

GRADUATE PROGRAM HANDBOOK

**University of North Carolina at Greensboro
Department of Psychology
2014-2015**

INTRODUCTION

We welcome you to the Psychology Department and wish you success in your graduate career. The following faculty and staff are important contact persons: Director of Graduate Studies (DGS; Dayna Touron, d_touron@uncg.edu); Director of Clinical Training (DCT; Susan Keane, 336-256-0569, spkeane@uncg.edu); Director of Undergraduate Studies (DUGS; Peter Delaney, (336)-256-0010, p_delane@uncg.edu) and Graduate Program Administrative Assistant for Psychology (Mindy Wolf, 336-334-5014, mjwolffo@uncg.edu).

This Handbook has been prepared by the Psychology Department as both a source 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 uploaded to the departmental website each year. 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* (<http://grs.uncg.edu/bulletin/>), , *the Student Affairs Policy Handbook* (<http://sa.uncg.edu/handbook/>), *student grievance procedures* (<http://sa.uncg.edu/grievance/>). *University policies related to graduate students* (<http://uncg.smartcatalogiq.com/en/2013-2014/Graduate-Bulletin/Academic-Regulations/General-Information/University-Policies>) 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 Director of the Psychology Clinic. Questions about the

undergraduate program, such as suggestions about undergraduate teaching, should be directed to the 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.

Admission to the Doctoral Program in Clinical Psychology:

1. Academic Preparation and admissions requirements

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

- a. A BA/BS in Psychology or BA/BS degree in another field and minimum of 5 Psychology courses (including Introductory Psychology, Abnormal Psychology, Research Methods, and Statistics) and the Advanced GRE.
- b. A minimum overall undergraduate GPA of 3.0
- c. A minimum Psychology GPA of 3.2
- d. Verbal and Quantitative scores on the GRE at or above the 40th percentile
- e. Non-native English speakers must earn TOEFL scores above Graduate School minima (currently, 79 for internet-based test and 550 for paper-based test)
- f. Students applying with an MA must have a GPA of 3.3 or higher.

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

2. 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.

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.

3. Admissions Offers

The clinical program follows and endorses the CUDCP guidelines for Graduate Admissions and acceptances policy as stated here:

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

Summary of CUDCP Policy for Graduate School Offers and Acceptances (FULL DOCUMENT IN APPENDIX I)

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 that 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, informed that 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.

3. A student can expect to receive offers of admission to programs over a considerable period of time. The timing of offers to students largely is determined by the University's review schedule, which is a strictly internal matter. Regardless of when the offer is made, students are not required to respond to the offer before the decision date of April 15 (by 11:59pm Eastern, or by this time on the first Monday after April 15, if April 15 falls on a weekend), except as specified in Section 6 below

a. Offers usually are made in writing prior to April 1st. Between April 1st and the decision date, universities may choose to facilitate the process by making offers to students over the phone or by email when a position comes up. These offers are official, but are typically followed up by written confirmation from the Psychology Department.

b. Offers, once made, cannot be withdrawn by the university until after the decision date and then can be withdrawn only if the student fails to respond to the offer by the decision date.

c. A program may make an offer after the April 15th decision date if it still has one or more open slots. Offers made after the decision date should clearly state how long the student has to decide on the offer. The student should be given sufficient time (at least a week) to visit a program before making a decision.

4. Offers with funding are treated like any other offer. There should be no stipulation by the University that the offer carries funding only if the student accepts by a specific date that precedes the decision date described above.

5. A student should not hold more than two offers for more than one week unless there is specific information (e.g. a visit is scheduled, funding decisions, advisor decisions) they are waiting to receive from the program. Difficulty making up one's mind is not considered an adequate excuse to limit the options available to other applicants. Holding multiple offers ties up slots, preventing programs from making offers to other students. This is a complex principle operationalized in the points below.

a. It is legitimate for students to want to visit a program, if they have not done so already, before making decisions among offers. Such visits should be scheduled as soon as practical after the offer of admission is received. If after a visit

to a program the student decides that the program is rated lower than a program that the student has already been offered admission to, the student should inform the lower rank program that they will be declining their offer.

b. Whenever possible, the student applicant should inform training programs by phone or email of a decision, following up within 24 hours with a written confirmation of that decision.

c. Once a student has accepted an offer of admission to a Graduate Training Program, the student should inform all programs in which they are currently under consideration that they are either declining outstanding offers of admission or no longer wish to be considered for admission. Students should contact by phone or email those programs that have offered them admission.

6. The current policy statement of the Council of Graduate Departments of Psychology allows students to resign offers they previously accepted up to the April 15th decision date by submitting the resignation in writing (preferably by email immediately followed up by a letter). The purpose of this policy is to avoid pressure on students to accept offers before they have heard from other schools. Although withdrawing an acceptance is legitimate, it is not good form and is very strongly discouraged. A much better approach is to accept a position only if you intend to follow through on your commitment. Students have the right to hold offers as described above if a preferable offer is still possible. Except in very unusual situations (e.g., serious illness or major personal problems), a student who accepts an offer of admission is expected to start the graduate program the following fall.

Upon request, programs may grant a deferral but they are not obligated to do so. Training lines are severely limited, and failing to use a line once it has been offered prevents other qualified students from obtaining training.

Post- Admission:

Once an offer of admission is made and accepted, the student will receive information from the Graduate School about preparing for matriculation in the Fall semester.

For a student holding an MA degree from another institution, we review coursework, practicum experience and research experiences and determine what, if any, additional master's level 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 two faculty reviews the student's thesis, again determining the comparability of this project with UNCG standards. If the committee deems the thesis comparable, the student does not need to complete this program requirement. For students whose thesis at another institution has been approved for transfer, the student will also receive 6 transfer credit hours corresponding to PSY 699. 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. Students should speak with the DCT and their advisor about the process of obtaining MA licensure in NC, which will facilitate their Advanced Practicum training. See pp. 17-18 for more details.

For students holding a MA degree in an area outside of Clinical Psychology, we review coursework and research products in the same manner. All 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.

COMMUNICATION

In order to stay abreast of information about colloquia, awards, funding opportunities and deadlines and other important news from the program and department, as well as to respond in a timely manner to requests for information from the Head, DGS, or DCT, students are required to obtain a UNCG email account and to check that account frequently- at least on a daily basis. Emails from the Department Head are often sent out by Melinda Wolf or Melanie Carter. Sherry Cornett often sends communication from the DGS or the Graduate School. The DCT sends many emails concerning congratulatory notices and program news and events. Of course, important emails may also be sent directly from the individual who needs to convey important information or needs our assistance. Please pay special attention to these emails and respond accordingly.

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 in anticipation of meeting all of the requirements of the terminal Masters of Arts degree.

MA-PhD students begin as Master's degree students and are considered for admission to the PhD program as soon as all requirements for the Master's degree at UNCG have been met. For students entering with a Master's degree from another university, a minimum of 2 semesters of UNCG coursework is required before formal admission to the PhD Program is granted. 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.

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 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. 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 without re-applying, and students initially admitted into the clinical area or any other area, must apply to the Department for permission to transfer into another area.

Typically, 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. For example, 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).

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.

Students 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, or their program of research may be less applied in nature. All research is expected to be of high quality and student will be assessed on their competence in developing and carrying out their research. Students specializing in cognitive, developmental or social psychology engage in basic and/or applied research but not in clinical activities.

Specific Course Requirements for the Master of Arts Degree for the Terminal MA in General Experimental Psychology and MA-PhD Experimental Students

Students who do not earn a GPA of 3.0 or higher in coursework are not in good standing and cannot earn a Masters degree. Terminal MA students must earn a B (not a B-) in each of the 3 core courses. MA-PhD Experimental students must earn a B (not a B-) in all courses.

