

CLINICAL PSYCHOLOGY PROGRAM GRADUATE STUDENT HANDBOOK

Introduction

How to use this handbook

This Handbook provides information about the clinical program’s requirements and expectations and about resources to support student success. This Handbook should help you throughout your grad school career—it should be your first stop for questions about graduate school and clinical program requirements. Clinical students should also refer to the UNCG Psychology Clinic Manual for more information about Clinic policies and procedures. The Clinic Manual and other useful resources are available on our program’s Canvas Org (Clinical Psychology MA/PhD Program).

Graduate students should read the Handbook and consult with their advisor or the Director of Clinical Training if any requirements are unclear. Questions that are specific to the graduate program should be directed toward the Director of Graduate Studies To benefit from the information in this Handbook, you must take responsibility for your progress in the program. Do not assume that your advisor or other faculty will remind you about every step you need to take. Please meet with your advisor regularly to review your progress, respond promptly to requests for information and suggestions for action, and use the communication channels between graduate students and faculty described in the Handbook. Supplements to this document are provided in several other publications of the University:[*The Graduate School Bulletin*](https://grs.uncg.edu/bulletin)*,* [*The Student Affairs Policy Handbook*](http://sa.uncg.edu/handbook/)*,* [*Student Grievance Procedures*](http://sa.uncg.edu/grievance/)*,* [*University Policies related to graduate students*](http://uncg.smartcatalogiq.com/en/2015-2016/Graduate-Bulletin/Academic-Regulations/General-Policies/University-Policies)*,* and [*The Graduate School Guide for the Preparation of Theses and Dissertations*](https://grs.uncg.edu/forms/T_dguide.pdf). You should refer to the most recent editions of these publications for details not given here. Other documents that provide additional information are referenced throughout the Handbook.

We upload a new edition of the Handbook to the departmental website each year, and we’ll keep you informed throughout the year of any major changes. In most cases, students can satisfy their academic requirements through any edition of the Handbook that has been published during their tenure in our program, but you will have to complete a catalog change request if you follow an edition that does not correspond to your graduate entry year. If you have any suggestions for the improvement of this Handbook, please contact the Director of Clinical Training.

Except for service requirements for assistantships that specify maximum workloads, the requirements and expectations described here are the minima that the faculty agrees to be appropriate to a Master of Arts and Ph.D. granting department. The Psychology Department also has more stringent criteria (e.g., required course grades for degree requirements) than does the UNCG Graduate School. Individual faculty also may impose more stringent requirements on their student advisees, or on whose committees they serve. Furthermore, you may be required by your advisor or advisory committee to perform work beyond the minimum because of your specific research plans or because you lack some appropriate background knowledge or skill. All such issues are matters for discussion and negotiation between you and your advisor. *Overall, any changes to requirements must be approved by the DCT, the DGS and your committee before the Graduate School will accept them.*

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# Department positions

A list of all psychology department faculty and administrative staff appears on the Department website. <https://psy.uncg.edu/people/faculty/>, <https://psy.uncg.edu/people/administrative-staff/> The people listed below are particularly important contacts 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 | spkeane@uncg.edu | 336-256-0569 |
|  |
| Director of the Psychology Clinic (DPC) | Jason Herndon | jlhernd2@uncg.edu | 336-256-0065 |
|  |
| In-state Residency Consultant | Doug Levine | dwlevine@uncg.edu | 336-256-2472 |
| AGSP President | Katherine Cotter | kncotter@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 DCT. The DGS is also available for consultation regarding requirements that are applicable to all Psychology graduate students (e.g. the Prelim requirement).

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.

### Communication

To stay abreast of important information, students must obtain a UNCG email account and check it frequently—typically *at least* daily—and respond in a timely manner. We recommend that students use an out of office autoreply when traveling or when unavailable for an extended period. Requests for information from the Department Head, DGS, DCT, and DPC, as well as your faculty advisor should be responded to as soon as possible and before any stated deadlines.

# Program Overview

The Department has four main areas of graduate training: Clinical, Cognitive, Developmental, and Social. Faculty area memberships and research interests are available on the [Psychology Department website](https://psy.uncg.edu/people/faculty/). Students should become familiar with research being carried on throughout the Department and must attend colloquia, lecture series, lab meetings, and participate in research opportunities (for information on lab meetings and research opportunities, please contact the relevant faculty members). The faculty recognize that your research interests may change through the program and we encourage you to develop those interests through consultation with your advisor and other lab and research groups.

Your graduate advisor is noted in your welcome letter from the Department. One of the primary goals in our program’s application and admissions process is to have a good fit between advisors and students, and in most cases, students remain with the same advisor and the same research focus throughout the program. However, if you contemplate a change in research focus, your first conversation should be with your current advisor; they are in the best position to help you determine barriers to your success or navigate any change. *Students cannot remain in the Department without a graduate advisor*. Admission into a training area of specialization does not constitute a commitment by you to remain in that area throughout your graduate career; students must apply to the Department for permission to transfer areas. However, Experimental students cannot transfer into the Clinical program without formally re-applying for admission to the Department.

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. We expect high quality research and will assess students on their competence in developing and carrying out research. Students in the MA-PhD track are expected to demonstrate *discipline-specific knowledge* (including history and systems of psychology, basic knowledge in scientific psychology, integrative knowledge in scientific psychology, and methods of inquiry) and demonstrate *profession-wide competencies* (including research, ethical/legal standards, individual and cultural diversity, professional values and attitudes, interpersonal skills, assessment and intervention, and supervision and consultation). Students specializing in Clinical psychology will engage in research and will learn to effectively apply the methods and principles of psychology to the treatment of clients having psychological disorders. 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 only the MA-PhD training track in Clinical Psychology; it does *not* offer a terminal MA program. When referring to a Master’s of Arts (MA) in Clinical Psychology, the Handbook is referring to obtaining a Master’s degree as part of the MA-PhD track in Clinical Psychology. Only students 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, web <https://www.apa.org/education/grad/program-accreditation>

# 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

**Before arriving**

* Set up your UNCG email account
* Read the entire Clinical 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
* Make arrangements for on campus parking

**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
* Set up payroll deduction if you want to pay your fees in this manner
* 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

* **Begin individual research.** Work with your advisor to establish your program of research, which is typically closely related to your advisor’s expertise. Completing a thesis or dissertation requires original scholarly work, so preparation should begin in your first semester.
* **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 commitment (such as an academic conference).
* **Read all assigned materials.** Graduate classes require active discussion, so you must prepare by reading all the material before each class.
* **Complete all assignments.** Whether or not they are graded, all assignments must be completed and turned in on time.
* **Earn 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,thenyou will likely be assigned as a teaching assistant for one or more professors. You must complete all assigned TA duties, which should not exceed 10 hours per week *on average*.
* **Fulfill your RA responsibilities.** If you have an assistantship,thenyou are also assigned as a research assistant for your advisor. You must complete all assigned RA duties, which should not exceed 10 hours per week *on average*.

## In-state residency

Students who are not already a North Carolina resident should seek residency as soon as possible to reduce the demand on limited out-of-state tuition waivers. Criteria may change, but your chances of being granted resident status are improved by the following: at least 12 months of continuous residence in the state, 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). You 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 residentiary act completed, so please complete all these acts before the first week of classes. 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](https://psy.uncg.edu/graduate/graduate-forms/).

## 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. Complete CITI training as soon as possible, so you won’t 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 accidently 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. 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/>

## Workload expectations and distributions

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, Clinical students typically take 10 credits in the Fall and 13 credits in the Spring and should expect 40-50 hours per week on coursework and class time.

In later years of training, clinical graduate students typically take 6-9 credits of coursework, which would roughly presume 25-40 hours per week spent on coursework and class time. Clinical students also enroll in practicum credits and start carrying a clinical caseload in their second year of training. Clinical work is time intensive, and the workload can vary depending on the student’s caseload and severity of clients. Clients in crisis require extra time and effort, and students must understand their ethical obligation to providing necessary client care in those situations. In addition to coursework and clinical work, time must be devoted to your program of research or lab responsibilities. Graduate school is literally more than a full-time job and you will be busy!

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

Developing research competence and making progress on your research projects is also a top priority in your graduate training. Time should be allocated for research early in your graduate career, beginning in your first semester. To help facilitate discussion with your research advisor about your training goals and timeline, we have developed a document that should be used annually to set reasonable goals for the upcoming year and identify any potential barriers (see form on the [Department Graduate Forms web site](https://psy.uncg.edu/graduate/graduate-forms/)). 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 work. 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)

AGSP’s primary objective is to enhance the educational and professional experiences of graduate students in Psychology at UNCG, and to provide graduate students with a forum to voice their concerns, ideas, and opinions about their experiences in the department. To do so, AGSP works as a liaison between graduate students and the Department. For example, AGSP has two representatives (one each from the Clinical and Experimental programs) who attend the Graduate Studies Committee meetings to provide student input on graduate course work, training, and policies, and one representative on the Department’s Executive Committee.

