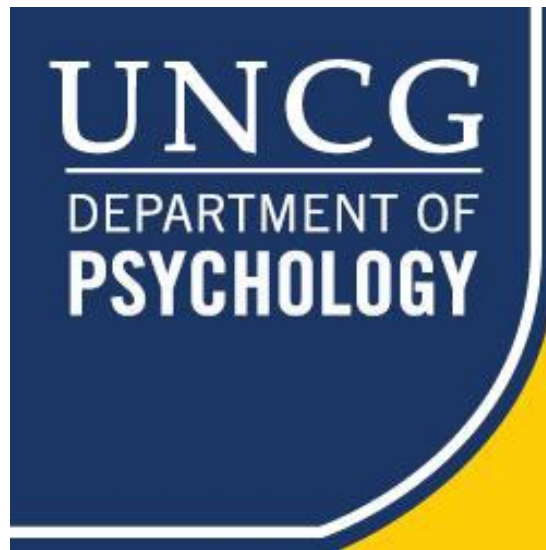


# **Graduate Student Handbook Clinical Psychology Program**



UNC Greensboro  
Department of Psychology  
Clinical Program  
2025-2026

## 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 clinical program policies and requirements. Clinical students should also refer to the UNCG Psychology Clinic Manual for more information about Clinic policies and procedures.

Graduate students should read the Handbook and consult with their advisor first if any requirements are unclear. 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 [Graduate School Policy Handbook](#). You should refer to the most recent editions of the Policy Handbook for details not given here. Other documents that provide additional information are referenced throughout this 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 since their matriculation 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., requirement of a grade of B or higher in all courses) 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 GPD 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. The people listed below are particularly important contacts for clinical graduate students.

Position	Name	Email
Department Head	Stuart Marcovitch	<a href="mailto:s_marcov@uncg.edu">s_marcov@uncg.edu</a>
Graduate Program Director (GPD)	Paul Silvia	<a href="mailto:p_silvia@uncg.edu">p_silvia@uncg.edu</a>
Graduate Administrative Assistant	Malcolm Moon	<a href="mailto:A_mohan@uncg.edu">A_mohan@uncg.edu</a>
Director of Clinical Training (DCT)	Kari Eddington	<a href="mailto:kmedding@uncg.edu">kmedding@uncg.edu</a>
Director of the Psychology Clinic (DPC)	Ilana Berman	<a href="mailto:isberman@uncg.edu">isberman@uncg.edu</a>
Undergraduate Program Director (UPD)	Suzanne Vrshek-Schallhorn	<a href="mailto:smschal2@uncg.edu">smschal2@uncg.edu</a>
In-state Residency Consultant	Peter Delaney	<a href="mailto:p_delane@uncg.edu">p_delane@uncg.edu</a>
AGSP President	Jack Rubacka	<a href="mailto:jerubacka@uncg.edu">jerubacka@uncg.edu</a>

## 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 GPD is also available for consultation regarding requirements that are applicable to all Psychology graduate students (e.g., the Comprehensive Exams requirement).

Questions about the operation of the Psychology Clinic should be referred to the Director of the Psychology Clinic. Issues general to the Department can be discussed with the Department Head. Questions about the undergraduate program, such as suggestions about undergraduate teaching, should be directed to the UPD. The Graduate Administrative Assistant is available to help you with administrative questions and to file paperwork for you with the Graduate School.

### 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 (generally within 24 hours during the work week). 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, GPD, DCT, DPC, and your faculty advisor should be responded to as soon as possible and before any stated deadlines.

## PROGRAM OVERVIEW

### DEPARTMENT AND PROGRAM SCOPE

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](#). The Clinical program prepares students for a variety of careers. Our alumni are employed in a variety of positions. Over the past 10 years, approximately 37% of our alumni work in hospitals, academic medical centers or VA Centers, 32% are employed in community mental health centers or are in independent private practice, 7% are employed in Academic Teaching positions, 7% are employed in research positions (including pharmaceutical research) and 4% are in other Integrated Health care settings (including pediatric practice). Thirteen percent (13%) are completing post doctoral fellowship positions.

Students interested in clinical practice are prepared to work in community mental health settings, private practice, medical centers and clinics, and integrated healthcare settings. Students interested in research or teaching careers are prepared to work in academia. You should become familiar with research being carried out in the Department. You are required to attend colloquia, brown bag and lecture series, and lab meetings, and you are encouraged to participate in other 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.

### GRADUATE ADVISOR AND RELATED POLICIES

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 are considering 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. When a change in advisor is determined to be the best option, students should use the [Mentor Transition Form](#). **Students cannot remain in the Department without a designated 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; however, students must apply to the Department and receive permission to transfer areas. Clinical students may switch to the Experimental Area after a formal request and review by that area is completed and a mentor is identified (note that the mentor may be a faculty member in the Clinical Program). However, Experimental students cannot transfer into the Clinical program without formally re-applying for admission to the Department.

### OVERVIEW OF CLINICAL PROGRAM COMPETENCIES

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 in four specific categories*: history and systems of psychology, basic content knowledge in scientific psychology, advanced integrative knowledge in scientific psychology, and research methods, statistics and psychometrics. In addition, students are expected to demonstrate *profession-wide competencies* (including research, ethical/legal standards, individual and cultural diversity, professional values and attitudes, communication and interpersonal skills, assessment, intervention, supervision and consultation and interprofessional/interdisciplinary skills). Students specializing in Clinical psychology will engage in research and will learn to effectively apply the principles of science to the treatment of clients having psychological disorders. As such, 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](mailto:apaaccred@apa.org), web <https://www.accreditation.apa.org/>.

## 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.

## INCOMING STUDENT CHECKLIST

(Available in the forms [SharePoint folder](#))

### 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)

- ☐ Participate in Running Start
- ☐ Register for Fall classes (after receiving advising code)

### **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 parking or other transportation to campus

### **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) for your Graduate Instructional Assistantship for details about your duties
- ☐ Discuss with your advisor what your Research Assistant duties will be

### **Evidence of In-State Residency**

**Please note, you are not eligible to be considered for NC Residency until 12 months following your completion of ALL of the following Residency Acts; thus, please complete these immediately upon moving to NC and preferably before the first week of classes.**

- ☐ Lease or purchase real estate in NC
- ☐ Register to vote in NC
- ☐ Obtain a NC Driver's License. Note: you will have to retake a written DMV test if you are licensed to drive in another state. You will be asked to show proof of insurance showing your name (not parent name)
- ☐ Register your car in NC (NC license required first)
- ☐ Actively participate in your community
- ☐ Begin 12 months of continuous residence in NC

### **Course Requirements**

- ☐ Review the course requirements for the graduate curriculum
- ☐ Submit any information about previous graduate work to your advisor and to the GPD for evaluation of transfer credit
- ☐ Consult with your advisor to construct a personal plan of study to meet all requirements
- ☐ 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 (typically a few days before the start of classes)**

- ☐ Complete Graduate Assistant training given by the UNCG Graduate School
- ☐ Attend UNCG Graduate School Orientation
- ☐ Attend Psychology Graduate Student Orientation (date and time noted in welcome letter)

## **FIRST SEMESTER CHECKLIST**

(Available in the forms [SharePoint Folder](#))

- ☐ Complete the **Student Academic Checklist** and **first year goals** with your advisor. This provides us with information on pre-matriculation competencies in foundational knowledge that may impact your future graduate course selection
- ☐ **Begin individual research.** Continue the work you began during Running Start and 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 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 GIA responsibilities.** If you have an assistantship, then you will likely be assigned as a graduate instructional assistant for one or more professors. You must complete all assigned GIA duties, which should not exceed 10 hours per week *on average*.
- ❑ **Fulfill your RA responsibilities.** If you have an assistantship, then you are also assigned as a research assistant for your advisor. You must complete all assigned RA duties, which should not exceed 10 hours per week on average.

## ACADEMIC RESIDENCY REQUIREMENT FOR DOCTORAL PROGRAMS

Consistent with APA's Standards of Accreditation, each student must complete a minimum of 3 full-time academic years of graduate study (or the equivalent thereof) plus an internship prior to receiving the doctoral degree. A degree from UNCG's program requires that at least 2 of those 3 academic training years (or the equivalent thereof) must be within UNCG's program. For at least 1 year of that time at UNCG, the student must be in full-time residence (or the equivalent thereof) at our program. The purpose of this requirement is to foster student development and socialization, and to allow faculty to adequately assess students' competencies.

## 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 their knowledge and assistance. The online application process begins at this URL: <https://ncresidency.cfnc.org/residencyInfo/>.

## 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 accidentally complete the wrong training. If you have problems, you can request assistance from the IRB contact person listed on the main IRB page: <http://integrity.uncg.edu/institutional-review-board/>.

CITI training can take several hours, but does not need to be completed all at once. 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. In earlier years of training, you will take more formal coursework, which will require engagement with the material at a deeper level than in undergraduate courses. Significant time should also be allocated for research early in your graduate career, beginning in your first semester; it is important to openly communicate with your advisor about expectations regarding research progress. In the first year, Clinical students typically take 10 credits in the Fall and 14 credits in the Spring and should expect 40-50 hours per week on coursework and class time. Full-time enrollment is set as 9 credits; after advancement to candidacy (all coursework except dissertation and internship is completed and application for doctoral candidacy has been approved by the Graduate School), a student is considered full time with as few as 3 credits of PSY 799 (dissertation) and 1 credit of PSY 762 (Advanced Practicum).

In later years of training, clinical graduate students typically take 6-9 credits (see information on the ramifications of reducing enrollment to 6 credits in the Graduate Policy Handbook) of coursework, which would roughly presume 25-40 hours per week spent on coursework and class time. As your course load reduces across time, increased engagement in more independent research activity and more clinical skill development with increasingly complex cases will be the norm. This, too, will involve a deep engagement with the current literature in your field, as well as refinement of your methodological, statistical, and analytic skills. Taking adequate time to develop research and clinical competence and making progress on your research projects/program in conjunction with your clinical work should be a top priority in your graduate training.

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.

Graduate students are expected to allocate sufficient work time to coursework, clinical training, engaging in brown bags, colloquia, and lecture series, and developing, conducting, and

disseminating their research projects (including making regular progress on research milestone projects). In addition, department assistantships typically require 20 hours per week of service, generally allocated as 10 hours of graduate instructional assistance and 10 hours of research assistance (see [Funding section](#) for additional information). Although graduate school is typically more than a full-time job and you will be busy, it is important to balance work with extracurricular activities and healthy life habits (including hobbies, exercise, intellectual or spiritual pursuits, healthy eating, and getting adequate sleep). If you feel that your workload is becoming unmanageable, please discuss your concerns with your advisor, other faculty mentors, and/or the GPD. 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 Yearly Goals form in the [SharePoint Forms folder](#)).

## 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 who attend UNCG Graduate Student Association meetings, and a representative who coordinates social activities for Psychology graduate students. AGSP may arrange meetings with the departmental Graduate Program Director 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

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#### 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**. (Also see the UNCG Graduate School Policy Handbook section on Eligibility to Remain in Graduate School.)

To remain in good standing in **coursework**, you must earn a grade of B or higher in all required courses. In addition, per UNCG Graduate School policy, any student whose cumulative GPA for all courses falls below 3.0 will be placed on Academic Probation, effective for the next term the student is enrolled. Probationary status will be removed and the student returned to Academic Good Standing if (1) the GPA for each term during which the student is on probation is 3.0 or better, and (2) the cumulative GPA for all graduate courses is at least 3.0 at the end of the semester in which

the student completes 9 credit hours after being placed on Probation. If Probationary status is not removed upon the completion of 9 credit hours after being placed on Probation, or if the student achieves a term GPA below 3.0 while on Academic Probation, the student will be dismissed from the program and will be ineligible to continue in the Graduate School.

To remain in good standing in **research**, you must reach program-requirement milestones in a timely manner, (e.g., thesis, Comprehensive Exams, and dissertation proposals and defenses) and you must show evidence of adequate quality and quantity of research activity. For clinical students, research competencies are assessed by at least 2 clinical faculty for every required research project (i.e. GRC, thesis, Comprehensive Exams, Dissertation). See the Graduate Student Forms page. For guidelines on timeliness, please see the Handbook sections on the [MA Thesis](#) and [Comprehensive Exams](#).

To remain in good standing in terms of **professional development**, you must regularly attend departmental colloquia (e.g., the Kendon Smith Lecture Series is mandatory for all students and faculty), participate in area brown bags, contribute to departmental functioning (e.g. serve as a GIA serve as Grad Studies or class representative, serve on an 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](#) for the clinical competency documents, and Appendix A for clinical policies.

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## 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. With the exception of practicum supervisor evaluations, these are processed by the administrative staff; faculty receive only a summary of numerical ratings and any typed 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 GPD or the Department Head if you are unable to reach a resolution.

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## 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 Comprehensive Exam, clinical students are required to 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.

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## PROFESSIONAL DEVELOPMENT

You applied to and were admitted to work with 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: When budgets allow, a colloquium series typically brings nationally and internationally known scientists to speak in the Department, up to 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 and through email 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 required to attend all clinical program colloquia (including the Blue Jean Brown Bag series and Professional Developmental talks) as well as all department job talks (for both clinical and nonclinical candidates), the Graduate Research Colloquium (GRC), and the Kendon Smith Lecture series talks. 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.

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](#) is found on the department website. As with departmental colloquia, graduate students are expected to attend the entire KSL series. The date of this series is dependent on the availability of the imminent, participating scholars. However, you will have advance notice of this Lecture Series (as this is typically planned at least 6 months in advance) which will give you sufficient time to clear your calendar for this event.

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 who are presenting will receive written feedback on their GRC performance as part of your ongoing competency development; your mentor and one other faculty member independently rate your research competencies using the Clinical Research Competencies Rating Form (see the [forms webpage](#)).

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*

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 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 times and locations.

### **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 Travel Support](#)” below) and some faculty may be able to 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 Association	Society for Research in Child Development
Anxiety and Depression Association of America	Society for Research in Adolescence
Association for Behavioral and Cognitive Therapies	Society for Research in Psychopathology
Association for Psychological Science	Society of Southeastern Social Psychologists
Southeastern Association for Behavior Analysis	Southeastern Psychological Association
	Society for Psychotherapy Research

We encourage students to talk with their advisors about opportunities to publish research as a graduate student. As a first step, 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>.

Although 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 several good papers during graduate school, whether empirical studies, theoretical articles, or review papers. You should discuss opportunities to produce such work with your advisor.

## **ANNUAL EVALUATION PROCEDURES**

Each spring, 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 1<sup>st</sup> year students will also be evaluated by Area faculty after their 1<sup>st</sup> semester and provided formal feedback at this 1<sup>st</sup> semester mark). The Mid-year and Annual Evaluation Forms can be found on [SharePoint](#). The DCT meets individually with each student to give them this feedback, and the student receives a copy of the completed evaluation form.

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. Grades of B in all courses is the minimum level of achievement to designate competency in that course. It is

therefore required that all students who continue in 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 recordings during supervision meetings may trigger a *Problem Noted* evaluation and a remediation plan. Specific issues that may also be included in annual feedback are issues of professional competence and misuse of electronic communication. Documents outlining the Department's policies about [Professional Competence Problems](#) and [Use of Electronic Communication](#) can be found in Appendix A. Finally, annual evaluations will also address "Other Professional Activities, Skills, and Competencies," including 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 faculty, and may involve repeating a course, taking an alternate course to fulfill a 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 are reviewed and signed by the advisor, the student, the DCT, and the Graduate Program Director. See the Department Policy on [Remediation of Tools Courses](#).

When a remediation plan is put into place, the student will be formally re-evaluated in that domain upon completion of the following semester for evidence of improvement. The outcome of this re-evaluation will be communicated with the student both orally and in written form. 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, and again the outcome will be communicated orally and in writing. 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. Note that remediation plans for issues of professional impairment or competence may be implemented outside of the annual evaluation process and may be re-evaluated on a different schedule, following the procedure for due process outlined in the [Professional Competence Policy \(Appendix A\)](#).

It should be noted that a single competency problem may impact different domains at different times. For example, a problem with chronically missing deadlines may impact coursework in a student's first year and may impact clinical work or research in subsequent years. As such, a *Not In Good Standing* rating may be resolved in coursework but may then appear in one of the other domains. When this is the case, it will be noted in the remediation plan itself when the same concern has been raised in a previous plan. In this scenario, remediation would be considered unsuccessful, as it shows persistence of a single competency problem (i.e., failure to meet deadlines). Persistence of the same competency problem that requires more than 3 remediation plans will result in dismissal from the program.

**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).

## STUDENT RECORD RETENTION

Updated and accurate records of student progression through the program are stored on secure, University-approved electronic storage platform. Each student's electronic department file is accessible only to their advisor, the department's Graduate Program Director, Graduate Program Assistant, the Department Head and the Director of Clinical Training. Documents that need to be uploaded into student files should be sent to the Graduate Program Assistant. Student records will be maintained for at least the minimum amount of time specified in the Record Retention and Disposition Schedule applicable to all universities within the UNC system ([full retention schedule](#)) to support student licensure and credentialing. Sections 12, 13 and 17, refer specifically to student records. Any records that are considered confidential labeled as Confidential, with additional access controls exercised over these confidential records.

## ETHICS

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### 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 UNCG [Academic Integrity Policy](#) spells out the principles that govern the behavior of students in all academic settings on this campus. Please 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 and Integrity). 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 online 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 GPD, 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.

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## 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 Code of Conduct](#). As psychologists, students are also expected to adhere to the American Psychological Association's [Ethical Principles of Psychology and Code of Conduct](#). 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 Academic Integrity Policy](#) (see also the [Graduate Student Grievance Procedures](#) and [Student Grievance and Appeals Policies and Procedures](#)).

Reported ethical violations will initially result in consultation between the mentor, GPD, and Department Head. Determination of sanctions will be made by the GPD 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 Ethical 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 and procedures governing clinical work in the UNCG Psychology Clinic are detailed in the Clinic Manual. The Department has adopted a "Policy on Professional Impairment" (Appendix A) with which all clinical students are expected to be familiar. These documents describe a number of 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 and Psychological Services](#) 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 (see the [Graduate Student Grievance Procedures](#) and [Student Grievance and Appeals Policies and Procedures](#)) 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 Competence Problems](#).