Required: 36 hours total.

A. Core Courses for Terminal MA (9 hours)

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.

Biological:

PSY 650 – Physiology of Sensory and Behavioral Processes (3)

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. Research and Thesis for Terminal MA (6 hrs)

PSY 699 – Thesis (6)

Example Schedule for the Masters Degree for Terminal MA and MA-PhD Experimental Students

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 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.

If a Terminal Masters student is admitted to the PhD program, then any grades of B- or lower earned during the MA 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 a minimum of 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 typically considered to be outside the area of specialization. It is important to note that of the 71 credits required for the Ph.D., only 15 credits can be obtained via independent study courses (6 credits of 699 and 9 credits of 751) and a student must take at least 4 seminars (PSY 735). 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 Experimental Students. 71 credits in 5 years.

First and Second Years (36 credits; see MA plan)

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

Note that this plan earns 72 credits, one credit above the required minimum.

* 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. Note that although you can take up 24 hours of dissertation credits, 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 57 hours is required for the MA component. The PhD in Clinical Psychology requires 112 semester hours including internship hours (6 credits). All credits taken to satisfy the MA component may be applied toward the PhD requirements.

For clinical program students, course grades of B- or lower cannot count toward either the MA or PhD degree. Grades lower than a B will trigger a remediation plan which will indicate how the student can demonstrate competency. These courses must be re-taken, or substitute courses taken (e.g. PSY 601), with B (or S) grades or better to count towards the MA or PhD degree. The Course equivalents are decided in consultation with the advisor, the student's planning committee, and the Director of Clinical Training.

To demonstrate competency in a course in which a student has earned a grade of B- or lower, a remediation plan is developed. The plan may require a student to retake the course, take an equivalent course or redo a particular aspect of the course (e.g., a final paper). In the latter case, the student must sign up for PSY 601 with the course instructor or advisor, so that they may benefit from guided instruction in the area(s) in need of remediation. If a particular aspect of the course is in need of remediation, the course instructor or a subset (at least 2 members) of the clinical faculty will be asked to evaluate the student's performance on this task (e.g., read a final paper or grade a written exam). If the assessment of the faculty member(s) is that this additional work demonstrates competent mastery of the material, documentation of this remediation and the results of the assessment will be included in the students file, and the grade in PSY 601 will be an S. See page 8 for a complete discussion of remediation plans.

MA REQUIREMENT FOR CLINICAL MA/PHD PROGRAM – 57 credit hours

MA General Core Courses (10 hours)

To satisfy the requirement that students must obtain foundational knowledge in the breadth of Psychology as a science, students must earn 10 credit hours at the MA level. Nine hours are chosen from the following core courses (or their equivalents, decided in consultation with the student's planning committee):

Biological:

PSY 650 – Physiology of Sensory and Behavioral Processes (3)

Cognitive:

PSY 652 – Cognitive Processes (3)

Developmental:

PSY 643 – Developmental Psychology (3)

Social:

PSY 647 - Advanced Social Psychology (3)

In addition to the 9 credits above;

PSY 601 - Historical Perspectives on Psychology as a Science (1)

Clinical Core Course (3 hours)

PSY 662 Psychological Disorders in Adults

MA COMPREHENSIVE EXAM

Satisfactory Completion of these courses (with grades of B or higher) satisfy the MA Comprehensive Examination

Additional Clinical Courses (18 hours)

PSY 661 Psychological Disorders in Children

PSY 622 Theory and Methods of Psychotherapy

PSY 623 Theory and Methods of Personality Assessment

PSY 626 Theory and Methods of Behavioral Assessment and Therapy

PSY 640 Theory and Methods of Intellectual Assessment

PSY 724 Ethical Responsibilities of Clinical Psychologists

MA Research Tools Courses (17 hours)

PSY 609 Statistical Methods in Psychology I- 4 credits

PSY 610 Statistical Methods in Psychology II- 4 credits

PSY 624 Research Methods in Psychology- 3 credits

PSY 699 Thesis – 6 credits (considered “capstone experience”)

MA Clinical Practicum Training (9 hours)

PSY 642 Practicum in Clinical Intervention

(Taken over four semesters: 1 credit in year 1; 4 credits in each semester of year 2)

CREDIT HOUR REQUIREMENTS FOR PHD DEGREE FOR CLINICAL STUDENTS – 112 credit hours

PhD Requirements

In addition to the MA requirements (57 credits), students must complete the following:

Core Courses (3 hours)

**1 course not taken in the MA program from among the menu of courses listed:
(PSY 652; PSY 650; PSY 647; PSY 643)**

Seminars (12 hours)

Two advanced clinical courses (6 credits)

One of these must be PSY 745 Multicultural Psychology ; the other must be a Topical Seminar in Clinical Psychology (PSY 735J)

Two advanced seminars outside the clinical area approved in advance by the student’s doctoral committee (6 credits)

- One may be from another area in psychology (e.g. PSY 735D) or an approved course from another department or an approved advanced Stat/Research course;

- One course MUST address research design/statistical issues.

PhD Research Tools Courses (18 hours minimum)

In addition to MA requirements, students must complete the following:

PSY 751 Independent Doctoral Research- 6 credits

PSY 799 Doctoral Dissertation Research- 12 credits

PhD Clinical Practicum Training (22 hours)

In addition to the 9 hours of PSY 642 taken to satisfy the MA requirements, students must complete the following:

PSY 642 Practicum in Clinical Intervention – 10 credits (2 of these are concurrent with PSY 762)

PSY 762 Advanced Practicum in Clinical Psychology- 6 credits

PSY 763 Internship in Clinical Psychology- 6 credits (Taken over two semesters for clinical internship year)

Preliminary Examination

This examination is scheduled in consultation with the doctoral advisory committee. It should be taken during the second semester following successful defense of the MA thesis for students continuously enrolled in the program.

Example Schedule for the PhD degree for Clinical Students (112 credits)

First Year (27 Credits)*

Fall term:

PSY 609 with lab = 4 credits

PSY 661 = 3 credits

PSY 662 = 3 credits

General Core Course #1 = 3 credits

Spring term:

PSY 610 with lab = 4 credits

PSY 624 = 3 credits

PSY 642 (Practicum) = 1 credit

PSY 622 = 3 credits

PSY 626 = 3 credits

Second Year (27 credits)*

Fall term:

PSY 640 = 3 credits

PSY 642 = 4 credits

PSY 699 = 3 credits

General Core course #2 = 3 credits

Spring term:

PSY 623 = 3 credits

PSY 642 = 4 credits

PSY 699 = 3 credits

PSY 724 = 3 credits

PSY 601 Historical Perspectives = 1 credit

* For those students interested in earning their MA degree in two years, an additional core course may be taken within the first four semesters.

Third Year (23 credits):
Fall term:
PSY 751 = 3 credits
PSY 642 = 4 credits
General Core course #3 = 3 credits

Spring term:
PSY 751 = 3 credits
PSY 642 = 4 credits
PSY 745 = 3 credits
General Core Course #4 = 3 credits

Third or fourth year: Preliminary exam

Fourth Year (17 credits)
Two electives– 6 credits
Practicum (PSY 762) – 6 credits; PSY 642 (2 credits)
PSY 735J- 3 credits (may be taken in year 3 if preferred)

Fifth Year (12 credits) *
Dissertation -12 credits

*To maintain an assistantship you must take at least 6 credits per semester.

Sixth Year Internship Year
PSY 763 (6 credits)

Minimum Levels of Acceptable Achievement and Remediation Plans

For Clinical program students, some competencies are assessed, in part, by course grades. In these instances, the standard for meeting minimal competency is set as earning a course grade of B or higher. Therefore course grades of B- or lower indicate that the student has not met minimum competency in that particular area. A grade of B- (or lower) cannot count toward either the MA or PhD degree; such grades will trigger a “problem noted” rating, and must be remediated.