AGSP also has representatives to attend UNCG Graduate Student Association meetings, and a representative to coordinate social activities for Psychology graduate students. AGSP may arrange meetings with the departmental Director of Graduate Studies to discuss student concerns. Finally, AGSP assists in securing travel funds for students to attend professional meetings. If you would like to know more about AGSP, 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 education in the Department, you must meet minimum standards in several domains: **coursework,** **research,** **professional development** and, **clinical work**.

To remain in good standing in **coursework**, you must maintain a 3.0 cumulative GPA. Per 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+. For Clinical students, grades of B (not B-) or higher reflect adequate mastery of competencies assessed in the course. Students earning a grade of B- or lower in any class will be given the opportunity to master all required competencies through some form of remediation.

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 the Graduate Student Forms page. For guidelines on timeliness, please see the Handbook sections on the [MA thesis](#_Master’s_Thesis) and [Preliminary exams](#_Preliminary_examination).

To remain in good standing in terms of **professional developmen**t, 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, serve in a leadership role on a department 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](https://psy.uncg.edu/graduate/graduate-forms/) for the clinical competency documents, and Appendix A for [clinical policies](#_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.

B Satisfactory mastery of course content.

B- Not indicative of PhD-level work.

#### Instructor/Course Evaluations

At the end of each semester, you will be asked to complete an anonymous instructor/course evaluation form for all courses taken. These are processed by the administrative staff; faculty receive only a summary of numerical ratings and typed copies of written comments. Because these evaluations provide important feedback to faculty, please complete them independently 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.

### Research

#### 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 program are intended to ensure that student research meets the high standards of the Department. The MA degree typically involves 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 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 at this level.

The PhD 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, you will now be receiving suggestions, not instructions, for carrying out research projects. The dissertation project must be your own conception; it will likely develop from discussions with your advisor and others, but it will reflect 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 current and historical work in the field. It is not sufficient to demonstrate simply the technical competence to execute a research project.

It is appropriate, throughout the dissertation project, to seek advice and assistance from others; indeed, you are encouraged to discuss your work frequently with your advisor and lab group, to seek technical help for overcoming obstacles, 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 help you execute an important and well-designed project, the Graduate Faculty of the University will hold you responsible for the quality of the final product. In this respect, you will be operating as an independent research scientist, who may solicit advice and assistance from colleagues but accepts sole responsibility for the conduct and quality of the research.

#### Timelines

To ensure accurate estimation of time required to successfully complete major research requirements, beginning with the Prelim Exam, clinical students will present a proposed timeline to their committee for approval. Committee feedback will help the student balance multiple demands that will be placed on them as part of Clinical PhD Training.

### 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.

#### 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 (they are not optional). Colloquia allow you to learn about current research from those at the forefront of their fields, as well as to meet with eminent scientists in an informal setting. Do not only attend colloquia in your research interest area; use the colloquium series 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](https://psy.uncg.edu/news-announcements/kendon-smith-lectures/) can be obtained from the department website. As with departmental colloquia, graduate students are expected to attend the entire KSL series.

*Psychology Department Graduate Research Conference*: Each fall semester, the Psychology Department hosts the Graduate Research Conference (GRC), where all rising second-year students present a talk on their first-year research project. This conference, attended by all faculty and graduate students in the department (as well as academic Deans from the University), allows you to practice skills of oral presentation to a relatively friendly audience, and to receive comments on your research from a broad group. As with departmental colloquia, all graduate students are expected to attend. Clinical students will receive written feedback on their GRC performance (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 Clinical Research Competency Rating Form (see the [forms webpage](https://psy.uncg.edu/graduate/graduate-forms/)).

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

#### Laboratory Meetings and Brown Bag Meetings

There are many 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 as possible. Many of the 20 or so laboratories in the Department hold 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 about research being done in the Department and to meet faculty and students from other research groups. Most faculty will allow you to attend meetings; you should consult with the faculty involved for permission to attend, and the times and place scheduled for Lab meetings.

Some larger groups of faculty and students meet weekly or biweekly to discuss some specific topic or research area of shared interest. Students and supervisors of the UNCG Psychology Clinic meet weekly to discuss clinic cases and to hear occasional guest speakers.

#### Professional Involvement

To begin establishing yourself as a professional academic psychologist, you should consider joining professional associations in your area(s) of interest. Most provide student memberships at reduced rates and provide information about regional and national meetings. Presenting posters and papers at these meetings is an important opportunity to gain experience, to meet others in your field, and to establish a network of professional connections that will help you 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 students' travel to meetings through grant funds. Regional and national meetings that are frequently attended by clinical faculty and students include:

|  |  |
| --- | --- |
| American Psychological AssociationAnxiety and Depression Association of America Association for Behavioral and Cognitive Therapies Association for Psychological ScienceSoutheastern Association for Behavior Analysis | Society for Research in Child DevelopmentSociety for Research in AdolescenceSociety for Research in PsychopathologySociety of Southeastern Social PsychologistsSoutheastern Psychological AssociationSociety for Psychotherapy Research  |

We encourage students to talk to their advisors about 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 many internship positions and 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 April 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 are also considered (such as distribution of individual faculty workloads).

The clinical faculty believe that you will gain the most from clinical supervision if you work with different supervisors. Not only will this experience expose you to a variety of theoretical orientations and supervisory styles, it will also allow you to obtain letters of recommendation from several faculty for future internship, job, and licensure applications. 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 a primary clinical supervisor at all times, and may have more than one. 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 audio/video recording or by direct observation. Students are expected to regularly review audio/video recordings in supervision meetings, and supervisors agree to watch at least 1 full session each year and provide written feedback (see Practicum Recorded Session Review form on the [forms webpage](https://psy.uncg.edu/graduate/graduate-forms/)). to enhance competencies. 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

Each summer, area faculty will conduct formal evaluations of students 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, students will earn an evaluation of “*Good Standing*,” “*Problem Noted*,” or “*Not In Good Standing*.” (All 1st year students will also be evaluated by Area faculty after their 1st semester; areas will provide formal or informal feedback at this 1st semester mark.) The Annual Evaluation Form can be found on the website (see the [forms webpage](https://psy.uncg.edu/graduate/graduate-forms/))..

Area faculty may indicate “*Problem Noted*” for any domain with a potentially worrisome outcome 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), they have not met the competencies required for the Clinical program. 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 (for example) 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](#_Policy_on_Professional) and [use of electronic communication](#_Issues_Regarding_Websites,) 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 fail to meet 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 individually developed by the student’s program area faculty, and may involve repeating a course, taking an alternate course to fulfills its requirement, or gaining competency in some other way (e.g., in an independent study encompassing a research paper graded by faculty). 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. See the Department’s policy on [Remediation Options for Tools Courses](#_Department_Policy_for).

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.

**Support plans** are intended primarily for students whose performance in the program is in good standing (there are no current "problem noted" or "not in good standing" evaluations) but who report that they are struggling in the program, for example due to personal or medical problems. Support plans ideally are preventative and temporary - enacted early in the process in order to prevent the student from incurring a "problem noted" or "not in good standing" evaluation. By comparison, a remediation plan focuses on a specific deficiency in some area of competence that is evident based on a student's performance (e.g., in a class or in clinical work).

## Ethics

### Ethical standards

The Department expects the highest standards of scholarly and professional behavior from both its students and faculty. 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](http://sa.uncg.edu/handbook/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 Policy and consider how it applies to the work 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). 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, DCT, 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.

### Ethical Behavior Requirements

Psychology graduate students are expected to follow the UNCG Student Code of Conduct and Academic Integrity Policy. 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](http://www.apa.org/ethics/code/%20principles.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.

### 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 Clinic are detailed in the Clinic Manual. The Department has adopted a "[Policy on Professional Impairment](#_Policy_on_Professional)" (Appendix A) with which all clinical students are expected to be familiar. These documents describe a number of 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 provide financial support for all eligible MA-PhD students. 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 (see [Other Support](#_Other_Support) section).

## Department Assistantships and Stipends

State funding provided by the department typically provides students who are in good standing in the program with stipend support for a TA assignment (the commitment includes no more than 20 hours a week, with 10 hours a week devoted to TA duties and 10 hours a week devoted to research duties). Typically, students in their first 2 years are supported by state funds; at times, students in the third year also receive this form of stipend support. Currently state funded students receive a minimum stipend of $13,000 pre MA/ 14,000 post MA. The clinical faculty strive to supplement this stipend with add-ons funds (e.g., UNCG awards and scholarships). Although not all students qualify for all opportunities for add-on funds, the faculty try to “spread the wealth” whenever possible.

