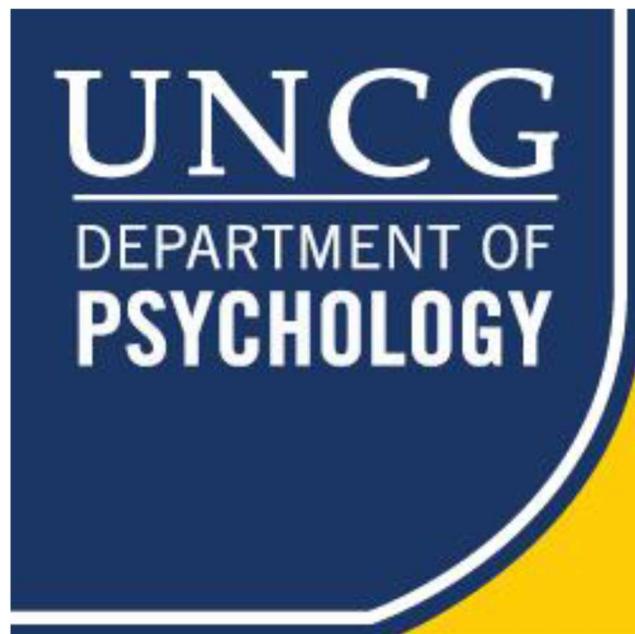


# ***GRADUATE PROGRAM HANDBOOK***



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

**2017-2018**

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# INTRODUCTION

## HOW TO USE THIS HANDBOOK

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. This Handbook is intended as a tool to aid you throughout your grad school career – it should be the first place you look for questions that you may have about graduate school requirements.

Graduate students are encouraged to read this handbook and to consult with their advisor or the Director of Graduate Studies (DGS) if any of the requirements described in it are unclear. 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. Supplements to this document are provided in several other publications of the University: [The Graduate School Bulletin](#), [The Student Affairs Policy Handbook](#), [Student Grievance Procedures](#), [University Policies related to graduate students](#), and [The Graduate School Guide for the Preparation of Theses 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.

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. In most cases, 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. If you have any suggestions for the improvement of this Handbook, please contact the Director of Graduate Studies (DGS). **PLEASE OPEN THE BOOKMARKS PANE (RIBBON ON THE LEFT) TO NAVIGATE THE TABLE OF CONTENTS.**

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 DGS and your committee before the Graduate School will accept them.

## DEPARTMENT POSITIONS

A list of all psychology department faculty and administrative staff may be found on the Department website. <https://psy.uncg.edu/people/faculty/>, <https://psy.uncg.edu/people/administrative-staff/> The individuals listed below are particularly important contact persons for graduate students.

Position	Name	Email	Phone Number
Department Head	Stuart Marcovitch	s_marcov@uncg.edu	336-256-0020
Director of Graduate Studies (DGS)	Michael Kane	mjkane@uncg.edu	336-256-1022
Graduate Administrative Assistant	Mindy Wolf	mjwolffo@uncg.edu	336-334-5014
Director of Clinical Training (DCT)	Susan Keane	speane@uncg.edu	336-256-0569
Experimental Programs Coordinator	Janet Boseovski	jjboseov@uncg.edu	336-256-0015
Director of the Psychology Clinic (DPC)	Jason Herndon	jlhernd2@uncg.edu	
Director of Undergraduate Studies (DUGS)	Kari Eddington	kmedding@uncg.edu	336-485-5662
In-state Residency Consultant	Doug Levine	dwlevine@uncg.edu	336-256-2472
AGSP President	Jason Strickhouser	jestic2@uncg.edu	

## CONTACT INFORMATION

### CONTACT ROLES

Your main point of contact will be your primary advisor and research mentor. If you have questions about the requirements described in this handbook, you should contact your advisor or the DGS. Specific questions regarding the clinical program should be taken to the Director of Clinical Training (DCT). Questions about the experimental program may be taken to the Experimental Programs Coordinator. Questions about the operation of the Psychology Clinic should be referred to the Director of the Psychology Clinic. Issues general to the Department might be discussed with the Department Head or Associate Head. Questions about the undergraduate program, such as suggestions about undergraduate teaching, should be directed to the DUGS.

### COMMUNICATION

In order to stay abreast of important information students are required to obtain a UNCG email account and to check that account frequently- at least on a daily basis. Requests for information from the Department Head, DGC, DCT and EPC, as well as your faculty advisor should be responded to as soon as possible and before any stated deadlines.

## PROGRAM OVERVIEWS

The Department has identified four main areas of graduate training: Developmental, Cognitive, Social, and Clinical. Details of faculty areas and research 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, 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.

Your graduate advisor is noted in your welcome letter from the Department. 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. Students must complete the [Change of Graduate Advisor](#) form and revise any existing committee forms to transition between advisors. *Students are not permitted to remain in the Department without a graduate advisor.* Admission into a particular area of specialization does not constitute a commitment by you to remain in that area throughout your graduate career. However, students must apply to the Department for permission to transfer into another area. An exception to this general statement concerns students initially admitted into one of the experimental (cognitive, developmental, social) areas. These students cannot transfer into the clinical program without re-applying for admission.

All 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. Research is expected to be of high quality and students will be assessed on their competence in developing and carrying out their research. The goal of the Terminal MA degree track as well as the MA-PhD track is to develop competence in core areas of psychology as well as in the methods of the discipline. 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. Students specializing in cognitive, developmental, or social psychology engage in basic and/or applied research but not in clinical activities. In addition, Clinical students are expected to gain competence in the provision of evidence-based practice and the integration of science and practice.

## CLINICAL MA/PHD

The Psychology Department offers one graduate training track in Clinical Psychology, the MA-PhD. The clinical program does *not* offer a terminal MA degree 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 admitted into the clinical psychology MA-PhD track may engage in clinical activities.

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. 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](mailto:apaaccred@apa.org), web [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)

## EXPERIMENTAL PROGRAMS

The Experimental programs include the following primary areas of graduate training: Cognitive, Developmental, and Social Psychology. We also have faculty with specializations in Quantitative and Biological Psychology. The areas are combined for administrative purposes under the Experimental Programs Coordinator but may be considered as separate programs in many respects, including the application system, graduate courses offered, degree specialty, and faculty research foci. Faculty and graduate students collaborate on research across each of our areas, including Clinical. Our webpage notes specific research groups and [interest area hubs](#).

The Psychology Department offers two graduate training tracks in Experimental Psychology 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 cognitive, developmental, or social psychology. Students admitted into either track must complete all of the requirements of their Master 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 Master's 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.

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### TERMINAL MA IN GENERAL EXPERIMENTAL PSYCHOLOGY

Students in the Terminal MA program in General Experimental Psychology will typically work with a faculty member in one of our primary experimental areas. The intent of this program is to provide students with competence in core areas of psychology, including the conduct of research. The culmination of this program is the completion and defense of a thesis based on original laboratory research. Students who complete the terminal MA program are eligible to apply to the PhD program in an Experimental Area, although admission is not guaranteed.

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### COGNITIVE, DEVELOPMENTAL, OR SOCIAL MA/PHD

The Experimental PhD program offers degrees in Cognitive, Developmental, and Social Psychology that have a uniform curriculum and set of requirements with specific coursework and research focus concentrated within the area of interest. Our program and faculty are highly collaborative, with opportunities to take courses and conduct research across areas in the development of specialized training and expertise.

## NEW STUDENT INFORMATION

Please review your welcome letter carefully for specific information about transitioning to graduate studies in Psychology at UNCG. The checklists below are provided to assist you in ensuring that all required steps are taken. If you have any questions regarding these requirements, please contact the Graduate Administrative Assistant.

### CHECKLIST FOR BEFORE AND AT ARRIVAL

(Printable version available on [forms webpage](#))

#### Before arriving

- Set up your UNCG email account (do ASAP, your undergrad email may be closing soon)
- Read the entire Psychology Graduate Student Handbook
- Review all graduate student information on the department website
- Complete CITI training online (required by IRB before you can do any research)

#### Building and Campus Access

- Get your Spartan Card from the Spartan Card center in the EUC
- Complete the form to request keys and Spartan Card access to Eberhart
- Buy a parking permit

#### Graduate Assistantship

- Complete the I-9 form to verify eligibility to work in the U.S.
- Set up direct deposit with UNCG for your paycheck
- Contact the professor(s) you will be a Teaching Assistant for about your TA duties
- Discuss with your advisor what your Research Assistant duties will be

#### Evidence of In-State Residency

- Lease or Purchase Real estate in NC
- Register to vote in NC
- Obtain a NC Driver's License (you will have to retake a DMV test)
- Register your car in NC (NC license required first)
- Begin 12 months of continuous residence in NC. Note: These acts should be accomplished ASAP. Your 12-month residency requirement does not begin until ALL steps are completed.