Remediation Plans

Remediation plans are developed by the clinical faculty and are individualized for each student. A remediation plan may involve repeating the course, taking an alternate course that fulfills the same requirement, or gaining competency in some other way (e.g. in an independent study course encompassing an exam prepared and graded by clinical faculty and or a topical paper). If the latter method is selected, a specific outline of how competency will be evaluated and by whom is also outlined in the remediation plan. (see section on Annual Evaluations for details on the remediation plans).

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 a student wishes to take courses at another university while in our program and have those courses count for credit towards their degree, the student must obtain prior approval by submitting a request to the DGS, after consulting with their 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 a student wishes any transfer courses to substitute for required courses, in the core or in the clinical curriculum, they must submit these before or soon after entering the program so that the evaluation process does not delay progress in the program.

As mentioned earlier, students who enter the MA-PhD program with a Master's degree from another institution may earn transfer credit for PSY 699, as described earlier in this handbook.

ALL GRADUATE STUDENTS: Other Course Work

Excluding core courses and many foundational clinical courses, most formal instruction is carried out through seminars. Students 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 courses are offered through 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.

Students 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 Ph.D. 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 all MA-PhD students, courses with B- grades or lower do not count towards the MA or the PhD degrees). 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 (PSY 799) , normally in units of three semester hours. If the dissertation has not been finished with the completion of 12 semester hours, a maximum of 24 credit hours of PSY 799 may be taken. If the student is off campus but still working on the completion of the dissertation and additional faculty advising and use of University facilities are needed, hours of dissertation extension (PSY 802) 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, at least two advanced seminars (PSY 735) are offered each year 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.

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**, (c) **professional development** and; (d) for students in the clinical MA-PhD program, **clinical work**.

(a) To remain in good standing in **coursework**, you must maintain a 3.0 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 clinical student research competencies are assessed by at least 2 clinical faculty for every required research project (e.g. GRC, thesis, prelim). See APPENDIX K for the competency document. For guidelines on timeliness, please see the Handbook sections on the MA thesis and Preliminary exams.

(c) To remain in good standing in terms of **professional development**, you must regularly attend departmental colloquia (e.g., the Kendon Smith Lecture Series is mandatory for all students and faculty), participate in area brown bags, contribute to departmental functioning (e.g. serve as a TA or RA, participate as Grad Studies or class representative, admissions committee), work in a collegial manner with peers and faculty and contribute to the fields by presenting your work at conferences and/or publishing your research.

(d) To remain in good standing in **clinical work** (if applicable), you must successfully meet practicum competencies relevant to your level of training, 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. See Appendix M and N for the clinical competency documents. See Appendix H for policy on Values Conflicts in Clinical work.

Annual Evaluations (and Re-Evaluations):

Formal evaluations will be conducted by your Area faculty. 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. For example, any B- grade or lower (as well as any "U" grade) will trigger a *Problem Noted* evaluation and formal feedback; 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 (i.e., Problem Noted or Not in Good Standing), a formal plan for remediation will be outlined for the student.

When a remediation plan is put into place, 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 another remediation plan will be enacted or if do not you remain eligible to continue in the program. If another remediation plan is put into place, you will be re-evaluated after the subsequent semester. In most cases, three unsuccessful attempts at remediation will result in dismissal from the program due to academic difficulties, although this can be modified in special circumstances. If dismissal is being considered for fewer than three unsuccessful attempts, the student will be made aware of that in writing prior to the final attempt. A remediation plan form is found in Appendix J.

Specific issues that are also included in formal feedback are issues of 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, 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 and tuition waivers for the subsequent semester. In addition, to be eligible for a Graduate Assistantship, you must be enrolled a minimum of 6 semester hours.

Instructor/Course Evaluation

At the end of each semester, you will be asked to complete an anonymous instructor/course evaluation form for 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 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 (see Graduate Bulletin).

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. You must allow a minimum of two weeks between providing faculty with the document and scheduling the committee meeting to allow your committee sufficient time to review your document. 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 should 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 MA committee must consist of at least 3 faculty members, one of whom will be the mentor. If the mentor cannot chair for any reason, another committee member will agree to co-chair. For Clinical Program students, at least one of the MA committee must be a clinical area faculty member. For Experimental Program students, this committee is not required to have 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 DGS 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, and 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. 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 may 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. Please note that for the MA document only, the department allows students to prepare the document in publication format to reduce the time between completion of scholarly work and submission for external review.

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 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 at least two weeks prior to the defense. This draft should be complete but it need not conform to the Graduate School's formatting requirements (although it should follow current APA standards). 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 document 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 written thesis. 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 Awards 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. If accepted and 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 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. Grades of at least B (not B-) or better in all courses. Note that passing all courses with a grade of B or higher does not guarantee that the overall course performance of the applicant is above threshold.
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 or student's potential advisor 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, 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) and a member of the Graduate Faculty. 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, but you cannot expect the Head to fill in a mandatory role (e.g., you cannot leave out a tenured faculty member with the expectation that the Head will then assign a tenured faculty member as the 4th committee member). For clinical students, at least 2 members of the doctoral advisory committee must be clinical faculty members.

Once a committee has been provisionally selected, the student with the advisor should complete two forms: (1) UNGC 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 Doctoral planning committee for clinical students (which is responsible for the doctoral plan of study and oversees the preliminary examination and the dissertation through the defense) will consist of at least four members, at least two of whom are clinical faculty.

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, must 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.

Via a preliminary exam proposal meeting, you must first obtain permission from your committee to write on a particular topic. Either in advance of or at 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.

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. Since this requirement is an examination, once the committee has accepted your proposal, you may submit one version of the paper to your advisor for comment; no other feedback on any version of the written document from any individual is allowed. You will receive feedback from your advisor similar to that which 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. Since you are only afforded one opportunity to get feedback on the written document before your defense, the version submitted to your advisor for review should be considered the penultimate version. This means that the version should be a well written and thorough, with adequate time spent on the conceptual development of your thesis.

The final 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. A decision regarding your prelim may be delayed. That is, your committee may decide that further written and/or oral examination is required, in which case a final decision will be made after the additional work is complete. 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. Students in the Experimental area may take additional PSY 751 credits, but only a maximum of 15 combined credits 601 and 751 can count toward the requirements of the PhD. Students in the Clinical area may take additional PSY 751 credits, but a maximum of 6 credits can 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. For clinical students, a contract describing the expectations and requirements for satisfactory completion of the 751 requirement must be completed and signed by advisor and student (see Appendix L).

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 the following 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 at least 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 will 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 must make arrangements that a final copy can be deposited in the department office at least one week before the defense, and 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 Awards 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 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 typically are 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)

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

Clinical program faculty encourage students to complete their dissertation before leaving for internship. If this is not the case, some advisors require the student to return to reside in Greensboro after internship to do so. 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. Check with your faculty advisor for his or her position on this matter.

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. The program abides by all other CUDCP expectancies for Internship Eligibility (see Appendix G).

Clinical students away on internship must enroll in PSY 763 for credit. Enrollment in three credit hours 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). Dr. Jeni Pathman serves as the residency consultant for all students and schedules meetings with non-resident students at least once a year. Please take advantage of her knowledge and assistance.

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). You will be assessed annually on the quality of work you do in your assistantships.

As a graduate assistant, 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.

Typically, 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".

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. All students are evaluated at the end of each semester on their performance as a TA, See Appendix P for evaluation Form.

In addition to regular assistantships, sole responsibility 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 on applying for loans can be obtained from The Financial Aid Office, 723 Kenilworth Street, (336) 334-5702, <http://fia.dept.uncg.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. A listing of these awards is presented in the Awards section.