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## USE OF ARTIFICIAL INTELLIGENCE

Although there may be circumstances where the use of AI tools (e.g., ChatGPT) is appropriate for research and academic work, the unauthorized use of these tools for course assignments (e.g., reaction papers, article summaries, exams), milestone exams (e.g., theses, comprehensive exams, dissertations), assistantships (e.g., grading of assignments), or clinic reports/paperwork is prohibited. Students must refrain from using AI assistance for any work **without explicit written approval from their instructor, adviser, or supervisor**. If explicit approval is given, please refer to [APA guidelines](#) for appropriate citation of AI tools. Course assignments and milestone exams may be checked for use of AI and plagiarism. Unauthorized use of AI will be considered an academic integrity violation. Additionally, it is important to note that academic journals are increasingly using AI and plagiarism detection software for manuscript submissions.

## 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 and are in good standing are typically funded for five years. Most financial support comes from departmental assistantships, but other sources are available (see “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). Typically, students in their first 2 years are supported by state funds; more advanced students may also receive this form of stipend support. Currently, state funded students receive a minimum stipend of \$15,000 while working toward the MA degree (or \$16,000 post licensure). The clinical faculty strive to supplement this stipend with add-ons funds (e.g., UNCG awards and scholarships, grant funds). 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 “full time” course load (which is typically 9 semester hours, see [Graduate Policy Handbook](#)) 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 teaching, research, 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 GPD.

The service required of an assistant may involve a combination of teaching, research, and administrative duties. Service assignments are made by the GPD at the beginning of each semester and every effort is made to distribute the type of service required equitably. You will be informed of your service assignment and funding by the GPD through the Graduate Administrative Assistant. 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 the DCT 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 GPD 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, 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 GTA opportunities 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 GPD as early as possible.

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## GIA RESPONSIBILITIES

Department assistantships typically require 20 hours per week of service, generally allocated as 10 hours of instructional assistance and 10 hours of research assistance. Students serving as a graduate instructional assistant (GIA) may be assigned to a faculty member teaching an undergraduate course or graduate course or may be responsible for the lab sections of an undergraduate course. Students serving as a graduate teaching associate (GTA) 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 an assistantship for the first time must attend a graduate assistant training 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 assistantship duties. Teaching associates also are encouraged to consult with the Undergraduate Program Director or other faculty for general advice and suggestions about undergraduate teaching.

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## RESEARCH COMPONENT

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

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## GTA OPPORTUNITIES



Students may be assigned independent teaching opportunities as a teaching 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 (see [Faculty Mentoring Form for Graduate Student Instructors](#)). 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 GPD 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 video-recording 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.

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## OFF-CAMPUS TEACHING

Teaching opportunities arise almost every semester to teach at colleges in the Greensboro area. Some positions are made available through direct contact between the GPD 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 and, if receiving departmental funding, from the GPD, before accepting an assignment to teach at another University.

## FINANCIAL CONSEQUENCES OF ACADEMIC ACTIONS

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### TERMINATION OF ASSISTANTSHIPS

Termination of an assistantship refers to a situation where an assistantship is ended prior to the end of the appointment. Termination may be initiated by the Department, the Graduate School, or the student. Termination of an assistantship can have significant and permanent consequences for a student and should only be undertaken after clear feedback on deficiencies and attempts to assist the student in meeting expectations.

### FINANCIAL LIABILITY FROM LOSS OF ASSISTANTSHIP

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Stipend payments will cease immediately upon termination of an assistantship, regardless of the reason for termination. Any pay received erroneously more than the contracted amount or after termination of the assistantship must be returned to UNC Greensboro.

Students who have received a tuition remission and/or in-state tuition award who resign or are terminated from their University assistantship prior to the end of the semester (for personal, financial, medical, or any other reason) will have the full amount of their tuition remission and/or in-state tuition award rescinded and **are then personally responsible for paying the full costs of tuition for that semester**. Tuition remission and/or in-state tuition awards are not prorated.

Appeals to the above policy must be directed to the Graduate School, along with a written recommendation from the Dean, Department Head, or Graduate Program Director for the student's academic program, and a letter of confirmation from Student Health Services if the resignation is for medical reasons.

For international students who are required to have an assistantship to maintain immigration status or students required to maintain an assistantship for other reasons, loss of an assistantship may change the ability to continue studies at UNCG. Loss of an assistantship may also change eligibility for certain forms of financial aid. It is the student's responsibility to understand these implications and work with appropriate offices where necessary.

### TERMINATION BY STUDENT:

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Graduate students who decide to terminate their assistantship appointments should consult with the assistantship supervisors as soon as possible — and if possible, at least two weeks prior to termination — to ensure a smooth transition in hiring a replacement graduate assistant. The notice of termination, prepared by the student, should be both verbal and written. Withdrawing from the University (that is, withdrawing from all classes) will result in the termination of an assistantship. International students should consult with appropriate offices relating to immigration/visa status if considering this option.

### TERMINATION FOR ACADEMIC DEFICIENCY:

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An assistantship may be terminated for academic deficiency if a student drops below the minimum credit hour requirement or fails to meet other academic requirements (failure to earn at least a GPA of 3.0 in all graduate coursework). Any student placed on probation will be terminated from their assistantship by the Graduate School. Students may lose their assistantship without being dismissed from the University.

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#### TERMINATION FOR FAILURE TO PERFORM DUTIES:

If, in the opinion of the immediate supervisor of the graduate assistant, a student is not carrying out the duties of their assistantship satisfactorily, the supervisor will immediately provide feedback to the student and attempt to resolve the problem. All conversations and feedback will be documented and placed in the student's written record with a copy provided to the student. If the student's performance remains unsatisfactory, the student will receive a written warning from the department chair (or designee) delivered through official UNCG email detailing the nature of the problem.

If, after this formal warning, the student fails to improve to reasonable standards, the Department Head will give the student a written notice of termination of assistantship. This letter of termination will be sent to the student through official UNCG email and will specify the date of termination and any requirements for vacating the position. At least two weeks should elapse between the written warning and the notice of termination. The Dean of the Graduate School will be notified of the termination.

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#### TERMINATION FOR CAUSE

An assistantship may be terminated without notice for serious violations of UNCG's community norms and values, including violations of the Academic Integrity Policy. Allegations regarding violations of this nature should be referred to the appropriate disciplinary body. If a student is unable to perform their duties resulting from violations such as these, their assistantship shall be suspended pending completion of due process. A student suspended from their assistantship but found not to be guilty of the alleged violations shall be reinstated in good standing and reimbursed for lost assistantship revenue.

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#### TERMINATION DUE TO LOSS OF EXTERNAL FUNDING OR FINANCIAL EXIGENCY:

A sudden or unexpected loss of funding from either an external funding source or (in very rare cases) a dramatic change to the University budget environment may result in the termination of an assistantship. While the University works diligently to reduce the probability of this outcome, it is possible that unexpected developments could require this step. Unexpected loss of external funding cannot be used to justify termination of assistantships not directly funded by that project.

Should the University receive notification that research funding will be discontinued, the affected graduate students will be notified with as much advance notice as possible. Departments shall make every effort to secure funding to enable affected students to continue throughout the current semester.

## TUITION SUPPORT

The Department has a limited pool of funds that cover out-of-state or in-state tuition. Students may receive funds that cover the cost of out-of-state tuition, in-state tuition, or both. Tuition funds do not cover any student fees that may be charged by the University. MA-PhD students in good standing will typically receive tuition funds as needed for out-of-state tuition costs, provided that reasonable efforts are made to secure in-state status (see section on [In-State Residency](#)). In-state tuition funds may be available to some students. Money for tuition funding is provided directly by the State legislature and is always in very limited supply.

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#### ADDING A COURSE BEYOND TUITION ALLOCATION

Students who have received a tuition remission and/or in-state tuition award that is less than 9 credit hours and register for more than the amount awarded may contact the GPD to see if funds are available to cover additional costs. If funds are not available, the student will be billed and is responsible for paying for the additional credits.

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#### DROPPING A COURSE

Students who have received a fellowship, tuition remission, and/or in-state tuition award who drop a course at any point in the semester will be re-evaluated to ensure that they still meet the eligibility requirements to receive financial support.

Students who meet the eligibility requirements and for whom the reduction in credit hours occurs **before** the census date (generally two weeks after classes begin) may have their financial account adjusted with no penalty. Please refer to the [Graduate Policies](#) for further details on the consequences of dropping a course **after** the census date.

### 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.

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#### PSYCHOLOGY DEPARTMENT AWARDS

***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, pending availability of funds. 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.

***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.

***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 three awards of \$1000 will be made to students who are NC residents upon enrollment for their 1<sup>st</sup> semester of graduate study in Psychology at UNCG (awardees will be notified of the award when they are accepted into the graduate program). Priority for awards will be determined by Graduate Studies committee using the below criteria:

- 1) Incoming in-state MA-PhD students, by merit (based on our holistic assessment at Admission)
- 2) Incoming in-state Terminal MA students, by merit
- 3) Incoming out-of-state MA-PhD students, by merit

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

- 1) A nomination letter from the teaching mentor
- 2) A 1-page Statement of Teaching Philosophy written by the nominee
- 3) Mentorship/observation forms submitted for any/all of the nominee's courses
- 4) Student course evaluations

- 5) Course syllabi
- 6) Up to three letters of support from faculty and/or students

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## UNCG GRADUATE SCHOOL AWARDS

The Graduate School calls for Departments to nominate qualified students for these awards each year. In all cases, the program areas bring their nominations to the Graduate Studies Committee, who makes decisions on the Departmental nominee(s) for each award. More information can be found [here](#).

***Alumni / Excellence / Hayes Fellowships.*** These one-year awards are the largest 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. Recipients will receive at least a \$22,000 stipend. Complete tuition remission will be provided for one year by the Graduate School. Nominees must be full-time doctoral students newly admitted for the Fall semester, including doctoral track students. Nominees must have exceptionally strong academic qualifications. Each department may nominate up to three individuals for these awards. Departments are expected to provide ongoing support, including tuition remission after the first year.

***Vanessa Louise Hall Fellowship.*** Vanessa Louise Hall died tragically at age 18 in 1998. During her brief life, she practiced principles of kindness, friendship, love, loyalty, sincerity, and respect. Her family created this award in loving memory of their daughter, and in consideration of their belief that education is extremely valuable both for individuals and the society in which they live. Nominees are required to be new doctoral students, have a minimum undergraduate GPA of 3.5, and be students who strive for excellence in all areas of life.

***Lula Martin McIver Fellowship.*** On million dollars of a six-million-dollar anonymous gift to UNCG was used by the Graduate School to establish these awards in 2011. Awards typically range from \$4,000 to \$8,000. Nominees must possess outstanding academic records. Nominees must be newly admitted or continuing master's or doctoral students. Each department may nominate one individual. These are one-year awards, although departments may re-nominate previous winners. Inclusiveness is defined broadly to include a variety of life experiences. Among the factors that might contribute to greater inclusiveness 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.

***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 to \$5,000. Tuition remission will be provided if possible. The award is based on merit. Nominations are open to any graduate student in any program. Nominees may be newly admitted or continuing master's or doctoral students. Each department may nominate one individual. This award is NOT automatically renewed.

***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 to \$8,000 in recent years. Recipients must be residents of North Carolina and enrolled full-time in a doctoral program. Financial need must be substantiated. Students need to submit a

FAFSA no later than March 1, so that ratings will be available at the time of selection. Special funding is designated for a Native American doctoral student. A copy of the nominee's card indicating tribal affiliation should be included with the nomination. Nomination letters should explain clearly how the nominee contributes to diversity on the UNCG 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 to \$8,000. Tuition remission will be provided if possible. Nominees must be UNCG alumni, having earned their baccalaureate degree at UNCG, and must demonstrate exceptional academic achievement. Nominees must be newly admitted to a master's or doctoral program at UNCG and must enroll for full-time study. Each department may nominate one individual.

**Lisbeth V. Stevens Fellowship.** The purpose of this 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 and international students are eligible for the award. The size of this award varies each year depending on available funds.

**Joseph M. Bryan, Jr. Fellowship.** This award was made possible by a generous gift to the UNCG Excellence foundation from Joseph M. Bryan, Jr. to support full-time graduate students seeking a Ph.D. in Economics, English, History, or Psychology. The fellowship rotates across departments every 2 years. Recipients must be full-time students and maintain good academic standing. The amount of the award varies each year depending on market conditions; it can be renewed at most once.

## OTHER FINANCIAL SUPPORT

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### NON-DEPARTMENTAL UNIVERSITY SUPPORT

Except for some fellowships and scholarships, most financial support available to graduate students from the University is awarded through the Department (often referred to as "state funding"). Teaching opportunities outside the Department also are available on an occasional basis (see previous section on [Off-Campus Teaching](#)). Students receiving an assistantship are generally not permitted to work outside the University; permission must be granted by the program area and GPD. Please see the [graduate school policies](#) for more information.

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 [Office of Financial Aid and Scholarships](#), 159 Mossman, , (336) 334-5702.

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### CLINIC CORE TEAM AND OTHER NON-STATE 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. These responsibilities will be agreed upon by the Clinic Director and each Team Member and will be specified in an agreement detailing their responsibilities as part of the Clinic Core Team (see clinic manual for details). 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 underway 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 4<sup>th</sup> or 5<sup>th</sup> year.

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; Lula Martin McIver 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 4<sup>th</sup> or 5<sup>th</sup> year of training, including stipend support from grants (such as a research assistant position) or from external clinical funding sources (e.g., Atrium, Newcomers School, Counseling and Psychological Services), or from training grants, when available. 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.

Typically, in the Spring semester, students will be able to apply for and/or rank different funding options, but because funding opportunities may become available at different timelines (e.g., external clinical positions, grants getting funded), funding options can change up until the Fall semester. As new positions become available, students should alert their mentor and the DCT of changes in rank for positions. Note that every attempt is made to match students with their desired funded position. However, because sources of funding may be limited and some positions must be filled before others, students may not be able to change their placements or be placed in less preferred positions when necessary. If this is the case, students should continue to talk with the DCT and their mentors about potentially obtaining the training associated with that placement at a later time, if possible.

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## EXTERNAL GRANTS

### Faculty Grants

Research positions are available on most larger scale faculty grants (e.g. multi-year, NIMH grants). When available, faculty will approach eligible students about opportunities for these positions. Typically, these positions are best filled by a student from the faculty member’s lab whose research interests are aligned with the grant aims.

### Student Grants

Several granting agencies, including the National Science Foundation, American Psychological Association, National Institute of Mental Health, COGDOP, Psi Chi, and Sigma Xi (the Society for Scientific Research) award grants to graduate students. The amounts of such grants vary widely, from multi-year awards providing full stipends and research support, to small one-time grants for equipment 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 facilitate your research and will be of great value when you apply for internships and academic positions after graduation. Your advisor can assist in identifying possible sources of external support and in the preparation of the proposal. Check with your advisor to determine whether an application to an outside agency can be made directly or should be routed through the Graduate Studies Committee or the Office of Research and Engagement. Note that approval of your project by the University Institutional Review Board for



use of animal and human subjects (see [Expectations of Student Research and Scholarship](#)) may be required before a proposal can be submitted.

[The Office of Sponsored Programs](#) 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.

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## OFF-CAMPUS CLINICAL EMPLOYMENT

As noted above, there are several non-state funding opportunities for students in their 4th year of training or later that are currently a **program-approved** external clinical funding sites (i.e., Newcomers School, Atrium, UNCG Counseling and Psychological Services). 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 may wish to seek employment in psychology-related jobs as a source of income or unpaid positions for additional experience while in the program. As mentioned above, students receiving an assistantship are generally not permitted to work outside the University; permission must be granted by the program area and GPD. 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. The program must approve of the site, training experiences, and the amount and type of supervision provided; this process can be lengthy and involved. This is required because 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 section on 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.”

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## SUMMER RESEARCH SUPPORT

Most years, the Graduate School solicits nominations from the Department for a limited number of Summer Research Assistantships. Sometimes applications are needed; sometimes the Department simply provides a list of nominees based on area faculty decisions, with preferences given to students making adequate progress in the program and those of more junior standing. Funding available for summer awards varies from year to year. There is no tuition support for graduate students to take summer courses.

**Walter L. Salinger Graduate Summer Research Award.** The Salinger award is given annually to first-year graduate students in the Department of Psychology to support summer research. It was named in honor of Dr. Walter L. Salinger, an Emeritus Professor who spent his entire career in the Department of Psychology at UNCG. Depending on the availability of funds, a number of \$2,000 awards will be made each Spring semester. Any publications or presentations resulting from research supported by this award must carry an acknowledgement of the award. Psychology graduate students in their first year at UNCG are eligible to apply. Eligible students must not

already have a summer research assistantship. Summer registration is not required and no state-funded tuition waivers are available for summer.

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## 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 a licensed Clinical Psychologist. In the future, supervision will likely be provided by Susan Keane, Rosemary Nelson-Gray, and other supervisors. The camp runs for either 2 or 3 weeks each summer.

Therapist stipends are set by the Dream Camp supervisor and announced in the spring. 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 (counted towards their 742/762 practicum requirement) 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 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.

Interested students should contact Dr. Susan Keane.

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## GRADUATE TRAVEL SUPPORT

Students attending conferences should follow appropriate professional behavior (and conference-specific codes of conduct) and participate fully in the opportunity.



Graduate students may apply to the Department for funds to support their conference travel. Students are eligible for reimbursement for costs associated with academic conferences at which they were one of the authors on a conference presentation (talk or poster), although this requirement can be waived for first-year students. All awards are dependent upon the availability of funds. The Department Head will set a date when students must submit their reimbursement requests.