#### Course Registration

- Review the course requirements for the graduate curriculum
- Submit any information about previous graduate work to DGS for evaluation of transfer credit
- Consult with your advisor to construct a personal plan of study to meet all requirements
- Register for Fall Classes after department orientation
- Purchase any required textbooks

#### Student requirements

- Accept or waive UNCG health insurance (some type of health insurance is required)
- Provide Student Health Services with your Immunization Record
- Pay student fees (or set up payroll deduction)
- If necessary, complete student loan deferment forms

#### Mandatory Orientations

- Register for TA training (registration is required)
- Attend TA training (date and time noted in welcome letter)
- Attend UNCG Graduate School Orientation (date and time noted in welcome letter)
- Attend Psychology Graduate Student Orientation (date and time noted in welcome letter)

## FIRST SEMESTER CHECKLIST

(Printable version available on [forms webpage](#))

- Begin individual research.** You must work with your advisor to establish your personal line of research, which is typically closely related to your advisor's research. Completing a thesis or dissertation requires the creation of your own original scholarly work, so preparation should begin in your first semester if you intend to finish your degree on time.
- Attend all department colloquia.** All department colloquia are mandatory for graduate students and absences will be noted on your annual evaluation.
- Attend every class.** Unexcused absences in class are unacceptable in graduate school. Contact the professor directly if you have an emergency or other professional commitments (such as academic conferences).
- Read all of the assigned material.** Graduate classes require active discussion of the material, so you must prepare by reading all the material before each class.
- Complete all assignments.** Whether they are graded assignments or ungraded, all assignments must be completed and turned in on time. Late or missing assignments are unacceptable.
- Achieve at least a B in every course.** Grades of B- or lower indicate that you have not mastered the required competency in this area and therefore cannot count toward your graduate degree and will require the creation of a remediation plan if you intend to remain in the program.
- Fulfill your TA responsibilities.** If you have an assistantship, then you will likely be assigned as a teaching assistant for one or more professors. You need to complete all the TA duties they assign you, but should not exceed 10 hours per week on average.
- Fulfill your RA responsibilities.** If you have an assistantship, then you are also assigned as a research assistant for your advisor. You need to complete all the RA duties they assign you, which should not exceed 10 hours per week on average.

## IN-STATE RESIDENCY

Students who are not already a NC resident should seek residency as soon as possible to reduce the demand on the limited number of out-of-state tuition waivers available. Criteria change from year to year, but your chances of being granted resident status are improved by the following: at least 12 months of continuous residence in the state, establishment of a lease or purchase of real estate property, registering to vote, registration of a motor vehicle, participation in community organizations, and school enrollment of children (if any). Note that one must obtain a NC driver's license before registering a vehicle, to do so, you must show proof of insurance that lists your name (an important point for those who are on parent policies – check your insurance card and gain additional documentation if needed). Date of residence is determined by the latest act completed, so please complete all of these residency acts before the first week of classes if at all possible. Students who fail to make reasonable efforts towards in-state status may not be eligible to receive waivers for out-of-state tuition. The department's In-state Residency Consultant schedules meetings with non-resident students at least once a year. Please take advantage of her/his knowledge and assistance. You will find the application form on the [forms webpage](#).

## CITI TRAINING

Before conducting or proposing any research at UNCG, the Institutional Review Board requires all researchers and research assistants to complete CITI training as evidence of education in research ethics. You need to complete CITI training as soon as possible, so that you will not be excluded from important projects.

To complete CITI training, go to the UNCG Office of Research Integrity website: <http://integrity.uncg.edu/citi-training/>. There are several types of CITI training to fulfill the requirements of different committees. You are completing CITI training to satisfy the Institutional Review Board, so click on "Instructions for IRB CITI Training" to download the appropriate instructions. Make sure to follow the IRB CITI instructions carefully so that you don't accidentally complete the wrong training. If you have problems, you can request assistance from the IRB contact person listed on the main IRB page: <http://integrity.uncg.edu/institutional-review-board/>.

CITI training can take several hours, but does not need to be completed all at once. Get started on CITI training as soon as possible so that you can be ready to get involved in research at UNCG. If you completed CITI training recently at another institution, you may be able to simply affiliate with UNCG. Here is a link to instructions for how to affiliate with UNCG: <http://integrity.uncg.edu/instructions-for-citi-training/> If you have any questions, you can use the "contact us" form at the bottom of that link page.

## WORKLOAD EXPECTATIONS AND DISTRIBUTIONS

Incoming students are often interested in learning more about the expectations in graduate school in terms of workload and distribution of time spent on coursework, assistantships, and research. Graduate coursework is typically more challenging and time intensive than undergraduate studies, but as a rough guideline, the UNCG Undergraduate Bulletin states that "students should plan to devote between 2-3 hours outside of class for each hour in class," assuming adequate prior preparation. In the first year, experimental graduate students typically take 10 credits of coursework each semester, and so should expect to spend at least 30-40 hours per week on coursework and class time. First year clinical students take 13 credits and should expect 39-52 hours per week on coursework and class time. In later years of training, graduate students typically take 6-9 credits of coursework, which would roughly presume 18-36 hours per week spent on coursework and class time.

Department assistantships typically require 20 hours per week of service, generally allocated as 10 hours teaching assistance and 10 hours research assistance (see the section on Funding for additional information).

Developing research competence and making progress on your required research projects is also a top priority in your graduate training. Time should also be allocated for research early in your graduate career, beginning in your first semester. Graduate students are expected to allocate their remaining work time to developing, conducting, and disseminating their research projects and to making regular progress on their thesis or dissertation research. To facilitate active involvement in research, graduate students generally have a desk area located within their faculty mentor's dedicated laboratory space.

## THE 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 (one from the Clinical program and one from the Experimental program) who attend the Graduate Studies Committee meetings in order to provide student input on the current graduate course work and training, and has a representative on the Department's Executive Committee.

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 AGSP President.

# GENERAL EXPECTATIONS AND RESPONSIBILITIES

## 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: **coursework**; **research**; **professional development** and; for students in the clinical MA-PhD program, **clinical work**.

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+.

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 A for the [competency document](#). For guidelines on timeliness, please see the Handbook sections on the [MA thesis](#) and [Preliminary exams](#).

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, assist the admissions committee), work in a collegial manner with peers and faculty, and contribute to the field by presenting your work at conferences and/or publishing your research.

To remain in good standing in **clinical work**, 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 the [forms webpage](#) for the clinical competency documents, and [Appendix A](#) for [clinical policies](#).

### COURSEWORK

#### 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. The 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- or lower Not indicative of PhD-level work.

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## 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 independently, 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 first discuss these with the instructor and then contact the DGS or the Department Head if you are unable to reach a resolution.

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## RESEARCH

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### EXPECTATIONS OF STUDENT RESEARCH AND SCHOLARSHIP

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 necessary, 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 Master's 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.

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## 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 requirements and help the student balance multiple demands that may be placed on them as part of Clinical PhD Training.

While timelines are not uniformly required in the Experimental programs, they are good practice and Experimental students should ask if their committee prefers to approve and use a timeline.

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## PROFESSIONAL DEVELOPMENT

On entering the program, you will be assigned an advisor who will be available for advice and discussion as needed. 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.

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## COLLOQUIA AND LECTURE SERIES

*Departmental Colloquia:* The Department maintains a 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 (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. Do not only 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 was endowed by a generous gift from an alumna, Ms. Janice Baucom. A [list of previous topics and speakers](#) can be obtained from the department website. As with departmental colloquia, all graduate students are expected the entire KSL series.

*Psychology Department Graduate Research Conference:* Each fall semester, the Psychology Department hosts the Graduate Research Conference (GRC) at which rising second-year students present their plans or results for 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 Master's degree. As with all departmental colloquia, all graduate students are expected to attend. 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 using the [Research Competency form](#).

*Experimental Hard Data Café and Clinical Blue Jean Brown Bag:* The Experimental and Clinical programs each coordinate a talk series each semester, including speakers from the Department, University, and area institutions. Students are required to attend the talk series for their own program and encouraged to attend talks outside their program that are of interest.

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#### 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.

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#### 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" below) 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	North Carolina Cognition Conference
Animal Behavior Society	Psychonomic Society
Association for Behavioral and Cognitive Therapies	Southeastern Association for Behavior Analysis
Association for Psychological Science	Society for Neuroscience
Cognitive Aging Conference	Society for Research in Child Development
Cognitive Development Society	Society for Research in Adolescence
International Society for Developmental Psychobiology	Society for Research in Psychopathology
Jean Piaget Society	Society of Southeastern Social Psychologists
	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. You will find valuable information about the publication process, including guidelines for authorship, on the APA website: <http://www.apa.org/research/publishing/index.aspx>. 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.

## CLINICAL WORK AND 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 faculty 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 an individual format; in some cases, group supervision will also be provided.. 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 Class Climate, and, like other course evaluations, is presented to the clinical supervisors in summary fashion only.

## ANNUAL EVALUATION PROCEDURES

Formal evaluations will be conducted by your Area faculty. Each summer, 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 1<sup>st</sup> year students will also be evaluated by Area faculty after their 1<sup>st</sup> semester; Areas may have formal or informal evaluations and feedback procedures at this 1<sup>st</sup> semester mark.) The [Annual Evaluation Form](#) can be found on the website.

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 a remediation plan. When students earn less than a ‘B’ (i.e., a ‘B-’ or lower), then they have not met the competencies required for the Clinical program, nor meet the degree requirements in the Experimental area. Students who continue to the PhD program need a ‘B’ or better on all courses that count toward their Plan of Study. Within the research domain, signs of slow progress in designing a thesis project might trigger a *Problem Noted* evaluation and a remediation plan; 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 a remediation plan. Specific issues that are also included in annual 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 [Appendix A](#). 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.” 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.

**Remediation plans** are developed by the student’s program area 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 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. All remediation plans must be approved by the student’s program area, committee, and the DGS. For additional details, see the Department’s policy on [Remediation Options for Tools Courses](#).

When a remediation plan is put into place, the student will be formally re-evaluated in that domain upon completion of the following semester for evidence of improvement. If a student fails 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 the student is no longer eligible to continue in the program. If another remediation plan is put into place, the student 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. 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.

## ETHICS

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### ETHICAL STANDARDS

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; see the section on CITI training above.

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, Area Director, 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.

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### ETHICAL BEHAVIOR REQUIREMENTS

Psychology graduate students are expected to follow the UNCG Student Code of Conduct and Academic Integrity Policy at all times. All students should review the Student Policy Handbook (<http://sa.uncg.edu/handbook/>). As psychologists, students are also expected to adhere to the American Psychological Association's "Ethical Principles of Psychology and Code of Conduct" (<http://www.apa.org/ethics/code/principles.pdf>). The Psychology Department expects graduate students to demonstrate ethical behavior in all roles and requirements, including coursework, research, teaching, and clinical practice. Failure to do so may result in sanctions that may include withdrawal of funding, suspension, or dismissal from the graduate program. Due process will be followed in all such instances, as described in this Handbook and UNCG policy (<http://sa.uncg.edu/dean/conduct/>).

