distress may have obsessive or ruminative thoughts about the stress, or may experience sleep disturbances or loss of appetite.

APA defines impairment as “a condition that compromises a psychologist’s professional functioning to a degree that may harm the client or render services ineffective,” and notes that the probability of inappropriate, unethical, or illegal behavior by an impaired individual is high. APA notes that ineffective stress management may lead to professional impairment; for this reason, self-care is particularly important.

II. Self- Care

Standard 2.03 of the Ethical Principles of Psychologists (APA, 2002) states that psychologists are responsible for maintaining competence. This standard includes competence in one’s professional area, as well as participation in self-care and protection of one’s physical and mental health (Schwartz-Mette, 2010). Self-care strategies can prevent the onset of distress and impairment when students face the many challenges associated with graduate school. Faculty and staff should promote an environment in which self-care is encouraged, especially given that graduate students might need explicit coaching during times of stress (APA, 2006). Several APA resources and guides should be utilized for promoting self-care and in preventing and intervening in cases of possible distress and impairment (<http://www.apapracticecentral.org/ce/self-care/index.aspx>; <http://www.apa.org/practice/resources/assistance/index.aspx>).

III. Recognizing Professional Impairment

Examples of behaviors that may be evidence of professional impairment include the following. This list contains examples, and is not intended to be definitive:

1. violation of professional standards or ethical codes, e.g., breaches of client confidentiality, or engaging in dual relationships with clients
2. inability or unwillingness to acquire and manifest professional skills at an acceptable level of competency
3. behaviors that can reasonably be predictive of poor future professional functioning, such as extensive tardiness in client record-keeping or poor compliance with supervisory requirements
4. personal unsuitability to the profession, e.g., substance abuse, chronic and disabling physical problems
5. interpersonal behaviors and intrapersonal functioning that impair one's professional functioning, such as psychopathology, inability to exercise good judgment, poor interpersonal skills, or pervasive interpersonal problems
6. provision of services beyond one's scope of competence
7. conviction of a crime that directly bears upon the ability to continue training
8. demonstration of unethical, illegal, or unprofessional conduct with patients, supervisors, peers, or instructors
9. significant deficiencies in clinical, academic, or professional judgment

Documents that describe standards of professional practice and local expected procedures include:

* APA Ethical Principles of Psychologists

- APA Ethical Principles of Psychologists and Code of Conduct, 2010 amendments
<http://www.apa.org/ethics/code/index.aspx>
- Record Keeping guidelines, American Psychologist, December 2007
<http://search.apa.org/search?facet=classification%3aEthics&query=ethical%20guidelines>
- Record Keeping under the new ethics code
<http://www.apa.org/monitor/feb05/ethics.aspx>
- Thinking Ethically as Psychologists
<http://www.apa.org/monitor/jun05/ethics.aspx>
- Laws and statutes that regulate professional practice within North Carolina
- UNCG Psychology Clinic Manual

All graduate students are provided with a copy of the graduate handbook and are expected to read and review each section carefully. Attention to the professional impairment appendix is also provided in clinical courses and practica (including the beginning of the year clinic training for clinical students). A graduate student may recognize that he or she is exhibiting evidence of professional impairment. In this case, the graduate student is encouraged to discuss his or her concerns with his or her research advisor or other supervisor. Other times, professional impairment may impact the student's awareness of the problem, and the impairment may be first recognized by the student's advisor or clinical supervisor.

IV. Possible Actions to Follow Manifestations of Distress or Professional Impairment.

When there are concerns that a student is in distress, then the student, in collaboration with at least one faculty member, should determine the extent to which the student's abilities are compromised. This team should also discuss assistance and/or resources that might be beneficial for the student, including personal therapy, additional supervision, and/or mentoring (Norcross, 2005). After seeking appropriate resources, the student and the faculty member/team should regularly discuss the student's progress and current ability to engage in clinical responsibilities, as well as the continued need for additional services and/or resources. In these cases, written documentation of the areas of concern, a plan for remediation and the period of reevaluation are required.

Students who have an extensive or ongoing disability (e.g. learning disability, physical or mental health condition) that may affect academic, research, or clinical performance can consult the Office of Disability Services (<http://ods.dept.uncg.edu/>), the Counseling and Testing Center (<http://www.uncg.edu/shs/ctc/>), and/or the Wellness Center (<http://www.uncg.edu/shs/wellness/>). Referrals to local psychologists may be made if a student could benefit from psychosocial treatment. Students who utilize these resources should be made aware that faculty and staff will protect their confidentiality and will allow them to seek these services without judgment.