Practicum Placements

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. More advanced clinical students are also 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.

State licensure is essential for providing advanced clinical students with opportunities to work with a more diverse client population than would otherwise be possible. Clinical students who have successfully defended their Master's thesis, have completed the minimum number of supervised training hours as dictated by the North Carolina Psychology Practice Act, and are in good standing in the program are required to, if eligibility criteria are met, pursue North Carolina licensure at the Psychological Associate level. Eligible students will begin the licensure application process within 60 days of receipt of the Master's degree. Applicants must be approved by the North Carolina Psychology Board to take the Examination for Professional Practice in Psychology (EPPP) exam, which assesses broad knowledge essential to the professional practice of psychology and is used throughout

the United States to assess candidates for licensure. Students who pass the EPPP at the Psychologist level will not have to re-take the exam when applying for full licensure at the Licensed Psychologist level. After passing the EPPP, applicants must also take the State Examination, which assesses knowledge of the North Carolina Psychology Practice Act. Students who enter UNCG with a Master's Degree in Clinical Psychology from another institution should meet with the DCT to develop a plan for licensure.

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, Psi Chi, 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 must discuss such employment possibilities with your advisor and with the Director of Clinical Training before taking on such positions. Community agencies and the Licensing Board consider the Department responsible for your actions in such settings while you are a student. Moreover, 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. Forms for applying for Summer Assistantships will be distributed by the DGS late in the fall semester as they are due very early in the Spring semester (generally the second week of the spring semester). 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 may 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.

Resources for Students

1. 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

Students are eligible for reimbursement for costs associated with academic conferences at which they were one of the authors on a conference presentation (talk or poster), although this requirement can be waived if the student is in the first year of the program. Typically, the maximum amount that any one student may be reimbursed is \$400 and all awards are dependent upon the availability of department funds. The Dept. Head will set a date 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. If you are attending a conference after the date when requests must be submitted to the Head, you may not be reimbursed for actual travel or hotel expenses and should consult with the Head regarding this issue. 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 reimburses graduate students for student research project expenses, up to a maximum of \$500 per student (subject to the availability of department funds). Requests must be submitted to the Department Head no later than March 1 of each academic year or when a call for requests is sent out by the Head. 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>

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

2. Advising and Feedback

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 research interests.

You will receive formal summative feedback regarding your academic progress through course grades and from annual written and oral feedback from your advisor and area head. Formative feedback also occurs on a day to day basis during clinical supervision, class meetings, and discussions of your research. Frequent interactions with advisors is the norm. Reviews of summative 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.

3. Grant resources

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.

4. Other resources

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.

OTHER RESOURCES

Policy on Discriminatory Conduct
<http://uncg.smartcatalogiq.com/en/2013-2014/Graduate-Bulletin/Appendices/Appendix-E>

Statement of Non-Discrimination on the basis of sexual Orientation
<http://uncg.smartcatalogiq.com/en/2013-2014/Graduate-Bulletin/Statement-of-Nondiscrimination-on-the-Basis-of-Sexual-Orientation>

Student Health Services
Medical Clinic <http://shs.uncg.edu/clinic>
Counseling Center <http://shs.uncg.edu/cc>
Psychiatric Services <http://shs.uncg.edu/clinic/psychiatric>
Mental Health Resources <http://shs.uncg.edu/cc/resources>
Mental Health Services Greensboro
<http://www.mentalhealthgso.com/>
Wellness Center Resources
<http://shs.uncg.edu/wellness/resources>

Community Resources
<http://shs.uncg.edu/cc/resources/community>

Personal Assistance Resources
<http://shs.uncg.edu/cc/resources/personal>

Office of Multicultural affairs <http://oma.uncg.edu/>

LGBTQ Community
<http://oma.uncg.edu/student-advocacy-outreach/glb-community>

Appeal of Final Course Grades
<http://uncg.smartcatalogiq.com/en/2013-2014/Graduate-Bulletin/Academic-Regulations/General-Information/Appeals-Procedure>

Student Grievance and Appeals Policies and Procedures
<http://sa.uncg.edu/grievance/>

Red Flag Campaign to stop dating violence
<http://shs.uncg.edu/wellness/resources>

Policy on Continuous Enrollment
<http://uncg.smartcatalogiq.com/en/2013-2014/Graduate-Bulletin/Academic-Regulations/General-Information/Policy-on-Continuous-Enrollment>

Leaves of Absence
<http://uncg.smartcatalogiq.com/en/2013-2014/Graduate-Bulletin/Academic-Regulations/General-Information/Leave-of-Absence>

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 may 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.

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)

Formal Complaints and Grievances

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 informally, through 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. Lack of satisfactory resolution at this point should be followed by discussion with the following persons, in order, as needed: the Director of the Clinical Program and/or the DGS, the Head of the Psychology Department, the Dean of the College of Arts and Sciences, the Dean of the Graduate School. A written summary of the complaint may be requested at any point in this chain. Every attempt will be made to resolve the concern quickly and fairly. If a student remains unhappy with the resolution, they may access the formal grievance procedures outlined in the University Bulletin. 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.

For Clinical Students, even if the student is able to satisfactorily resolve the concern through informal conversation with the other person involved, we encourage all students to inform their mentor and/or the DCT of such occurrences as faculty will be in better position to determine if an individual faculty, staff member or student is engaging in a pattern of inappropriate behavior that needs oversight/remediation.

There may be circumstances in which the student feels that he or she cannot discuss the issue with one of the parties described above (e.g., one of the persons in the chain is the basis of concern). In such instances, the student should access the next person in the chain outlined above. Our goal is for your graduate training to be free from such incidents. Should they arise, we want you to be able to address them with our support and without fear of retaliation.

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 gain the most from clinical supervision if you work with 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 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 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 video tape 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 quatricks, and is presented to the clinical supervisors in summary fashion only.

Colloquia and Lecture Series

Departmental Colloquia: When funding is available, 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. 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.

To foster your professional development, 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, the Psychology Department hosts the 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 in the department as well as academic deans from the University, 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 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. Clinical students will receive written feedback on their performance at GRC (as well as all other formal research requirements), as part of your ongoing competency development. Your mentor and one other faculty member independently rate your research competencies. The research Competency form is found in Appendix K.

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 meetings; 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. 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, AGSP 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 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, Meghan Rose.

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.

In addition to 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 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. Note that all students must review and pass the on-line research with human subjects test every 3 years.

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. 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.

Timelines

For Clinical students, in order to help ensure that students accurately estimate the amount of time required to successfully complete major research requirements, beginning with the Prelim Exam, students are expected to present a proposed timeline to their committee for approval. This allows the committee to help the student gauge the amount of time necessary to successfully complete their research requirement and help the student balance multiple demands that may be palced on them as part of Clinical PhD Training.

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 others 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
Cognitive Development Society
International Society for Developmental Psychobiology
Jean Piaget Society
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 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 either assign independent teaching opportunities as your assignment for the semester, or solicit requests from graduate students and when such opportunities arise. You will only be asked to teach a course if

- (1) you have a Master's degree in psychology
- (2) you have the necessary background for teaching that course
- (3) if you are requesting the opportunity, then 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. The faculty recommend that you complete the PSY 721 class (Teaching of Psychology) before teaching your own course, but this is not required.

Teaching Mentor

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 you will be working with. Sometime before you begin 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.

If you are teaching a course that you have already taught, it is not necessary to have a faculty mentor assigned to you. However, you must arrange to have a faculty member sit in and evaluate at least one lecture.

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. It is **strongly** recommended that you consult with your advisor before accepting an assignment to teach at another University.

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. Insurance is available at a reasonable cost from APA. Information as to how to obtain this insurance will be provided at the start of your first PSY 642 experience.