The applications must be accompanied by relevant information about the conference (conference title, dates, location, title of presentation, list of authors on the presentation) and original receipts for all expenses for which reimbursement is being requested. Your application will also require a statement of support from your advisor and an approved travel reimbursement voucher (see the Psychology Department Accounting Technician; you should complete these documents ahead of time). Finally, you must also have applied for travel funds via the UNCG Graduate Student Association (GSA). Please visit the [GSA website](#) to access the application link and thoroughly review the GSA guidelines prior to your travel (they require more documentation than the Psych Department).

**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 GSA travel funds (proof of your request to GSA must accompany your request for departmental funds).

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#### THE NORM ANDERSON TRAVEL AWARD

The NATA provides up to \$500 to assist in the scholarly travel of up to 3 students per year. 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.**

(1) The call for applications will be the first day of the Spring semester for travel during that calendar year; if all funds are not initially granted following the first call, rolling applications will be accepted throughout the year.

(2) All UNCG Psychology graduate students are eligible apply. Priority will be given to both:

- (a) students who have never received a NATA, or who haven't received a NATA in the last 12 months,
- (b) events that have no free 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).

(3) The amount of each award will be based on the request, and the NATA committee judgment of need and importance, but typically as a \$500 maximum award. Applicants must submit a budget and budget justification with their application, and awards will only be made up to the justified budget.

(4) 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.

(5) 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 member from the Experimental programs, and one at-large member from the Clinical program; two alternatives (one from each area) will also be selected each year to serve during any semester in which any of the primary NATA committee members applies for an award.

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## STUDENT RIGHTS AND STUDENT SUPPORT RESOURCES

Graduate students at UNCG are future colleagues and should be treated with respect befitting that status. The [UNCG Office of Student Rights and Responsibilities](#) is a resource available to students to learn more about their rights. Students are entitled to a workplace free from harassment and/or discrimination. If students feel they have been subject to a hostile work environment, harassment, discrimination, abuse, or have any other concern about working and academic conditions, they should contact the [Office of Human Resources](#) or the [Dean of the Graduate School](#).

It is considered misconduct for individuals to enter into a romantic or sexual relationship with any student for whom they currently serve in an evaluative, directing or supervisory role, or in circumstances where the student is part of a group of students whom they oversee, regardless of whether the relationship is consensual.

At times, students need to access additional help above and beyond that which can be provided by the program. University Services are detailed on the [Graduate School website](#) and include: [Student Health](#), [Office of Accessibility Resources and Services](#), [Global Engagement Office](#), the [Office of Intercultural Engagement](#), Spartan Safe and [Safety Escort](#) services, [Religious Life Council](#), and the [Women's Health and Wellness Center](#). The [Dean of Students](#) Office also provides information and support to graduate students in need.

Please also see the ["Other Policies and Resources"](#) section below for more student resources and policies related to student protections.

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### UNCG POLICY ON DISCRIMINATION AND HARASSMENT

UNCG is committed to equal opportunity in education and employment for all persons and will not tolerate any discrimination against or harassment of persons on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, political affiliation, genetic information, veteran status, disabling condition, or age. See the following university policy pages:

- [Policy on Discriminatory Conduct](#)
- [Policy on Undue Favoritism](#)
- [Unlawful Workplace Harassment Policy](#)
- [Registrar policies on equality and discrimination](#)

## CURRICULUM

### CLINICAL MA/PHD: \*CURRICULUM EFFECTIVE AUGUST 2024\*

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 104 semester hours including internship credits (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 Department's Remediation Policy for Tools Courses below).

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, which indicates that the student demonstrates the minimum level of achievement required to meet this requirement. See the previous Annual Evaluation Procedures section for a complete discussion of remediation plans.

NOTE: For students who entered the program prior to August 2024 and who are following this catalog or earlier, please see credit hour and course requirements in Appendix C. Students matriculating prior to 2024 may follow the catalog of their entry date, or may complete a catalog change form, available in the Department's SharePoint forms folder, to update to the current catalog.

Below are the Graduate School Requirements for the MA and PhD in Clinical Psychology. NOTE that the Clinical Program has additional requirements for the PhD that are described below in the Additional Clinical Program Requirements section.

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#### 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 615 Historical Perspectives on Psychology as a Science (1 credit) (online, asynchronous)

### **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)  
*Topics include: Case Conceptualization and Diversity (typically taken for the MA) and Supervision and Consultation (typically taken post-MA).*  
PSY 742 Practicum in Clinical Intervention (6 credits)

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## **PHD REQUIREMENTS FOR CLINICAL MA/PHD – 104 CREDIT HOURS**

In addition to the MA requirements (45 credit hours), students must complete the following 59 credits:

### **Advanced Integrative 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 foundational knowledge and by their research and career goals. Typically students take two PSY 735 courses (other courses meeting this requirement must be approved by the doctoral planning committee).

PSY 735 Contemporary Problems (6 credits)

### **Additional clinical program requirements**

All clinical students must also demonstrate graduate-level discipline-specific knowledge in the five basic content areas (affective, biological, cognitive, developmental, and social aspects of behavior). There are several options for how students can fulfill this requirement depending on whether they have pre-matriculation foundational knowledge in one or more of the content areas. For more information on these requirements, see the Curriculum FAQ, Coursework Plan and DSK options, and DSK Friendly Theses, Prelims, and Dissertation documents in Appendix D.

### **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 (3-6 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), or an additional 3 credit hour nonclinical seminar that covers DSK content is required as described above.

**Additional research (21 hours)**

PSY 751	Independent Doctoral Research	6 credits
PSY 761	Preliminary/Comprehensive Exams	3 credits
PSY 799	Doctoral Dissertation Research	12-24 credits

**Clinical practicum training (16 hours)**

PSY 741	Contemporary Practicum Topics- <i>Topics include: Case Conceptualization and Diversity (typically taken for the MA) and Supervision and Consultation (typically taken post-MA). Students may not duplicate topics already taken for the MA.</i>	3 credits
PSY 742	Practicum in Clinical Intervention- <i>6 credits in addition to those earned for the MA</i>	6 credits
PSY 762	Advanced Practicum in Clinical Psychology-	6 credits

**Required internship training (2 hours)**

PSY 763	Internship in Clinical Psychology- <i>1 credit in each of 2 semesters</i>	2 credits
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**EXAMPLE COURSE PROGRESSION FOR CLINICAL MA/PHD**

**First Year (23 Credits)**

**Fall term:**

PSY 609 with lab = 4 credits

PSY 707 = 3 credits

PSY 708 = 3 credits

**Spring term:**

PSY 610 with lab = 4 credits

PSY 624 = 3 credits

PSY 723 = 3 credits

PSY 727 = 3 credits

**Second Year (25 credits)**

**Fall term:**

PSY 728 = 3 credits

PSY 742 = 3 credits

PSY 699 = 3 credits

PSY 741 = 3 credits

**Spring term:**

PSY 725 = 3 credits

PSY 724 = 3 credits

PSY 742 = 3 credits

PSY 699 = 3 credits

PSY 615 = 1 credit

**Third Year (18-24 credits)\***

PSY 751 = 6 credits (3 credits per semester)

PSY 742 = 6 credits (3 credits per semester)

PSY 761 = 3 credits (may be taken 4<sup>th</sup> year if needed)

Plus 3-9 additional credits fulfilled by:

PSY 741, PSY 745, Advanced Integrative Seminar, Clinical Seminar, or Quantitative

**Fourth Year (18-24 credits)\***

PSY 762 = 6 credits (3 credits per semester)

Plus 12-18 additional credits fulfilled by:

PSY 741, PSY 745, Advanced Integrative Seminar, Clinical Seminar, or Quantitative

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

PSY 799 (Dissertation) - 12 credits

\*Note. Be sure you maintain full-time status each semester, as described [below in the full time enrollment policy](#).

**Sixth Year Internship Year\*\***

PSY 763 (2 credits)

\*\* Note. If you need to maintain full-time status on internship for financial aid, and have been admitted to doctoral candidacy, you may also enroll in 3 additional dissertation credits each semester **as long as you have not exceeded the maximum of the required credit hours (24).**

## FULL TIME ENROLLMENT POLICY

Graduate students must enroll in 9 or more credit hours to fulfill full time status. After completing all required course work, MA students may be considered full-time while enrolled in a 3-hour thesis course (699). MA students may maintain full-time status with 3 credits of 699 for two terms.

After entering candidacy status, **doctoral students** may be considered full-time while enrolled in a 3-credit hour dissertation course (799), or a 3-credit hour dissertation course (799) plus one credit of AP (PSY 762). 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). Doctoral candidates may maintain full-time status with 3 credits of 799 until completion of the number of dissertation credit hours specified by their programs in the [University Catalog](#). Students should apply to the Graduate School for doctoral candidacy following completion of all required courses and the successful proposal of their dissertation project.

Continued enrollment in thesis or dissertation credit hours beyond those that are required will not provide full-time status unless the student also enrolls in thesis extension, dissertation extension, and/or research extension courses to fulfill the 9-credit hour requirement. Permission to enroll in extension courses will require verification by the committee chair that the student is making satisfactory progress.

In order to retain an assistantship and tuition funding, any student registering for 6-8 credits who doesn't meet the full-time criteria above must: (a) have their advisor write a memo to the GPD to indicate that it is in your best interests to take fewer than 9 credit hours in the fall or spring semester (or both), and (b) email an updated copy of their Plan of Study to the GPD. The GPD will then complete a form for the Graduate School to waive the 9-credit full-time requirement.

## CLINICAL PRACTICA AND INTERNSHIPS

### *Overview*

Practicum training serves as a cornerstone of our clinical training program and provides 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. Students in the second year and beyond enroll in practicum courses (PSY 742 or 762).

### *Student Malpractice Insurance*

Students in introductory and regular practicum courses, or who are receiving other practicum (e.g. Dream Camp) or internship training, must carry student malpractice insurance (either Trust Insurance or another policy approved by the clinic director). 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.

### **Clinical Licensure**

NC Psychological Associate 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 are expected submit their licensure application within 60 days of receipt of the Master's degree. To facilitate this timeline, students are required to submit most of the forms for licensure (see Appendix E) to their master's thesis committee at the time of the thesis defense. *(NOTE: Students who are planning to defend their master's thesis before the fall semester of their third year in the program should consult with their advisor to make sure they will have a sufficient number of clinical practice hours to apply for licensure and will have to pay to enroll in a summer research course to obtain the degree in August.)* Students should consult with supervisors and other faculty if they have questions about completing the forms. 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 submit their licensure application within 60 days of conferral of the Master's degree are eligible to be compensated for the cost of the licensure process (application fees, EPPP exam, the State exam, and credentialing fees). Licensed/credentialed clinicians are expected to work with Medicaid-approved cases when available, as the clinic experiences high demand and has limited eligible providers. With supervisor approval, clinicians may request exceptions from the Clinic Director to accept self-pay clients that meet a student's training goals on a case-by-case basis. **Medicaid-credentialed clinicians are expected to complete an assessment and/or course of treatment (e.g., 16 sessions) with at least 3 Medicaid clients after credentialing to be eligible for compensation for the cost of licensure.** If Medicaid cases are unavailable on the student's assigned practicum rotation, they may need to accept a client from a different age range.

Students should consult with the clinic director to discuss clinical assistantship requirements. Costs associated with maintenance of the licensure (renewals, continuing education) is solely the responsibility of the student. 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 on licensure can be found at [ncpsychologyboard.org](http://ncpsychologyboard.org) or by calling (828) 262-2258.

### **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 supervision coverage is needed, an external supervisor, approved by the program, may be hired to assist with supervision loads. 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. HIPAA training is also required to be renewed annually until students leave for internship. First year students are encouraged to observe assessment or therapy by advanced students. 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.

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

Students complete 12 credits of 742 and 6 credits of 762 in the sequence described below. To ensure breadth of experience, students are expected to complete at least 6 credits of 742 or 762 with a focus on adult populations and at least 6 credits of 742 or 762 with a focus on child populations. Students are expected to track their practicum hours using Time2Track and to keep it current at all times.

#### *Practicum Year 1*

In Practicum Year 1 (second year in the program), students sign up for 3 credit hours of 742 practicum each semester.

Practicum courses (PSY 742 and 762) are graded on an S/U scale and are typically expected to run beyond the end of the semester; a grade of IP (“in progress”) is therefore assigned when a student has not yet met the required hours for a given semester. In addition, practicum courses 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 Year 1, students are expected to make reasonable progress with a typically small caseload (20 hours is a good goal for that semester but grades are not contingent upon obtaining all 20 hours), 50 face to face clinical hours total are required by the end of the spring semester, and 50 hours during the summer between the 2<sup>nd</sup> and 3<sup>rd</sup> 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. **Students who plan to receive their master’s degree at the end of their 2<sup>nd</sup> year in the program (either in May or August) should consult with their clinical supervisor, advisor, and the DCT as early as possible to discuss the implications for licensure requirements.** Your IP 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 department Sharepoint
- 4) 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 one full session is observed either in vivo or through videotaped review, and feedback is provided. Overall summative feedback is provided 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 discharge all inactive cases 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 a 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 to count toward the requirement for Practicum Year 2. This number is set to help ensure that students receive clinical training in a graduated and sequential manner.

In Practicum Year 2 (third year in the program), students sign up for 3 credit hours of 742 practicum each semester. Three credit Practicum courses are graded on an S/U scale and have the following requirements:

- 1) 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 are encouraged to complete a minimum of 6 assessments 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 department Sharepoint); 4) Students also become trained to complete screenings (if they have not already been trained);
- 5) Professional behavior (e.g., being on time for sessions and supervision meetings, following clinic policies and procedures including note writing and record keeping) is expected to earn a grade of S from the practicum supervisor. In addition, students must demonstrate competencies expected for their level of training across their practicum experiences. Students receive formative feedback in an ongoing manner (during weekly supervision, after presenting at clinic meeting), video/live review of at least one full therapy or assessment session, 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 typically be assigned at the end of the summer (based on spring and the subsequent summer).

## Advanced Practicum

Upon competent completion of PSY 742 practicum training, closing all their clinical records from Practicum Year 2, and timely completion of research requirements, a student is then ready to move on to their Advanced Practicum training (PSY 762). The DCT or someone designated by the DCT works with students to help them set goals for AP year and to think about gaps in training that can be addressed during this year. Students typically sign up for 3 credit hours of 762 practicum each semester. The cornerstone of Advanced Practicum 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 will participate in a case presentation and the annual Consultation Blitz held during clinic meetings. During Advanced Practicum, students continue to complete client screenings. 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 screening duties as well as attend clinic staff meetings until the end of that 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 follow the Transferring Clients procedure described in the Clinic Handbook 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 without approval.

Advancement from PSY 742 to PSY 762 is expected to be continuous; that is, students are expected to complete required practicum training without significant gaps. However, completion of the Master's thesis (PSY 699) and all requirements for PSY 742 are required before clinical students may enroll in Advanced Practicum credits (PSY 762). As the culmination of clinical training in our program, Advanced Practicum is expected to occur over a 12-month period (i.e., one summer and two academic semesters) to allow for in-depth training. A start date for 762 will be determined by the student, the current supervisor, and the advisor; students should determine their 762 start date and submit a request to the Clinic Director and DCT by May 1 of the spring semester of their 3rd year. Upon receipt of the request, the DCT will review the student's Time2Track hours log, so the student should make sure their T2T is up-to-date before submitting the request. Students within 10% of their hour requirement by May 1 are eligible to start counting that summer as the first semester of AP. If students have more hours left of their 742 requirements, they need to finish their 742 hours over the summer. They can start counting AP hours that summer once the 742 hours are completed, but they will officially start their AP semesters in the Fall and continue through the following summer. Likewise, if students have finished the hours for their 742 requirement prior to May 1 of the spring semester of their 3rd year, hours accrued prior to their official start date "carry forward" towards their AP requirement, but they do not officially start their AP semesters until the summer and must continue through the following spring semester. 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. Final grades for the final 762 course cannot be entered until ALL required AP hours have been completed.

If a student has finished their AP hours, but continues the process of terminating clients in the subsequent semester (i.e., has not picked up any additional cases), the student does not have to complete additional AP requirements (i.e., clinic meetings or screenings) during that semester. However, if a student wishes 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 should consult with the Clinic Director about expectations for their post-AP practicum year (e.g., whether they will be required to attend clinic meetings and/or complete screenings).

### *Hours from External Practica*

External placements approved by the clinical program (DCT) offer exceptional training experiences (see section on "External Practicum Opportunities" for more information). 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 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. Note that 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 obtains an in-depth experience at this placement, similar to the AP experience offered in our clinic.

If a student completes the external placement in their second or 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 if they complete 1 placement in year 2 ; they will receive another 50 hour reduction if they complete another placement in year 3. In this case 250 hours will be accrued in the Psychology Clinic. Again, this is optional, and the student may elect not to take this reduction.

Fourth year students may accrue up to 100 hours externally in one placement. If this occurs, and this is the only placement the student completes, that student will be required to complete the remaining 250 required hours in the UNCG Psychology Clinic.

Should students elect to complete 3 approved external practicum placements, the AP hour requirement for the UNCG Psychology Clinic may be reduced according to the metric stated above (50 hours reduction for any placement in year 2 and/or 3; 100 hour reduction for any placement in year 4 with a minimum of 150 AP hours accrued in the UNCG Psychology Clinic).

If a student anticipates requesting an hour reduction, the student should inform the Clinic Director in May prior to their next training year; 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.

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 AP hours must be accrued in the UNCG training clinic.

### *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. Students are expected to comply with all clinic policies and procedures to remain in good standing in their practica courses. 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 department Sharepoint).

Assignment of clinical supervisors for student therapists in the UNCG Psychology Clinics is typically made in late spring 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).

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.