Reported ethical violations will initially result in consultation between the mentor, DGS, and Department Head. Determination of sanctions will be made by the DGS in consultation with an ad hoc review committee decided by the Department Head. If indicated, a formal violation report will be filed with the Dean of Students office for further investigation, panel hearing and sanction recommendation to the Department. Students may appeal hearing outcomes to the Dean of Students office, and Departmental decisions to the Department Head.

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## CLINICAL ETHICS PRINCIPLES

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 A) 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 services at the UNCG Counseling Center or with a private practitioner. 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.

## FUNDING AND OTHER RESOURCES

The Department attempts to support all eligible MA-PhD students; in general, students in the Terminal MA program do not receive financial assistance. Students in the MA-PhD program who are making satisfactory progress typically are funded for five years. Most financial support comes from departmental assistantships, but other sources are available (check with your faculty advisor).

## DEPARTMENT ASSISTANTSHIPS AND STIPENDS

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.

To maintain an assistantship, you must maintain a B (3.0) average and you must be enrolled in a minimum of 6 semester hours 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). Students must obtain written permission from their program head to accept any work assignments outside of their university assistantship. 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". 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 STA.

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 potential 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 A for [Evaluation Form](#).

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.

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## TA RESPONSIBILITIES

Department assistantships typically require 20 hours per week of service, generally allocated as 10 hours teaching assistance and 10 hours research assistance. 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 Master's degree. All students receiving a TA assignment for the first time must attend a teaching assistant workshop given by The Graduate School each Fall. Contact the faculty you are assigned to work with well in advance of each semester to learn more about your TA duties. Teaching assistants also are encouraged to consult with the DUGS or other faculty for general advice and suggestions about undergraduate teaching.

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## RESEARCH COMPONENT

The research component of your Department assistantship will be under the direction of your assigned faculty advisor and research mentor. Students may work on faculty projects or compete independent research to fulfill this assignment.

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## STA OPPORTUNITIES

Students may be assigned independent teaching opportunities as your assignment for the semester. 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 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.

If you teach your own course in the Department, you must receive formal mentoring and evaluation by a faculty member. 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 and the mentor must approve your final syllabus.

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.

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## 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. Students must get approval from their advisor before accepting an assignment to teach at another University.

## WAIVERS

The Department has a limited number of tuition waivers that cover out-of-state or in-state tuition. Students may receive waivers that cover the cost of out-of-state tuition, in-state tuition, or both. Tuition waivers do not cover any student fees that may be charged by the University. MA-PhD students in good standing will typically receive a waiver as needed for out-of-state tuition costs, provided that reasonable efforts are made to secure in-state status (see [related section](#)). 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.

## 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 added funding to a student's assistantship and others replace the students' assistantship and require no specific service duties.

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## 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 at least \$7,000 each will be made each Spring semester to female Psychology students (per endowment stipulations), 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 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 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.

*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, one Lindsey Award of at least \$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 one candidate each year, and the awards will be decided by the Departmental Awards Committee.

*The Highsmith, Barkley, and Teague Graduate Student Award.* This award resulted from a gift to the UNCG Excellence Foundation by Dr. Key Barkley in 1992. According to strong preference of the donor, North Carolina native born students should be given priority to the award. Awardees must be in their first year of graduate study. Each year, up to four awards of \$500 will be made to students who are NC residents upon enrollment for their 1<sup>st</sup> semester of graduate study in Psychology at UNCG (awardees will

be notified of the award when they are accepted into the graduate program). Priority for awards will be determined by the below criteria:

- 1) Incoming in-state MA-PhD students, by merit (primarily GREs & undergrad/prior GPA; publication record for close calls).
- 2) Current 1st year in-state MA-PhD students, by merit (primarily GREs & undergrad/prior GPA; pub record & 1st semester UNCG GPA for close calls)
- 3) Incoming in-state Terminal MA students, by merit
- 4) Current 1st year in-state Terminal MA students, by merit
- 5) Incoming out-of-state MA-PhD students, by merit
- 6) Current 1st year out-of-state MA-PhD students, by merit
- 7) Current 1st year out-of-state Terminal MA students, by merit

*The Department of Psychology Graduate Student Teaching Excellence Award.* Up to one \$500 award will be made each Fall semester to a Psychology graduate student who is judged to have an outstanding record of effective teaching. Eligible students will have not previously won the award, and will have taught one or more courses as the instructor of record in the UNCG Psychology department. Students will be nominated by the teaching mentor assigned to any one of their courses. The Graduate Studies Committee will evaluate the nominees, based on the following materials:

- 1) A nomination letter from the teaching mentor
- 2) A 1-page Statement of Teaching Philosophy written by the nominee
- 3) Mentorship/observation forms submitted for any/all of the nominee's courses
- 4) Student course evaluations
- 5) Course syllabi
- 6) Up to three letters of support from faculty and/or students

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## UNCG GRADUATE SCHOOL AWARDS

The Graduate School calls for Departments to nominate qualified students for these awards each year. In all cases, the program areas bring their nominations to the Graduate Studies Committee, who makes decisions on the Departmental nominee(s) for each award. More information can be found here: <https://grs.uncg.edu/awards/>

*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. Students graduating from the MA program who will be nominated for a PhD award must have applied to graduate prior to nomination.

*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. Ellon 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. 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 encouraged 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.

*Graduate Dean's Awards.* These \$4,000 non-service awards are intended to support recruitment and retention of qualified domestic students (citizens or eligible non-citizens) with financial need. Students must be fully admitted, degree-seeking, enrolled in at least nine semester hours per semester\*, and have a GPA of 3.0 or better. Awardees may not hold a concurrent assistantship. \*Continuing students who are completing their required thesis or dissertation hours may be considered eligible if they are full-

time while enrolled in 3 hours of 699 or 799. Continuing students who are completing non-thesis programs and who require fewer than 9 hours to finish may be considered eligible while enrolled in reduced credit hours for one semester.

## OTHER SUPPORT

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### 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). Students receiving an assistantship are generally not permitted to work outside the University; permission must be granted by the program area.

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

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### 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 apply for program-approved external paid advanced practicum training placements 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 Master's 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

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## EXTERNAL GRANTS

A number of granting agencies, including the National Science Foundation, the American Psychological Association, the National Institute of Mental Health, COGDOP, 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.

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.

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## OFF-CAMPUS CLINICAL EMPLOYMENT

Some students seek employment in psychology-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. A written request must be made and the request approved by Program faculty, before a student may accept such an off-campus position. The request should articulate the training benefits of this position as well as a statement of current and future progress on meeting degree requirements. 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. Please note that the Licensing Board dictates that graduate students only engage in psychology-related jobs if they are relevant to their training, appropriately supervised and endorsed by their program. Otherwise, a student may be faulted for “practicing psychology without a license.”

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## SUMMER RESEARCH SUPPORT

Each year The Graduate School solicits nominations from the Department for a very limited 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.

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## GRADUATE TRAVEL SUPPORT

Graduate students in the Department of Psychology may apply to the Department for funds to support their travel. 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. 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. Students attending conferences should follow appropriate professional behavior and participate fully in the opportunity.

\*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>

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## 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](#), [Office of Accessibility](#), [International Programs](#), the [LGBT Community](#), [Safety Escort](#) services, [Campus Ministry](#), and the [Women's Health and Wellness Center](#). The [Dean of Students](#) Office also provides information and support to graduate students in need.

# CURRICULUM

## CLINICAL MA/PHD

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 (for examples, see the [remediation policy for tools courses](#)).

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.

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### MA REQUIREMENTS FOR CLINICAL MA/PHD – 57 CREDIT HOURS

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#### 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):

<i>Developmental:</i>	PSY 703 – Developmental Psychology (3)
<i>Social:</i>	PSY 704 - Advanced Social Psychology (3)
<i>Biological:</i>	PSY 705 – Physiology of Sensory and Behavioral Processes (3)
<i>Cognitive:</i>	PSY 706 – Cognitive Processes (3)

**In addition to the 9 credits above:** PSY 601 - Historical Perspectives on Psychology as a Science (1)

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#### CLINICAL CORE COURSE (3 HOURS)

PSY 708 Psychological Disorders in Adults

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

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#### ADDITIONAL CLINICAL COURSES (18 HOURS)

- PSY 707 Psychological Disorders in Children
- PSY 723 Theory and Methods of Psychotherapy
- PSY 725 Theory and Methods of Personality Assessment
- PSY 727 Theory and Methods of Behavioral Assessment and Therapy
- PSY 728 Theory and Methods of Intellectual Assessment
- PSY 724 Ethical Responsibilities of Clinical Psychologists

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#### 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

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#### MA CLINICAL PRACTICUM TRAINING (9 HOURS)

- PSY 742 Practicum in Clinical Intervention  
(Taken over four semesters: 1 credit in year 1; 4 credits in each semester of year 2)

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### PHD CREDIT HOUR REQUIREMENTS FOR CLINICAL MA/PHD – 112 CREDIT HOURS

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

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#### CORE COURSES (3 HOURS)

1 course not taken in the MA program from among the menu of courses listed: (PSY 705; PSY 706; PSY 703; PSY 704)

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#### 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 a course from another department or advanced Stat/Research course approved by your committee;
- One course MUST address research design/statistical issues.

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#### 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 – 12-24 credits

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## PHD CLINICAL PRACTICUM TRAINING (22 HOURS)

In addition to the 9 hours of PSY 742 taken to satisfy the MA requirements, students must complete the following:

PSY 742 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) \*This is likely to change to 2 credits total with a program revision in Fall 2016

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## 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. More details about the preliminary examination can be found in the main [Preliminary Examination](#) section.