The practicum site for all first-, second-, third-, and fourth-year clinical students is the UNCG Psychology Clinic which provides psychological services for clients from the Greensboro area. Supervision for all required practica is provided by the clinical faculty. First-year students during their second semester on campus are introduced to the UNCG Psychology Clinic by being assigned to a supervision group which typically meets 1.5 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, spring semester. Second-year clinical students enroll for three credits of PSY 642 in the fall and spring semesters with their clinical supervisor. They also enroll in one credit of practicum with the DCT to represent their work during the weekly clinic staff meeting. 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. They also enroll in a credit of practicum with the DCT to represent their work during the weekly clinic staff meeting. 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 (PSY 642) 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, however, is required to have experience in conducting psychological evaluations and in providing group therapy. Specialization is allowed during the Advanced Practicum year (PSY 762).

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 provided to all students at their clinic orientation meeting by 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 (see Mid-year practicum evaluation

form in Appendix M) and at the end of the year (see Practicum Competency Form Appendix N)

The UNCG Psychology Clinic is a year-round operation, 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. See the Clinical policy on summer funding in Appendix O.

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 contact hours. 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 may be exempt from the Licensing Act if: (a) the practicum is arranged through the university; and (b) the student is enrolled for practicum credits. However, if the student is licensed as an LPA, she must have an active supervision contract even for Advanced Practicum work.

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 internship guidebook published by APPIC (Association of Psychology Internship Centers). A body of information compiled by previous students and available on the clinic Q drive. Once you have met the eligibility requirements for internship and decide to apply for internship (see Appendix G), applications are due in October, November or December. APPIC utilizes a computer matching system. Students are notified of their matched internship in February "Match Day," with internships typically beginning July 1, August 1, or September 1. If you do not receive an internship on Match Day 1, a second match day option is also available. The DCT meets with students applying for internship the summer before application are due and regularly throughout the match process to provide guidance and answer questions.

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

GPEP training grant

Since 2002, the UNCG Clinical program has received grants from HRSA to enhance our students' training experiences with underserved populations. Our current grant cycle runs from 2013-16. The GPEP grants provides students opportunities to learn about underserved populations and the provision of culturally competent care through both didactic and experiential programming. All students in the program take part in the didactic training offered through GPEP,

Currently external, non-required practicum placements are also available at: the following sites: Cone Family Practice, Cone Behavioral Health and Cone Adolescent, Learning Together, the Teen Mom Mentor Program, The Durham VA, the Newcomer's School and Asheboro City Schools. These practicum experiences are supervised by on-site PhD supervisors, when available, and/or by co-Pis on the grant, all of whom are clinical faculty and licensed HSP-P. Students are asked to apply for rotations in the summer. Experiential placements are open to students in years 2 and beyond with attention given to the level of training necessary to be successful at individual sites. Before applying, students must discuss this opportunity with their advisor who will help the student determine the best time in their training to take advantage of this opportunity.

Another non-required practicum training opportunity is afforded by the **UNCG Counseling Center**. The Counseling Center requests applications from interested students in Jan of each year. In addition to providing clinical experiences in a counseling center with a targeted college population, the Counseling Center provides assistantship support for their clinical "externs". To apply, a student must have completed at least half of their Advanced Practicum, and must discuss this opportunity with their advisor, who will help the student assess how this opportunity completes their graduate training experiences.

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) See summer clinic funding policy in appendix O)
- Dream Camp (occurs during summer; preparation starts during year)
- 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).

Highsmith, Barkley, and Teague Graduate Student Assistance Fund The implementation of this awards is under review, and is expected to be finalized by the beginning of the 2014-2015 academic year.

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. 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 2014, recipients will receive a \$22,000 stipend, health insurance, and tuition waivers. 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; 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% (or 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. Eilon Lyon, who graduated from Women's College (UNCG) in 1949 and was employed in social service and active in civic organizations; 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. 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. Native Americans are particularly encourage to apply.

Weil Fellowship. This fellowship was first given in 1924 and honors Henry Weil, a successful businessman and philanthropist in Goldsboro, NC; . 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 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.

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, or one 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 likely 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 avoid 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 Compleat 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), *A PhD is Not Enough: A Guide to Survival in Science* by Peter J. Feibelman, *Advice for New Faculty Members* by Robert Boice, and *The Portable Mentor: Expert Guide to a Successful Career in Psychology* by Mitchell J. Prinstein

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 web site. 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: 3-yr term; coordinate undergraduate advising and undergrad studies committee; teach PSY 122
- Director of Graduate Studies: 3-yr term? coordinate the graduate studies committee (GSC), liaison with grad school
- Director of Clinical Training: 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, Experimental Program: 1-yr term; oversight of the graduate experimental program, including recruitment and admissions, management of student progress; represent 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 is invited to meetings where the topic is relevant to graduate training.

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 four 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.apapracticentral.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.apapracticentral.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.

Appendix G

COUNCIL OF UNIVERSITY DIRECTORS OF CLINICAL PSYCHOLOGY EXPECTATIONS FOR INTERNSHIP ELIGIBILITY

1. Trainee meets or exceeds foundational and functional competencies as outlined by the Assessment of Competency Benchmarks Work Group.
2. Trainee successfully completed a master's thesis (or equivalent).
3. Trainee passed program's comprehensive or qualifying exams (or equivalent)

Appendix H

Working with Diverse Clients.

In our APA-accredited program we are committed to a training process that ensures that graduate students develop the knowledge, skills, and attitudes to work effectively with members of the public. When graduate students' attitudes, beliefs, or values create tensions that negatively impact the training process (i.e., supervision) or their ability to effectively treat members of the public, the program faculty and supervisors are committed to a developmental training approach that is designed to support the acquisition of professional competence in working ethically with all clients. We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all clients.

For some trainees, integrating personal beliefs or values with professional competence in working with all clients may require a remediation plan that will delineate the recommended steps to achieve competence. Ultimately though, to complete our program successfully, all graduate students must be able to work with any client placed in their care in a beneficial and noninjurious manner. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, students do not have the option to avoid working with particular client populations or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values.

4. Trainee's dissertation proposal has been accepted at the time of application to the internship.

5. Trainee successfully completed all required course work for the doctoral degree prior to starting the internship (except hours for dissertation and internship).

6. Trainee completed an organized, sequential series of practicum experiences supervised by at least two different clinical psychologists that involve formalized practicum experience in evidence-based assessment and therapy.

The Trainee completed at least 450 face-to-face hours of assessment/intervention and at least 150 hours of supervision by a clinical psychologist who routinely employed individual and/or group supervision models and at least one or more of the following intensive supervision methods (e.g., direct observation, co-therapy, audio/videotape review). During early formative years, the ratio of face-to-face hours to supervision hours approximated 1:1 and increased to around 4:1 as the Trainee developed intermediate to advanced clinical skills.

7. Trainee has contributed to the scientific knowledge within psychology, as evidenced by:

- a. Publishing an article in a refereed journal or a book chapter as an author or co-author, or
- b. Presenting at least three papers/posters/workshops at regional, national, or international professional conferences or meetings.

8. Trainee was enrolled in a program that conducts formal annual evaluations of each student for purposes of monitoring trainees' developing competencies and assuring that only students making satisfactory progress are retained and recommended for doctoral candidacy and entry into the profession. This annual program review of each student utilizes evaluations obtained from different faculty and supervisors and covers the full range of competencies including academic, research, clinical skills, and ethical professional behavior. Trainee has been rated as meeting expectations and possessing the required competencies at the time of applying for internship.