When efforts to prevent or correct professional impairment fail, additional steps may need to be taken to address the situation.

This list contains examples, and is not intended to be definitive. These actions are not hierarchical and need not be applied in each case.

- a formal reprimand
- an Unsatisfactory grade in a practicum course with the requirement that the course be repeated, whether it was an elective or required practicum
- reduced practicum caseload
- completion of a remediation
- leave of absence
- formal probation
- encouragement to withdraw from the program
- formal dismissal from the program

V. Due Process: Evaluation of Professional Impairment

1. There is a written policy on professional impairment, which is contained in the handbook.
2. All students routinely receive evaluations in writing, including written notification of problems (e.g., annual practicum evaluations, annual letters prepared by faculty). Students may also receive in writing descriptions of specific incidences that may evidence professional impairment.
3. When a student's competence has been called into question, the Director of Clinical Training (DCT) will inform the students about this concern, both orally and in writing.
4. The student will be allowed 2 weeks to respond to the stated concern in writing. The student may also be asked to appear before the program faculty to respond to their written statement or the concerns that have been raised.
5. Program faculty will conduct a thorough and comprehensive review of the complaint, evidence and attenuating circumstances. This review may include: faculty opinions, consultant or other professional opinions, assessment of the student's awareness and acceptance of responsibility regarding the concern, student willingness to engage in meaningful remediation, an assessment of the extent to which continued enrollment places unreasonable demands on students, faculty or staff and assessment of the student's ability to function in the training context with multiple roles (therapist, student, instructor, etc).
6. After this review, if it is deemed that a student may benefit from remediation, the student will be given an opportunity for remediation, with specific descriptions of problems, a remediation plan, time limit, and notice of consequences if remediation is not successful, all noted in writing and signed by the student. Signatures of student and DCT constitute the understanding that if the remediation plan is not followed, the student may be dismissed from the program. The remediation plan will also clearly state that following the plan does not guarantee that the student will necessarily return to competence; in these cases, dismissal from the program may still ensue. Examples of remediation plans may include: personal therapy, required additional practicum or coursework, increased supervision (e.g., more frequent supervision, more than one supervisor, more extensive use of video or audiotapes), reduced caseload, mandated leave of absence. If assessment of therapy is part of the plan, the program faculty may ask the student to authorize that the program be provided access to treatment records relevant to the impairment, as part of the program's determination to allow the student remain eligible to continue in the program.
7. Within 2 weeks of completion of the remediation plan, the program faculty will meet to decide if the rehabilitation was successful and whether the student is eligible to return to the program. If the student disagrees with the program evaluation, the student may request a hearing in which the student may present his or her view of the situation. The hearing will be convened by the Director of Graduate Studies/Director of Clinical Training, and will include the faculty who are making judgments of serious professional impairment (e.g., student's faculty clinical supervisor or agency clinical supervisor and/or the Director of the UNCG Psychology Clinic), and the student's advisor.
8. Following a hearing, the student will receive written notification within one week that includes: the nature of the problem, opportunities for revision if any, the basis for the decision, and the opportunity to appeal.
9. After receiving written notification, the student may request an appeal within 14 days to the Head of the Psychology Department. The appeal panel will include some persons who are different from those making the original decision, such as a psychologist from the community, a faculty representative of The Graduate School, and a member of the faculty selected by the student.

10. The student may choose to resign from the program without submitting to the remediation plan or its requirements. If this option is selected, the student will be informed in writing that they will not be re-admitted to the program at any point in the future.

Note that in all matters relevant to the evaluation of students' performance, the program adheres to the university's regulations and local, state, and federal statutes regarding due process and fair treatment of students.

VI. References

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Appendix E: Issues Regarding Websites, Blogs, Chats, Tweets, Email Signatures, and Voicemail Messages

Recently, various Council Directors in Psychology have shared information with member programs concerning the potential implications of information that psychology graduate students share in electronic modalities, such as blogs, chatrooms, social networking sites such as Facebook or MySpace, personal webpages, emails, Twitter tweets, and recorded messages on answering machines or voicemails. It is clear that such electronic media are being used in ways that extend beyond their original intent. All graduate students, therefore, must be cognizant of the impact of their behavior in these electronic contexts. That is, what may seem to be fun, transparent, or candid might actually put the student and, by extension, the graduate program, the Department, the University, and the profession in a bad light.