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## EXAMPLE SCHEDULE FOR THE CLINICAL MA/PHD (TOTAL = 112 CREDITS)

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### FIRST YEAR (27 CREDITS)\*

**Fall term:**

PSY 609 with lab = 4 credits

PSY 707 = 3 credits

PSY 708 = 3 credits

General Core Course #1 = 3 credits

**Spring term:**

PSY 610 with lab = 4 credits

PSY 624 = 3 credits

PSY 742 (Practicum) = 1 credit

PSY 723 = 3 credits

PSY 727 = 3 credits

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### SECOND YEAR (27 CREDITS)\*

**Fall term:**

PSY 728 = 3 credits

PSY 742 = 4 credits

PSY 699 = 3 credits

General Core course #2 = 3 credits

**Spring term:**

PSY 725 = 3 credits

PSY 742 = 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.

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### THIRD YEAR (23 CREDITS):

#### **Fall term:**

PSY 751 = 3 credits

PSY 742 = 4 credits

General Core course #3 = 3 credits

#### **Spring term:**

PSY 751 = 3 credits

PSY 742 = 4 credits

PSY 745 = 3 credits

General Core Course #4 = 3 credits

Third or fourth year: Preliminary exam

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### FOURTH YEAR (17 CREDITS)

Two electives– 6 credits

Practicum (PSY 762) – 6 credits; PSY 742 (2 credits)

PSY 735J- 3 credits (may be taken in year 3 if preferred)

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### FIFTH YEAR (12 CREDITS) \*

Dissertation -12 credits

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

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### SIXTH YEAR INTERNSHIP YEAR

PSY 763 (6 credits)

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## CLINICAL PRACTICA AND INTERNSHIPS

Introductory practicum experiences for clinical students are provided by four first- and second-year classes: PSY723, 725, 727, and 728 (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 742 experience. See <https://www.trustinsurance.com/products->

[services/student-liability](#) or <https://www.trustinsurance.com/> Required levels of coverage are \$1,000,000 each incident/\$3,000,000 annual aggregate. Currently this coverage costs \$35. Student malpractice insurance is designed to cover clinical activities that are a required part of a student's curriculum, e.g., practicum and internship, other direct service course requirements.

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 attending weekly Clinic Staff meetings, 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 742, spring semester. Second-year clinical students enroll for three credits of PSY 742 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 742 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 742 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 742 is awarded, and the student is not allowed to register for additional practicum credits (PSY 742 or 762).

In keeping with a “generalist” model for each practicum (PSY 742) 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 742 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 A) and at the end of the year (see [Practicum Competency Form](#) in Appendix A)

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 742 or Psy 762. Clinic staff meetings are briefer in the summer months. See the [Clinical policy on summer funding](#) in Appendix A.

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 742 (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 at least 250 hours of advanced practicum training is provided by the clinical faculty for student training done in the UNCG Psychology Clinic. Approved external practicum placements may provide up to 100 hours of AP training. See policy on [External placements and Advanced Practicum](#) in Appendix A.

Some students choose to take additional advanced practicum training in the Clinic 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 is also available on the clinic drive. Once you have met the [eligibility requirements for internship](#) and decide to apply for internship (see Appendix A), 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.

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#### TIMELINE/OUTLINE OF CLINICAL PRACTICUM EXPERIENCES

Year 1:	Participation in weekly Clinic Staff Meeting (spring of first year)
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 hour requirements for Year 3)
Year 4:	Advanced Practicum – 350 hrs. This is a paid experience; students are not given an additional 20 hr TA/RA this year unless they are paid an additional stipend
Year 5:	Different options; arranged with advisor

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## PRACTICUM OPPORTUNITIES

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 2016-19 and is focused on Reducing Barriers to care in underserved Populations: Behavioral Health Integration in Primary Care. The GPEP grants provides students opportunities to learn about underserved populations and the provision of culturally competent care in primary care sites through both didactic and experiential programming. Funded trainees typically work the entire grant year (July 1- June 30). All students in the program take part in the didactic training offered through GPEP.

GPEP 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 a GPEP traineeship in the spring. Experiential placements are open to students in years 3 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.

Summer funding is available for practicum work in the UNCG Psychology Clinic. See [summer clinic funding policy](#) in Appendix A. Another source of summer funding is serving as a camp therapist at Dream Camp (occurs during 2 weeks of summer; preparation starts late in the spring semester).

## MA IN EXPERIMENTAL PSYCHOLOGY

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### SPECIFIC COURSE REQUIREMENTS FOR THE MA DEGREE FOR TERMINAL MA IN GENERAL EXPERIMENTAL PSYCHOLOGY AND EXPERIMENTAL MA-PHD = 36 CREDIT HOURS

Students who do not earn a GPA of 3.0 or higher in coursework are not in good standing and cannot earn a Master's 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.

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### CORE COURSES FOR 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.

<i>Developmental:</i>	PSY 703 – Developmental Psychology (3)
<i>Social:</i>	PSY 704 - Advanced Social Psychology (3)
<i>Biological:</i>	PSY 705 – Physiology of Sensory and Behavioral Processes (3)

<i>Cognitive:</i>	PSY 706 – Cognitive Processes (3)
<i>Clinical:</i>	PSY 707 – Psychological Disorders in Children (3)
	PSY 708 – Psychological Disorders in Adults (3)

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#### STATISTICS AND METHODOLOGY FOR MA (11 HRS)

<i>Statistics:</i>	PSY 609 & 610 – Advanced Statistics I, II (4) (4)
<i>Research Methods:</i>	PSY 624 – Research Methods (3)

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#### ADDITIONAL COURSE REQUIREMENTS FOR 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 Master's 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 Master's degree.

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#### RESEARCH AND THESIS FOR MA (6 HRS)

PSY 699 – Thesis (6)

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### EXAMPLE SCHEDULE FOR THE MASTER'S DEGREE FOR TERMINAL MA AND MA-PHD EXPERIMENTAL STUDENTS

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#### 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

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#### SECOND YEAR (16 CREDITS)

4 Courses - 10-12 credits

*(Note: 10 credits may be achieved if 1 of these 4 is a 1-credit PSY 601)*

Thesis – 6 credits

### COGNITIVE, DEVELOPMENTAL, OR SOCIAL MA/PHD

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#### 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 Master's degree may be applied towards the Ph.D. Refer to the Terminal MA in General Experimental Psychology section for MA requirements

If a Terminal Master's 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 (see the [remediation policy for tools courses](#) for additional details).

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 12-24 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 your 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 (typically fulfilled by 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 non-dissertation research hours (6 credits of 601 and 9 credits of 751) and a student must take at least 4 seminars (typically 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.

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## EXAMPLE SCHEDULE FOR THE PHD DEGREE FOR EXPERIMENTAL STUDENTS. 71 CREDITS IN 5 YEARS.

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### FIRST AND SECOND YEARS (36 CREDITS)

see MA Plan

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### THIRD YEAR (18 CREDITS)

1 (additional) research tool course – 3 credits

PSY 751 – 6 credits

3 courses – 9 credits

Preliminary Exam (3<sup>rd</sup> or 4<sup>th</sup> year)

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### FOURTH YEAR (12 CREDITS)

2 courses – 6 credits

Preliminary Exam (3<sup>rd</sup> or 4<sup>th</sup> year)

Dissertation – 6 credits

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### 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. One exception to this occurs for students when the only remaining degree requirement is the dissertation and they have been admitted to candidacy. See FT enrollment policy below.

## FULL TIME ENROLLMENT POLICY

Graduate students must enroll in 9 or more credit hours to fulfill full time status. One students reach doctoral candidacy, they may gain an exception to this policy when taking at least 3 credits of dissertation (799) credits up to the maximum required, as long as they are approved for doctoral candidacy. Students may apply to the Graduate School for doctoral candidacy following completion of all required courses and the successful proposal of their dissertation project. Please see the Graduate School website for more information about the [FTE policy](#).

## 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 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 they must submit these before or soon after entering the program so that the evaluation process does not delay progress in the program. Students who enter the MA-PhD program with a Master's degree from another institution may earn transfer credit for PSY 699 (thesis) with the endorsement of the primary advisor and a secondary reader of the thesis document. Upon the completion of the 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 transfer students 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*).

## OTHER COURSEWORK

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 PhD degree). 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 A).

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.

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## 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. Students may not audit seminar courses without special permission.

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## INDEPENDENT DOCTORAL RESEARCH (PSY 751)

After admission to the PhD program, typically during your 3<sup>rd</sup> or 4<sup>th</sup> 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 Master's 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.

## MILESTONE PROCEDURES AND FORMS

Forms required for milestone completion can be found on the Department webpage: <https://psy.uncg.edu/graduate/graduate-forms/>.

### 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 major project. Committees are appointed separately for the thesis project and for the dissertation project (which includes the preliminary examination), although membership on these committees may overlap. The chair of each committee must be a member or associate member of the Graduate Faculty (please review the Graduate School policy for details: <https://grs.uncg.edu/docs/graduate-faculty-appointment.pdf>). 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.) When an acceptable committee has been selected, the appropriate form 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 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 and completion of the research, because the new member may wish to recommend changes that will delay completion of the degree. You are not permitted 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. Students should prepare and bring all needed approval forms to committee meetings and defenses. Please note that advisory and examination committee decisions are made by consensus rather than by vote.

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. *You must allow a minimum of two weeks between providing faculty with a project document and scheduling the committee meeting to allow your committee sufficient time to review your document.*

## 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 3<sup>rd</sup> or 4<sup>th</sup> semester

*Master's thesis proposal:* End of 2<sup>nd</sup> semester or beginning of third semester

*Graduate Research Conference:* Fall 2<sup>nd</sup> year

*Master's thesis completed and defended:* End of 4<sup>th</sup> semester; no later than end of 6<sup>th</sup> semester

*Admission to doctoral program*

*Doctoral preliminary examination:* proposal at beginning of 6<sup>th</sup> semester, completed by end of 6<sup>th</sup> semester

*Independent Doctoral Research (PSY 751):* during 3<sup>rd</sup> year in program

*Dissertation proposal defense:* end of 6<sup>th</sup> semester, or beginning of 7<sup>th</sup> 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.

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 15th prior to the fall of internship applications. The program abides by all other CUDCP expectancies for [Internship Eligibility](#) (see Appendix A). Clinical students away on internship must enroll in PSY 763 for credit. Enrollment in three credit hours per semester is required (note that this is likely to change to 1 credit hour with a program revision to be submitted in Fall 2016).

## MASTER'S THESIS

Experimental students are expected to complete the Master's thesis by the end of your second year, although some projects may require up to one additional year for completion. Clinical students are

expected to complete the MA thesis no later than the end of the third year. Failure to complete the Master's 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 Master's thesis is required before clinical students may enroll in Advanced Practicum hours (PSY 762).

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## MASTER'S ADVISORY COMMITTEE

The first committee to be formed will be your Master's Advisory Committee. This committee will approve your Master's Plan of Study, will monitor your progress in the Master's program, and will evaluate your Master's thesis. The MA committee must consist of at least 3 faculty members, one of whom will be your advisor. 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 Master's 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.

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## MASTER'S PLAN OF STUDY

A plan of study for the Master's degree must be completed and signed by the student, committee, 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 Master's degree, including transfer credits. Courses required by the department for the Ph.D. but not counted toward the Master's degree, should not be listed on the Master's 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 must also be completed as indicated in the sample curricula for Clinical and Experimental students. 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.

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## MASTER'S THESIS PROPOSAL

As soon as you and your advisor have formed preliminary plans for a Master's project, you should prepare a proposal for approval by your Master's advisory committee. 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. 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.

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 for formatting approval.

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## MASTER'S 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 Master's 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 Master's 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.

Clinical students are provided feedback according to the Research Competency document at this and every research milestone meeting.

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## AFTER THE MA DEFENSE

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 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.

## TRANSITION FROM THE MA TO PHD

### 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 Master's students will be considered along with those of other applicants when the department considers accepting new students for the upcoming academic year.

### 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). See the sections below for details about these formats.

The preliminary paper or written exam is typically begun during the 2<sup>nd</sup> 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 3<sup>rd</sup> 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 5<sup>th</sup> semester in the program.

### DOCTORAL ADVISORY COMMITTEE

The doctoral committee should be formed and approved by the Graduate School (following a recommendation by the Psychology DGS), 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 4<sup>th</sup> 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: "*Recommendation for Doctoral Advisory/Dissertation Committee and "Plan of Study"*". These

include 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 including the chair, 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. Your committee cannot act officially until it has been approved by the Graduate School. Revisions in committee membership must also be approved by the DGS and by the Graduate School.

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## 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 that are to be applied to the PhD degree, 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.

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## 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.

The entire process has a 22 week ( $\approx$  5.5 month) deadline, from proposal meeting to final paper dissemination.

Goals: The department draws on the expectations for review papers that are outlined in *Psychological Bulletin*. These criteria include:

1. Reviewing the state of knowledge concerning the topic/relations of interest;
2. Conducting a critical assessment of the strengths and weaknesses in past research;
3. Addressing important issues that research has left unresolved, thereby directing future research so it can yield a maximum amount of new information.

The basic sequence of steps for the paper is outlined below for quick reference. *It is your responsibility to read and ensure that you understand Appendix A (“Complete Rules and Instructions for Preliminary Examination Paper”), which lists the [full set of rules and guidelines](#) for the paper and examination.*

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## 1. OUTLINE AND READING LIST

Via a preliminary exam proposal meeting, you must first obtain permission from your committee to write on a particular topic. In advance of a typical meeting, you will provide your committee with a brief proposal that outlines the general content of the literature review, the goal(s) of the paper (e.g., develop a better understanding of a research area), and a reference list of relevant literature to be reviewed.

You will be expected to have already read a substantial number of papers in your reference list, as engagement with, and command of, a research literature is required to pose useful and novel questions. Thus, the proposal meeting is not the beginning of the review process but rather the “end of the beginning” of the process. Based on committee input at the proposal meeting, you may make modifications to your reference list and plan; any major changes (e.g., addition or deletion of central/critical articles or major sections) should be approved by the committee.

Before concluding the proposal meeting, the committee should consider formally scheduling the next committee meeting at a date approximately 12-14 weeks away, to facilitate the scheduling process. Regardless of when the actual scheduling occurs, the initial-submission meeting should normally occur no later than 12-14 weeks ( $\approx$  3-3.5 months) after the proposal meeting to allow sufficient time for revising for the final paper.

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## 2. INITIAL FULL SUBMISSION AND CRITICAL REFLECTION

Once the topic/reference list is approved, the writing process is split into two parts for which the timeline varies depending on the progress of the individual student. Please note that you cannot expect a defense to be held over the summer (although they may be if all committee members agree). The entire process cannot exceed 22 weeks ( $\approx$  5.5 months), up to submitting the final document to the committee (the actual meeting may happen later, depending on committee member schedules). Failure to meet the 22-week deadline will be considered a failed exam. Please see Appendix A for a complete, recommended timeline.

(a) Initial submission of the full paper to committee for initial review and meeting (recommended timeline of 12 weeks; you must allow the committee at least 2 weeks to review the paper). During the writing process, you can discuss your paper with your advisor as many times as you wish, but you may submit only one paper draft for feedback prior to committee review. Your paper submission to the committee must include a critical reflection outline that demonstrates how and where you have addressed the goals of the paper, and that identifies strengths and weaknesses of the paper for discussion with the committee. The purpose of this meeting is to assess the merit of the product and the likelihood that it will result in a successful final paper, and for the faculty and student to discuss necessary modifications. The committee must unanimously approve the paper, critical reflection outline, and the proposed modifications to move forward in the process.

(b) Following approval, you will expand and re-structure the paper to produce a cohesive final product based on committee suggestions (recommended timeline of 4-8 weeks to submit final version to committee). You may again turn in one final paper draft to your advisor for comments at any point prior

to submitting the final full paper to the committee. You must turn in the final paper to the committee at least 2 weeks before the oral defense.

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### 3. ORAL DEFENSE

Within 22 weeks ( $\approx$  5.5 months) of the initial preliminary committee meeting date, you must submit your final paper to the committee and schedule your oral defense meeting. You will 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. Appendix A recommends a timing structure for the oral defense meeting.

The final paper will be assessed as unsatisfactory, satisfactory, or superior on each of the three paper goals/criteria listed above. To pass, you must complete your work by the assigned date and earn a vote of satisfactory or better on the document by all committee members. Note that you will have only two attempts in total to pass the preliminary exam (i.e., students whose initial full submission is insufficient will be allowed one additional attempt; students whose final paper is insufficient will be allowed one additional attempt). You must achieve satisfactory performance on both the written and oral components (and re-take the failed component if eligible). Your committee will impose a deadline for any additional work needed. Note that you cannot take the preliminary exam twice within the same semester (please see Appendix A for scheduling recommendations following a failed attempt). If you do not pass your second attempt, the Graduate School will send you a letter of dismissal.

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### 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.

## DOCTORAL DISSERTATION

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### 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. Although there is no specific format required 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. Students and their advisor should negotiate the proposal format with the committee during the planning stages.

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 to The Graduate School.

### ADMISSION TO CANDIDACY

When you have completed all of the requirements for the PhD except the 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. 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.

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## 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 should be given to committee members two weeks in advance of the defense and must be deposited in the department office at least one week before the scheduled date 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 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.

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## AFTER THE PHD DEFENSE

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, all requirements have been completed, and the the Board of Trustees has taken official action. Normally, you will present a final bound copy of the dissertation to your advisor, but not to the other members of your committee.

Each year, the University 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.

## POST-GRADUATE OPPORTUNITIES

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.

Graduates of the Clinical Program may elect to complete post-doctoral training to enhance their clinical skills. Many times, Clinical postdoctoral fellowships also serve as entry points to early careers which focus on clinical service provision and clinical research. Begin looking for these opportunities in September/October of your internship year. Typically, your Internship Director will send around lists of open post-doc positions. Your advisor and DCT may also know of some openings and will be able to advise you on those opportunities as they arise.

Faculty positions are almost always advertised in outlets such as the *APA Monitor* and *APS Observer*, and on various group websites, list-serves, and wikis (e.g., [psychjobsearch.wikidot.com](http://psychjobsearch.wikidot.com)). 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

## APPENDIX A: FORMS AND POLICIES

### FORMS

All general forms to be filed can be found on the UNCG Psychology Department website:  
<https://psy.uncg.edu/graduate/graduate-forms/>

This page is for students who are currently enrolled in our graduate program. If you want to apply to our program, please click [here](#) for application information.

Various forms must be completed as students progress through the Graduate Programs in Psychology at UNCG. General forms and information can be found on the Graduate School website at <http://grs.uncg.edu/>.

Please carefully read the [Graduate Student Handbook](#) for additional information and details. New students should review and complete the Checklist for Before and at Arrival as well as the First Semester Checklist.

***Unless otherwise specified, all forms must be signed by your advisor, committee members, and the DGS before being filed with the Psychology Department and submitted to the Graduate School for approval.***

Please update the **Graduate Forms Checklist** in your Department folder as you submit forms. You are also encouraged maintain your own records on a separate [copy](#) of the form.

Note that the Psychology Department forms for graduate students are now labeled A – J to help ensure that proper forms are completed at each stage.

#### **Master's Thesis:**

1. Your first step is to select committee members (at least 3) with your advisor. At this point, you must submit [MA Program Committee Form A](#).
2. At your Thesis Proposal meeting, you must submit (a) the [MA Proposal Approval Form B](#) and (b) the [MA Plan-of-Study Form C](#). Clinical students must also submit the Clinical Research Competencies form.
3. If your Plan of Study needs to be revised at any point, you must submit the [MA Plan-of-Study-Revision Form D](#). Please note that the Graduate School requires that the final Plan of Study include all courses taken, not only those needed for the degree.
4. At your Thesis Defense meeting, you must submit the [Psychology Results of Oral Examinations Form E](#). Clinical students must also submit the Clinical Research Competencies form.

5. If you are in the Terminal MA program, you must submit the [Graduate School Application for Graduation Form](#) to apply for graduation. You must also submit a final or revised plan of study at this time.
6. If you are in the MA-PhD program, you must submit the [Application-to-PhD Form F](#) to be formally admitted to the PhD program. This form should be completed after all coursework and the thesis defense are complete. At this time, you should also submit a copy of the thesis document to the Department.

### **Preliminary Examination:**

1. Your first step is to select PhD committee members with your advisor. You will select 3 members. The Department Head will appoint a 4<sup>th</sup> member; your advisor may suggest appropriate appointees. At this point, you must submit: (a) the [Psychology PhD Committee Form G](#) and (b) the [Psychology PhD Doctoral Plan of Study Form H](#).
2. After your initial preliminary exam committee meeting, you should submit the [Preliminary Exam Proposal Form I](#).
3. If your Plan of Study needs to be revised at any point, you must submit the [Graduate School Plan of Study Revision](#). Please note that the Graduate School requires that the final Plan of Study include all courses taken, not only those needed for the degree.
4. If your Doctoral Committee changes at any point, you must submit the [Graduate School Recommendation for Doctoral Advisory / Dissertation Committee Revision Form](#).
5. At your Preliminary Examination Defense meeting, you must submit (a) the [Psychology Results of Oral Examination Form E](#) and (b) the [Graduate School Results of Doctoral Preliminary Examination Form](#). Clinical students must also submit the Clinical Research Competencies form.

### **Doctoral Dissertation:**

1. At your Dissertation Proposal meeting, you must submit (a) the [Psychology Admission-to-Candidacy Form J](#) as well as (b) the [Graduate School Dissertation Topic Approval Form](#). Clinical students must also submit the Clinical Research Competencies form.
2. Two weeks prior to your Dissertation Defense, you must the [Graduate School Final Oral Examination Schedule Form](#).
3. At your Dissertation Defense meeting, you must submit the [Psychology Results of Oral Examinations Form E](#). Clinical students must also submit the Clinical Research Competencies form.
4. After your defense, you must submit the [Graduate School Application for Graduation form](#) to apply for graduation. You must also submit a final or revised plan of study at this time. Please note that the Graduate School requires that the final Plan of Study include all courses taken, not only those needed for the degree.

## **Supplemental Forms:**

### **General:**

1. [The Graduate School Guide for the Preparation of Theses and Dissertations](#)
2. [FERPA Confidentiality Agreement](#)
3. [Residency Reclassification Application](#)
4. [Request for transfer credit](#)
5. [Leave of absence application](#)
6. [Independent study credit](#)
7. [TA evaluation](#)
8. [STA observation and evaluation](#)
9. [Annual evaluation and Remediation plan forms](#)
10. [Mentor transition form](#)
11. [Graduate forms checklist](#)
12. [Checklist for Before and at Arrival and First Semester Checklist.](#)

### **Clinical:**

13. [Clinical PSY 751 contract](#)
14. [Clinical Student Practicum Mid-Year Evaluation](#)
15. [Clinical Practicum Competencies Evaluation Form](#)

## GENERAL POLICIES

### DEPARTMENTAL GOVERNANCE

#### 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 faculty who serve as part-time administrators (and are typically released from teaching one course per year to carry out their duties): Associate Head, Director of Graduate Studies (DGS), Director of Undergraduate Studies (DUGS), and Director of Clinical Training (DCT). Departmental leadership positions are responsible for a specific area and serve on various departmental committees.

Associate Head: 3-yr term; serve as acting head when head is unavailable; coordinate and oversee department teaching and internships, coordinates annual program evaluations

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, internship readiness and preparation, and compliance with APA regulations; represents clinical program in GSC and Executive Committee

Experimental Programs Coordinator: 1-yr term; oversight of the graduate experimental program, including recruitment and admissions, management of student progress; represent program in GSC

Director of Undergraduate Studies: 3-yr term; coordinate undergraduate advising and undergrad studies committee; teach PSY 122

#### 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. 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, Associate Head, Director of Graduate Studies, Director of Undergraduate Studies, and Director of Clinical Training (all serving *ex officio*), one assistant

professor elected by the assistant professors, and one graduate student. The Executive Committee advises the Head on Department policy.

***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 includes four faculty members (DGS, DCT, Experimental area coordinator, and a Head appointee) 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.

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## COMPLETE RULES AND INSTRUCTIONS FOR PRELIMINARY EXAMINATION PAPER

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### GOALS FOR PRELIMINARY EXAMINATION PAPER:

The department draws on the expectations for review papers that are outlined in *Psychological Bulletin*. These criteria include:

1. Reviewing the state of knowledge concerning the topic/relations of interest;
2. Conducting a critical assessment of the strengths and weaknesses in past research;
3. Addressing important issues that research has left unresolved, thereby directing future research so it can yield a maximum amount of new information.

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### A NOTE ON QUANTITATIVE META-ANALYSIS:

Although quantitative meta-analyses play an important role in the advancement of science, they are not considered appropriate for the preliminary exam. In part, this is because meta-analyses are often not feasible within a 5.5-month timeline, and they are frequently a group effort (particularly regarding the coding of articles), but also because the preliminary exam is designed to be a *conceptual* exercise. If you are interested in conducting a theoretically driven meta-analysis as part of your scholarly development, you may profitably use the preliminary exam to form its conceptual basis (e.g., to identify the key theoretical questions, rigorously interrogate the extant literature, identify potential moderators of effects of interest, propose new studies or directions of inquiry).

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### PROCEDURES FOR NAVIGATING THE PRELIMINARY EXAMINATION PAPER:

#### **1. The initial topic of the literature review is determined by the student and faculty advisor, and a reading list is prepared.**

You are responsible for formulating an overarching question of interest, explaining what you plan to explore in your paper, and providing a rationale for your decision. This overview of the topic and goal of the paper (1-2 pages in length) is distributed electronically to committee members, along with a reference list of proposed readings that should be organized conceptually. It should be clear how the literature review will be novel, particularly if there are already published articles on the topic. To effectively propose a novel and useful review, you must be knowledgeable about the literature you propose to review, and so you should have already read and carefully considered many of the articles in your proposed reading list (in fact, you should indicate via formatting the papers you've already read on your list). The proposal meeting is not the beginning of the review process, then, but rather it is the "end of the beginning" of the process.

Allowing 2 full weeks for your committee to read the document, you should schedule an in-person meeting with the committee to discuss the rationale for your topic and selection of readings. You will be expected to modify your topic/list according to suggestions from the committee and send it electronically to committee members for final approval if substantial changes have been made. The topic/list must be satisfactory in breadth and depth for you to move forward in the process (see Evaluation section). It is expected that the content of the reading list will change as you read and form your paper ideas and it is important for you to have this flexibility. However, major changes to the content (such as deletion of entire sections/topics, or critical references suggested by faculty) must be approved by the committee. You should be prepared to discuss the rationale for changes to the list at the committee meeting for the initial full submission (see below).

Before concluding the proposal meeting, the committee should consider formally scheduling the next (initial-submission) meeting at a date approximately 12-14 weeks away, in order to facilitate the scheduling process; regardless of when the actual scheduling occurs, the initial-submission meeting should occur no later than 14-16 weeks ( $\approx$  3.5 - 4 months) after the proposal meeting in order to allow sufficient time for revising for the final paper.

**2. Once the topic list and initial reference list are approved, the writing process is split into two parts for which the timeline varies depending on your progress. However, the final paper must be submitted to your committee no later than 5 months following the proposal meeting; failure to meet the 22-week deadline will be considered a failed preliminary exam.**

(a) Full draft submission with “critical reflection outline” (typically no later than 12-14 weeks, but subject to modification with committee approval)

You will write a full, comprehensive initial submission, complete with summary tables where applicable and sections that establish clearly what is known in the relevant field of study and with appropriate analysis/integration/focus on limitations and future directions. All papers must contain enough information that the committee can assess their scientific merit and verify the claims made in the paper.

In the process of conducting the literature review, you are free to meet with the advisor and committee members as you see fit to discuss the readings. You may also submit one full draft of this paper to your advisor. Once it is approved, the document must be sent to committee members at least 2 weeks in advance of an in-person committee meeting.

In preparation for the in-person committee meeting for the initial submission, you will be expected to write a brief critical reflection outline (1-2 pages) that will be circulated to the committee along with the paper. In the outline, you will be required to: (a) note explicitly how you have addressed the three main paper criteria listed above (i.e., with reference to sections/page numbers); (b) reflect on the quality of your paper by listing what you perceive to be strengths and weaknesses of the draft; and (c) list proposed modifications to the paper for which you would like committee feedback.

This outline should be prepared independently. The goal of this exercise is to encourage you to take an active role in the analysis of your own paper, and to have the opportunity to seek input for areas in which you might be experiencing difficulty (if applicable) so that you can move toward a final paper that will ultimately be judged as satisfactory by the committee on all three criteria.

(b) Committee meeting to discuss initial full submission and critical reflection outline

The goal of this meeting is for you and your committee to discuss the initial full submission together, with the aim of ensuring that what is written in the paper corresponds to your evaluation of the current knowledge in the field and the strengths and weaknesses, gaps, future directions, and unresolved issues. It is important that you come to this meeting prepared to justify the content of the paper to benefit fully from committee feedback.

Having read the paper and drawing on what the student has written in the critical reflection outline, the committee will assist you where applicable by offering suggestions for general re-structuring of the paper as needed. The nature of the feedback will vary based on the type and quality of the paper, but might include re-organization, expansion, and/or deletion of material.

The committee must unanimously approve the paper and any proposed modifications for you to move forward in the process (see Evaluation section). Before concluding the meeting, you and the full committee should be satisfied that everyone is aware of what improvements and/or additions are

needed for the final paper. It is recommended that you promptly write up a summary list and circulate it to the committee as confirmation of your understanding.

**3. Following approval, you will expand and re-structure the paper to produce a cohesive final product. The recommended timeline for this step is approximately one to two months (depending on when your initial submission meeting was scheduled, and depending on how much revision is necessary). You may turn in one final paper draft to your advisor for comments at any point prior to submitting the final full paper to the committee. Note that you must turn in the final paper to the committee at least 2 weeks before the oral defense.**

Within 22 weeks of the initial preliminary committee meeting date, you must submit your final paper to the committee and schedule your oral defense meeting. The final paper needs to be distributed to the faculty at least two weeks prior to the date of the defense. You will 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.

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#### EVALUATION OF PAPERS:

At key points in the process as outlined below, a standard evaluation will be conducted by committee members to provide students with helpful, step-by-step feedback for critical elements of the paper and to ensure more explicit and uniform assessment of student performance across committees.

##### **1. Appropriate topic in depth, scope, and problem definition.**

This is assessed in the first step of the process described above. Specifically, after students consider committee feedback on their initial topic/list and distribute the modified document, faculty will vote on its suitability (via e-mail). Unanimous committee approval is required for students to move forward. As described above, students must gain approval from committee members if they feel that they need to change the literature review considerably (i.e., substantial sections, or references suggested strongly by the committee) as they work on their papers.

##### **2a. The initial full submission that is submitted to the committee provides comprehensive, cohesive information concerning the state of knowledge about the topic of interest and identifies strengths and weaknesses in the field, with appropriate attention to unresolved issues in the field (broadly construed).**

In the meeting, students are expected to demonstrate strong command of the topic and to justify their decisions concerning paper content. At *minimum*, to move forward, there must be sufficient information in the paper for the committee to judge whether the claims made in the paper correspond to the evidence presented. Specifically, minimal competence includes a clear, accurate, and thorough literature review that includes the approved reading material and addresses any advice given by the committee at the previous stage. Mere summary of the literature will not be considered sufficient to move forward. These elements (consistent with Criteria 1 and 2) are considered essential for the committee to be able to judge the quality of the paper. Papers are also expected to address Criterion 3, however, it is acceptable for this element to be considered a work-in-progress as discussed further below.

**2b. The critical reflection outline that is submitted to the committee demonstrates appropriate analysis on the part of the student concerning strengths and weaknesses of their work, and thoughtful suggestions for revision and/or expansion of the paper.**

As noted above, the critical reflection outline should specify clearly how the student has addressed the three paper criteria, with recognition that the paper is a work in progress, particularly concerning Criterion 3, where committee feedback may be particularly valuable in terms of re-structuring or shaping the paper (e.g., to include conceptual models or frameworks, integrate ideas, or to focus on problems in the field or future directions, with the understanding that the precise expectation will differ based on paper topic and type).

Together, the first paper draft and critical reflection outline must address all three criteria at a level that makes it possible for the committee to judge the potential for progress toward a successful final product. This is assessed by a vote at the end of the meeting and a unanimous positive vote is required for students to move forward with the process. If unanimity is not attained, students will earn a failing grade on the paper.

It is recognized that the paper may have to change substantially between steps 2 and 3, with input from the committee. However, if it is clear that the student has not done the work to understand and critically think about the relevant studies agreed upon for the literature review, and thus the committee cannot provide meaningful feedback during this in-person meeting, then the student will earn a failing grade on the paper. As noted in the handbook, students only have 2 attempts on the preliminary exam (see below for procedures following a failed attempt).

**3. The final paper meets the criteria of a *Psychological Bulletin* style review: “provides information about the state of the field; identifies the strengths and weaknesses in past research; raises any important issues that research has left unresolved, thereby directing future research so it can yield a maximum amount of new information.”**

The final paper will be assessed as unsatisfactory, satisfactory, or superior on each of the three criteria. Superior is defined as a level of quality that goes beyond the stated expectations for the paper and that has the potential to make a very strong contribution to the field of study, as assessed by the committee. As a guideline, such a designation should only be given to the top 10% of all preliminary papers. A vote of satisfactory or better is required for the student to pass the written portion of the exam. If the outcome is not favorable, students will be judged as failing the preliminary paper.

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**PROCEDURES FOLLOWING A FAILED ATTEMPT:**

If the paper fails at either the initial full submission stage or the final paper stage, the student will have one more chance to complete and defend a satisfactory project. The second attempt must begin anew with the proposal/reference-list phase, and proceed through all the remaining stages to the final defense.

**Timing of second attempt:** Graduate School regulations require that the final defense of the second attempt not occur within the same semester as the failed attempt. Under typical circumstances, the committee will decide on an appropriate timeline in consultation with the student. At a minimum, the student’s second proposal meeting should not occur until 4 weeks have passed since their failed attempt; at maximum, the student may take up to 16 weeks between a failed attempt and a second proposal meeting. Committees are encouraged to err toward a longer delay in order to maximize the odds of the student’s success.

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## RECOMMENDED TIMELINE FOR THE ENTIRE PROCESS:

Different students and different projects will require different timelines, but students and committees should use the following as a general set of guidelines for completing the project on time and allowing students suitable time for responding to advisor and committee feedback:

- **Proposal meeting minus 6-12 weeks:** Develop possible topic and read carefully some of the key literature
- **Proposal meeting minus 3-4 weeks:** Complete 1-2 page outline and reading list; schedule proposal meeting
- **Proposal meeting minus 2 weeks:** Distribute 1-2 page outline and reading list to committee
- **Proposal Meeting:** Once topic/readings revised & approved, with committee still present, consider scheduling a date for initial full submission meeting in approximately 3 months
- **Proposal meeting plus 8 weeks** ( $\approx 2$  months): Submit first draft to advisor for comments/feedback
- **Proposal meeting plus 10-12 weeks** ( $\approx 2.5 - 3$  months): Revise first draft according to advisor feedback; write Critical Reflection
- **Proposal meeting plus 12 weeks** ( $\approx 3$  months): Distribute initial full submission + critical reflection to committee
- **Proposal meeting plus 14 weeks** ( $\approx 3.5$  months): Initial Full Submission Meeting: defend/discuss initial submission + critical reflection with committee
- **Proposal meeting plus 19 weeks:** Submit final draft to advisor for comments/feedback
- **Proposal meeting plus 21-22 weeks:** Revise final draft according to advisor feedback
- **Proposal meeting plus 22 weeks** ( $\approx 5.5$  months): Distribute final version of prelim to committee

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## RECOMMENDED STRUCTURE FOR INITIAL SUBMISSION MEETING AND FINAL ORAL DEFENSE:

**10-15 min:** Student presentation. Assume that your committee has thoroughly read your documents and that any formal presentation (via Powerpoint or otherwise) should be brief and minimal; as a rule of thumb plan no more than 5-10 slides/10-15 minutes to begin the meeting.

**60-70 min:** Discussion/Q&A with committee

**15-20 min:** Intra-committee discussion and vote (in student's absence)

**10-15 min:** Full-committee feedback to student (it's helpful for the entire committee to remain present for this)

*[Note that the final oral defense meeting may require less time for intra-committee discussion and feedback to student, so more time can be spent on discussion/Q&A with the student]*

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## PROCEDURES FOR MODIFYING DEADLINES/DUE DATES:

The Department's graduate administrative assistant and the DGS will share a Google Calendar that indicates all preliminary proposal dates and the corresponding 22 week completion date. Thirty days before the 22-week completion date, the administrative assistant will email the student, prelim committee chair, and DGS to remind them of the impending due date for submitting the final paper to the committee.

If a student takes a formal leave from the program/university at any point during the preliminary exam process, that leave will temporarily “stop the clock” on the process; under typical circumstances, the clock will begin again immediately upon the student’s return to the program.

Any other extensions to the 22 week completion deadline that was originally agreed upon by the committee must be formally petitioned by the student and advisor to the DGS, and will be granted only in the case of an acute medical or family emergency. Extensions will not be granted because the student is simply having difficulty with the paper.

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## CONTINUOUS ENROLLMENT POLICY

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### 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 the graduate bulletin for the complete policy on continuous enrollment:

[http://uncg.smartcatalogiq.com/en/2015-2016/Graduate-Bulletin/Academic-Regulations/General-Policies/Policy-on-Continuous-Enrollment#mc\\_close](http://uncg.smartcatalogiq.com/en/2015-2016/Graduate-Bulletin/Academic-Regulations/General-Policies/Policy-on-Continuous-Enrollment#mc_close)

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### 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, medical needs, and caregiving. 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 the graduate bulletin for the complete policy on leaves of absence:

<http://uncg.smartcatalogiq.com/en/2015-2016/Graduate-Bulletin/Academic-Regulations/General-Policies/Leave-of-Absence>

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## 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 or Experimental Programs Coordinator, the DGS, the Head of the Psychology Department, the Dean of the College of Arts and Sciences, 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.

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.

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## DEPARTMENT POLICY FOR REMEDIATION OF TOOLS COURSES

Passed on 12/11/2015

When students earn less than a 'B' (i.e., a 'B-' or lower), then they have not met the competencies required for the Clinical program, nor met the degree requirements currently in place in the Experimental area. In addition, students who continue to the PhD program need a 'B' or better on all courses that count toward their Plan of Study (including PSY 609, PSY 610, and PSY 624 or approved substitutions). Thus, a remediation plan is needed for students who do not achieve a B or greater for these courses.

For the grad tools courses PSY 609, PSY 610, and PSY 624:

(1) If the grade is an 'F', then the student must retake the class

(2) If the grade is a 'B-', a 'C+', or a 'C', then the options are:

(a) To retake the class,

(b) To complete alternative assignments as determined by the course instructor (note that this option is only recommended if the course instructor is able to initially record an Incomplete and then submit a final grade based on the successful completion of the assignments),

(c) To take a course as determined by an ad-hoc committee consisting of (i) the students' advisor, (ii) the Director of Graduate Studies, (iii) a Clinical faculty member appointed by the Head in consultation with the advisor, and (iv) an Experimental faculty member appointed by the Head in consultation with the advisor (note that this option is only recommended if the DGS agrees to treat the combination of the original course grade and the new course grade as a successful substitution for the course).

(3) If option 2c is chosen for PSY 609, the ad-hoc committee may also recommend a substitution course for PSY 610. For the substitution to be approved, an analysis of the equivalence between the proposed course and PSY 610 must be approved by the department Head. As is always the case, substitutions must also be approved by the student's thesis/dissertation committee.

(a) Once a course has been established as a substitute for PSY 610, then it does not have to be re-approved unless there are substantial changes to either course. However, the thesis/dissertation committee must still approve of the substitution.

(b) Note that substitution courses do not have to be taken at UNCG.

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## IMPROPER RELATIONSHIPS

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](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. 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.

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## 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/](http://its.uncg.edu/Technology_Policies/) and [http://policy.uncg.edu/acceptable\\_use/](http://policy.uncg.edu/acceptable_use/). Students are expected to be familiar with these policies and to behave in ways consistent with them.

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## OTHER RESOURCES

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](http://www.northcarolina.edu/policy/index.php?pg=vb&node_id=326)

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/glbtc-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.

## CLINICAL POLICIES

### POLICY ON PROFESSIONAL IMPAIRMENT

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

#### POLICY ON PROFESSIONAL IMPAIRMENT

Approved April 14, 2011

Clinical Psychology faculty have a loyalty and responsibility to their students, as well as to the profession and to the public. Faculty have a responsibility to teach and supervise their students in a manner characterized by courtesy, decency, and respect. Psychology faculty also have a responsibility to protect the public from incompetent professionals and to maintain the standards of the profession.

Unfortunately, not all students enrolling in graduate clinical psychology programs are capable of becoming competent professionals who will maintain the standards of the profession. In these cases, faculty are obliged to take action, based upon their ongoing evaluation of student performance.

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

#### **I. The Stress-Distress-Impairment Continuum**

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

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

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

#### **II. Self- Care**

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

### III. Recognizing Professional Impairment

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

- violation of professional standards or ethical codes, e.g., breaches of client confidentiality, or engaging in dual relationships with clients
- inability or unwillingness to acquire and manifest professional skills at an acceptable level of competency
- 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
- personal unsuitability to the profession, e.g., substance abuse, chronic and disabling physical problems
- 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
- provision of services beyond one's scope of competence
- conviction of a crime that directly bears upon the ability to continue training
- demonstration of unethical, illegal, or unprofessional conduct with patients, supervisors, peers, or instructors
- 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 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**

- American Psychological Association. (2002). Rules and procedures: October 1, 2001. *American Psychologist*, 57, 626-645.
- American Psychological Association (2006). Advancing colleague assistance in professional psychology. Washington, DC: Author.
- Huprich, S. K.; Rudd, M. D. (2004). A National Survey of Trainee Impairment in Clinical, Counseling and School Psychology Doctoral Programs and Internships. *Journal of Clinical Psychology*, 60(1), 43-52.
- Norcross, J.C. (2005). The psychotherapist's own psychotherapy: Educating and developing psychologists. *American Psychologist*, 60(8), 840-850.
- Schwartz-Mette, R. A. (2010). Challenges in addressing graduate student impairment in academic professional psychology programs. *Ethics & Behavior*, 19(2), 91-102.
- Van Hasse, T, Davenport ,D. & Kerewky. S. (2004). Problematic Students: Gatekeeping Practices of Academic Professional Psychology Programs. *Professional Psychology: Research and Practice*. 35(2) 115-122.

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## CUDCP EXPECTATIONS FOR INTERNSHIP ELIGIBILITY

From: <http://cudcp.wildapricot.org/CUDCP-Documents>

### 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).
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 coauthor, 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

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## 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.

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## SUMMER FUNDING FOR PRACTICUM

### 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 15<sup>th</sup>. 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 15<sup>th</sup> 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 summer groups, supervision needs, etc).
11. **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.

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## EXTERNAL PLACEMENT AND ADVANCED PRACTICUM POLICY

effective June 1, 2016

External placements approved by the clinical program (DCT and Clinic Supervisory Committee Chair) offer exceptional training experiences. As such, face-to-face contact hours accrued at these sites may count for a portion of required AP program hours. We will require all students completing one External practicum placement to accrue at least 250 of the required 350 AP hours in the UNCG Psychology Training Clinic. This amounts to 5/7 of the requirement. In this scenario, students at approved external sites must accrue at least 100 AP hours at those sites to complete the AP requirement. These hours must be documented and signed off on by the UNCG supervisor of record at the site who will consult with the on-site supervisor.

If a student chooses this option, the AP stipend will be reduced to 10,000\$ (5/7 of 14,000) and will be paid the year that the student does not work at an external site. This level of funding will allow the student to be eligible for an IS waiver. Due to funding paperwork deadlines, students must inform the DCT and the Chair of the Clinic Supervisory committee of their decision to elect this option no later than June 1 of the year preceding AP. (An exception is granted for this year until June 20th given the recent GPEP announcement). This election is optional and students may still decide to accrue 350 contact hours in the Psychology Clinic. Students electing this latter option will be paid a full 14,000\$ stipend.

Should students elect to complete 2 approved external practicum placements (e.g. Counseling Center and GPEP, VAP and GPEP, GPEP and Wake Medical), the AP hour requirement for the UNCG Psychology Clinic may be reduced to 150 face to face hours. No Clinic stipend will be provided to students electing this option, as their full stipends will be generated from the external practicum sites. The 150-hour clinical experience in the UNCG Psychology Clinic will enhance student's clinical training and will allow faculty supervisors to comment on advanced clinical competencies in letters of recommendation.

## APPENDIX B: APPLICATION AND ADMISSIONS INFORMATION

### CLINICAL MA/PHD

#### 1. Academic Preparation and admissions requirements

Faculty will conduct a holistic review of each candidate's application, considering at the very least: undergraduate and post-baccalaureate grades and rigor of coursework; standardized test scores, including the GRE; research experience, skills, and accomplishments (including honors theses, conference presentations, or publications); letters of recommendation; personal and research statements; performance at interviews with the prospective mentor and area faculty; personal attributes and character; and individual and research contributions to diversity.

#### 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 1st.

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

#### Summary of CUDCP Policy for Graduate School Offers and Acceptances Information for Applicants

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

1. In most CUDCP programs, a subset of applicants will be invited for an interview. Within a few weeks of the final interview dates, applicants will be notified regarding the status of their application. You may be offered admission, declined admission, placed on a wait list, or in some cases, a decision has not yet been reached regarding your application.

2. Training programs will notify students no longer being considered for admission as soon as possible. In some cases, this information is communicated by the university graduate school and can take several weeks to be processed. In some cases, you may be able to get updated information on the status of the application process (e.g., whether all interview invites have been extended; whether all offers have been extended), on a clinical program's website, or by contacting a program administrator. Beware of information posted on student-focused online forums that may be inaccurate or incomplete.
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://cudcp.wildapricot.org/Resources/Documents/CUDCP%20Policy%20on%20Graduate%20Program%20Offers%20and%20Acceptances%20\(FULL%20version\).pdf](http://cudcp.wildapricot.org/Resources/Documents/CUDCP%20Policy%20on%20Graduate%20Program%20Offers%20and%20Acceptances%20(FULL%20version).pdf)

#### **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.

## TERMINAL MA IN GENERAL EXPERIMENTAL PSYCHOLOGY

The application deadlines for the Terminal MA in General Experimental Psychology are December 15 and April 20 (both for the subsequent Fall semester), and offers are generally made in late Spring. Other than the timeline, the standards and process for admitting students for the Terminal MA are similar to that for applicants to the Experimental MA/PhD below.

## COGNITIVE, DEVELOPMENTAL, OR SOCIAL MA/PHD

Faculty will conduct a holistic review of each candidate's application, considering at the very least: undergraduate and post-baccalaureate grades and rigor of coursework; standardized test scores, including the GRE; research experience, skills, and accomplishments (including honors theses, conference presentations, or publications); letters of recommendation; personal and research statements; performance at interviews with the prospective mentor and area faculty; personal attributes and character; and individual and research contributions to diversity.

Applications are considered only once per year (during January and February) for admission in the following fall term. Application deadline: December 1st.

We seek applicants who are bright, well prepared, and motivated. 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 clearly articulated research statement that reflects substantial research experience, 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 MA degree in psychology from another institution. The above standards apply.

Experimental faculty initially review materials for applicants who have selected them as a prospective mentor, and invite these applicants to engage in further discussion via email, phone, or video conferencing. Faculty who are admitting new students will generally invite their 1-2 top applicants to campus for interviews in early Spring. Formal offers are made after review and approval of the full Experimental faculty. Students are under no obligation to accept or decline an offer until April 15<sup>th</sup>. However, if you become certain that you will reject the offer prior to this deadline, we would greatly appreciate hearing from you as soon as possible. This is very important because it will enable us to offer a spot to another student who is waiting for a decision that could determine his/her own future possibilities.

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.