Appendix I

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

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.
3. Offers of admission can be extended during a large time period. Most initial offers of admission are extended by April 1. Offers may be communicated by phone or email, but should be followed up by a written confirmation within 48 hours.
4. You should not be pressured, nor feel compelled to accept an offer of admission before April 15! This applies to offers of admission and to funding offers that accompany admission. It is impermissible for programs to request a decision prior to April 15 or to indicate that funding will be available only if students make decisions earlier than this date. Violations of this policy should be reported to CUDCP immediately (<http://cudcp.us/contact.html>) and your identity will be protected. Of course, it is permissible for you to accept an offer as soon as you are certain of your decision (i.e., even before April 15). But the decision to do so should be based on you, and not due to pressure placed upon you by a training program.
5. Do not hold more than two offers for more than one week unless there is specific information (e.g., a visit is scheduled, funding decisions) you are waiting to receive from the program. Difficulty making up one's mind is not considered an adequate excuse to limit the options available to other applicants.
6. Once you have accepted an offer of admission to a training program, you should inform all programs in which you are still being considered. Be sure to inform programs either that you are declining outstanding offers of admission or you no longer wish to be considered for admission.

For more information, please review the full CUDCP policy pertaining to graduate school offers and acceptances here: http://www.cudcp.us/files/CUDCP%20grad%20offers%20policy_Revised2013.pdf

Appendix J

Annual Student Progress Evaluation and Feedback

Student Name: [Click here to enter text.](#)

Academic Year: [Click here to enter text.](#)

By Dept policy, and encouraged by APA accreditation standards, we provide you with written feedback, each academic year, based on your report of accomplishments and input from Dept faculty. Please refer to the Grad Student Handbook on [Academic Eligibility](#) for more on Dept standards and the evaluative terms below.

1) COURSEWORK (*Academic progress, including course grades and other indicators of performance*)

Good Standing Problem Noted Not in Good Standing

Comments:

[Click here to enter text.](#)

2) RESEARCH (*Progress toward thesis, prelim exam, and dissertation; PSY 751 & other relevant activities*)

Good Standing Problem Noted Not in Good Standing

Comments:

[Click here to enter text.](#)

3) CLINICAL (*Performance on practicum or internship*)

Good Standing Problem Noted Not in Good Standing

Comments:

[Click here to enter text.](#)

4) Other Professional Activities (*Attendance at Departmental research events; Departmental service*)

Satisfactory Unsatisfactory

Comments:

[Click here to enter text.](#)

NARRATIVE FEEDBACK (optional)

Area faculty may use this section to provide additional feedback in narrative form.

Click here to enter text.

REMEDIATION PLANS (if applicable)

If there are any ratings above of “*Not in Good Standing*,” “*Problem Noted*,” or “*Unsatisfactory*,” faculty must include a detailed remediation plan below.

All remediation plans must include a formal re-review after 6 months to evaluate remediation success. For more information, please see the Graduate Handbook section on “Academic Eligibility.”

Click here to enter text.

Appendix K

Research Competencies Rating Form

Master's proposal _____ (date)

Prelim Proposal _____ (date)

Prelim Defense _____ (date)

Dissertation Proposal _____ (date)

Dissertation Defense _____ (date)

GRC conference in year 2 _____ (date)

At least one brown bag meeting _____ (date)

	Needs Improve	Satisfactory	Distinction
A. Student demonstrates competence conducting and writing up research			
1. Formulates answerable research question			
2. Formulates research question useful to field and/or society			
3. Synthesizes current literature while recognizing historical work			
4. Research reflects conceptual argument suggesting mechanisms/processes			
5. Conceptual argument leads to a hypothesis(es)			
6. Designs research methods to appropriately test hypothesis(es)			
7. Operationalizes research constructs			
8. Selects measures reflecting adequate reliability and validity			
9. Implements appropriate data analyses			
10. Presents conclusions that reflect findings			
11. Considers limitations appropriately			
12. Follows APA form			

Comments on areas in need of improvement:

	Needs Improve	Satisfactory	Distinction
B. Student demonstrates competence communicating research findings orally			
1. Presents in a clear, logical, organized manner			
2. Provides appropriate level of detail			
3. Demonstrates grasp of field in presentation and response to questions			
4. Demonstrates confidence in presentation and response to questions			
5. Appropriately responds to questions			

Comments on areas in need of improvement:

Research Competency Products

Students will learn to disseminate their research findings and will demonstrate readiness for internship by EITHER making at least 3 presentations at regional, national or international conferences, OR by having at least 1 manuscript accepted for publication prior to applying for internship.

Presentation #1 _____ (conference) _____ (date)
Presentation #2 _____ (conference) _____ (date)
Presentation #3 _____ (conference) _____ (date)
Manuscript #1 _____ (Journal) _____ (Year)

Additional Presentations or Manuscripts:

Appendix L

PSY 751 Contract

The 751 requirement is intended to foster continued research growth toward independent scholarship for every student by allowing them course credit to devote specific time to research endeavors above and beyond the thesis, preliminary examination, and dissertation. Our goal is to have students continuously engaged in research projects while they are at UNCG and to facilitate each student's success in meeting the research expectations for internship readiness outlined in the Handbook.

The Catalog description of PSY 751 is: "Individual work on psychological problems of special interest culminating in an intensive, critical review of literature in a given field or scientific investigation of problem."

Six credits of PSY 751 across 2 semesters is required. You and your faculty mentor should discuss the type and nature of the PSY 751 projects that will help you meet program requirements and reach your individual goals. Some tangible product (e.g. submission of abstracts for conferences, grant applications, submission of empirical manuscripts, book chapters or review articles) is required. The determination of whether the final product meets the minimum standards for fulfilling the 751 project (and demonstrates research competency) will be made by the faculty mentor.

Contract:

For the first semester _____(specify semester) of my PSY 751 requirement I will:

Please provide a brief description of the project and the specific product that will be produced and the due date for that product.

Date _____ Student _____ Mentor _____

For the second semester _____(specify semester) of my PSY 751 requirement I will:

Please provide a brief description of the project and the specific product that will be produced and the due date for that product.

Date _____ Student _____ Mentor _____

Date first semester project was successfully completed _____

Research competence demonstrated _____ Yes _____ No

If No, provide areas in need of improvement:

Date Second semester project was successfully completed _____

Research competence demonstrated _____ Yes _____ No

If No, provide areas in need of improvement:

Appendix M

Student Practicum Mid-Year Evaluation

Student _____ Semester/YR _____ Course _____
Supervisor _____ Rotation _____
Year in program _____

Please rate the student on all generic clinical competencies, taking into account her/his developmental level in the program (e.g., 2nd yr, 3rd yr, or pre-intern). Use the following 3-level scale: N = Needs improvement; E = Emerging Skill; C = Demonstrates competency

NA = Not applicable/no opportunity to observe

Circle ONE

Option

Supervision

- 1. Prepares for supervision (i.e., maintains current file, considers questions and plans in advance of supervision sessions) NA N E C
- 2. Displays good judgment regarding the need for supervisory assistance NA N E C
- 3. Is open and receptive to supervisor input NA N E C
- 4. Understands and maintains appropriate professional boundaries NA N E C

Charting and Time Management

- 5. Understands and adheres to clinic operating procedures and policies NA N E C
- 6. Timeliness in completing professional tasks (e.g., agency forms, case notes, written reports, keeping appointments, etc.) NA N E C
- 7. Organized, disciplined approach to writing and maintaining notes and other clinic records NA N E C

Assessment

- | | |
|--|-------|
| 1. Ability to conduct an assessment (e.g., select measures)
NA | N E C |
| 2. Ability to perform a clinical interview
NA | N E C |
| 3. Knowledge of standardization/psychometric issues related to assessment strategies
NA | N E C |
| 4. Ability to integrate assessment data from different sources to facilitate case
conceptualization
NA | N E C |
| 5. Ability to write an integrated evaluation report considering referral questions,
assessment data, diagnoses, integrated conclusions, and recommendations
NA | N E C |
| 6. Ability to propose and defend diagnostic conclusions
NA | N E C |