Students will have a primary clinical supervisor at all times but may also have an additional supervisor (e.g., for some external practicum placements). All 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. Supervisors and trainees are expected to regularly review audio/video recordings in supervision meetings, and supervisors agree to watch at least 1 full session for each evaluation period (i.e., at least once per academic year) and provide written feedback (see Practicum Recorded Session Review Form on the Department Sharepoint) to enhance student competencies. Student therapists are given the opportunity to evaluate the quality and quantity of their clinical supervision at the end of each rotation, after the supervisor has completed their evaluation of the student's competencies. The evaluation of the supervisor is done using an evaluation form that was created collaboratively by students and faculty. While the form does not ask for the student name, guaranteeing anonymity in very small classes like practica is not feasible. Therefore, when completing these evaluations, students should be aware that the responses they provide could reveal their identity to the supervisor. The evaluations will be distributed and reviewed by the DCT and will be shared in full with the supervisor. If the DCT is the supervisor, their evaluations will be reviewed by the Department Head. If a student has a serious concern that they do not feel comfortable sharing in the evaluation, please see the Formal Complaints and Grievances section of this Handbook for more information about the steps for handling disputes or concerns of mistreatment.

Students and supervisors meet weekly for clinic staff meetings to discuss Clinic policies and procedures, hear clinical case presentations by student, and hear presentations by invited guest speakers.

### **Telesupervision Policy**

In general, supervision for all practicum experiences occurs in person, with the supervisor and student in the same physical space. This supervision arrangement provides many opportunities for professional socialization and assessment of trainee competence, recognition and processing of subtle, nonverbal, and emotional or affective cues, and relationship enhancement of supervisor and supervisee.

However, given that we are a 12-month training clinic and many of our external practicum sites operate on a 12-month calendar, there are times (e.g., faculty and/or student professional meetings, personal vacations, illness, etc.) when in-person supervision with the trainee and supervisor in the same room is not possible. Additionally, there may be rare situations in which a supervisor and supervisee might mutually agree to regular telesupervision meetings for a particular practicum experience (e.g., if there are unusual scheduling constraints during a particular semester), but this is not permitted during the student's first semester of practicum.

As such, the following guidelines for supervision and the use of telesupervision are established:

1. Minimum supervision requirement.

- a. At a minimum, supervision occurs for 1 hour each week during weeks of active practicum experiences. An active practicum experience is defined as:
  - i. Having had a face-to-face (in-person or virtual) clinical appointment (e.g. testing, therapy) or
  - ii. Having obtained information that is immediately relevant to case conceptualization or treatment planning (e.g., phone call from parent about child behavior, receipt of information from another provider).

Weekly supervision allows for discussion of cases prior to the next scheduled appointment. Supervision must occur before the next scheduled client appointment for students in their first practicum semester. During this initial training period, if a supervisor or student needs to be absent for any regularly scheduled supervision meeting, the trainee will not meet with the client until after a supervision meeting is held.

## 2. Telesupervision

- a. Telesupervision refers to supervision using synchronous audio and video conferencing where the supervisor and trainee are not in the same room (e.g., using Zoom, Teams, or other approved videoconferencing technology).
- b. Telesupervision may not be used until after the trainee has completed their first semester practicum experience, with a few exceptions:
  - i. Telesupervision may be permitted on a limited basis in the first practicum semester if in-person supervision is not possible due to unusual circumstances (e.g., family emergency, illness). In those limited cases, telesupervision may take the place of in-person supervision for no more than 25% of supervision sessions during the first practicum semester.
  - ii. In cases of extended absence of the supervisor (i.e., prolonged illness), another supervisor will be assigned to cover supervision until the primary supervisor is able to return to service.
  - iii. There are no limits on the amount of telesupervision that may be done in the first practicum semester as an adjunct after the minimum number of hours of in-person, in-room supervision have been reached.
- c. When providing telesupervision, supervisors agree to abide by the following best practices:
  - i. Telesupervision may not occur if a trainee is deemed to need in-person supervision to develop competence (e.g., a support or remediation plan is in place with this stipulation).
  - ii. To ensure that a relationship is formed between supervisor and trainee at the onset of the supervisory experience, supervisors will hold a minimum of at least one in-person meeting at the beginning of the practicum experience.
  - iii. Telesupervision does not alter the off-site supervisor's full clinical and professional responsibility for cases.
  - iv. Non-scheduled, crisis consultation may be provided through telesupervision or by phone. If necessary, the supervisor may contact an on-site supervisor to provide additional consultation and assistance to the trainee.



- v. Video conferencing technology is the only approved means of telesupervision. Phone calls may be used as an adjunct after the minimum number of hours of supervision per week is reached but may not take the place of supervision.
- vi. To ensure privacy and confidentiality, supervisors and trainees must adhere to the policies outlined in the technology use agreement, updated annually to reflect HIPAA-compliant technology requirements.

### 3. Documentation

- a. Documentation of supervision will be maintained by supervisors. In addition, supervision case notes may be written at the discretion of the supervisor. If the supervisor wishes to write a case note, it will be written as a case note in the client's electronic medical record. (Therapists may write a supervision note if desired as well). Supervision case notes are to be signed by supervisors and student therapists.

#### *Policy on Providing Services in Languages Other than English*

Bilingual students may be interested in opportunities to deliver psychological services in a language other than English. While increasing the capacity of the mental health workforce to reach non-English-speaking populations is a high priority for our field, we must balance that need with the importance of providing high-quality training and supervision in our practicum courses. Best practices for training bilingual therapists are currently evolving, but there is some consensus that supervisors should speak the language in which the services are delivered. In our training clinic, we record all sessions so that supervisors can watch sessions or excerpts when needed, to independently form their own impressions; this is particularly important in high risk situations. For this reason, we do not permit any pre-AP students to conduct assessment or therapy in a language in which their supervisor is not fluent without the use of an in-session interpreter. For students on AP, requests will be handled on a case-by-case basis with the supervisor's approval.

#### *Licensure and Internship*

Each student in the program is required to complete an APA/CPA-approved pre-doctoral internship. This internship training typically takes place in the student's 6th year, although some students complete this in the 7<sup>th</sup> year or later. We require that all required coursework for the degree except the dissertation has been successfully completed prior to applying for internship. The dissertation proposal must be approved by May 15 prior to the fall application cycle to apply. In addition, students are strongly advised to complete their dissertation oral defense prior to leaving for internship.

#### *CUDCP Expectations for Internship Eligibility*

Our program follows the expectations for internship eligibility established by the Council of University Directors of Clinical Psychology (CUDCP). The expectations are:

1. Trainee meets or exceeds foundational and functional competencies as outlined by the Assessment of Competency Benchmarks Work Group (for more information, click [here](#)).
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)<sup>1</sup>.
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<sup>2</sup> face-to-face hours of assessment/intervention and at least 150 hours of supervision by a clinical psychologist who routinely employed individual and/or group supervision models and at least one or more of the following intensive supervision methods (e.g., direct observation, co-therapy, audio/videotape review). During early formative years, the ratio of face-to-face hours to supervision hours approximated 1:1 and increased to around 4:1 as the Trainee developed intermediate to advanced clinical skills.
7. Trainee has contributed to the scientific knowledge within psychology, as evidenced by:
  - a. Publishing an article in a refereed journal or a book chapter as an author or coauthor, **OR**
  - b. Presenting at least three papers/posters/workshops at regional, national, or international professional conferences or meetings.<sup>3</sup>
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

Information about internship sites is available from 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, consulted with your mentor, and decided to apply for internship, 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.

### Internship Preparation

Internship preparation starts early in the program, as all students are invited to an internship panel presentation, hosted by the DCT and outgoing interns. This panel discussion allows outgoing interns to discuss strategies for hours tracking, approach to essays, preparation for interview scheduling and the experiences they had at during interviews at different internship sites. In this

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<sup>1</sup> 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. Clinical students on internship must enroll in PSY 763 for credit. Enrollment in one credit hour per semester is required.

<sup>2</sup> Note that UNCG's Clinical program requires 550

<sup>3</sup> Our program expects that these contributions are based on work completed at UNCG.

way, all students have the opportunity to hear from at least 4 outgoing intern groups before they apply for internship training. The DCT or another faculty member meets with students prior to them beginning their Advanced Practicum Training to discuss areas of development still needed in their competencies, to determine the types of clinical experiences that would be most beneficial to them during this penultimate training experience.

Once a student is deemed by the faculty as internship ready, the DCT meets regularly with intern applicants as a group between May and October to discuss the match process and prepare them for completing their applications. Topics covered in these meetings include: Clarifying questions regarding tracking hours, selecting an internship/Best fit, APPIC policies and procedures/renegeing on a match, the application process (reflection on internship training goals, how to approach essays, preparing an effective CV), requesting letters of recommendation and selecting letter writer. In November/December mock interviews are held, with each student doing practice interviews with different faculty. Between November and February, the DCT maintains contact with applicants to monitor the internship notification process, Match Day 2 procedures, and registration during internship year. A Match Day celebration is held after Match Day 1, if all students match (which is typical for our program) or after Match Day 2. Over the past 10 years, 100% of our students matched at APA-approved internships during the initial application year.

Before leaving for their internship, students are apprised that communication between doctoral program and internship program is vital, as it is the program's responsibility to certify that they have demonstrated all predoctoral competencies required for HSP-P licensure. As such, the DCT will initiate contact with internship directors to begin two-way communication and will receive copies of all internship evaluations. Students may not be awarded their doctoral degree until all program requirements, including internship (as documented by the internship Director), are completed.

#### *Timeline/Outline of Clinical Practicum Experiences*

Year 1	Spring: Participation in weekly Clinic Staff Meeting
Summer 1	Complete Clinic Orientation
Year 2	Fall: 20 hours Spring: 30 hours PSY 741 (3 credits): Case Conceptualization and Diversity (hours = face-to-face contact hrs)
Summer 2	50 hours
Year 3	Fall: 50 hours Spring: 50 hours PSY 741 (3 credits): Supervision and Consultation
Summer 3	Start Advanced Practicum hours ~ May 15

<i>(if you have met hour requirements for Year 3 see Advanced Practicum Policy)</i>	
Year 4	Advanced Practicum: 350 hours PSY 741 (3 credits): Supervision and Consultation (if not taken in Year 3)
Summer 4	Finish Advanced Practicum
Year 5	Options for continued clinical work vary – talk to DCT or advisor

### **External Practicum Opportunities**

Before considering any of the approved 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. Students participating in external practica must be enrolled in at least one credit of PSY 742 or 762.

Approved, external practicum training opportunities are announced by the DCT each year. These experiences all require applications and interviews which typically occur around January of each year, and some external placements require licensure at the Psychological Associate level. In addition to providing clinical experiences, the training opportunities provide assistantship support. To apply, a student is endorsed by their advisor and most recent practicum supervisor. Students electing to complete external practica are expected to abide by policies relating to practicum students at their chosen site.

Summer funding is typically available for practicum work by serving as a camp therapist at Dream Camp (which 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 Director of Clinical Training all relevant course syllabi and any other material that describes the content of the courses. The DCT will then 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 provided materials will be assessed by qualified faculty who will decide whether the course is acceptable for course equivalency or transfer credit. The DCT will provide the GPD with the results of the course assessment and dispositions along with a request for transfer, which the GPD will submit to the Graduate School if they agree with the decisions.

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 GPD, after consulting with their advisor and/or advisory committee.

If a student wishes to substitute any transfer courses 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 substitute a clinical capstone (PSY 698) for the PSY 699 (thesis) requirement, with

the endorsement of the primary advisor and a secondary reader of the thesis document, and approval of the GPD (see [Clinical Capstone section](#) below).

**For the MA portion of the degree:** Credit hours will not transfer for any courses that previously counted toward another degree (graduate or undergraduate, at UNCG or elsewhere). You may use transfer courses to place out of MA course requirements, if you have already taken a course equivalent to the course required by UNCG. If you wish to place out of a required course, you will need to substitute the missing credit hours with additional credit hours taken at UNCG.

**For the doctoral portion of the degree:** A maximum of one-third of non-dissertation course credit hours may be transferred.

The following conditions apply to transfer credit for the doctoral program:

- All credit offered in transfer must have been taken at an accredited graduate school.
- Transfer credit must fall within time limit for the degree (see policy [here](#)).
- The student must have earned at least a grade of B (3.0) (or the equivalent) on all transfer credit.
- The credit must be recorded on an official transcript placed on file with the Graduate School.
- The credit must be approved by both the student's doctoral advisory/dissertation committee and the Dean of the Graduate School.
- Transfer credit must be necessary to meet specific degree requirements.

Hours only, not grades, may be transferred from other institutions. Quarter-hours do not transfer as semester hours. A fraction of an hour of credit will not be transferred. See sample below:

- 2 quarter hours transfer as 1 semester hour.
- 3-4 quarter hours transfer as 2 semester hours.
- 5 quarter hours transfer as 3 semester hours.
- 6-7 quarter hours transfer as 4 semester hours.
- 8 quarter hours transfer as 5 semester hours.
- 9-10 quarter hours transfer as 6 semester hours.

## CLINICAL CAPSTONE (PSY 698)

The Clinical comprehensive exam is an optional method for evaluating a student's competency in the knowledge and practice of clinical psychology. It is an acceptable capstone experience for all students who have entered the Ph.D. program with a master's degree from another university that included an acceptable research thesis project as part of the degree requirement.

For the clinical comprehensive exam, students must complete 6 credit hours of PSY 698. Students must register for 3 credit hours per semester for two semesters (the credits may not be taken concurrently), and they must receive grades of both semesters in order to fulfill the capstone requirement. Typically, students would complete the credits in the order described below.

### 1) Annotated Bibliography (3 credits)

**Assignment:** The goal of the annotated bibliography assignment is to demonstrate competency in the area of integration of science with practice. In consultation with their clinical supervisor, the

student will select a clinical case to focus on for the annotated bibliography assignment. Typically, this case will be the same as the one the student will present for the case presentation (see below), but this is not a requirement. The student will conduct a comprehensive literature review and select readings relevant to the client's presenting complaint. Consistent with goal of integrating science with practice, the readings should primarily be original empirical articles published in peer-reviewed journals, although some other readings may be included (e.g., narrative literature reviews, published treatment manuals, or opinion pieces). Following the literature review, the student will select a reading list of a minimum of ten articles that covers both 1) the empirical basis for the selected treatment approach and/or assessment tools and 2) cultural considerations relevant to the case. The student will read each of the articles and create an annotated bibliography including the citation for each article and at least 2 paragraphs for each article, (1) a brief summary of the article, and (2) a short reflection on how the information contained in the article informs their clinical case conceptualization or approach to assessment and/or treatment for this case.

**Evaluation:** The instructor of record for PSY 698, typically the student's clinical supervisor, will review the annotated bibliography and evaluate whether the student has 1) covered all domains required by the assignment and 2) adequately explained how the knowledge gained from each of the readings has informed their approach to the case. The instructor will provide feedback about what specific changes are needed if the submitted work is not satisfactory. Although successful completion of the annotated bibliography is not sufficient to fulfill the clinical capstone requirement, the student may receive a grade of "S" for 3 credits of PSY 698 once they have successfully completed this assignment, and there is no limit on the number of reattempts permitted.

## **2) Case Presentation (3 credits)**

**Evaluation:** A student who successfully passes the oral examination will be able to (a) identify a theory of case conceptualization and accurately apply it to a case, (b) accurately identify the appropriate assessment measures and/or procedures, including outcome measures used (or to be used) during the course of therapy (c) provide an exhaustive list of potential diagnoses and identify the appropriate steps for making the differentials, (d) describe appropriate, evidence-based treatment options with associated therapeutic techniques, including appropriate reference to evidence based studies supporting use of manualized treatment techniques, (e) provide an exhaustive list of ethical issues raised by the case and identify the appropriate strategies for addressing these issues, with reference to relevant legislation and standards of practice, and (f) show insight in identifying personal, cultural, or diversity issues raised by a case, as well as how to address these in practice. Students must also successfully demonstrate their research knowledge by including scientific literature relevant to each exam domain, most of which has been covered in required coursework for the master's degree in clinical psychology at UNCG (e.g. assessment, psychopathology and intervention course sequences). Students may also draw from the annotated bibliography assignment for relevant citations to include in the presentation. In total, during the oral examination, students should be able to explain and justify the clinical decisions they made in regards to assessment and treatment (or treatment planning), while also demonstrating the ability to reflect on their judgement and therapeutic skills and their effectiveness in helping the client.

### **General Exam Procedure**

1. Clinical students seeking the exam option will inform the DCT of their intent and proposed timeline and select an appropriate case for the exam.

- a. Students can choose either an assessment case or an IT case. Appropriate cases are those that were seen at the UNCG Psychology Clinic and included either a full psychological evaluation including an integrated report and feedback session (for assessment cases) OR an assessment and at least 4 sessions of therapy (for IT cases). For IT cases, the assessment does not have to be a full psychological evaluation, and a full integrated report is not required.
  - b. Cases that have been presented in a clinic staffing meeting or other formal case presentation cannot be used for the Comps requirement.
2. Students will submit a document of no more than 2 pages single spaced describing the parameters of the case including but not limited to: Referral question, client age, intake information, dates of treatment, assessment measures administered and summary of findings, diagnosis, goals of treatment (may submit treatment plan as an appendix), and treatment outcome data. The committee must have at least 2 weeks to review this 2-page document and make a decision about approval of the case. Assessment cases must also include recommendations and a treatment plan (what type of treatment is recommended and what outcome measures would be useful to monitor treatment response?).
3. Once the committee is formed and the case is approved, an exam date may be scheduled with the committee.
4. Students prepare a 45-minute presentation that addresses the areas as described above in Evaluation. The presentation must be prepared solely and independently by the student, without input or guidance from the case supervisor.
5. Students include at least 2 video clips of about 3-5 minutes in length. One clip must involve client material supporting the case conceptualization or presenting problems. The other should show the therapist delivering a treatment, administering a test, or demonstrating a clinical skill.
6. The exam should be scheduled for 2 hours in length to accommodate a 45 minute presentation, a 45 minute Q&A evaluation component, and then 30 minutes for committee deliberation and feedback to the student.

**Committee:** A three-person committee will determine by unanimous vote if the student passes the clinical comprehensive exam. The instructor of record for 3 credits of PSY 698 should be one of these three committee members. The clinical supervisor for the case selected for the presentation should be a member of the committee. The student shall select the additional two members, who must be current clinical faculty members. One member will be designated to chair the meeting, and the chair may not be the student's primary research mentor or the clinical supervisor, although the mentor may serve on the committee. It is strongly recommended that at least 2/3 members have expertise in the treatment of either child or adult cases, depending on the type of client selected by the student. In the event that this is not possible, the student will be able to form a committee and proceed with the oral examination, given the availability of faculty.