Electronic information is easily accessed and retained, and once posted, can have serious implications for a student. For example, internship programs have reported conducting web searches on applicants' names before inviting applicants for interviews and before deciding to rank applicants in the match. Clients have conducted web-based searches on therapists' names and have acted upon this information, including the discontinuation of services if they read something that is upsetting or confusing. Emails from faculty and students have been published in newspapers, which has caused harm for those involved. Answering machine/voicemail messages, or user names that are designed to be humorous or self-expressive, can be perceived as unprofessional when accessed by supervisors, students, clients, or current or potential employers.

Remember that anything posted on the web, or recorded on any other electronic media, is potentially accessible to anyone who is seeking this information or merely "stumbles upon" it. This includes information that may have been posted even *before* graduate school

Students are reminded that the graduate program has an interest in how you portray yourself and the program, especially if you identify yourself as affiliated with the program or university or can be identified by others as so affiliated. Students are advised to engage in "safe" web practices and to be concerned about their professional demeanor and reputation. In addition, if a student reports doing (or is depicted on a website or in an email as doing) something unethical or illegal, that student may be subject to disciplinary action consistent with the action, up to and including probation or dismissal.

As a preventive measure, we encourage students (and faculty) to approach online blogs and websites that include personal information very carefully. Think about the image you wish to portray of yourself on websites and in the content and signature lines of your email. Carefully consider whether there is anything posted that you would not want the program faculty, employers, or clients to view.

Additional information concerning university policies regarding the appropriate use of information technology can be found at http://its.uncg.edu/Technology_Policies/ and http://policy.uncg.edu/acceptable_use/. Students are expected to be familiar with these policies and to behave in ways consistent with them.

Appendix F: The University of North Carolina policy on Improper Relationships Between Students and Employees

From: The UNC Policy Manual, 300.4.1, Adopted 03/15/96; Amended 07/01/07
See: http://www.northcarolina.edu/policy/index.php?pg=vb&node_id=326

The University of North Carolina does not condone amorous relationships between students and employees. Members of the University community should avoid such liaisons, which can harm affected students and damage the integrity of the academic enterprise. Further, sexual relationships between unmarried persons can result in criminal liability. In two types of situations, University prohibition and punishment of amorous relationships is deemed necessary: (1) when the employee is responsible for evaluating or supervising the affected student; (2) when the student is a minor, as defined by North Carolina law. The following policies shall apply to all employees and students of the seventeen constituent institutions.

A. Prohibited Conduct^[1]

1. It is misconduct, subject to disciplinary action, for a University employee, incident to any instructional, research, administrative or other University employment responsibility or authority, to evaluate or supervise any enrolled student of the institution with whom he or she has an amorous relationship or to whom he or she is related by blood, law or marriage.
2. It is misconduct, subject to disciplinary action, for a University employee to engage in sexual activity with any enrolled student of the institution, other than his or her spouse, who is a minor below the age of 18 years.

B. Definition of Terms

1. "Amorous relationship." An amorous relationship exists when, without the benefit of marriage, two persons as consenting partners (a) have a sexual union or (b) engage in a romantic partnering or courtship that may or may not have been consummated sexually.
2. "Related by blood, law or marriage" means:
 - a. Parent and child
 - b. Brother and sister
 - c. Grandparent and grandchild
 - d. Aunt and/or uncle and niece and/or nephew
 - e. First cousins
 - f. Stepparent and stepchild
 - g. Husband and wife
 - h. Parents-in-law and children-in-law
 - i. Brothers-in-law and sisters-in-law
 - j. Guardian and ward
3. "Evaluate or supervise" means:
 - a. To assess, determine or influence (1) one's academic performance, progress or potential or (2) one's entitlement to or eligibility for any institutionally conferred right, benefit or opportunity, or;

b. To oversee, manage or direct one's academic or other institutionally prescribed activities.

C. Corrective Action

Violations of the provisions of Section A shall be addressed in accordance with remedial measures prescribed by each constituent institution; if disciplinary action is brought against an affected employee, it shall be conducted in accordance with existing institutional policies and procedures prescribed for prosecuting misconduct charges against members of the class of employment of which the affected employee is a member.

[1] At the North Carolina School of Science and Mathematics, it is prohibited misconduct for any employee to engage in an amorous relationship or in sexual activity with any enrolled student, except his or her spouse.