Intervention

- | | |
|--|-------|
| 1. Ability to form a working alliance with patients (i.e., forms and maintains)
NA | N E C |
| 2. Ability to formulate a treatment plan, based on case conceptualization,
assessment data, and diagnostic formulation
C NA | N E |
| 3. Construction of collaboratively defined treatment goals with patient
NA | N E C |
| 4. Active consideration of diversity in assessment, case conceptualization, and
treatment planning
NA | N E C |
| 5. Uses systematic approaches to gathering data to inform clinical decision-making
NA | N E C |
| 6. Continuous assessment of client progress throughout treatment
NA | N E C |
| 7. Ability to adjust treatment plans and interventions as a function of ongoing
assessment data, therapeutic processes, and/or changes in circumstances
NA | N E C |
| 8. Affect tolerance and managing conflict during sessions
NA | N E C |
| 9. Flexibility and problem solving ability with patients
NA | N E C |
| 10. Ability to use resources to enhance casework (e.g., published material, | |

<p>manualized protocols, evidence-based practice data base searchers)</p> <p>NA</p>	<p>N E C</p>
<p>11. Awareness of one’s own cultural identity, self-concepts, and self-appraisal as potentially influencing professional interactions</p> <p>NA</p>	<p>N E C</p>
<p>12. Knowledge and respectfulness of patient diversity (i.e., ethnicity, age, gender, sexual orientation, disability, religion, etc.)</p> <p>NA</p>	<p>N E C</p>
<p>13. Ability to apply knowledge from psychological science to therapy (i.e., use of evidence-based practice)</p> <p>NA</p>	<p>N E C</p>
<p>14. Handling of ethical/legal issues</p> <p>NA</p>	<p>N E C</p>
<p>15. Knowledge of, and sensitivity to, and response to crisis situations</p> <p>NA</p>	<p>N E C</p>

Brief Integrated Summary of Student’s Practicum Performance (note: please comment any “N” ratings, including educational action plans for addressing the supervisor’s concern)

Strengths:

Needs improvement:

Student Self Evaluation

How do you think you are doing in your rotation?

What are your current strengths in terms of clinical work and assessment?

What are skills you are still working on?

What are your goals for the remainder of the year?

Review of Evaluation With the Student

I have carefully read and thoroughly reviewed this evaluation with

_____ on _____.

(Date)

Clinical Supervisor Signature

I have discussed my evaluation with my supervisor on _____.

(Date)

I have submitted additional written information to be considered when reviewing this evaluation. Yes _____ No _____

Student Signature

Appendix N

UNCG Practicum Competencies – Student Evaluation Form

Student name: _____ **Rotation:** _____ **Supervisor:** _____

Year in program: _____ **Dates of Practicum:** _____ **Date of evaluation:** _____

Professional competency develops over a period of time through training and supervised practicum experiences that are geared to the level of the trainee. However, professional competency is also a life-long process. This evaluation form highlights those competencies that are deemed most crucial to the successful development of scientist-practitioners.

Skills in each area of clinical training will be evaluated using the following scale considering **your current level of training**. A satisfactory rating means that you are performing at the level we expect a student to perform at your level of training.

- 1 = Needs improvement
- 2 = Satisfactory
- 3 = Exemplary
- n/a = not applicable/not assessed at this time

Note: Clinical supervisors will be primarily responsible for completing these scales for students actively seeing clients, in consultation with other relevant clinical faculty.

Interpersonal Skills

Rating (1-3)

Listens and is empathic with clients (verbal and non-verbal)	
Tolerates negative affect in session	
Tolerates interpersonal conflict in session	
Tolerates ambiguity and uncertainty in session	
Reflects and examines one's own motives, attitudes, behavior and one's effect on others as evident in supervision	

Use of Supervision

Schedules and regularly attends supervision	
Receives constructive feedback non-defensively from supervisors and peers	
Prepares for supervision (including bringing reviewed recordings to session)	
Willingness to accept supervisory input; follows through on recommendations and supervisory directions	
Voices concerns effectively with peers and supervisors	
Works collaboratively with the supervisor, including understanding, sharing and working with a set of common goals for supervision.	
Demonstrates both appropriate autonomy from and dependency on supervisors	

Assessment Skills

Applies knowledge regarding psychopathology related to the population(s) served, including formulating appropriate DSM-IV diagnoses	
Selects appropriate assessment devices, thereby indicating knowledge of the intended uses of the device	
Demonstrates correct scoring, norms, and interpretations of assessment information	

Selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families and groups	
Integrates assessment data from different sources for diagnostic purposes and to inform treatment	
Effectively conveys information orally from assessment data to clients, parents, and educators	
Demonstrates effective and collaborative use of supervision to implement and enhance assessment skills	
Demonstrates ability to assess complex or serious psychological impairments	
Effectively conveys information in a written psychological report	

Intervention Skills

Effectively implements specific empirically supported treatment methods	
Formulates and conceptualizes cases	
Effectively develops treatment plans (in collaboration with clients and supervisor)	
Uses a diversity of treatment approaches in terms of clients' culture, presenting problems	
Takes a wide range of cases (e.g., ages, presenting problems)	
Forms a working alliance with a wide range of clients (e.g., ages, presenting problems)	
Responds flexibly to client's concerns, needs, or readiness	
Utilizes systematic approaches to gathering data to inform clinical decision making (e.g. weekly assessment data on treatment progress, movement toward termination)	
Adjusts treatment plans and interventions as a function of ongoing assessment data and therapeutic processes	
Conceptualizes and implements a planful termination or transfer	
Manages crisis calls with appropriate supervision (emergency phone rotation)	
Maintains appropriate professional boundaries with clients	
Implements crisis management and psychological/psychiatric emergency situations with appropriate supervision (excluding emergency phone rotation here)	

Ethical Principles

Behaves consistently with the <i>Principles of Ethical Practice and Decision Making</i> (APA, 2002)	
Behaves consistently with legal issues related to the practice of psychology, including HIPAA and state and federal laws	
Implements appropriate record-keeping and documentation related to ethical and legal principles (e.g., consent for treatment, release of information, documentation of released information)	
Seeks appropriate information and consultation when faced with ethical or legal issues	
Works within the limits of one's own competence and engages in self-evaluation of clinical skills	

Individual and Cultural Differences (ICD)

Demonstrates knowledge/understanding of the principles and findings related to ICD as related to the practice of psychology	
Demonstrates understanding of one's own situation (e.g. ones ethnic/racial, socioeconomic, gender, sexual orientation: ones attitudes towards diverse others) relative to the dimensions of ICD (e.g. class, race, physical disability etc)	
Seeks supervision, consultation, or relevant literature when working with clients from different cultural backgrounds	
Demonstrates knowledge about the nature and impact of diversity in different clinical situations (e.g. clinical work with specific diverse populations)	

Builds rapport and works effectively with clients from diverse populations	
Shows respect for the values held by the client and incorporates those values in treatment planning	
Shows respect for clients from all socioeconomic backgrounds and understands the challenges faced by indigent families in accessing and following through on treatment	
Works effectively with diverse others in assessment, treatment and consultation	
Works effectively with interpreters	

Supervision and Consultation Skills

Demonstrates appropriate limits of one's supervisory skills in peer interactions	
Demonstrates knowledge of literature on supervision (e.g. models, theories, & research)	
Discusses supervision issues from the perspective of a developing clinician	
Provides helpful feedback to peers	
Works effectively as a vertical peer supervisor	
Demonstrates how individual and cultural differences can affect the process of supervision and consultation	
Consults with collaterals (e.g., relatives, friends, teachers) as appropriate	
Demonstrates understanding of the role of other professionals in patient care	
Communicates professionally and works collaboratively with community professionals (e.g., psychiatrist, attorney, disability office)	
Dialogues with other professionals without using psychological jargon	
Interacts effectively with school systems, including consulting with teachers and counselors, attending school meetings	
Delivers effective community psycho-educational presentations	