**Outcome:** The student outcome of Pass, Conditional Pass, or Fail will be reported to the Graduate Program Director, who will notify the student and the Graduate School of their results. A Pass outcome results when students offer a satisfactory analysis of all areas of evaluation at a level consistent with master's level training under appropriate levels of supervision. Conditional Pass is appropriate when there are small relative weaknesses, or students are not prepared well for one major area. In this case, the committee may require students to redo a portion of their case presentation and may also require a second oral exam to allow the student to demonstrate clinical competence in all required areas. A Fail option would be appropriate if students were inaccurate in their justification for their case conceptualization, diagnosis or treatment; failed to recognize and

respond to ethical issues; or broadly and generally unprepared to analyze their case. In the event of a Fail outcome, students would be encouraged to redo their exam with a different case. If two attempts resulted in a Fail outcome, the student would not pass the clinical comprehensive exam and would not be eligible for candidacy for the master's degree in clinical psychology. In the case of a Pass or Conditional Pass (with conditions satisfied), the instructor of record will enter a grade of "S" for three credits of PSY 698. In the case of Fail, the instructor of record will enter a grade of "U."

The outcome of the clinical capstone is documented with the [Clinical Capstone Evaluation form](#).

## COURSEWORK IN DISCIPLINE-SPECIFIC KNOWLEDGE

Excluding the pro sem course and many of the foundational clinical courses, most formal instruction is carried out through seminars. Eleven credit hours in Category 4 discipline-specific knowledge (research methods and statistics) are required. The first-year statistics sequence (PSY 609 & 610) and research methods (PSY 624) generally fulfill these, although your advisor and/or advisory committee may suggest additional tool courses, appropriate to your research plans, later in your program. Additional 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, DCT and the GPD, you may take graduate courses outside the Department.

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 GPD.

All courses taken at the Master's level also count towards the PhD degree (for all MA-PhD students, courses with B- grades or lower do not count towards the PhD degree). Each MA-PhD student candidate for the PhD degree is required to register for a minimum of 12 semester hours of credit for the dissertation (PSY 799), normally in units of three semester hours. If the dissertation has not been finished with the completion of 12 semester hours, a maximum of 24 credit hours of PSY 799 may be taken. If the student is off campus but still working on the completion of the dissertation and additional faculty advising and use of University facilities are needed, hours of dissertation extension (PSY 802) may be taken, which also fulfill the continuous enrollment requirement (see Appendix A).

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

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### ADVANCED SEMINARS (PSY 735)

Typically, at least two advanced seminars (PSY 735) are offered each year on a variety of topics. To facilitate schedule planning, a list of seminars to be offered will be made available in time for registration. You are strongly encouraged to register for seminars outside your area of specific



research interest in order to enhance your graduate knowledge and provide you with the necessary evaluative educational experiences required for discipline-specific knowledge.

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, evaluation of critical thinking 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. These may count as an Advanced Integrative Seminar or clinical seminar. Please check with your advisor to discuss what requirement the current course offerings may fulfill.

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

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

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#### INDEPENDENT DOCTORAL RESEARCH (PSY 751)

After admission to the PhD program, typically during your 3<sup>rd</sup> or 4<sup>th</sup> year, you must register for at least 6 credits of PSY 751, Independent Doctoral Research. Students 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 advance your independent scholarship and 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](#) web page).

## MILESTONE PROCEDURES AND FORMS

Forms required for milestone completion can be found on SharePoint.

### ADVISORY AND EXAMINATION COMMITTEES

At various points in the program, you will need to request appointment of a committee to advise you on research projects and course planning, or to examine you on the content of a major project. Separate committees are appointed for the thesis and for the dissertation (which includes the comprehensive examination), although membership on these committees may overlap. The chair of each committee must be a tenure-track faculty member in Psychology. 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 advisory committees; the Department Head appoints the fourth committee member after consultation with the doctoral advisory committee chair. Although the Department Head appoints the fourth member, Graduate School policy requires that the committee composition be mutually acceptable to the student and all committee members. If a student, advisor, or committee member finds the committee composition to be unacceptable, they should request a change from the Department Head and a replacement will be made that is mutually acceptable to all parties.

Once a committee has been provisionally selected, you or your advisor should present it to the GPD who will ensure it has an appropriate balance of areas and faculty ranks and that its composition meets Graduate School requirements. Once the committee is approved by the GPD, 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 GPD.) When an acceptable committee has been 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. 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 GPD, 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 of “pass” must be unanimous.

It is important to bear in mind that some faculty are unable to meet during the summer or may be planning research leaves or extended trips out of town during the period when the committee will be functioning. It is your responsibility during these preliminary discussions, to ensure that faculty plan to be available when meetings of the committee are anticipated. *You must allow a minimum of two weeks between providing faculty with a project document and scheduling the committee meeting*

to allow your committee sufficient time to review your document. During the summer, due to other commitments listed above, this time frame may not be sufficient.

Graduate School regulations require that **all committee members attend oral defense meetings** for the thesis, comprehensive exam, and dissertation. If a committee member cannot attend an oral defense, the meeting should be rescheduled. Where feasible, the department expects that **all committee meetings be held in-person** for the thesis, comprehensive exam, and dissertation. Committee meetings may be held fully virtually when (1) you are sick or (2) you are on internship or have a professional obligation that would make in-person attendance cost prohibitive. You must obtain approval from the GPD if you wish to have a fully virtual committee meeting under other circumstances. If a committee member is sick or out of town, the meeting should be in-person and that committee member may attend virtually.

Students must consult with their faculty advisor before scheduling milestone exam meetings. For theses and dissertations, advisor approval of your project document must be obtained before scheduling a meeting. Please see Appendix A for scheduling recommendations for the Comprehensive Exam.

## 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 toward the PhD. The below outline is a template of a *recommended* course of study.

<b>Master's thesis proposal</b>	<b>End of 2nd semester or beginning of 3rd semester</b>
<b>Graduate Research Conference</b>	Fall 3rd semester
<b>Master's thesis completed and defended; required licensure forms completed*</b>	End of 5th semester *
<b>Submit licensure paperwork to board and begin studying for EPPP</b>	Beginning of 6 <sup>th</sup> semester
<b>EPPP</b>	End of 6th semester or summer after 6 <sup>th</sup> semester
<b>Doctoral Comprehensive Exam</b>	Proposal at end of 6th semester, completed during 7 <sup>th</sup> semester
<b>Independent Doctoral Research (PSY 751)</b>	During 6th and 7th semesters
<b>Dissertation proposal defense</b>	Beginning of 8th semester
<b>Apply for Internships</b>	9th semester
<b>Defend dissertation</b>	10th semester

*\*note that students must complete the Ethics course before the Master's Degree is awarded – students should plan their course schedule accordingly; note also that starting in May 2021, students are required to submit completed licensure application forms at the time of their thesis defense meeting (see Appendix E).*

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 (see Appendix A). 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. Please note also that starting in May 2021, students are required to submit completed licensure application forms at the time of their thesis defense meeting (see Appendix E).

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## MASTER'S ADVISORY COMMITTEE

The first committee to be formed will be your Master's Advisory Committee (see Advisory and Examination Committees section above). This committee will approve your Master's Plan of Study, monitor your progress in the Master's program, and evaluate your thesis. 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. Students and Faculty may wish to consult the document [\*Best Practices in Advising and Mentoring Graduate Students\*](#). This document contains the formal policies and procedures that govern these relationships and conveys general expectations for both faculty and students.

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 GPD. 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.

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## MASTER'S PLAN OF STUDY

A plan of study for the Master's degree must be completed and signed by the student, committee, and GPD 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 should also reside 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 Graduate 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.**

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## MASTER'S THESIS PROPOSAL

As soon as you and your advisor have formed preliminary plans for a Master's project, you should prepare a proposal for approval by your Master's advisory committee. All graduate students should make progress on their thesis proposals in the context of PSY 624, Research Methods in Psychology, by consulting with their thesis advisor as well as the instructor during this course.

The thesis proposal should be approved during 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.

**Like all milestone meetings, the proposal meeting should be scheduled for a 2-hour block** (although it is not required to last that long). The proposal meeting should begin with the student's formal presentation (uninterrupted, with a 15-minute maximum duration), followed by questions from, and discussion with, the committee. It is important that students and faculty share an understanding of the approved project before it is completed, and so any substantial changes to the proposed project that are agreed upon during the proposal meeting should be written-up by the student as an addendum and approved by all committee members before the student proceeds with the project.

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 requires that you (1) successfully defend your MA thesis or (2) receive advisor approval of your thesis document before you submit it to the Graduate School for formatting approval. Although the graduate school may approve the formatting of your document ahead of time, this will not affect your committee's judgment of whether the document is sufficient to pass. Further, your committee might require changes in content that necessitate additional formatting changes.

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## MASTER'S THESIS DEFENSE

The committee must be given a draft of the thesis at least two weeks prior to the defense. This draft should be complete but it need not conform to the Graduate School's formatting requirements (although it should follow current APA standards). Like all milestone meetings, the defense meeting should be scheduled for a 2-hour block (although it is not required to last that long. The defense should begin with the student's formal presentation (uninterrupted, with a 15-minute maximum duration), followed by questions from the committee. 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 especially the case if you are using the thesis to fulfill a graduate level evaluated, educational experience in one or more content areas of the DSK. (see Research Competency Form for evaluation metric) 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 terminal 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 [Graduate Forms](#) page) at this and every research milestone meeting.

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## 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. Faculty are asked to nominate eligible graduates for the award and the Psychology Department's nominee is selected from this list by the faculty members of the Awards Committee.

## COMPREHENSIVE EXAMINATION

The Comprehensive examination (formerly called the preliminary examination) 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 comprehensive exam to assess students' readiness for doctoral candidacy.

The comprehensive exam paper is typically begun during the 2<sup>nd</sup> semester following successful defense of the MA thesis for students continuously enrolled in the program. For successful progress



in the program, the exam should be completed no later than the 3<sup>rd</sup> semester following successful defense of the MA thesis for students continuously enrolled in the program. Students who enter the program having completed their MA thesis elsewhere should take the exam no later than their 5<sup>th</sup> semester in the program.

Clinical students will enroll in 3 credits of PSY 761 while working on their comprehensive exam paper. A final grade of “S” can only be awarded once the student successfully passes the final paper and oral defense. Students should talk with their advisors about their timeline in order to avoid having a grade of “IP” impact their financial aid.

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## DOCTORAL ADVISORY COMMITTEE

See “Advisory and Examination Committees” section above. Note that, for clinical students, at least two members of the doctoral committee must be clinical faculty members.

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## DOCTORAL PLAN OF STUDY

You must formulate a Doctoral Plan of Study before the end of the first semester following admission to the PhD 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 GPD 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.

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## TIME LIMIT FOR MASTER’S/DOCTORAL TRACK PROGRAMS

Advanced degrees awarded from UNCG indicate that students have current, usable knowledge in their field; therefore, doctoral track curriculum, including the dissertation, must be completed within ten academic years from the date the first courses carrying graduate degree credit applicable to the student’s program are begun.

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## COMPREHENSIVE EXAM PAPER (FORMERLY CALLED PRELIMINARY EXAM)

*Why must you complete a comprehensive exam paper?*

In one sense, the answer is simple: **The UNCG Graduate School requires a comprehensive 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 comprehensive 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 comprehensive 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 ( $\approx$  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 Preliminary/Comprehensive Exam 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 Box folder that houses several tutorial articles on writing review papers, as well as recent examples of strong comprehensive exam papers.**

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/Comprehensive Exam Paper"), which lists the full set of rules and guidelines for the paper and examination. Your comprehensive exam paper should be between 40 and 60 pages (APA style, excluding references). Your paper must not exceed 60 pages, unless you are given permission by your committee to exceed this limit at the initial full submission meeting.

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## 1. OUTLINE AND READING LIST

**NOTE: At all stages of the Comprehensive Exam 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 comprehensive 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.

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## 2. INITIAL FULL SUBMISSION AND CRITICAL REFLECTION

Once the topic/reference list is approved, the writing process is split into two parts for which the timeline varies depending on the progress of the individual student. You cannot expect a defense meeting to be held over the summer (although it may be if all committee members agree). The entire process cannot exceed 22 weeks ( $\approx$  5.5 months), up to submitting the final document to the committee (the actual meeting may happen later, depending on committee member schedules). Failure to meet the 22-week submission 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 Comprehensive Exams 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.**

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## 3. ORAL DEFENSE

Within 22 weeks ( $\approx$  5.5 months) of the initial comprehensive exam 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 specifies the 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 the committee must reach a unanimous decision to pass. Note that you will have only two attempts in total to pass the comprehensive 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 comprehensive 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. The Psychology Department does not permit “conditional pass” decisions for comprehensive exams.

The department’s policy regarding committee decisions on milestone exams (thesis, comprehensive exam, and dissertation) and appeals of committee decisions can be found in Appendix A.

## DOCTORAL DISSERTATION

### DISSERTATION FORMATS

**The Ph.D. dissertation is the report of a substantial independent empirical research endeavor, intended to significantly advance knowledge or make a significant contribution toward further understanding of an important psychological issue.**

Unlike the MA thesis, dissertations have two approved formats: (a) “Traditional” and (b) “Integrated.” Both are described below. For either format, any of the following forms of empirical work are acceptable for dissertations, assuming they are competently completed as judged by the dissertation committee: original data collection, secondary data analysis (including meta-analysis), qualitative data analysis, or computational/simulation studies.

***Traditional Dissertation option:*** The “Traditional” format includes an Introduction, Methods, Results, and Discussion section and typically describes one or more studies. For a Traditional dissertation, a proposal meeting is convened to review and evaluate the proposed Introduction, Methods, and Planned Analyses sections, and the final oral defense is conducted to review the entire dissertation manuscript (i.e., revised Introduction and Methods, plus Results and Discussion sections).

***Integrated Dissertation option:*** The “Integrated” dissertation format is intended to help students think programmatically about their work from early in their career, and to allow progress towards their dissertation to have maximal impact on their publication record. Its cumulative impact and scope should be equivalent to a “Traditional” dissertation.

The “Integrated” format includes: 1) an integrative Introduction that ends with an Aims section that contextualizes the individual papers as representing a cohesive program of research; 2) several empirical papers; and 3) an integrative General Discussion section that summarizes and synthesizes findings across all the included empirical papers, discusses broad theoretical implications of the included work, and suggests future avenues of research (the General Discussion should not simply re-state the discussion points of the included papers, but should draw integrative conclusions about the research program represented by the included papers); criticisms raised by committee members at the proposal meeting about included papers that are already published should be substantively addressed in the General Discussion section.

Specifically, Integrated dissertations will normatively include three empirical papers, all publication-ready in length (or in published length), together reflecting a programmatic line of research as judged by the dissertation committee; a dissertation committee may accept a two-study

Integrative dissertation only if they judge both empirical contributions to be unusually substantial. The empirical papers included in the Integrative dissertation should meet the following guidelines:

- All must be first-authored by the student
- All must represent work begun and completed at UNCG
- At least one must be accepted for publication in a peer-reviewed journal at the time of the proposal meeting
- For a 3-paper dissertation only, one paper may represent work included in the MA thesis, but only if it is accepted for publication in a peer-reviewed journal at the time of the proposal meeting.
- No more than 2 committee members (including the advisor) may be co-authors on the included papers, unless a 5th member is added to the committee

Note that, just because one or more articles are publishable or are published in a peer-reviewed journal, they are not necessarily substantial, significant, or programmatic enough to qualify as a dissertation. That judgment—about the suitability of scope, significance, and substance—is made by the dissertation committee, regardless of the dissertation format.

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## DISSERTATION PROPOSAL DOCUMENT AND MEETING

In contrast to the dissertation oral defense, which is a formal examination, the dissertation proposal meeting is primarily a planning meeting. **Proposal meetings should be scheduled for a two-hour block.**

Once you and your advisor have decided on a research problem and method for the dissertation, you should prepare a proposal document for submission to your dissertation advisory committee. The dissertation committee, based on your proposal document and your proposal defense meeting, will decide whether the proposed work is suitable in scope, substance, and significance for a dissertation and, if not, will provide constructive feedback toward developing a suitable dissertation project.

The Traditional Dissertation proposal format must include: (a) an *Introduction* section that outlines the student's topic of study, reviews the relevant literature, provides the rationale for why the proposal is likely to advance our knowledge, and delineates the goals and hypotheses/questions; (b) a *Methods* section that describes and explains the methods (including participant samples, materials, and procedures), and; (c) a *Planned Analyses* section that provides a detailed explanation of, and rationale for, the treatment of the data and to-be conducted analyses.

The format for the Integrative Dissertation proposal must include: (a) an integrative Introduction section that ends with an *Aims* section that contextualizes the to-be-included individual papers as representing a cohesive program of research; (b) any—and at least one—to-be-included papers that have been accepted for publication in a peer-reviewed journal; (c) complete Introduction, Methods, and Planned Analyses (or Results) sections for any to-be-included papers that have not yet been accepted for publication in a peer-reviewed journal.

Regardless of dissertation format option, you will present the written proposal to your committee at least two weeks prior to your formal proposal meeting.

(Students will not provide food or beverages for committee members, either at the proposal meeting or the oral defense.)

At the proposal meeting, you will defend the proposal and answer questions both about the proposed project and the relation of the research to the discipline. It is not unusual for the

committee to suggest and agree upon changes to your proposed study design or planned analyses during the meeting. **You will prepare a formal presentation to begin the meeting that must last no longer than 15 minutes, uninterrupted.**

After the questioning period, 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 will include a requirement that you submit either a revised proposal or an addendum to the original proposal to all members of the committee), or (3) reject the proposal and require a new submission.

Acceptable proposals must describe original research within your area of expertise that seems likely to make a significant 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.**

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## ADMISSION TO CANDIDACY

When you have completed the requirements for the PhD, except the hours of dissertation research and the defense, **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 prelim-comps, and that an approved dissertation topic is on file. If you do not apply for admission to candidacy, your graduation may be delayed until the proper form has been filed.

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## DISSERTATION ORAL DEFENSE

**You should consult regularly with 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* (and according to the "Dissertation Formats" section above). The dissertation defense should be scheduled when you and your advisor agree that the dissertation is complete.

**A copy of the dissertation must be given to committee members at least two weeks in advance of the defense AND a copy sent to the Departmental Graduate Assistant to be uploaded to a Departmental Box folder.**

Oral defense meetings should be scheduled for a two-hour block.

Graduate School regulations require that the dissertation defense be open to any member of the Graduate Faculty of the University (and to the public). Accordingly, **you will give the Departmental Graduate Administrator the time and place of the defense and the title of the dissertation two weeks prior to your defense** so that an announcement can be posted in the Department and it can be announced to the Graduate Faculty of the University.

If you know in advance that guests will attend the defense meeting (e.g., non-committee-member faculty, graduate or undergraduate lab members, family members), you should inform your advisor and committee members; you should also reserve a room for your defense that is large enough to accommodate the entire group (e.g., Eberhart 579 will likely be too small).

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. **Presentations must last no more than 15 minutes uninterrupted to allow time for questions and discussion.** Committee members and other attendees will be asked to hold all but simple clarification questions until after the presentation. During the question period, your advisor will make notes on changes and additions to the dissertation that are indicated by questions.

If guests attend the defense meeting, they may stay for the oral presentation and they may ask questions at the completion of the oral presentation. After any questions from guests, the oral defense will move into closed session and all non-committee members will be excused from the meeting (this procedure will be explained to all attendees at the beginning of the meeting).

The department considers the following to represent best practices for the dissertation oral defense:

- The student's advisor will serve as committee chair, running the defense meeting while being mindful of time (e.g., oral presentation time, allowing all committee members enough time to ask their questions)
- The student's advisor may ask questions and may assist in restating other committee members' questions if needed, but the advisor should not answer questions or contribute to answering questions
- Committee members should feel empowered to ask the student's advisor to appropriately limit his or her participation, if needed
- All committee members should be mindful of the tone of their questions and whether they are inappropriately dominating or monopolizing the question period



- The oral defense should be scheduled for 2 hours. Questions and discussion with the student should be completed with at least 20 minutes left in the scheduled meeting time to allow effective committee discussion and decision making (see below)

Immediately following the oral defense, you will be asked to leave the room and the committee will discuss and decide whether you have passed or failed your oral defense, or whether to defer judgment pending further questioning at a subsequent continuation meeting. A judgment that the student passed the oral must be unanimous. 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 or additional data collection prior to rendering a final judgment, or (4) not to accept the written dissertation. The most common outcome is that the committee decides to require that some changes be made prior to a final judgment. When the committee is unanimously 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 advisor 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 plan to be on campus for long enough for the defense to be carried out as described.

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## AFTER THE PHD DEFENSE

The final stage in your graduate career will be to prepare a final version of the dissertation and deposit the necessary copies, with the signed approval page, with The Graduate School. Follow the Graduate School calendar for depositing the required copies. The Graduate School can provide you with information on copyrighting your dissertation, if you choose to do so. Follow the specifications in the *Guide for the Preparation of Theses and Dissertations* exactly to avoid approval delays. You are strongly urged to complete this step before leaving Greensboro to take up a position elsewhere. You do not formally hold a PhD from the University until your dissertation has been accepted by The Graduate School, all requirements have been completed, and the Board of Trustees has taken official action.

**All students should provide an electronic copy of the final version of the dissertation document to both: (a) their advisor, and (b) the Departmental Graduate Administrator, who will deposit it the Department Box folder.**

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

## POST-GRADUATE OPPORTUNITIES

The goal of your graduate training is to begin a professional career as a psychologist. In the Clinical Program, we produce Health-Service Psychologists. While the term HSP is rooted in service provision, HSPs also assume faculty roles, produce and disseminate research, use research skills for program development, use research to inform practice and apply evidence-based practice and



assessment with their patient population, use health informatics, work in hospitals and medical centers as part of interprofessional teams, and provide supervision to psychology trainees. All faculty in the clinical program are HSP-Psychologists.

The steps you need to take to begin your career 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.

#### Academic post-doctoral training and academic positions

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.

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.

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.

#### Postdoctoral Clinical Training

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 focusing 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. Many VA postdoctoral positions and Academic Medical Center positions offer a unique combination of clinical and research training.

### Application and interview preparation

Open positions for faculty are almost always advertised in outlets such as the *APA Monitor* and *APS Observer*, and on various organizational websites, list-serves, and wikis (e.g. [Psychology Job Wiki](#)). Post doctoral positions are advertised on a variety of listservs, posting announcements sent to o training Directors and job boards at professional conferences. I

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 take different forms, depending on the type of position you seek. Regardless of whether you are asked to give a clinical presentation or a talk on your research, a sample teaching lecture, or a presentation for medical residents, 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

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, 2018), *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, *The Portable Mentor: Expert Guide to a Successful Career in Psychology* by Mitchell J. Prinstein, and *The Portable PHD: Taking your Psychology Career Beyond Academia* by Ashleigh Gallagher and Patrick Gallagher.

## APPENDIX A: FORMS AND POLICIES

### FORMS

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, Comprehensive Exams, and Dissertation) can be found on the UNCG Psychology Department SharePoint . That 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 <https://grs.uncg.edu/documents-and-forms/>

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

### GENERAL POLICIES

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#### 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 GPD 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): Graduate Program Director (GPD), 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.

Graduate Program Director: 3-yr term; coordinate the graduate studies committee (GSC), liaison with The Graduate 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

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, Graduate Program Director, and Director of Undergraduate Studies (all serving *ex officio*), a representative faculty member from the Clinical Program, and 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 Graduate Program Director; it includes four faculty members (GPD, DCT, Experimental area coordinator, and a Head appointee) and two graduate students, one from the clinical area and one from the experimental area. Graduate student members do not participate in committee deliberations that involve evaluating the work of other students.

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## COMPLETE RULES AND INSTRUCTIONS FOR COMPREHENSIVE EXAM PAPER

### *Goals for Comprehensive Exam 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 comprehensive 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 comprehensive 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 comprehensive 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 Comprehensive Exam 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. Like all milestone meetings, the proposal meeting should be scheduled for a 2-hour block (although it is not required to last that long). The proposal meeting should begin with the student's formal presentation (uninterrupted with a 15-minute maximum duration) followed by questions from, and discussion with, the committee.

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 of Papers section below). It is expected that the content of the reading list will change as you read and form your paper ideas and it is important for you to have this flexibility. However, major changes to the content (such as deletion of entire sections/topics, or critical

references suggested by faculty) must be approved by the committee. You should be prepared to discuss the rationale for changes to the list at the committee meeting for the initial full submission (see below).

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

**2. Once the topic list and initial reference list are approved, the writing process is split into two parts for which the timeline varies depending on your progress. However, the final paper must be submitted to your committee no later than 5 months following the proposal meeting; failure to meet the 22-week ( $\approx$  5.5 month) deadline will be considered a failed comprehensive 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. Your initial submission should be between 40 and 60 pages (APA style, excluding references). Your initial submission must not exceed 60 pages.

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 your own paper, and to have the opportunity to seek input for areas in which you might be experiencing difficulty (if applicable) so that you can move toward a final paper that will ultimately be judged as satisfactory by the committee on all three criteria.

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

Like all milestone meetings, the interim meeting should be scheduled for a 2 hour block (although it is not required to last that long). 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.

If the student begins the meeting with a formal presentation (which is not required at this interim meeting), it should focus on the main points of the critical reflection documents and should be no longer than 1–3 slides (1 may be sufficient in most cases). 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 comprehensive 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 defense date.** You will be examined orally on the material discussed in your paper and related general issues in your field of expertise. Your final paper must not exceed 60 pages (APA style, excluding references), unless you were given permission by your committee to exceed this limit at the interim meeting.

Like all milestone meetings, **the oral defense meeting should be scheduled for a 2 hour block** (although it is not required to last that long). The defense meeting should begin with the student's formal presentation (uninterrupted, with a 15-minute maximum duration), followed by questions from the committee. 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 restructuring 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 comprehensive 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 comprehensive 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 comprehensive 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 comprehensive exam 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 GPD will share a 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, doctoral committee chair, and GPD 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 comprehensive 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 GPD and will be granted only in the case of an acute medical or family emergency. Extensions will not be granted because the student is simply having difficulty with the paper.

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## COMMITTEE DECISIONS ON MILESTONE EXAMS AND APPEALS OF DECISIONS

Within the Psychology Department, three milestone exams are required for the PhD degree: the MA thesis and oral defense, the preliminary examination (which includes the paper and the oral defense) and the dissertation and oral defense.

Milestone exams are evaluated by established committees. At the Master's level, the committee is comprised of at least 3 members; at the doctoral level, a committee is comprised of at least 4 members. Regardless of the student's level, a committee decision of "pass" must be unanimous; any non-unanimous decisions constitute a "fail."

Graduate School policy holds that any graduate student who fails any written or oral milestone exam must petition their advisory committee for permission to take it again. However, **the Psychology Department waives this petition requirement and automatically allows one re-take of a milestone exam.**

**A student who fails their second attempt at any milestone examination will be dismissed by the Graduate School. Only a single re-examination will be allowed after an initial failure; the advisory committee may require written, oral, or both components to be re-taken following a failure.**

#### ***Thesis and Dissertation Documents:***

Note that MA thesis and doctoral dissertation documents frequently must be revised to some extent following the oral defense, sometimes significantly and sometimes over multiple rounds. **Needing to do even multiple rounds of written revisions for an MA thesis or doctoral dissertation document does *not* typically constitute a milestone exam failure.** Committees will determine whether a required revision is so substantial (because the document is so seriously deficient, for

example in scholarship, data analysis, or interpretation) that it should be considered a failed attempt.

### Thesis and Dissertation Orals:

If a committee judges that an oral defense is inadequate and a second oral defense is necessary, the first will be considered a failure and the second will be the final allowable attempt.

### Preliminary Exams:

**The preliminary exam paper may not be revised before being judged as acceptable** (outside of the formally prescribed draft-plus-feedback process that is specified for the preliminary exam paper). An unacceptable preliminary exam paper is considered a failure and can be followed by only one re-take (for details on the preliminary exam process, see the relevant sections of this Handbook).

### Feedback Following All Failed Milestone Exams

After any failed milestone exam, the committee will provide the student with written feedback explaining the rationale for the failure within 15 days of the failed attempt. Note that addressing the rationale points, alone, on a second attempt cannot guarantee passing on the second attempt because the second attempt must be judged holistically (and some aspects that were passable on the first attempt may become not passable on the second attempt).

### Appeals of Failed Second Attempts

**NOTE: This procedure covers only the appeals process for failures of second attempts at milestone exams.** Student disciplinary matters and allegations of discrimination or harassment are not covered by this procedure. For more information on these and other grievances see the University Catalog Graduate Policies.

- [Policy on Discriminatory Conduct](#)
- [Student Code of Conduct](#)
- [Student Grievance Policy](#)

Within the Psychology Department, the following procedure for appealing a committee's final decision, that is, **failure of the second attempt** for the same milestone is as follows:

1. After the student receives a notice of dismissal from the Graduate School, the student should consult with their advisor about filing an appeal of the decision. The Department Head and Graduate Program Director may be involved in this discussion as well.
2. If a decision to appeal is made, the student's first appeal is at the committee level. The student prepares a written summary of their rationale for an appeal of the decision and presents it to the Department Head within 30 days of the dismissal notice from the graduate school (the Head may extend this time limit for good cause shown if the student makes a request for extension of time within the 30 day period). The Head then instructs the committee to:
  - a. Review the appeal
  - b. Provide a written response to the appeal within 15 days of receipt of the documentation. The committee will decide to maintain or reverse its decision.

Each member's position must be clearly stated in the response to the appeal (i.e. there is no protection of confidentiality in terms of the appeals process). If differences of opinion cannot be captured in a single response, multiple responses may be prepared.

- c. The committee will decide to either: (a) accept the appeal and change their exam judgment from "fail" to "pass"; (b) accept the appeal on procedural grounds and allow a further examination attempt, without changing their exam judgment from "fail" to "pass"; (c) deny the appeal.

3. Upon receipt of the committee report(s), the Head will inform the student about the committee decision.

- a. Should the appeal be approved at this point, the Head will petition the University to re-admit the student. Pending University approval of readmittance, the Head will outline the steps (e.g. committee assignment, preparation time before next exam) the student will take to prepare another attempt at the failed document and/or oral defense, unless the committee judgment upon appeal was to change the outcome from "fail" to "pass."
- b. If the committee denies the appeal, then the Head will inform the student that they may accept the denied appeal, or they may appeal to the Department Head within 15 days (and as part of that appeal they may update their written appeal to respond to the committee's appeal decision).

4. If the student appeals to the Department Head, the Head will review the original grounds for appeal (and, if applicable, the updated appeal document) and will make a determination within 15 days to uphold the committee's decision or approve the appeal.

- a. Should the appeal be approved at this point, the Head will petition the University to re-admit the student. Pending University approval of readmittance, the Head will outline the steps (e.g. committee assignment, preparation time before next exam) the student will take to prepare another attempt at the failed document and/or oral defense. Note that, because the Head's judgment is based upon evaluation of process and procedure rather than exam content, the Head may uphold an appeal of failure but cannot judge the milestone to pass.
- b. Should the appeal be denied at the Department level, the student may appeal to the next level, which is the Graduate School. Typically, this appeal is made within 15 days of the department decision. Students may appeal to the Graduate School under at least one of the following circumstances:
  - The academic decision was applied in a manner inconsistent with University policy.
  - The academic decision was arrived at arbitrarily or the policy was unequally applied.
  - There was a flaw in the student's right of due process

- c. Format and procedures for Appeals at the Graduate School level are outlined in the Graduate School Policy Handbook (Graduate Student Grievance Procedures: <https://catalog.uncg.edu/academic-regulations-policies/graduate-policies/#sectioniacademicrequirementsandregulationstext>)

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## 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 [University Catalog](#) for the complete policy on continuous enrollment.

### *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 GPD, 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 GPD 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/GPD disagree on the leave or its arrangements, students may appeal to The Graduate School.

See the [University Catalog](#) for the complete policy on leaves of absence.

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## FORMAL COMPLAINTS AND GRIEVANCES

Both faculty and students have a responsibility to maintain collegial relationships and to handle any disputes that arise in a professional manner. If you believe that you have been treated unreasonably in a class, service assignment, or research or clinical setting, you should first attempt to resolve the problem informally, through an honest and open discussion with the faculty member involved.

Faculty have an obligation to be responsive to such discussions and to exert every effort to resolve problems fairly. Lack of satisfactory resolution at this point should be followed by discussion with the following persons, in order, as needed: the Director of the Clinical Program, the GPD, 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 Catalog. The [Grievance Policy](#) spells out the steps to take if you decide to pursue the resolution of any problem beyond the level of the Department Head. Students should be aware that if they are unwilling to make a formal, written complaint about their concern, it may be difficult or impossible for any action to be taken.

The department's policy regarding committee decisions on milestone exams (thesis, comprehensive exam, and dissertation) and appeals of committee decisions can be found in Appendix A.

There may be circumstances in which the student feels that he or she cannot discuss the issue with one of the parties described above (e.g., one of the persons in the chain is the basis of concern). In such instances, the student should access the next person in the chain outlined above. Our goal is

for your graduate training to be free from such incidents. Should they arise, we want you to be able to address them with our support and without fear of retaliation.

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## DEPARTMENT POLICY FOR REMEDIATION OF TOOLS COURSES

Passed on 12/11/2015

Department Policy on Remediation of Tools Courses : 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 Graduate Program Director, (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 GPD agrees to treat the combination of the original course grade and the new course grade as a successful substitution for the course).

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

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

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

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## IMPROPER RELATIONSHIPS

From: The UNC Policy Manual, 300.4.1, Adopted 03/15/96; Amended 07/01/07

See: <https://hr.unc.edu/employees/policies/relationships-students-employees/>

The University of North Carolina does not condone amorous relationships between students and employees. Members of the University community should avoid such liaisons, which can harm affected students and damage the integrity of the academic enterprise. Further, sexual relationships



between unmarried persons can result in criminal liability. In two types of situations, University prohibition and punishment of amorous relationships is deemed necessary: (1) when the employee is responsible for evaluating or supervising the affected student; (2) when the student is a minor, as defined by North Carolina law. The following policies shall apply to all employees and students of the seventeen constituent institutions.

A. Prohibited Conduct

1. It is misconduct, subject to disciplinary action, for a University employee, incident to any instructional, research, administrative or other University employment responsibility or authority, to evaluate or supervise any enrolled student of the institution with whom he or she has an amorous relationship or to whom he or she is related by blood, law or marriage.

2. It is misconduct, subject to disciplinary action, for a University employee to engage in sexual activity with any enrolled student of the institution, other than his or her spouse, who is a minor below the age of 18 years.

B. Definition of Terms

1. "Amorous relationship." An amorous relationship exists when, without the benefit of marriage, two persons as consenting partners (a) have a sexual union or (b) engage in a romantic partnering or courtship that may or may not have been consummated sexually.

2. "Related by blood, law or marriage" means:

- a. Parent and child
- b. Brother and sister
- c. Grandparent and grandchild
- d. Aunt and/or uncle and niece and/or nephew
- e. First cousins
- f. Stepparent and stepchild
- g. Husband and wife
- h. Parents-in-law and children-in-law
- i. Brothers-in-law and sisters-in-law
- j. Guardian and ward

3. "Evaluate or supervise" means:

- a. To assess, determine or influence (1) one's academic performance, progress or potential or (2) one's entitlement to or eligibility for any institutionally conferred right, benefit or opportunity, or;
- b. To oversee, manage or direct one's academic or other institutionally prescribed activities.

C. Corrective Action

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

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## USE OF ELECTRONIC COMMUNICATION

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 can be found in the [Policies Related to Technology at UNCG](#) and the university policy on [Acceptable Use of Computing and Electronic Resources](#). Students are expected to be familiar with these policies and to behave in ways consistent with them.

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## OTHER UNIVERSITY POLICIES AND RESOURCES

UNC policy on Improper Relationships Between Students and Employees:  
<https://www.northcarolina.edu/apps/policy/doc.php?id=120>

Policy on Discriminatory Conduct: <https://catalog.uncg.edu/academic-regulations-policies/university-policies/discriminatory-conduct/>

UNCG University policies (including Title IX and nondiscrimination): <https://policy.uncg.edu/>

Student Health Services: <https://shs.uncg.edu/>

Medical Clinic <https://shs.uncg.edu/medical/>

Counseling and Psychological Services: <http://shs.uncg.edu/cc>

UNCG Recreation and Wellness: <https://recwell.uncg.edu/wellness/>

In-Crisis Resources: <https://shs.uncg.edu/student-health-services/mental-health-well-being/counseling-psychological-services/in-crisis/>

Office of Intercultural Engagement: <https://intercultural.uncg.edu/>

LGBTQ+ Resources: <https://intercultural.uncg.edu/lgbtq-resources/>

Violence Response Center: <https://cvrc.uncg.edu/>

Student Grievance and Appeals Policies and Procedures: <https://sa.uncg.edu/student-grievance-and-appeals-policies-and-procedures/>

Continuous Enrollment Policy: <https://catalog.uncg.edu/academic-regulations-policies/graduate-policies/>

Leave of Absence Policy: <https://catalog.uncg.edu/academic-regulations-policies/graduate-policies/>

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.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).

#### 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 and 2016 amendments <http://www.apa.org/ethics/code/index.aspx>
- Record Keeping guidelines, APA <https://www.apa.org/practice/guidelines/record-keeping>
- APA Ethics Office resources <https://www.apa.org/ethics/index>
- Laws and statutes that regulate professional practice within North Carolina e.g.: <http://www.ncpsychologyboard.org/nc-psychology-practice-act/>
- UNCG Psychology Clinic Manual (on Canvas – accessible to all currently enrolled students)

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.

### **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 Accessibility Resources and Services (<https://ods.uncg.edu/>), UNCG Counseling and Psychological Services (<http://shs.uncg.edu/cc>) or Spartan Well-Being (<https://recwell.uncg.edu/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 plan
- leave of absence
- formal probation
- encouragement to withdraw from the program
- formal dismissal from the program

## **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 from the program may still ensue. Examples of remediation plans may include: personal therapy, required additional practicum or coursework, increased supervision (e.g., more frequent supervision, more than one supervisor, more extensive use of video or audiotapes), reduced caseload, mandated leave of absence. If assessment of therapy is part of the plan, the program faculty may ask the student to authorize that the program be provided access to treatment records relevant to the impairment, as part of the program's determination to allow the student remain eligible to continue in the program.
7. Within 2 weeks of completion of the remediation plan, the program faculty will meet to decide if the rehabilitation was successful and whether the student is eligible to return to the program. If the student disagrees with the program evaluation, the student may request a hearing in which the student may present his or her view of the situation. The hearing will be convened by the Graduate Program Director/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.

## References

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- Schwartz-Mette, R. A. (2010). Challenges in addressing graduate student impairment in academic professional psychology programs. *Ethics & Behavior*, 19(2), 91-102.
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## CONCERN ABOUT OTHER GRADUATE STUDENTS

If you have concern about another graduate student's well-being or believe that another graduate student may be struggling with issues of professional impairment, please discuss your concern with the Director of Clinical Training or the Dean of Students Office. You may report your concern to the [Dean of Students Office](#) using [this form](#), which can be completed anonymously.

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## WORKING WITH DIVERSE CLIENTS

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

We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all clients.

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

## 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; 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. A special review of diverse applicants is undertaken by faculty to ensure that those applicants whose interests may not match faculty interests exactly are carefully considered. Scroll down to see Admissions Summary Sheet at the end of this section. Note that GRE Psychology subtest scores are not required for admission. Admitted students may elect to take the GRE Psychology subject test post-admission in order to demonstrate foundational knowledge in the basic content areas of psychology (note that students are responsible for the costs associated with the test).

#### 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 using a holistic approach. 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, outstanding letters of recommendations from faculty who know them well, a true interest in being trained as a scientist-practitioner, career goals that are consistent with scientist-practitioner training, a clearly articulated research statement, and a good fit with a faculty member's program of research.

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

The top 30-35 applicants each year are invited to campus for interviews and offers of admission are typically extended to 8-15 students, upon approval by the Departmental Admissions Committee (consisting of Clinical and Experimental faculty). We aim for 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:

#### 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 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:

[https://cudcp.wildapricot.org/Resources/Documents/CUDCP%20Policy%20on%20Graduate%20Program%20Offers%20and%20Acceptances%20\(FULL%20version\).pdf](https://cudcp.wildapricot.org/Resources/Documents/CUDCP%20Policy%20on%20Graduate%20Program%20Offers%20and%20Acceptances%20(FULL%20version).pdf)

#### **Post- Admission:**

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

For a student holding an MA degree from another institution, we review coursework, practicum experience and research experiences and determine what, if any, additional master's level coursework is needed at UNCG. The DCT, the advisor, and the relevant course instructor review past coursework. 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. Practicum experiences are reviewed by at least 2 faculty members in a similar manner. 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.

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.

### Psychology Graduate Admissions Summary Sheet

<b>Applicant Name</b>	<b>Program</b>	<b>Mentor</b>
	Clinical	

All graduate students considered for offers will be evaluated by their intended mentor and area (Clinical or Experimental) using the criteria and form below. Areas may rate applicants using the scale below or may note that a particular dimension is “not applicable” or “unknown”. Please note that this form may be considered public record and thereby viewable by applicants.

1=very weak, 2 = weak, 3=average, 4=good, 5=very good

For GPA, 2 = below 3.25; 3 = 3.25-3.49; 4 = 3.5 – 3.74; 5 = 3.75 or above

<b>Criterion</b>	<b>Notes and Information</b>	<b>Area Rating</b>
<b>Overall Undergraduate GPA</b>		
<b>GPA last 2 years</b>		
<b>Psychology Undergraduate GPA</b>		
<b>Graduate GPA (if applicable)</b>		
<b>Research experience and interests:</b> including information regarding the student’s research interests and fit		
<b>Clinical experience and aptitude</b>		
<b>Relevant skills and accomplishments:</b> including honors theses, presentations, or publications, honors and awards, prior work experience		
<b>Letters of recommendation</b>		
<b>Personal and Research Statements</b>		
<b>Interview performance:</b> (e.g. knowledge of mentor’s research, clear goals for graduate school, ability to speak about research/clinical experiences to date, ability to explain strengths/weaknesses in the application, appropriate dress and comportment during interview, fit with program or research advisor)		
<b>Personal attributes and character:</b> as determined from recommendations, personal statements, and interview notes (e.g., social/interpersonal skills, empathy, desire to work with underserved populations)		
<b>Contributions to diversity:</b> (including clinical and/or research interests that align with standards in the field – see <a href="https://www.apa.org/pi/oema/resources/policy/provider-guidelines">https://www.apa.org/pi/oema/resources/policy/provider-guidelines</a> )		
<b>Indications of ability to overcome adversity:</b> (e.g. medical condition, had to work through college to support family, etc).		

SUMMARY OF CLINICAL AREA DISCUSSION:

SUMMARY OF ADMISSIONS COMMITTEE DISCUSSION:

DECISION: APPROVED or NOT APPROVED

## APPENDIX C: 2018-2023 CATALOG

**\*Note: this curriculum has been replaced for new students as of August 2024. Please see the [new curriculum](#).**

**\* Note: you automatically are under the curriculum which is in place the year you start as a graduate student in our program 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](#) web page).

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### 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)
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#### *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) <i>(formerly Theories &amp; Methods of Personality Assessment)</i>
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) <i>(1 credit taken each of 3 semesters, beginning Spring year 1)</i> <i>Topics include: Case Conceptualization, Diversity, Supervision and Consultation</i>
PSY 742	Practicum in Clinical Intervention (6 credits)

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### 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:

#### *Advanced Integrative 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 foundational knowledge and by their research and career goals. Typically students take two PSY 735 courses (other courses meeting this requirement must be approved by the doctoral planning committee).



PSY 735 Contemporary Problems (6 credits)

**Additional clinical program requirements**

All clinical students must also demonstrate graduate-level discipline-specific knowledge in the five basic content areas (affective, biological, cognitive, developmental, and social aspects of behavior). There are several options for how students can fulfill this requirement depending on whether they have pre-matriculation foundational knowledge in one or more of the content areas. For more information on these requirements, see the Curriculum FAQ, Coursework Plan and DSK options, and DSK Friendly Theses, Prelims, and Dissertation documents in Appendix D.

**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 (3-6 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), or an additional 3 credit hour nonclinical seminar that covers DSK content is required as described above.

**Additional research (21 hours)**

PSY 751	Independent Doctoral Research	6 credits
PSY 761	Preliminary/Comprehensive Exams	3 credits
PSY 799	Doctoral Dissertation Research	12-24 credits

**Clinical practicum training (16 hours)**

PSY 741	Contemporary Practicum Topics- <i>4 credits minimum post-M.A.; 1 credit in each of four semesters</i>	4 credits
PSY 742	Practicum in Clinical Intervention- <i>6 credits in addition to those earned for the M.A.</i>	6 credits
PSY 762	Advanced Practicum in Clinical Psychology-	6 credits

**Required internship training (2 hours)**

PSY 763	Internship in Clinical Psychology- <i>1 credit in each of 2 semesters</i>	2 credits
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## APPENDIX D: CURRICULUM DOCUMENTS

## CLINICAL PROGRAM CURRICULUM FAQ'S

**(Updated 9/16/2024):**

Answers to your burning questions about UNCG Clinical Psychology curriculum. Always check the Clinical Program Student Handbook, Graduate School Policies, and the Clinic Manual for more details on program-related policies and requirements.

**Q: Discipline specific knowledge (DSK) – can you please explain this in plain English?**

A: There are quite a few jargon-y APA accreditation terms that are used to broadly define *what areas of scientific psychology you should have learned about* as a graduate of a clinical psychology program that is APA accredited. Discipline-specific knowledge represents the requisite core knowledge of psychology an individual must have to attain the profession-wide competencies. There are 4 categories of DSK:

1. History and systems: the origins and development of major ideas in psychology
2. Basic content area discipline specific knowledge: includes graduate-level knowledge in **5 core areas - social, developmental, affective, biological, and cognitive**.
3. Advanced integrative knowledge in scientific psychology: advanced (duh) and combines at least 2 areas of basic discipline-specific psychology (e.g., learning about the development of social cognition). Advanced integrative knowledge can only be met at the graduate level.
4. Research methods, statistics, and psychometrics

**Q: Why isn't clinical in there as a content area? Seems weird...**

A: Clinical courses and training fall under *profession-wide competencies* – luckily those are a bit more straightforward so there is little confusion about those.

**Q: How do I meet the DSK requirement for History and Systems (Category 1)?**

A: Simple: take our department's PSY 601: Historical Perspectives on Psychology as a Science course. Historical foundations are also infused in other clinical core courses you will take.

**Q: How do I meet the DSK requirement for research methods, stats, and psychometrics (Category 4)?**

A: This requirement is met through the coursework that is required in your Plan of Study, so it's pretty straightforward: The Statistics sequence, Research Methods, the assessment classes (which also cover psychometrics), your research milestones (thesis and dissertation), and PSY 751 projects.

**Q: Meeting the DSK requirements for Categories 2 and 3 seems really complex. What is the big picture view?**

A. You're right, it is complex. But it also gives us a lot more flexibility to tailor our coursework and training to each individual student, which is a win. Some students come in with a lot of psychology coursework in some (or all) of the 5 basic content areas, which may allow them to jump into more advanced integrative coursework. For those areas in which they have less of a foundation, they will need a "deeper dive" (e.g., a single course focused solely on that area, or combination of courses that focus in part on that area). In a nutshell, by the time you graduate with your doctoral degree, when it comes to DSK, you should have demonstrated graduate-level knowledge through Evaluated Educational Experiences (EEEs, more jargon...) in all 4 categories. Although you may enter with some coursework or GRE scores showing that you have a pre-matriculation foundation in the basic content areas and in research methods/statistics before grad school, you must "touch" all of them during grad school. In APA lingo, this means that you must demonstrate graduate-level knowledge in these categories. If you had no prior foundation in a certain area before grad school, you will be delving into that area quite a bit more, in order to build your knowledge.

**Q: How do I meet the DSK requirement in the basic content areas?**

A: This is where it gets complicated because the requirement can be satisfied several ways<sup>4</sup> depending on things you may have done before you even applied to grad school ("pre-matriculation"), including undergraduate courses or the Psych GRE subject test. On your Student Academic Checklist (which you will fill out with your advisor), we will note the foundational courses you have taken before entering our program. Many students have not had coursework in all 5 content areas prior to grad school. If you don't have a foundational course in some area (e.g., cognitive psychology), it doesn't mean you have to take an undergraduate course now. But it does mean that you may need more exposure to that area in your grad courses. Note that pre-matriculation (i.e., pre-grad school) experiences provide a foundation in those content areas, **but you can't stop there – you still need to demonstrate graduate-level knowledge (graduate-level interaction with the scientific literature in all 5 basic content areas)**. Every student must have graduate-level knowledge in all 5 content areas upon program completion, and demonstration of that competency must come from Evaluated Educational Experiences (EEEs) meaning that you took tests or wrote papers that were evaluated at the graduate level by someone with expertise in that area.

Graduate-level training must include evidence of graduate students' exposure to knowledge through a curricular experience that utilizes primary source materials (including original empirical work that represents the current state of the area), emphasizes critical thinking and communication at an advanced level, and facilitates integration of discipline-specific knowledge with the program's substantive area(s) of practice. So even if you took, say, 3 developmental

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<sup>4</sup> Note: How this requirement is met will vary from one student to the next (but all students must meet the requirement in some way); thus, courses that are used to demonstrate foundational knowledge (like an undergrad course) don't necessarily appear on the Plan of Study templates you will use. APA requirements are different from (but overlap with) UNCG Grad School requirements – this is confusing, yes. But in order to maintain our accreditation (and to help prepare you for licensure and for your career), the requirement to demonstrate graduate-level knowledge in the content areas is a program requirement. Instead of being tracked on the Plan of Study, this requirement is tracked using our Student Academic Checklist.

psychology courses as an undergrad, you will still need to demonstrate competency at the graduate level in that area. Luckily there are quite a few options for that, as detailed below.

**Follow-up Q: If I have no prior exposure to one of the content areas (like no social psych course and no PSY GRE subtest score), can I take care of everything by taking an advanced integrative course that includes social psy?**

- A: Taking only one advanced integrative course that covers, say, social psych along with another core area will not be enough. Please see the “Coursework checklist and DSK options.docx” document for more information on your options and our recommendations for satisfying the foundational DSK requirement.

**Q: How can I meet the Advanced integrative DSK requirement?**

A: The most common way is to take two different PSY 735 courses, each of which combines different core areas, because we require students to cover at least 4 of those 5 core areas (social, developmental, affective, biological, and cognitive) to meet the Advanced Integrative requirement. So, you might take a 735c that covers cognitive and developmental, and a 735j that covers bio and affective. You can also take some specific courses in other departments, but you should definitely talk with your advisor and the DCT about this first. (Also, keep in mind that a course taken in another department can be counted as integrative if the syllabus is reviewed and approved for that purpose. However, it is unlikely that it will also provide graduate-level foundational knowledge in each area of integration because outside courses typically do not provide a separate assessment of each core area.) You must take a minimum of 2 Advanced Integrative courses to graduate.

Students can also satisfy Advanced Integrative DSK requirements in other ways, such as through the thesis, prelim, or dissertation. This involves a lot of careful planning and documentation, so it's something you should talk to your advisor about asap if you think this may be necessary. See “DSK in Theses Prelims & Dissertations.docx” for more information about the requirements for using the thesis, prelim, or dissertation for this purpose.

**Follow up Q: Do I have to cover all 5 core areas (social, developmental, affective, biological, and cognitive) in advanced integrative courses?**

- A: No, according to our program requirements, you only have to cover 4. BUT, you do have to demonstrate *graduate level* knowledge of all 5 areas. So if your integrative courses only cover 4 (which is likely to be the case), then you can gain graduate level knowledge by taking a non-integrative *graduate level* course in the 5<sup>th</sup> area (e.g., a core course that focuses solely on social psych, or a 735 course that focuses solely on cognition but is not too narrow in coverage).

**Q: Can I transfer in courses to meet the advanced integrative DSK requirement?**

A: Possibly, if it's a graduate level course – but it's unlikely. Integrative courses at the undergraduate level will not meet this requirement under any circumstances. But transfer courses may not be deemed equivalent to our PSY 735 courses, so you may still need to take two 735 courses here. Typically, transfer courses are reviewed by faculty members who have expertise in the course topic, so these decisions are made on a case by case basis.

**Q: Can I take an advanced integrative DSK course in a certain area (like cognitive psych) if I have no foundation in that area?**

A: Maybe. When in doubt, check with the instructor beforehand – they might require you to do some extra readings in order to better understand the course material. If that additional requirement is evaluated in some way, it might be used in part to meet the graduate-level knowledge requirement.

**Q: I'm worried that the courses I need to satisfy these requirements aren't going to be offered again in the near future.**

A: We encourage students beyond the first year in the program to take the DSK courses they need as soon as they offered whenever possible. Keep in mind that we are a relatively small department so if you need an integrative cognitive-social course, for example, there may only be one to choose from and you should take it. We are obligated to make sure students can meet their course requirements in a timely fashion but we want to avoid last-minute scrambling to meet a course requirement. This is also why you should always consult with your advisor and review your Student Academic Checklist before registering for classes.

**Q: Can a clinical seminar (735J course) count as an advanced integrative course?**

A: Yes - if it has clear documentation in the syllabus about the integration of different core areas. Not all clinical seminars are integrative, but some are. BUT, *you can't "double dip"* and have one course satisfy BOTH an advanced integrative requirement AND a clinical seminar requirement. You have to pick where you want to put it. These courses must have sufficient coverage and integration of multiple basic discipline-specific content areas to count as Advanced Integrative courses. Remember the integration is across the 5 core areas and Clinical is not a core area.

**Q: How is all this related to licensure?**

A: Students who graduate from an APA accredited program have developed certain competencies as part of their preparation for practice in health service psychology (HSP). Because NC has master's level licensure (which is not true in all states), and because licensure is a requirement of our program, we have some recommendations about the timing of your courses. In order to get licensed at the PA level in NC, which is a requirement in our program, we recommend that students take the History and Systems course, the Ethics course, and at least one other course in one of the 5 core areas (e.g., an advanced integrative course or nonclinical seminar) before applying for licensure.

**Q: Why do I have to ask for a Catalog change form?**

A: By default, students will follow the requirements in the catalog for the year they first entered the program. If the requirements change after you enter, you have the option of changing to the new requirements but you have to submit a Catalog Change Form if you wish to do that. Our program made some changes in Fall 2024 and the requirements are slightly different (the change was from 7 credits of 741 to 6, resulting in an overall reduction in required credits). For students who entered the program prior to Fall 2024, if you want to use the requirements from the new curriculum, you must submit the form. Check with the department Graduate Program Assistant for help locating the form.

**Q: How do I keep track of all these requirements – my brain is spinning just thinking about it!**

A: We hear you, and we're glad you asked. We have a handy dandy Student Academic Checklist to help keep track of your progress. Your mentor will probably refer to it once or twice a year (or whenever you ask about courses and registration). Plus the clinical faculty will sit down at least once a year together to review each student's progress and make sure things don't slip through the cracks. At the same time, students are responsible for knowing what the requirements are and for tracking their own progress, so we're all in this together : )

## STUDENT ACADEMIC CHECKLIST (REVISED SEPTEMBER 2020)

### Student Academic Checklist (revised September 2020)

*Note: this checklist should NOT be used by students who are following a version of the UNGC Catalog prior to Fall 2018*

<b>Profession-wide competency courses</b>	B or better grade (Yes or No)	Date course was completed	Start date of remediation plan (if applicable)	Outcome of remediation plan (specify how competency was met)	Date competency met
PSY 707					
PSY 708					
PSY 723					
PSY 725					
PSY 727					
PSY 728					
PSY 724					
PSY 745					

<b>Research methods and stats</b>	B or better grade (Yes or No)	Date course was completed	Start date of remediation plan (if applicable)	Outcome of remediation plan (how was competency met?)	Date competency met
PSY 609					
PSY 610					
PSY 624					
Advanced stats (3 credits; list class: _____)					

#### **UNCG-Required Additional Advanced Courses**

*(note that courses attached to the thesis, dissertation, and prelim are listed in a separate section below)*

Psy 735J clinical seminar (not necessarily integrative)					
3 additional credits: advanced stats OR advanced nonclinical seminar					



Pre-matriculation foundational knowledge			
Pre-Matriculation Foundational DSK	Pre-matriculation Competency Grade of B or higher in course(s) taken prior to graduate school <sup>1</sup>	Graduate school competency GRE Subject Test	
	List course number, grade, and institution	List subtest percentile <sup>2</sup>	Date completed
<b>Category 1</b>			
History and Systems			
<b>Category 2- Basic areas</b>			
Biological Bases of Behavior			
Social Bases of Behavior			
Affective Bases of Behavior			
Cognitive Bases of Behavior			
Developmental Bases of Behavior			

<sup>1</sup>Courses must be from accredited 4-year undergraduate institution; syllabus or comparable documentation must be approved by our faculty; pre-matriculation knowledge can be demonstrated with either coursework OR GRE psychology subtest

<sup>2</sup> GRE subtest score must be at or above the 70<sup>th</sup> percentile

**NOTE:** Pre-matriculation (i.e., pre-grad school) experiences provide a foundation in those content areas, but students still need to demonstrate graduate-level knowledge in all 5 Category 2 areas upon program completion, and demonstration of that competency must come from Evaluated Educational Experiences (EEEs). Graduate-level training must include evidence of graduate students' exposure to knowledge through a curricular experience that utilizes primary source materials (including original empirical work that represents the current state of the area), emphasizes critical thinking and communication at an advanced level, and facilitates integration of discipline-specific knowledge with the program's substantive area(s) of practice.

Graduate-level knowledge	Grade of B or higher in graduate-level course(s); Other ways competency was met (e.g., Thesis, Prelim, Dissertation – rating of “satisfactory” or better in designated area on Research Competencies Rating Form) Describe how competency was met	Date completed
Biological Bases of Behavior		
Social Bases of Behavior		
Affective Bases of Behavior		

Cognitive Bases of Behavior		
Developmental Bases of Behavior		

<b>Advanced Integrative DSK</b>	Course number and instructor	Areas integrated (at least 4 core areas must be covered across 2 courses)	Date completed with grade of B or higher
Course #1			
Course #2			
Course #3 (optional)			

<b>Research Products</b>	Written Rating (average of Section A ratings must be satisfactory or higher)	Oral Rating (average of Section B ratings must be satisfactory or higher)	Date competency met	If remediation was required, competency met (date) <sup>1</sup>
GRC				
Thesis proposal				
Thesis defense (6 credits PSY 699)				
751 #1 (3 credits)				
751#2 (3 credits)				
Prelim proposal				
Prelim defense (3 credits PSY 761)				
Dissertation proposal				
Dissertation defense (12-24 credits PSY 799)				

<sup>1</sup> see Annual Student Progress Evaluation for description of problem and remediation plan

Publications (list):

Presentations (list):

<b>Research Competencies</b>						
	1	2	3	4	5	6
Academic year						
In Good Standing? (Y/N)						
Problem Noted? (Y/N) <sup>1</sup>						
Date(s) remediation plan reviewed <sup>2</sup>						
Provide date of successful remediation:						

<sup>1</sup> see Annual Student Progress Evaluation for description of problem and remediation plan

<sup>2</sup> Note that an initial review of a remediation plan may result in the conclusion that the competency has not been met yet. In this case, a second remediation plan would be put in place and later reviewed.

<b>Clinical training</b>		
Practicum course requirements	Date completed and grade:	If met in part with external placement, specify:
Psy 742, 50 Hours, fall and spring second year		
Psy 742, 50 Hours, summer		
Psy 742, 50 hours, fall third year		
Psy 742, 50 hours, spring third year		
Psy 762, 350 hours total		
Contemporary topics: Case conceptualization (1 credit of Psy 741)		
Contemporary topics: Supervision (2 credits of Psy 741)		
Contemporary topics: Consultation (1 credit of Psy 741)		
Contemporary topics: Diversity (2 credits of Psy 741)		
Contemporary topics: Advanced Case conceptualization (1 credit of Psy 741)		
North Carolina Licensure- Psychological Associate	Date student was approved for EPPP: EPPP: passed at the Master's or Doctoral level (circle one) Date licensure confirmed:	

<b>Clinical Competencies</b>						
<i>Note: Annual clinical competency forms are completed by supervisors and are archived in student files</i>						
	1	2	3	4	5	6
Academic Year						
In good standing Y/N)						
If problem noted, date remediation plan instituted						

Date(s) remediation plan reviewed <sup>1</sup>						
Date competency met						

<sup>1</sup>Note that an initial review of a remediation plan may result in the conclusion that the competency has not been met yet. In this case, a second remediation plan would be put in place and later reviewed.

<b>Internship</b>		Expectations met	Date
<b>Internship readiness</b>			
	At least 3 presentations		
	OR 1 publication		
	Clinical competencies met		
	All coursework completed (except dissertation)		
<b>Clinical competencies met?</b>			
<b>Internship application</b>			
	Internship match 1		
	Internship match 2		
	Match site		
<b>Internship evaluations</b>			
	Mid year feedback: met competencies		
	End of year feedback: met competencies		

## COURSEWORK PLAN

(Updated 7/30/2025)

There is a core set of courses covering Profession-Wide Competencies and Research Methods, Statistics, and Psychometrics that ALL students entering with a bachelor's degree or non-psychology master's degree will take.

### **Master's Degree Courses taken by ALL clinical students\*** (TOTAL CREDIT HOURS = 45)

*\* students entering with a master's degree from another institution may need fewer courses with approval*

- ☐ 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)
- ☐ PSY 601 Historical perspectives (1 credit) *\*\*note: not required for students who have already received a B or better in an approved History and Systems course*
- ☐ 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)
- ☐ PSY 727 Theory and Methods of Behavioral Assessment and Therapy (3 credits)
- ☐ PSY 728 Theory and Methods of Intellectual Assessment (3 credits)
- ☐ PSY 742 Practicum in Clinical Psychology (6 credits)
- ☐ PSY 741 Contemporary Practicum Topics: 3 credits

### **Doctoral Degree Courses taken by ALL clinical students** (TOTAL CREDIT HOURS =104; the 45 from masters plus 59 additional at the PhD level)

- ☐ PSY 724 Ethical Responsibilities of Clinical Psychologists (3 credits) **\*\* note that students must take this in their second year in the program for licensure purposes**
- ☐ PSY 745 Multicultural Issues in Psychology (3 credits)
- ☐ PSY 735J Clinical Topical course- rotating material (3 credits)
- ☐ PSY 751 Independent Doctoral Research (6 credits)
- ☐ PSY 761 Preliminary Examination with integration across at least 2 areas (3 credits)
- ☐ PSY 799 Doctoral Dissertation Research (12-24 credits)
- ☐ PSY 742 Practicum in Clinical Psychology (6 credits)
- ☐ PSY 762 Advanced Practicum in Clinical Psychology (6 credits)
- ☐ PSY 741 Contemporary Practicum Topics: 3 credits.
- ☐ PSY 763 Internship in Clinical Psychology (2 credits; 1 in each of 2 semesters)
- ☐ 6 credit hours in Advanced Integrative DSK (e.g., Psy 735 courses)
- ☐ 6 credit hours in advanced coursework: either 2 advanced quantitative courses OR 1 advanced quantitative course plus 1 advanced seminar



**Meeting the DSK requirement for the basic content areas (XX = affective, biological, cognitive, developmental or social)**

***\*\*Note – this section does not address the Advanced Integrative Knowledge requirement because that requirement will be met through the courses highlighted in red above***

Scenario	Interpretation	Plan options
<b>(A)</b> I took an “Intro to XX” course and/or other coursework in the XX area as an undergrad; I received a B or better and had my syllabus/syllabi approved at UNCG <i>AND/OR</i> I took the GRE Psy subject test before applying to grad school and received a subscore of 70 or higher in XX	You have demonstrated <i>foundational</i> knowledge in XX but still need to demonstrate <i>graduate-level</i> knowledge via EEEs (evaluated educational experiences)	(1) Take an advanced integrative course (e.g., Psy 735) that includes (and evaluates) XX as one of the areas
		2) Through careful planning and documentation, include coverage of XX in your thesis, prelim, or dissertation (see “DSK in Theses Prelims & Dissertations.docx”)
Scenario	Interpretation	Plan options
<b>(B)</b> I did not take the GRE Psy subject test and have never had a course in XX	You will need a “deeper dive” into XX to demonstrate <i>graduate-level</i> knowledge via EEEs	(1) Take a graduate-level course at UNCG that is focused specifically on area XX to demonstrate <i>graduate-level</i> knowledge.

## DEMONSTRATING GRADUATE-LEVEL DSK IN MILESTONES

(Updated 9/20/2024)

Some students may propose to demonstrate graduate-level DSK with their thesis, comprehensive exam, or dissertation. This requires careful planning and close consultation with their research advisor or other committee members. A student with NO pre-matriculation foundation in the proposed DSK area is not permitted to use this option alone to demonstrate graduate-level knowledge. This option should ONLY be pursued when the milestone project naturally lends itself to the integration of the proposed DSK area. Integration of the DSK area should not fundamentally change the scope of the project or add an element that otherwise would not be there. Requirements and recommendations are detailed here.

1. For demonstration of DSK
  - a. Identify which content area (social, developmental, affective, biological, and cognitive aspects of behavior) will be covered. Prepare your references/reading list to separate out the readings for the DSK you wish to cover; a minimum of 20 readings from original source material that are representative of the current literature in the DSK area (i.e., published in journals from that field rather than from clinical journals) are required. Make sure your reading list is appropriately broad to allow faculty to assess your knowledge of a basic content area while at the same time relevant to your research topic. You will need guidance as you develop your reading list, so be prepared to talk with your advisor and other faculty during this process.
  - b. The advisor (or other clinical faculty member who is on the milestone committee) must have sufficient expertise in the DSK area and must be able to adequately evaluate the student's knowledge in the basic content area.
  - c. To meet the DSK in this way, the final thesis, prelim, or dissertation document and oral defense will be evaluated by the qualified clinical committee member(s) based on the extent to which the student has satisfactorily demonstrated graduate-level knowledge in the area(s) selected. Those committee members will determine whether the student has engaged with the current literature in the basic content area and has demonstrated critical thinking skills regarding the basic area identified. This decision is independent of the full committee's decision as to whether the student has passed the thesis, prelim or dissertation.
  - d. To clarify, a student could pass the defense if the committee concludes that the written document and oral defense are consistent with (or exceed) the department's milestone expectations. However, the faculty member evaluating the DSK component may determine that DSK was not sufficiently demonstrated. In such a case, the student would not have to "re-do" the thesis/prelim/dissertation but would have to find another way to meet the DSK requirement.

### Evaluation procedure

The student's knowledge of the DSK area will be evaluated based both on their written document and their oral defense and will be documented in the Research Competencies form. **Committee members who are evaluating DSK knowledge should have their discussion AFTER the full committee has decided on whether the milestone has been passed.**

APA's descriptions of the basic content areas:

Category 2: Basic Content Areas in Scientific Psychology.

- Affective Aspects of Behavior, including topics such as affect, mood, and emotion. Psychopathology and mood disorders do not by themselves fulfill this category.

- Biological Aspects of Behavior, including multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior. Although neuropsychological assessment and psychopharmacology can be included in this category, they do not, by themselves, fulfill this category.
- Cognitive Aspects of Behavior, including topics such as learning, memory, thought processes, and decision-making. Cognitive testing and cognitive therapy do not, by themselves, fulfill this category.
- Developmental Aspects of Behavior, including transitions, growth, and development across an individual's life. A coverage limited to one developmental period (e.g., infancy, childhood, adolescence, adulthood, or late life) is not sufficient.
- Social Aspects of Behavior, including topics such as group processes, attributions, discrimination, and attitudes. Individual and cultural diversity and group or family therapy do not, by themselves, fulfill this category

## APPENDIX E: NC LICENSURE FORMS REQUIRED AT THESIS DEFENSE

### LICENSURE CHECKLIST (LAST UPDATED JULY 2025)

The following completed forms must be submitted to your master's thesis committee at your defense meeting (click the links to obtain copies of the forms):

- ✓ [PA Licensure application form](#)
- ✓ [HSP \(Health Service Provider\) application form](#)
- ✓ The 3 required psychological associate (PA) forms ([applicant summary](#), [program verification](#), and [supervised experience forms](#))
- ✓ [Supervisor form\(s\)](#) documenting the hours accrued for licensure (Note that these may need to be updated later if you defend before completing all required hours).
- ✓ The fingerprint card for background checks
  - Request a fingerprint card to be mailed to you at [info@ncpsychologyboard.org](mailto:info@ncpsychologyboard.org) or go to your local sheriff's department to receive a card and get fingerprinted (click [here](#) for more information). NC residents may submit their fingerprints electronically using LiveScan.

The following completed forms ([available here](#)) must be submitted to the NC Psychology Board along with the above forms as part of your licensure (note that these are not needed at your defense meeting):

- ✓ Authority for release of information form
- ✓ Reference form (you'll need 3 professional references and they cannot be past or current supervisors; at least one must be doctoral level psychologist)
- ✓ \$38 background check fee (if required), \$100 application fee, and \$50 HSP certificate fee (clinic will compensate you for these fees through a clinical assistantship if paperwork is submitted to the Board within 60 days of receiving your Master's degree)
- ✓ Supervision Contract form (for your current supervisor(s))

## APPENDIX F: MENTAL HEALTH PROVIDERS

### 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

Rebecca Austin, LPC, LCAS / Greensboro / Triad Psychiatric & Counseling Center  
603 Dolley Madison Rd/Suite 100, Greensboro, NC 27410  
(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 Addiction Specialist

Memberships: --

\*bio link: <https://www.triadpsychiatricandcounseling.com/our-team>

\*appt/practice info: <https://www.triadpsychiatricandcounseling.com/>

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

Lisa Poulos, APMHNP-BC, Psychiatric Nurse Practitioner / Greensboro / Triad Psychiatric & Counseling Center  
603 Dolley Madison Rd/Suite 100, Greensboro, NC 27410  
(336)632 - 3505

Referral for Service(s): Psychotherapy, Medication

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.

\*bio link: <https://www.triadpsychiatricandcounseling.com/our-team>

\*appt/practice info: <https://www.triadpsychiatricandcounseling.com/>

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

Ellen Wilson, PhD, Clinical Psychologist / Greensboro / Private Practice  
5587 Garden Village Way  
Suite A  
Greensboro, NC 27410  
(336) 540-1065

Referral for Service(s): Psychotherapy

\*bio link: <https://www.caredash.com/doctors/ellen-wilson-phd-greensboro-nc>

Training/credentials: PhD in Clinical Psychology

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

\*appt/practice info: same as above

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

*The Center for Cognitive Behavior Therapy*

5509-A West Friendly Ave., Suite 202A

Greensboro, NC, 27408

<http://www.thecenterforcognitivebehaviortherapy.com/>

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

Additional Providers;

<https://psychgradcorner.com/resources/mhresources/>