To maintain an assistantship and be eligible for a tuition waiver, 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 a service obligation (up to 20 hrs/week). Faculty will annually assess the quality of your assistantship work. You should not see yourself as an hourly worker and expect to "punch a time clock" in performing your duties. However, a record of the time you devote to lab tasks may help identify barriers to efficiency that can help you improve your work output in this and other domains. The primary benefit of an assistantship is to provide financial support during graduate training; in return, you will assist in research, teaching, and administrative activities. If you believe that you are being asked to perform excessive or inappropriate work, you should discuss the matter with your supervisor. If the problem cannot be resolved, you should consult with the DCT or 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 agreement with you and your advisor, but you must remember that these assignments are an obligation of the assistantship that you have accepted. If you refuse to carry out 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 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 in the STA section below.

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 as early as possible.

### TA responsibilities

Department assistantships typically require 20 hours per week of service, generally allocated as 10 hours teaching assistance and 10 hours research assistance (on average). 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.

### Research component

The research component of your Department assistantship will be under the direction of your assigned faculty advisor and research mentor. This research component is negotiated between the student and the advisor.

### 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) 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 videorecording of the session, or both; a benefit of a recorded class session is that you may observe your own teaching. After the first observation, you must meet with your mentor for feedback on teaching style, methods, and materials. After the second observation, the mentor will write a formal evaluation of your teaching (based on the observations and the instructor-mentor meetings). For Summer semester courses, you must schedule one class session for observation. After the observation, you must meet with the mentor to solicit feedback on teaching style, methods, and materials. The mentor will write a formal evaluation of your teaching (based on the observations and the instructor-mentor meetings).

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

### Off-campus Teaching

Teaching opportunities arise almost every semester to teach at colleges in the Greensboro area. Some 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.

## Tuition 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_residency)). 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. Our goal is to acknowledge excellence in a variety of ways through awards. Because we have so many deserving students, we strive to recognize as many students as possible within the constraints of the award criteria.

### Psychology Department Awards

*The Elizabeth Duffy Graduate Scholarship*. The Duffy scholarship was established to be awarded annually to a woman 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. The Duffy Award is made from the earnings of the Elizabeth Duffy Graduate Scholarship Fund to support two female graduate students.

As long as fund earnings allow, two students (one clinical, one experimental) will each receive a $16,000 award for one year (without assistantship duties), based on their outstanding records of research and scholarship; Duffy awardees will also have the option to receive an additional half stipend from the department, with 1 semester of assistantship duties. 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. Each program area will decide on their Duffy winner.

*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 (and up to $1,000, if the budget allows) 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 1st 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

### 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.

Nominees for these fellowships may also be considered for other awards (Hall and Moore awards for example).

*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.

*Lisbeth V. Stevens Fellowship*. The purpose of this one-year award is to recruit an outstanding graduate student who might not otherwise attend UNCG. The fellowship is based on merit rather than need, so the nominee does not have to have a FAFSA on file. Award amounts vary each year.

*Joyner Fellowship*: This is a one-year merit-based award open to graduate students in the traditional liberal arts. Each program may nominate one individual.

*Joseph Bryan, Jr. Fellowship:* This fellowship rotates every 2 years from among Economics, English, History, and Psychology. It must go to a full-time doctoral student in good standing.

**See the department’s** [**graduate awards web page**](https://psy.uncg.edu/graduate/1934-2/graduate-student-awards/) **for the current list of available awards. Additional opportunities are announced throughout the year via emails as they become available.**

## Other Support

### 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 (often referred to as “state funding”). 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, 1202 Spring Garden Street, (336) 334-5702, http://[fia.dept.uncg.edu/](http://fia.uncg.edu/).

### Clinic Core Team and Other Non-State Clinical Funding

Non-state funding for students who are in good standing in the program can also be obtained through work in the UNCG Psychology Clinic. Students electing this form of funding will be members of the Clinic Core Team, who will perform a combination of clinical responsibilities and work duties that support the activities in the clinic for 7 hours a week (2 hours of direct clinical work and 5 hours of administrative responsibilities). These responsibilities will be agreed upon by the Clinic Director and each Team Member, and will be specified in a contract detailing their responsibilities as part of the Clinic Core Team. Work duties may include conducting intakes, supervising interns, writing minutes for clinic team meetings, reviewing charts, helping with recruitment, organizing groups, and other responsibilities as needed. It is expected that students on the team provide 7 hours of work each week for a full calendar year (excluding when the university is closed). Although licensure at the PA level (see next section) is not required at the start of the Core Team rotation, there is a strong expectation that progress toward licensure is under way at the start and that licensure will be obtained during the course of the rotation. The Clinic Core Team is available to all students and is typically a funding option in the 4th year but could be done in the 5th year if students have other forms of external funding.

In unusual circumstances, an Advanced Clinic Core Team may be available for students who have already completed Clinic Core Team in their 4th year and have explored other funding options. Advanced Clinic Core Team members will have similar responsibilities as Clinic Core Team member but will have a 10 hour a week commitment (5 hours of direct clinical work and 5 hours of administrative responsibilities). As with the Clinic Core Team, these responsibilities will be agreed upon by the Clinic Director and each Team Member and will be specified in a contract detailing their responsibilities as part of the Advanced Clinic Core Team.

Students winning a university fellowship may be eligible to become part of the “Clinic core team,” and should discuss this option with their advisor and the Clinic Director, but this position will not be funded. Students with add-on funding (i.e., Campus scholarship; Inclusiveness Award, Duffy) can be funded on the Clinic Core team in addition to this add-on funding.

There are also other non-state funding that students can obtain for their stipend in their 4th or 5th year of training, including stipend support from grants (such as a research assistant position) or from external clinical funding sources (e.g., Wake Medical, Newcomer’s School, Counseling Center), or from training grants, when available ( e.g. GPEP). Each of these non-state funding sources provides a stipend for about 20 hours of work in these settings. The amount of non-state funding varies and may be lower or higher than for state-funded positions; in addition, the required number of work months and vacation arrangements may vary.

### Clinical Licensure

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

North Carolina Psychology Board

 895 State Farm Road, Suite 102

 Boone, NC 28608

 Telephone: (828) 262-2258

### External Grants

A number of granting agencies, including the National Science Foundation, the American Psychological Association, the National Institute of Mental Health, 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 Sponsored Programs. 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 often available as well.

### Off-campus Clinical Employment

There are also other non-state funding opportunities that students may obtain for their stipend in their 4th year of training or later as there currently are several program-approved external clinical funding sites (i.e., Newcomers School, Wake Medical, Counseling Center, El Futuro). Each of these non-state funding sources provides a stipend for about 20 hours of work in these settings. The amount of non-state funding varies and may be lower or higher than for state-funded positions; in addition, the required number of work months and vacation arrangements may vary.

Some students seek employment in psychology-related jobs as a source of income while in the program. For reasons articulated below, these are rare and, as such, 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 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. Since you are still in training, communication and feedback from the site to the program is required. Moreover, some of these jobs require licensure as a Psychological Associate (see above – [Clinic Core Team](#_Clinic_Core_Team)). 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.”

### Summer Research Support

Each year, the Graduate School solicits nominations from the Department for a limited number of Summer Research Assistantships. Forms for applying for Summer Assistantships typically will be distributed by the DGS late in the fall semester as they are often 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 as needed)

(4) when the above three criteria are met, student nominees may be ranked on the basis of:

 - 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

###

### Graduate Travel Support

Graduate students in the Department of Psychology may apply to the Department for funds to support their travel. Please remember that travel must be approved prior to date of travel by the department using the Student Travel form (see [Graduate Student Forms](https://psy.uncg.edu/graduate/graduate-forms/) web page). 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 or proof of attendance (e.g., 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>

### The Norm Anderson Travel Award

The Norm Anderson Travel Award also provides funding to support graduate student conference travel. The funds can be used for transportation to, accommodations at, or registration fees for, academic conferences, symposia, workshops, or other scholarly activities requiring travel. **The intention of this award is to provide for scholarly travel opportunities that would otherwise be difficult to achieve given other departmental and university funding mechanisms.**

The call for applications will be the first day of the Spring semester, the first day of the Summer I session, and the first day of the Fall semester; initial deadlines for each will be 2 weeks later, but any leftover (un-granted) funds for that semester may be allocated through rolling applications throughout the semester. All UNCG Psychology graduate students are eligible to apply. Priority will be given to:

(a) students who have never received a NATA award, followed by those who have not received a NATA award in the last 12 months, and;

(b) events that have no lower price alternative at UNCG (e.g., a general workshop on multilevel modeling will have low priority because the UNCG ERM department regularly offers a multilevel modeling course).

The amount of each award will be up to $500 based on the NATA committee judgment of need and importance. Applicants must submit a budget and budget justification with their application. Applications are to be no more than 3 pages single spaced—1 page for the budget & justification, 1 page for a letter of support from the applicant’s faculty advisor, and 1 page that includes a description of the event, discussion of potential benefits of attendance to the applicant, and consideration of whether what is learned at the event could be subsequently brought back and formally discussed with, or taught to, students here. The NATA committee will advise the Department Head of final award decisions. The committee will be selected each year, comprised of three graduate students: one AGSP officer, one at-large graduate student from the Experimental programs, and one at-large graduate student from the Clinical program; alternates will be selected in the event that a committee member applies for an award.

### 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](http://shs.uncg.edu/), [Office of Accessibility](http://ods.uncg.edu/), [International Programs](http://www.uncg.edu/ipg/iss/intl_student_scholar_serv.html), the [LGBT Community](https://intercultural.uncg.edu/student-advocacy-outreach/lgbt-community), [Safety Escort](http://police.uncg.edu/Programs/SafetyEscort/) services, [Campus Ministry](http://sa.uncg.edu/acm/), and the [Women’s Health and Wellness Center](http://hhs.uncg.edu/wordpress/cwhw/). The [Dean of Students](http://sa.uncg.edu/dean/) Office also provides information and support to graduate students in need.

# Curriculum

## Clinical MA/PhD: \*Curriculum effective august 2018\*

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 45 hours is required for the MA component. The PhD in Clinical Psychology requires 105 semester hours including internship hours (2 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](#_Department_Policy_for)).

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 the [Annual Evaluation Procedures](#_Annual_Evaluation_Procedures) section for a complete discussion of remediation plans.

NOTE: For students who entered the program in 2017 and who are following this catalog or earlier, please see credit hour and course requirements in [Appendix C](#_APPENDIX_C:).

### MA requirements for Clinical MA/PhD – 45 credit hours

#### Research and quantitative analysis (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

#### History and systems of psychology (1 hour)

PSY 601 Historical Perspectives on Psychology as a Science 1 credit

#### Profession-wide competencies (18 hours)

PSY 707 Psychological Disorders in Children 3 credits

PSY 708 Psychological Disorders in Adults 3 credits

PSY 723    Evidence Based Practice with Children and Adolescents 3 credits

PSY 725    Psychological Assessment in Adults 3 credits

 *(formerly Theories & Methods of Personality Assessment)*

PSY 727    Theory and Methods of Behavioral Assessment and Therapy 3 credits

PSY 728    Theory Methods of Intellectual Assessment 3 credits

#### Clinical practicum training (9 hours)

PSY 741 Contemporary Topics in Clinical Practice

3 credits

 *(1 credit taken each of 3 semesters, beginning Spring year 1)*

 *Topics include: Case Conceptualization, Supervision, Diversity,*

 *and Consultation*

PSY 742 Practicum in Clinical Intervention 6 credits

### PhD requirements for Clinical MA/PhD – 105 credit hours

In addition to the MA requirements (45 credit hours), students must complete the following 60 credits:

#### Discipline-specific knowledge (6 hours)

Specific courses fulfilling this requirement are individually planned for each student in consultation with the doctoral planning committee and are determined in part by the student’s pre-matriculation competencies and research and career goals. Some examples are listed below (other courses meeting this requirement must be approved by the doctoral planning committee).

PSY 735 Contemporary Problems 3 credits

HDF 713 Social and Emotional Development 3 credits

GRO 621 Health and Aging 3 credits

HEA 662 Gender and Health 3 credits

HEA 670 Adolescent Health 3 credits

#### Additional profession-wide competencies (9 hours)

PSY 724    Ethical Responsibilities of Clinical Psychologists 3 credits

PSY 735J Contemporary Problems – Clinical 3 credits

PSY 745    Multicultural Issues in Clinical Psychology 3 credits

#### Additional quantitative courses (6 hours)

At least 3 credits from the following courses or another quantitative course approved by the doctoral planning committee (3-6 credits)

ERM 682   Multivariate Analysis 3 credits

ERM 685   R for Education and the Social Sciences 3 credits

ERM 728   Exploratory and Conﬁrmatory Factor Analytic

 Methods for Scale Construction 3 credits

ERM 731  Structural Equation Modeling in Education 3 credits

ERM 732   Hierarchical Linear Modeling 3 credits

#### Additional seminar (0-3 hours)

If only 3 credits are earned in ADDITIONAL QUANTITATIVE COURSES (above), and additional 3 credit hour seminar is required as described above.

#### Additional research (21 hours)

PSY 751    Independent Doctoral Research 6 credits

PSY 761    Preliminary Examination\*\* 3 credits

PSY 799    Doctoral Dissertation Research 12-24 credits

\*\*One method of demonstrating basic and/or integrative discipline-specific knowledge

#### Clinical practicum training (16 hours)

PSY 741    Contemporary Practicum Topics 4 credits

 *4 credits minimum post-M.A.; 1 credit in each of four semesters*

PSY 742    Practicum in Clinical Intervention 6 credits

 *6 credits in addition to those earned for the M.A.*

PSY 762    Advanced Practicum in Clinical Psychology 6 credits

#### Required internship training (2 hours)

PSY 763    Internship in Clinical Psychology 2 credits

 *1 credit in each of 2 semesters*

## Full Time Enrollment Policy

Graduate students must enroll in 9 or more credit hours to fulfill full time status. Full time status is often required for financial aid and for qualifying for a tuition waiver. Once students reach doctoral candidacy, and their candidacy application is approved, they may gain an exception to this policy when taking only 3 credits of dissertation (799) credits up to the maximum required and required AP hours. Students on internship may enroll in 3 additional dissertation credits each semester **as long as you have not exceeded the maximum of the required credit hours (24)**. In this case, you will be considered a full time student with 4 credits each semester (3 PSY 799 and 1 PSY 763). Students should 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 and consult with the DGS for more information about the [FTE policy](https://grs.uncg.edu/about/faqsfulltime/).

## Clinical practica and internships

***Overview***

Practicum training serves as a cornerstone of our clinical training program providing students the required clinical training to be prepared to start a clinical internship. Our training model is graduated and sequential, meaning that each year of practicum builds on learning from the past year and provides a new opportunity to build novel and more advanced skills. Introductory practicum experiences for clinical students are provided by four first- and second-year classes: PSY 723, 725, 727, and 728.

The first year in the program consists of the foundational clinical coursework (psychopathology and intervention), completing HIPAA training, and exposure to the clinic by participating in clinic meetings enrolling in 1 credit of PSY 741- Contemporary Clinical Issues- Case Conceptualization in spring semester.

#### Student Malpractice Insurance

Students in these courses, or who are receiving other practicum (e.g. Dream Camp) 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 requires a nominal fee to be paid by the student. 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.

#### UNCG Psychology Clinic

The primary practicum site for all first-, second-, third-, and fourth-year clinical students is the UNCG Psychology Clinic, which provides psychological services to clients from Greensboro and surrounding areas. Supervision for all required practica is typically provided by the clinical faculty. When extra help is needed, an external supervisor approved by the program, may be hired to assist with supervision loads. 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/or observe sessions conducted by clinic psychiatric and psychological consultants. They may also serve as co-therapists at Dream Camp in the summer following their first year.

The UNCG Psychology Clinic is a year-round operation, both for training purposes and to serve the needs of our clients. Your grade for Spring practicum will be changed upon completion of your hours at the end of the second semester summer term. During the summer, students receive supervision from clinical faculty.

***Clinical Practicum Courses, Credit Hours, Grading, and Hour Requirements***

Practicum Year 1

In Practicum Year 1 (second year in the program), students sign up for 6 credit hours of 742 practicum (each semester sign up for 3 credits with your supervisor) and 2 credits of PSY 741 as articulated in a previous section (i.e. Diversity). Please note that seven credit hours of PSY 741 are required for the Ph.D.; three credits hours are required for the MA.

Practicum courses are graded on an S/U scale and have the following requirements: 1) All Practicum Year 1 students complete orientation to work the clinic in the preceding summer, obtain student malpractice insurance, and commence their practicum experience in the clinic by seeing clients, participating in supervision meetings and attending clinic meetings; 2) In the Fall semester of practicum this year, students are expected to obtain 20 face to face clinical hours, followed by 30 face to face clinical hours in the spring semester, and 50 hours during the summer between the 2nd and 3rd year. The Spring Practicum course extends into the summer semester and students are required to obtain 50 face-to-face clinical hours during this summer term. Your grade for the Spring term will be changed in the summer when you complete this requirement ; 3) In addition, students are required to present a clinical case at least 1 time (see Clinic Presentation Evaluation form on the [Graduate Student Forms web page](https://psy.uncg.edu/graduate/graduate-forms/)); 4) Students also complete all assignments for their one-credit courses each semester (supervision, consultation, or cultural competence); 5) Professional behavior (e.g. being on time for appointments, following clinic policies and procedures including note writing and charting) is expected to earn a grade of S from the practicum supervisor. In addition, students must demonstrate competencies expected of their level of training across their practicum experiences. Students receive formative feedback in an ongoing manner (e.g. during weekly supervision, after presenting at clinic meeting) and a mid- and end-of-year summative evaluation of their competencies. At least two full sessions are observed either in vivo or through videotaped review. Feedback on those sessions is provided in addition to overall summative feedback at the end of each semester (a mid-year evaluation and an end of year evaluation)

Prior to starting Practicum Year 2 (third year in the program), students must close all charts and complete all necessary record keeping from their Practicum Year 1.

Practicum Year 2

Students may elect to carry forward up to 25% of hours accrued in the Practicum Year 1 over and above the required 100 hours for that training sequence to Practicum Year 2. For example, students may elect to do more hours in the first two semesters in the clinic to facilitate licensure application. If student completes extra hours in the summer following the first practicum year, they may “carry forward” up to 25 hours of face-to-face clinical hours including 1 evaluation to count toward the requirement for Practicum Year 2.

In Practicum Year 2 (third year in the program), students sign up for 6 credit hours of 742 practicum (each semester sign up for 3 credits with your supervisor) and 2 credits of PSY 741 ( i.e. Supervision) each semester. Three credit Practicum courses are graded on an S/U scale and have the following requirements: 1) All Practicum Year 2 continue practicum experience in the clinic by seeing clients, participating in supervision meetings and attending clinic meetings; 2) Practicum Year 2 students will complete 100 face-to-face hours accrued in Fall and Spring semesters (50 each) and a minimum of 6 evaluations included in these hours; 3) In addition, students are required to present a clinical case at least 1 time (see Clinic Presentation Evaluation form on the [Graduate Student Forms web page](https://psy.uncg.edu/graduate/graduate-forms/)); 4) Students also complete all assignments for their one-credit Contemporary Clinical Issues courses ; 5) Students also become trained to serve on the on-call rotation and may have the opportunity to conduct intake assessments; 6) Professional behavior (e.g. being on time for appointments, following clinic policies and procedures including note writing and charting) is expected to earn a grade of S from the practicum supervisor. In addition, students must demonstrate competencies expected of their level of training across their practicum experiences. Students receive formative feedback in an ongoing manner (e.g. during weekly supervision, after presenting at clinic meeting) and a mid- and end-of-year summative evaluation of their competencies. Fall grades will be based on the fall semester, and spring grades will be assigned at the end of the summer (based on spring and the subsequent summer). Students may not carry forward any additional hours completed prior to the summer between the third and fourth year in the program toward Advanced Practicum. The rationale for this is that the AP experience is fundamentally different in certain ways, including the fact that it comes with additional clinical experiences and responsibilities as described below.

Advanced Practicum

Upon competent completion of PSY 742 practicum training and closing all their clinical records from Practicum Year 2, a student is then ready to move on to their Advanced Practicum training (PSY 762). Students sign up for 6 credit hours of 762 practicum (each semester sign up for 3 credits with your supervisor) and 2 credits of PSY 741: Advanced Case Conceptualization and Consultation). The cornerstone of this experience involves accruing 350 clinical hours in assessment and therapy.

Three credit Practicum courses are graded on an S/U scale and have the following requirements. In addition to the requirement and responsibilities outlined for Year 1 and Year 2 practica, Advanced Practicum students are required to present a clinical case at least 1 time (see Clinic Presentation Evaluation form on the [Graduate Student Forms web page](https://psy.uncg.edu/graduate/graduate-forms/)) and will participate in the consultation blitz. During Advanced Practicum, students continue on the on-call rotation and participate complete intakes. To earn a grade of S, students must demonstrate appropriate professional behaviors, (including note writing and must demonstrate competencies expected of their level of training across their practicum experiences. Students receive formative feedback in an ongoing manner (e.g. during weekly supervision, after presenting at clinic meeting) and a mid- and end-of-year summative evaluation of their competencies.

Students will begin with these additional responsibilities when starting their AP hours and will continue them through the end of the semester when they finish their AP hours (Fall, Spring, or Summer). If a student finishes AP hours before the end of the semester, students will continue with their on-call and intake duties as well as attend clinic staff meetings until the end of the semester, but they will no longer be required to take additional assessment or therapy clients. All students finishing their AP hours will need to finish their clinical caseload in an ethical manner. Because our training clinic focuses on short-term, evidence-based practice, transfer cases need to be approved by your supervisor and are subject to the availability of appropriate transfer therapists. Cases that need to be transferred will continue to be the responsibility of the transferring therapist until the client has attended a session with the new therapist; transfer cases should not be placed on the wait list.

Advancement from 742 to PSY 762 is expected to be continuous that is, students are expected to complete required practicum training without significant gaps. Upon successful completion of 742 requirements, a start date for 762 will be determined by the student, the current supervisor, and the advisor; students will submit their request for a start date to their supervisor and advisor by May 1 of the spring semester of their 3rd year. Students within 10% of their hour requirement by May 1 are eligible to start counting that summer as first semester of AP. If students have more hours left of their 742 requirements, they can start counting AP hours that summer once the 742 hours are completed but will officially start their AP semesters in the Fall and continue through the following summer. If an exception to the typical sequence is necessary (e.g. medical illness, family emergencies, remediation plans that require some additional work before proceeding to the next level), a formal request needs to be submitted and approved.

If a student has finished their AP hours, but continues terminating clients in the subsequent semester (i.e., has not picked up any additional cases), the student does not have to complete any additional AP requirements (i.e., on call rotation, intakes). However, if a student elects to continue participating in clinical training in the UNCG Psychology Clinic past their AP hour requirement and after ethically terminating with clients, the student can submit a request in writing to the Clinic Director and DCT as to the nature of the continued clinical work requested and supervision needs (e.g., a student may want more assessment experience in preparation for internship). Students requesting this additional “post-AP” training will no longer be on the on-call rotation or be required to attend clinic meetings, but will need to complete half the number of intakes as required in the AP year. The rationale for this is that the student’s ongoing clinical work involves the use of additional clinic resources and helping with intakes can offset those resources.

External placements approved by the clinical program (DCT) 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 require all students completing one External practicum placement to accrue at least 250-300 of the required 350 AP hours in the UNCG Psychology Training Clinic depending on the hours accrued at the external placement. Students must accrue a minimum of 50 face-to-face hours at their external placement to count any hours towards their AP hours. This requirement is to ensure that the student gets an in-depth experience at this placement, similar to the AP experience offered in our clinic. Fourth year students can accrue up to 100 hours externally in one placement. If this occurs, that student will be required to complete the remaining 250 required hours in the UNCG Psychology Clinic.

However, if a student does the external placement in their third year, the student will be eligible for a 50-hour reduction from their AP hour requirement. This means that students will need to accrue 300 face-to-face hours in the UNCG Psychology Clinic. Again, this is optional and the student may elect not to take this reduction. Should students elect to complete 2 approved external practicum placements, the AP hour requirement for the UNCG Psychology Clinic may be reduced to 150-200 hours. If a student anticipates requesting an hour reduction, the student should inform the Clinic Director in May prior to their AP year, and final adjustment in hour reductions for external placements must be done by January 1 of their AP year and be submitted to their supervisor and the Clinic Director. The final number of 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. Additional requests for hour reductions for TWO external placements must be done by May 1 of their AP year and be submitted to their supervisor and the Clinic Director, and the final number of 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. Of course, it is sometimes not feasible to accurately estimate the number of hours one may accrue at an external site. Therefore, if a student falls short of their estimate, they will need to complete additional hours in the UNCG training Clinic as all students must accrue at least 350 hours total in their Advanced Practicum training; a minimum of 150 hours must be accrued in the UNCG training clinic.

The DCT works with students to prepare them for their required pre-doctoral internship year (from application to match).

#### Clinic Policies and Procedures

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 (Practicum Mid-year evaluation form) and at the end of the year (Practicum Competencies Evaluation Form). Observation (live or through video or audiotapes) is required to complete these practicum forms (see Practicum Recorded Session Review form on the [Graduate Student Forms](https://psy.uncg.edu/graduate/graduate-forms/) web page).

#### Licensure and Internship

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. The amount of practicum that you have completed will be conveyed to the Licensing Board if you apply for licensure as a Psychological Associate.

All students seeking a doctoral degree in clinical psychology must complete 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](#_CUDCP_Expectations_for) 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 applications are due and regularly throughout the match process to provide guidance and answer questions.

#### Timeline/Outline of Clinical Practicum Experiences

|  |  |
| --- | --- |
| Year 1 | Spring: Participation in weekly Clinic Staff MeetingSpring: PSY 741 (1 credit): Case Conceptualization |
| Summer 1 | None |
| Year 2 | Fall: 20 hrsSpring: 30 hrsPSY 741 (2 credits): Diversity*(hrs = face-to-face contact hrs)* |
| Summer 3 | Start Advanced Practicum hrs ~ May 15*(if you have met hour requirements for Year 3 see Advanced Practicum Policy)* |
| Year 4 | Advanced Practicum: 350 hrsFall: PSY 741 (1 credit): Advanced Case Conceptualization Spring: PSY 741 (1 credit): Consultation |
| Summer 4 | Finish Advanced Practicum |
| Year 5 | Options vary – talk to DCT or advisor  |

#### External Practicum Opportunities

Before seeking out any external practicum placements, students must discuss these opportunities with their advisor who will help the student determine how external practicum training may fit within their broader research and clinical training needs. Note that students are encouraged, but not required, to participate in external practicum training.

Non-required practicum training opportunities are afforded by the **UNCG Counseling Center, Wake Medicine Weight Management and Bariatric Surgery Center, Newcomer’s School, and El Futuro**. These experiences all require applications and interviews and typically occur around January of each year. In addition to providing clinical experiences, the training opportunities provide assistantship support. To apply, a student must have completed at least half of their Advanced Practicum and must be endorsed by their advisor and most recent practicum supervisor.

Summer funding is available for practicum work by serving as a camp therapist at Dream Camp (occurs during 2 weeks of summer; preparation starts late in the spring semester).

## 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. The DCT will then submit all materials to the Director of Graduate Studies, who will distribute materials to the appropriate faculty member(s) for disposition. 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.

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.

## 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. 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 degree 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.

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](#_Continuous_Enrollment_Policy) (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.

### 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. 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.

### Independent Doctoral Research (PSY 751)

After admission to the PhD program, typically during your 3rd or 4th year, you must register for at least 6 credits of PSY 751, Independent Doctoral Research. Students 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 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 (see [Graduate Student Forms](https://psy.uncg.edu/graduate/graduate-forms/) web page).

# Milestone procedures and forms

Forms required for milestone completion can be found on the Department webpage (see [Graduate Student Forms](https://psy.uncg.edu/graduate/graduate-forms/) web page).

## 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. 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 reviewing documents or arranging proposal or defense meetings. It is your responsibility during your planning 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 holding the committee meeting to allow your committee sufficient time to review your document. During the summer, due to other commitments listed above, this time frame may not be sufficient.*

## Summary of Progress through the MA-PhD Program

There is no lock-step sequence that applies to all students for making "adequate progress." The faculty recognize that a variety of circumstances determine whether students are progressing adequately. Some research projects are inherently more time-consuming 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 clinical student who is working full-time towards the PhD. The below outline is a template of a *recommended* course of study.

|  |  |
| --- | --- |
| Master's thesis proposal | End of 2nd semester or beginning of 3rd semester   |
| Graduate Research Conference | Fall 3rd semester |
| Master’s thesis completed and defended | End of 5th semester \* |
| Submit paperwork for licensure | Summer after 5th semester |
| EPPP  | 6th semester  |
| Doctoral preliminary examination | Proposal at end of 6th semester, completed during 7th semester |
| Independent Doctoral Research (PSY 751) | During 6th and 7th semesters  |
| Dissertation proposal defense | Beginning of 8th semester |
| Apply for Internships | 9th semester |
| Defend dissertation | 10th semester |

\**note* *that students must complete the Ethics course before the Master’s Degree is awarded – students should plan their course schedule accordingly*

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 plans. If, at any time, you are concerned about your progress in the program, talk to your advisor or the DCT.

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 or 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 May 15th prior to the fall of internship applications. The program abides by all other CUDCP expectancies for [Internship Eligibility](#_CUDCP_Expectations_for) (see [Appendix A](#_Appendix_A:_Forms)). Clinical students away on internship must enroll in PSY 763 for credit. Enrollment in one credit hour per semester is required .

## Master’s Thesis

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 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).

### 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, monitor your progress in the Master’s program, and evaluate your thesis. The MA committee must consist of at least 3 faculty members, one of whom will be your advisor. For Clinical students, at least one additional member of the MA committee must be a clinical area faculty member. 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 select appropriate committee members. 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.

### 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. 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. The Graduate School will change the thesis grade to an S once an approved document is submitted to the Gradaute School and it has passed all formatting requirements. No faculty member has the authority to change a thesis or dissertations grade from I to S.

### 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. The proposal meeting is 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.

### Master’s 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 format standards). The form of the defense will be decided by the committee; in general, you will first present a summary of the thesis (consult your advisor about its length and content), after which the committee members will ask you questions to test your knowledge. The questions need not be confined to the material in the thesis but may also test your understanding of the research area and its relation to the discipline. This is one way that a student can demonstrate graduate level discipline specific or advanced integrative knowledge that is formally evaluated. 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). The typical outcome 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 on their research competencies (see Research Competency document documents on the Canvas Org) at this and every research milestone meeting.

### After the MA Defense

You must prepare a final draft in the form required by The Graduate School and 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 graduating in the preceding calendar year. Each department may nominate 1 student. The clinical and experimental areas are each asked to nominate one eligible student from among the nominees by the faculty. The Psychology Department's nominee is selected from this list by the faculty members of the Awards Committee.

## 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). **The UNCG Graduate School requires all doctoral programs use a preliminary exam to assess students’ readiness for doctoral candidacy.**

The preliminary paper is typically begun during the 2nd semester following successful defense of the MA thesis for students continuously enrolled 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 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 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 assign one). For clinical students, at least 2 members of the committee must be clinical faculty members.

Once a committee has been provisionally selected, the student and 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 their appointed committee member. Both forms must be approved and signed by the DGS, who will consult with the DCT on the appropriate constitution of clinical students’ committees.

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.

### 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. Courses taken for the MA degree are 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 PhD requirements (see earlier described requirements for experimental and clinical students).

All graduate courses that are to be applied to the PhD degree, including 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 with committee signatures must be filed with The Graduate School.

### Preliminary Exam Paper

*Why* must you complete a preliminary exam paper?

In one sense, the answer is simple: **The UNCG Graduate School requires a preliminary exam to qualify for doctoral candidacy**. Beyond that, however, the Graduate School specifies only that the exam must have both written and oral-defense components. The remaining details are up to departments.

So, there is a less simple answer, too: **The preliminary exam paper requires you to engage deeply with a scientific literature as an independent scholar, thus providing a meaningful intellectual task to help you develop critical research skills. It also allows faculty to evaluate those skills.**

The purpose of the preliminary exam paper is, therefore, both educational and evaluative, with an emphasis on evaluation. You must produce an independent piece of work that is evaluated by faculty to determine your scholarly preparation for doctoral work in psychology.

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

Goals: The department draws on the expectations for review papers outlined in *Psychological Bulletin*:

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.

These expectations don’t imply that your paper must be suitable for journal submission upon completion of the exam. Students who have published versions of their prelims had to revise them *extensively* with their advisor. Nor do they imply that other journals can’t serve as models: We encourage you to examine review articles in journals from your discipline for inspiration and direction.

**The Department has created a Google Drive folder that houses several tutorial articles on writing review papers, as well as recent examples of strong preliminary exam papers. Additional guidance on the prelim process can be found on our Canvas Org (Prelim Guidelines document).**

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*](#_Complete_Rules_and) *for the paper and examination*.

1. Outline and reading list

**NOTE: At all stages of the prelim process, you are allowed—and encouraged—to discuss your ideas or ask questions about your paper with your advisor and/or your other committee members.**

Via a preliminary exam proposal meeting, you must first obtain permission from your committee to write on a 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 many papers in your reference list, as some 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.” Based on committee input at the proposal meeting, you may modify 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 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 occur no later than 12-14 weeks (3-3.5 months) after the proposal meeting to allow sufficient time for revising for the final paper.

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. 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 (≈ 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 constitute a failed exam. 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 (and committee) as many times as you wish, but you may submit only one paper draft for advisor 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 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.

**REMINDER: At all stages of the prelim process, you are allowed—and encouraged—to discuss your ideas or ask questions about your paper with your advisor and/or your other committee members.**

3. Oral defense

Within 22 weeks (≈ 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. and may test your knowledge of discipline specific and/or advanced integration of material relevant to your question. Appendix A recommends a timing structure for the oral defense meeting.

The final paper will be assessed as unsatisfactory, satisfactory, or superior on 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). 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.

## 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 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. Acceptable proposals must describe original research within your area of expertise that are likely to make a contribution to scientific knowledge in the field. The project should be your own conception and substantially your design. The committee may reject a proposal if, in its judgment, the proposal itself is deficient in conception or research design, or if your defense showed an inadequate understanding of the proposed research and its implications.

*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 assist and advise you 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 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 that you have completed your Doctoral Plan of Study, that you have passed prelims, and that an approved dissertation topic is on file. If you do not apply for admission to candidacy, your graduation may be delayed until the proper form has been filed.

### Dissertation Oral Defense

You should consult regularly with all members of your dissertation committee throughout all stages of work on the dissertation. 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 when 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 defense date. 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 questions.

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 major changes additional data collection 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 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.

### 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 approval delays. You are strongly urged to complete this step before leaving Greensboro to take up a position elsewhere. The Graduate School will change your grade to S once an approved dissertation is submitted and meets all formatting requirements. 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 Board of Trustees has taken official action.

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, areas select one nominee and the Psychology Department's nominee is selected from this list by the faculty members of the Awards Committee.

# Post-graduate opportunities

The goal of your graduate training is to begin a professional career as a psychologist. The steps you need to take to attain this goal will vary as a function of the kind of position you seek, the research or clinical 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 research productivity necessary for a position at a larger research university later.

In many areas of psychology, it is difficult to move directly from graduate school into an academic position, especially one in a large university, without postdoctoral training. If you pursue postdoctoral training after graduation, you should explore possible openings early, at least a year before you plan to graduate. Many postdoc positions are advertised widely, being funded by the grants of individual investigators or arising unexpectedly when another postdoc in the lab leaves to take a faculty position. If you have already contacted 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 an 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 later become available.

Clinical graduates may also complete post-doctoral training to enhance their clinical skills. Often, 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 Fall of your internship year. Your Internship Director will likely send lists of open post-doc positions. Your advisor and DCT may also know of openings and will advise you as they arise.

Faculty positions are almost always advertised in outlets such asthe *APA Monitor* and *APS Observer*, and on various organizational websites, list-serves, and wikis (e.g., 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 cover letter for each position you apply for, making clear what position you are applying for, briefly stating your qualifications, and explaining your fit with the position described. Always proofread the letter carefully before mailing it. A mistyped letter, or one addressed to the wrong person or institution, makes 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

This page is for students who are currently enrolled in our graduate program. If you want to apply to our program, please click [here](https://psy.uncg.edu/graduate/applying/) for application information.

Various forms must be completed as students progress through the Graduate Programs in Psychology at UNCG. Required forms and information about which forms are required at each milestone meeting (Thesis, Prelim, and Dissertation) can be found on the UNCG Psychology Department website: <https://psy.uncg.edu/graduate/graduate-forms/> That web site also contains links to other supplemental forms such as practicum competency forms.

Forms that are required by the Graduate School can also be found on the Graduate School website at <http://grs.uncg.edu/>

***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](https://psy.uncg.edu/wp-content/uploads/2014/04/Graduate-Forms-Checklist-draft.docx) in your Department folder as you submit forms. You are also encouraged maintain your own records on a separate copy of the 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 and by having student representation at Program meetings, where appropriate. 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): 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.

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

Associate DCT: 3-year term; assisting with the oversight of the graduate clinical program

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

#### 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.

### Complete Rules and Instructions for Preliminary Examination Paper

#### 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.

#### 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).

#### 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 the 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 (≈ 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 (≈ 5.5 month) 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 for review. 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 you 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.

#### 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 (without the presence of the student) 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). The committee discussion typically takes place without the student being present.

**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.

#### 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.

#### 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** (≈2 months): Submit first draft to advisor for comments/feedback
* **Proposal meeting plus 10-12 weeks** (≈2.5 - 3 months): Revise first draft according to advisor feedback; write Critical Reflection
* **Proposal meeting plus 12 weeks** (≈3 months): Distribute initial full submission + critical reflection to committee
* **Proposal meeting plus 14 weeks** (≈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** (≈5.5 months): Distribute final version of prelim to committee

#### 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]*

#### 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.

### Continuous Enrollment Policy

#### 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>

#### 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>

### 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, 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.

### 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.

### 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>

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.

### 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 Instagram, personal webpages, emails, Twitter tweets, and recorded messages on answering machines or voicemails. It is clear that such electronic media are being used in ways that extend beyond their original intent. All graduate students, therefore, must be cognizant of the impact of their behavior in these electronic contexts. That is, what may seem to be fun, transparent, or candid might actually put the student and, by extension, the graduate program, the Department, the University, and the profession in a bad light.

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

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

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

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

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

### 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>

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/glbt-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 competence problems

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

GRADUATE PROGRAM IN CLINICAL PSYCHOLOGY

POLICY ON PROFESSIONAL COMPETENCE PROBLEMS

 Approved September 3, 2019

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 ensure that students develop competencies in research and clinical domains. When a student’s behaviors appear to be jeopardizing the development of these competencies, the clinical faculty may need to review this conduct in light of our professional competence problems policy. The behaviors that will initiate this review will be those that clearly and demonstrably (a) **impact the performance, development, or functioning of the student**, (b) **negatively impact the development of other students**, (c) **raise questions of an ethical nature**, (d) **represent a risk to public safety**, or (e) **damage the representation of psychology to the profession or public**, In these cases, faculty are obliged to take action, based upon their ongoing evaluation of student performance.

**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 professional competence problems when students face the many challenges associated with graduate school. Faculty attempt to promote an environment in which self-care is encouraged. Several APA resources and guides should be utilized for promoting self-care and in preventing and intervening in cases of possible distress (<http://www.apapracticecentral.org/ce/self-care/index.aspx>; <http://www.apa.org/practice/resources/assistance/index.aspx>).

In the clinical area, one way we encourage self-care and maintenance of competence is through our Support Plan mechanism. In the Clinical area, **Support plans** are intended primarily for students whose performance in the program is in good standing (there are no current "problem noted" or "not in good standing" evaluations) but who report that they are struggling in the program, for example due to personal or medical problems. Support plans ideally are preventative - enacted early in the process in order to prevent the student from incurring a "problem noted" or "not in good standing" evaluation and to maintain the development of professional competence by potentially reducing work responsibilities and stress. By comparison, a remediation plan focuses on a specific deficiency in some area of competence that is evident based on a student's performance (e.g., in a class or in clinical work).

III. **Recognizing Professional Competence Problems**

Examples of behaviors that may be evidence of professional competence problems 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
* interpersonal behaviors and intrapersonal functioning that hamper one's professional functioning, such as inability to exercise good judgment, poor interpersonal skills, or pervasive interpersonal problems with co-workers and/or clients
* significant personal difficulties that impact professional competencies (e.g., substance abuse)
* 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

e.g.: <http://www.ncpsychologyboard.org/nc-psychology-practice-act/>

* UNCG Psychology Clinic Manual

A graduate student may recognize that they are exhibiting evidence of professional competence problems. In this case, the graduate student is encouraged to discuss his or her concerns with his or her research advisor or other supervisor. When psychologists become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance, and determine whether they should limit, suspend, or terminate their work- related duties. Students are expected to adhere to the APA Ethics Code and are thus expected to disclose and assist in resolving competency issues by consulting with program faculty members, clinical supervisors, and/or the Director of Clinical Training (DCT). A student may also be unaware of the extent of their professional competence problems, and faculty may need bring these problems to the attention of the student as below.

**IV.** **Possible Actions to Follow Professional Competence Problems.**

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 competencies 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 competence problems 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 competence problems, 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 competence problems.
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 form 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.

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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

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### CUDCP Expectations for Internship Eligibility

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 (for more information, click [here](https://www.researchgate.net/publication/232606437_Competency_Benchmarks_A_Model_for_Understanding_and_Measuring_Competence_in_Professional_Psychology_Across_Training_Levels)).
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[[1]](#footnote-2) 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:
	1. Publishing an article in a refereed journal or a book chapter as an author or coauthor, or
	2. 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

### 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 noninjurioius 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.

### Summer funding Through Dream Camp

Dream Camp was developed by Susan Keane in Spring 2008 to serve the needs of children on the Autism Spectrum during the summer. The first Camp was held that summer. The camp is staffed by graduate student therapists in good standing in the program, under the supervision of a faculty member who is licensed Clinical Psychologist. In the future, supervision will likely be provided by Susan Keane, Rosemery Nelson-Gray, and other supervisors. The camp runs for either 2 or 3 weeks each summer. Camp is held at the Gateway Research Park facility.

Therapist stipends are set at $800 per week of camp. Stipends cover one’s time as camp therapist (camp days run from 8:15 am to 3:30 pm), all planning and preparation time for the camp (including conducting screenings of new campers), and setup of camp materials onsite and clean-up of camp materials at the end of the last camp session. Therapists are assigned to various planning teams (e.g. securing community volunteers, purchasing and/or securing donations for camp store items) to facilitate a successful camp week(s).

Should a student choose to meet required clinical contact hours for their work at Dream Camp (approximately 3 hrs clinical work per day), no stipend will be awarded. All students can count the 3 hours per day toward their APPI hours.

In addition to serving as a camp therapist, there is additional funding (a $500 stipend) for one student to work as an Assistant to the Camp Director and supervisors. While the specifics of this position may vary slightly from year to year, the position requires organizational skills and proactive problem solving. The Assistant Director will follow-up with all therapists assigned to planning teams to ensure that pre-camp work is being done in a timely fashion and oversee the initial camp set up final camp clean-up and storage. At times, two students may be selected to serve in this capacity. The stipend may be split (if students choose to share the responsibilities of this job), or an increased stipend amount may be offered depending on additional work duties (e.g. the number of campers who enroll, the need for additional camper recruitment, etc.). Students who are looking to develop their leadership skills are welcome to apply for this position. Interested students should contact Susan Keane.

Funding for Dream Camp is dependent on the generosity of donors, since tuition payments don’t cover the annual costs of camp. This sometimes means that planning for camp can be delayed, since funding needs to be in place before we commit to hiring student therapists. We will make every effort to alert students to this opportunity as soon as we are able to project camp budgets for the following summer, and to pay students in 2 installments (one in June and one in July), However, due to a number of logistics with planning, typically, payment for camp work (regardless of whether a student has worked 1,2 or 3 weeks) is received at the end of July.

At this point, we know that we will have funds available for two weeks of DREAM Camp in 2020. Interested students should contact Susan Keane.

# 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. Please note that we require the GRE Psychology Subject test to help determine pre-matriculation competencies in foundational psychology.

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, upon approval by the Departmental Admissions Committee (consisting of Clinical and Experimental faculty). We seek an incoming class of approximately 6 students.

**3. Admissions Offers**

The clinical program follows and endorses the CUDCP guidelines for Graduate Admissions and acceptances policy as stated here: http://www.cudcp.us/files/CUDCP%20grad%20offers%20policy\_Revised2013.pdf

**Summary of CUDCP Policy for Graduate School Offers and Acceptances 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%28FULL%20version%29.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.

## Wellness Referrals for Graduate Students

*Mary Jane Elliott, PhD, Clinical Psychologist* / Winston-Salem / Private Practice

3779 Vest Mill Rd, Winston Salem, NC 27103

336-768-0919

Referral for Service(s): Psychotherapy

Training/credentials: PhD in Clinical Psychology from University of North Carolina at Greensboro; Licensed Psychologist and Health Service Provider with NC Psychology Board

Memberships: --

\*bio link: --

\*appt/practice info: <http://locator.apa.org/DrMaryJElliott>

\*Known insurance info: in-network for BCBS, eligible for coverage by Student Blue

*Meg Blankmann, NP, Psychiatric Nurse Practitioner* / Greensboro / UNCG Counseling Center

UNCG Counseling Center at Anna M. Gove Student Health Center

107 Gray Drive, Greensboro, NC 27412

336-334-5874

Referral for Service(s): Psychiatric medication management

Training/credentials: MSM in Psychiatric/Mental Health Nurse/Nursing from City University of New York - Hunter College in 2013. Worked in psychiatry for past 11 years. Board certified in psychiatric-mental health for adults, by American Nurse’s Credentialing Center.

Memberships: American Psychiatric Association, American Nurses Association, Sigma Theta Tau

\*bio link: <https://shs.uncg.edu/cc/bios/blankmann>

\*appt/practice info: <https://shs.uncg.edu/cc/psychiatric-2>

\*known insurance info: no charge for appointments, as they are already paid for through student fees, i.e., even students who use a different insurance than Student Blue can still access this without specialist co-pay

*Rebecca Austin, LPC, LCAS* / Greensboro / Triad Psychiatric & Counseling Center

3511 W. Market Street, Ste. 100, Greensboro, NC 27403

336-632-3505

Referral for Service(s): Psychotherapy, CBT, Addiction

Training/credentials: Masters in Mental Health, Addiction emphasis from Appalachian State University; Licensed professional counselor and Licensed Clinical Addition Specialist

Memberships: --

\*bio link: http://triadpsychiatricandcounseling.com/rebecca-austin.php

\*appt/practice info: http://triadpsychiatricandcounseling.com/index.php

\*Known insurance info: website says they accept most insurance

*Lisa Poulos, APMHNP-BC, Psychiatric Nurse Practitioner* / Greensboro / Triad Psychiatric & Counseling Center

3511 W. Market Street, Ste. 100, Greensboro, NC 27403

336-632-3505

Referral for Service(s): Psychotherapy

Training/credentials: Masters of Science in Advanced Practice Behavioral Health Nursing Adult & Clinic Nurse Specialist/Nurse Practitioner from University of Maryland. Credential *APMHNP =* adult psychiatric mental health nurse practitioner; Credential *BC* = board certified.

Memberships: --

\*bio link: http://triadpsychiatricandcounseling.com/lisa-poulos.php

\*appt/practice info: http://triadpsychiatricandcounseling.com/index.php

\*Known insurance info: website says they accept most insurance

*Ellen Wilson, PhD, Clinical Psychologist* / Greensboro / Private Practice

3518 Drawbridge Pkwy, Greensboro, NC 27410

336-540-1065

Referral for Service(s): Psychotherapy

Training/credentials: PhD in Clinical Psychology

Memberships: --

\*bio link: http://locator.apa.org/DrEllenCWilson

\*appt/practice info: --

\*Known insurance info: --

*Margaret Barnes, PhD, Clinical Psychologist* / Greensboro / Private Practice

4806 Starmount Drive, Greensboro, NC, 27410

336-323-6300

Referral for Service(s): Psychotherapy

Training/credentials: PhD in Clinical Psychology from the University of North Carolina Greensboro; Licensed Psychologist and Health Service Provider with NC Psychology Board

\*bio link: <http://drmargaretbarnes.com/>

\*appt/practice info: same as above

\*Known insurance info: does not take or file insurance

Other self-care recommendations/resources

KORU Mindfulness workshops through Counseling Center

<https://shs.uncg.edu/cc/counseling/group#mindful>

Exercise classes at Kaplan Wellness Center

<http://recwell.uncg.edu/fitness/group-exercise/classes/>

# Appendix C: 2017 Catalog

## Clinical MA/PhD: \*2017 catalog\*

 \***Note: this curriculum has been replaced for new students as of August 2018. Please see the** [**new curriculum.**](#_Curriculum)

**\* Note: you automatically are under the curriculum which is in place the year you matriculate ( e.g. first year in 2016) and are expected to fulfill all courses in that curriculum unless you request a catalog change using the Request to Change Catalog Form** (the form can be found under the dissertation section in the [Graduate Student Forms](https://psy.uncg.edu/graduate/graduate-forms/) web page).

### MA requirements for Clinical MA/PhD – 57 credit hours

#### MA General Core Courses (10 hours)

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

*Developmental:* PSY 703 – Developmental Psychology (3)

*Social:* PSY 704 - Advanced Social Psychology (3)

*Biological:* PSY 705 – Physiology of Sensory and Behavioral Processes (3)

*Cognitive:* PSY 706 – Cognitive Processes (3)

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

#### 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

#### 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

#### 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

#### 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)

### PhD credit hour requirements for Clinical MA/PhD – 108 credit hours

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

#### Core Courses (3 hours)

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

#### 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.

#### 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

#### PhD Clinical Practicum Training (18 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- 2 credits (taken over two semesters for clinical internship year) \*NOTE: This was a change from the catalog prior to 2016, which required students to take 6 credits of PSY 763, three each semester.

#### 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](#_Preliminary_examination) section.

### Example Schedule for the Clinical MA/PhD (total = 108 credits)

#### 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

#### 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.

#### 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

#### 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)

#### Fifth Year (12 credits) \*

Dissertation -12 credits

\*To maintain an assistantship you must take at least 6 credits per semester. Full-time status equates to 9 credit hours each semester Post-candidacy students are considered FT if they enroll in 3 hours of PSY 799  and have no other classes to complete.

#### Sixth Year Internship Year

PSY 763 (2 credits)\* Note if you need to main FT status for financial aid, and have been admitted to doctoral candidacy,  you may enroll in 3 additional dissertation credits each semester **as long as you have not exceeded the maximum of the required credit hours (24)**. In this case, you will be considered a FT student with 4 credits each semester (3 PSY 799 and 1 PSY 763).

1. Note that UNCG’s Clinical program requires 550 [↑](#footnote-ref-2)