Skills in the Application of Research

Accesses and applies scientific knowledge bases to provide appropriate client services	
Applies research knowledge related to diagnostic assessment and intervention, diversity, supervision, ethics, etc.	
Uses resources to promote effective practice (e.g. published information, input from colleagues, technological resources)	

Maintaining Professional Behavior

Works collegially with fellow professionals (e.g., support staff, peers, supervisors)	
Adheres to agency's operating procedures	
Arrives promptly at meetings, therapy appointments, and supervision	
Prepares appropriate professional reports or letters for health care providers, agencies, disability service, etc.	
Completes professional tasks in allotted/appropriate time (e.g., evaluations, notes, reports, closing summaries)	
Appropriately participates in creating policy, participates in system change and management	
Supports policy change as necessary for the betterment of clinic operations	
Works collaboratively with peers and faculty to modify or implement new clinic policies	

Particular Areas of Competence Noted:

Additional Comments/ Particular Recommendations for Improvement:

Supervisor Signature: _____

Date _____

Student Signature: _____

Date _____

Appendix O

Summer Funding Memo for Practicum Students: February 19, 2012

1. Consistent with APA recommendations, the UNCG Psychology Clinic is a 12-month clinic. This means that all students enrolled in practicum coursework are expected to continue their clinical work in the summer in order to provide continuity of care to clients and meet their training requirements.
2. One option proposed by the class representatives is to have students enroll in a practicum course for the summer term. This option is not practical because it would require students to pay tuition (and in many cases, out-of-state tuition). Additionally, guidelines for the minimum number of students enrolled in summer courses would have to be met each year, or the section of the course would be cancelled.
3. Instead, all students enrolled in practicum since 2008 have been required to participate in clinical activities as employees during the summer and receive summer pay. From 2008-2011, we secured funding from the administration to have students paid as employees for seeing clients in the summer. This means that students did not have to pay tuition and had the opportunity to receive summer funding. Beginning in 2012, there are no university or departmental resources for this funding, so the clinic budget will reflect a financial commitment to continue student summer pay.
4. The relationship between the summer employee status and graduate student status is considered in making work assignments. Students must complete their program requirements in addition to the summer work requirement. Students with an Incomplete in their Spring practicum course may not be eligible for the summer work employee work option, and instead would see clients as part of completing their coursework. However, it is not advisable for students to merit Incompletes for Spring coursework, as this can create different problems with eligibility for financial aid for students.
5. Students are provided with the following parameters for fulfilling the summer work requirement. The following terms apply:
 - a) Students may work in the Psychology Clinic and earn \$1000 for 25 hours of direct client contact (this equals \$40 per hour with no overhead costs).
 - b) Students may work one or more weeks of Dream Camp and receive compensation at the rate of \$1000 per week of Camp. This compensation is inclusive of all expectations associated with camp, including participating in screening appointments, training, and planning meetings. Selection of student therapists for Dream Camp is conducted by the directors of this program, not by the clinical faculty.
 - c) Students are exempt from the summer work policy if they fall under the following categories: 1) rising second year student, 2) student who has completed all practicum training, including advanced practicum, c) student who have earned an incomplete for practicum in the Spring semester, or d) special circumstance as requested in writing and approved by the clinical faculty prior to the last scheduled faculty meeting in April. Special circumstances might include factors related to other work commitments that are beneficial to a student's training, such as a fellowship or other activity that prevents the student from participating in the clinic for pay during the summer months. Students may also petition for a reduction in the typical workload for summer pay if they provide sufficient justification. Of course, program practicum requirements of hours accrued during the summer would still be applicable for practicum and

advanced practicum students. Students must complete the summer work beginning with the May graduation date and ending by August 15th. As a general rule, students may complete the work requirement at any point during the summer, but students are expected to maintain appropriate levels of client care for all cases year-round.

- d) The only requirement is clinical hours; projects as assigned in prior years will be eliminated because of student and faculty dissatisfaction with that requirement and in order to allow each student to have a similar workload, as measured by hours.
6. Students who do not complete summer hours by August 15th will need to report when they have completed summer hours. Hours toward program requirements for the Fall semester will not accrue until all summer hours have been completed. Students are encouraged to engage in discussions with supervisors to ensure that they are able to meet their hourly goals in a timely manner.
7. Given the need to accomplish summer work hours for pay in a timely fashion, supervisors will attempt to provide students with suggestions about how to best complete these hours, and in special circumstances, additional supervisors may be recruited to allow students to complete particular work that is available (e.g. early Kindergarten evaluations, ADOS testing, Bayley or other specialized evaluations).
8. **Advising Opportunities:** All students will meet with their faculty advisors during March to ensure that guidance is provided regarding activities for the summer and associated compensation (with the best information available at the time). These would include decisions about students involved in other funded activities, including but not limited to research grants, summer teaching, GPEP training, or other specific opportunities to work with clinical populations.
9. **Maximize Revenue Potential for the Summer Work:** Supervisors will work with the Clinic Manager to develop a procedure so that revenue-generating opportunities are prioritized during the summer (e.g. advertise for evaluations with set fees, offer routine fee for service workshops) and allocate them across students to maximize each student's ability to generate revenue. This may help to increase the average amount of revenue generated by students.
10. **Monitoring System:** The Clinic Manager will continue to track all student hours and the potential revenue generated from this work to better plan for future allocation of work/expenditures in future years. The Clinic Manager will provide timely updates to students regarding their summer hours. If students locate any discrepancies, these must be resolved immediately (within 2 business days) as recalculating of hours is a burden on the Clinic Manager. We will also consider establishing a subcommittee including the clinic director, faculty, and student representative to look at this financial data during the Winter months to plan for the upcoming summer. At minimum, the class representatives will be consulted prior to each summer to gather input regarding the implementation of the summer workload policy (e.g., ideas for award
11. groups, supervision needs, etc).
12. **Future Funding Sources:** If additional internal or external sources of funding for student summer clinic pay are identified or secured (e.g., testing contract), students may be offered an opportunity to increase the amount of hourly work that they agree to complete during the summer, at the same hourly rate as outlined in the document. For example, advanced students who fall outside the parameters of the summer work policy (e.g. students finished with advanced practicum) may be offered an opportunity to complete additional hours in the Psychology clinic for pay.

Appendix P
TA evaluation Form

Teaching Assistant Evaluation Form

Graduate Student:

Semester:

Course number:

Course enrollment:

Instructor:

Date:

1. Please check the TA's specific duties:

- Grading multiple choice exams
- Grading essay/short answer exams
- Grading written assignments
- Attending lectures
- Giving lectures - please indicate # of lectures:
- Teaching lab or discussion sections
- Meeting with students outside of class
- Other – please describe:

Please rate the following:

- | | |
|--|---------------------|
| 2. The TA was organized and well prepared
Comments: | SD D N A SA |
| 3. The TA completed assigned duties in a prompt and thorough fashion
Comments: | SD D N A SA |
| 4. The TA interacted appropriately with students
NA
Comments: | SD D N A SA |
| 5. The TA was an effective instructor
NA
Comments: The students reported that her lecture was "a bit fast" but that she delivered it effectively and enthusiastically. | SD D N A SA |
| 6. I want this person to be a TA for me in future courses
Comments: | SD D N A SA |

SD = strongly disagree; D = disagree; N = neutral; A = agree; SA = strongly agree;
NA = not applicable

7. Please comment on any other strengths demonstrated by the TA:
8. Please comment on any other concerns about the TA's performance: