

GRADUATE PROGRAM HANDBOOK

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

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

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

Except for service requirements for assistantships, which specify maximum workloads, the requirements and expectations described here are the minima that the faculty as a whole, have agreed on as appropriate to a Master of Arts and Ph.D. granting department such as ours. Individual faculty may wish to impose more stringent requirements on the students who work with them, or on whose committees they serve. Furthermore, you may be required by your advisor or advisory committee to perform work over and above the minimum because of your specific research plans or because you lack appropriate background in some areas. All such issues are matters for discussion and negotiation between you and your advisor. Overall, any changes to requirements must be approved by the Director of Graduate Studies (DGS) and your committee for the graduate school to accept these changes.

New graduate students are encouraged to read this handbook in its entirety and to consult with their advisor or the DGS if any of the requirements described in it are unclear. Questions about the clinical program should be taken to the Director of Clinical Training (DCT). Questions about the operation of the Psychology Clinic should be referred to the Director of the Psychology Clinic (DPC). Questions about the undergraduate program, such as suggestions about undergraduate teaching should be directed to the Director of Undergraduate Studies (DUGS). In order to benefit from the information in this Handbook, you must be prepared to take responsibility on your own for your progress in the program. Do not assume that your advisor or other faculty members will automatically remind you about every step that you need to take. We urge you to meet with your advisor regularly to review your progress, to respond promptly to requests for information and to suggestions for action, and to use the

channels for communication between graduate students and faculty that are described elsewhere in the Handbook.

We welcome you to the Department of Psychology and wish you the best of success in your graduate career. The following faculty and staff are important contact persons: DGS (John Seta, 336-256-0013, jjseta@uncg.edu); DCT (Susan Keane, 336-256-0017, spkeane@uncg.edu); DPC (Susan Keane, 336-256-0017, spkeane@uncg.edu); DUGS (Robert Guttentag, 336-256-0005, rob_guttentag@uncg.edu); and Administrative Assistant for Graduate Program (Sherry Cornett, 336-334-5689, sscornet@uncg.edu).

GRADUATE CURRICULUM

The Psychology Department offers two graduate training tracks and students may apply to either or both tracks. One track leads to a terminal Master of Arts in General Experimental Psychology, the other to a Ph.D. with specialization in clinical, cognitive, developmental and social. Students admitted into either track must complete all of the requirements of their Masters of Arts degree. All students may apply to the Ph.D. program after all of the requirements of the M.A. have been satisfied.

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

Areas of Specialization

The Department has identified four main areas of graduate training to which it will commit the majority of its resources and recruitment efforts: Developmental, Cognitive, Social, and Clinical. The clinical program is fully accredited by the American Psychological Association. Full approval is the highest level of accreditation possible and 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 block-time internship placements and/or job opportunities. This credential also eases the licensure process and entry into some professional organization. The current level of accreditation will remain in effect for seven years, at which time a re-evaluation by APA is conducted. This site visit is scheduled for 2011. For further information please contact: Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, N.E., Washington, DC 20002-4242, telephone 202-336-5979. Details of faculty interests in these areas can be found in the Department's booklet *Graduate Study in Psychology*, available from the graduate secretary.

Students admitted into the Ph.D. track are initially admitted into one of the four area of graduate specialization (clinical, cognitive, developmental and social). Terminal Masters students are admitted into the General Experimental program and typically will work with a faculty in one of our four main areas of specialization. All students are encouraged to become familiar with research being carried on throughout the Department by attending colloquia and lab meetings, and by participating in research opportunities in any lab in which facilities can be made available. The details of Lab meetings and research opportunities can be obtained by contacting individual faculty members. The faculty recognize that your

research interests may change as you progress through the program and encourage you to develop those interests through contact with appropriate lab and research groups. Admission into a particular area, therefore, does not constitute a commitment to remain in that area throughout your graduate career. An exception to this general statement concerns the clinical area: students initially admitted into one of the experimental (clinical, developmental, social) areas cannot transfer into the clinical program, and students initially admitted into the clinical area must apply to the Department for permission to transfer into one of the non-clinical areas.

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

Goals

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

Specific Requirements for the Master of Arts in General Experimental Psychology

A. Core Courses (12 hours)

Each student must take at least one core course from four of the six core areas of Behavioral, Biological, Clinical, Cognitive, Developmental and Social Psychology.

Students who do not gain a B average (not a B-) are not in good standing and cannot earn a Masters degree. Students also must gain a B (not a B-) in each of the 4 core courses (see Grading Policy) and then will be considered to have passed the Masters comprehensive exam. The reason for this is that the core courses are used as a substitute for taking lengthy written comprehensive exams. Had you been

required to take comprehensive exams, grades of B or higher would have been necessary to pass).

Behavioral:

PSY 617 – Behavior Theory (3)

Biological:

PSY 625 – Advanced Animal Behavior (3)
PSY 650 – Physiology of Sensory and Behavioral Processes

Clinical:

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

Cognitive:

PSY 652 – Cognitive Process

Developmental:

PSY 643 – Developmental Psychology (3)

Social:

PSY 647 - Advanced Social Psychology (3)

B. Statistics and Methodology for Experimental Psychology Students (8 hrs)

PSY 609 & 610 – Advanced Statistics I, II (4) (4)
or alternatives with permission of the DGS.

C. Additional course requirements for Experimental Psychology Students (10 hrs)

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

D. Comprehensive Examination

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

E. Research and Thesis (6 hrs)

PSY 699 – Thesis (6)

Experimental Psychology Student Schedule Example for Masters Degree (includes Terminal Masters Students and Experimental Students in Ph.D. Track).

First year (20 credits)

4 core courses – 12 credits
2 statistics courses (w/Lab) (PSY 609-610) – 8 credits

Second Year (16 credits)

3 Courses - 9 credits
Teaching of Psychology – 1 credit
Thesis – 6 credits

Credit Hour Requirements for Ph.D. Degree For Experimental Psychology Students

The Ph.D. requires 72 credit hours; students must satisfy the requirements of the Master of Arts degree and all credits earned as requirements for the Masters degree may be applied towards the Ph.D.

Students must take 24 hours of research, including 6 hours of PSY 699 (MA, Thesis), 6 hours of PSY 751, (Independent Doctoral Research), and 12 hours of PSY 799 (Dissertation). In addition to the 24 hours of research, students must complete an additional 48 hours to include 18 to 30 hours in their area of specialization (cognitive, developmental or social) and 18 to 30 hours outside their area of specialization (e.g., for a cognitive student taking a developmental course, the developmental course would typically be outside the student's cognitive area of specialization). Students must take at least 11 hours of research tool courses (including PSY 609 & 610). These courses are outside the typical student's area of specialization and count as outside area of specialization courses. It is important to note that of the 72 credits required for the Ph.D., only 6 credits can be obtained via independent study courses and a student must take at least 4 seminars (PSY 735). Thus if a student has taken 6 credits of independent study courses for their Master of Arts no additional hours of independent study can count toward the Ph.D. Furthermore, students involved in the teaching process (e.g., performing in the capacity of a teaching assistant or teacher) must take Teaching of Psychology before or during their first teaching assignment. This one credit course typically counts as a tool course and an outside area of specialization requirement.

Experimental Psychology Student Schedule Example for Ph.D. Degree (72 credits) in Four Years

First Year (20 Credits)

4 core courses – 12 credits
2 statistics courses with Lab (PSY 609&610) – 8 credits

Second Year (16 Credits)

3 courses – 9 credits
Teaching of Psychology – 1 credit
Thesis – 6 credits

Third Year (18 Credits)

1 research tool course – 3 credits
PSY 751 – 6 credits
3 courses – 9 credits

Fourth Year (18 Credits)

2 courses – 6 credits
Preliminary Exam
Dissertation – 12 credits

Experimental Psychology Student Schedule Example for Ph.D. Degree (72 Credits) in Five Years

First Year (20 Credits)

- 4 core courses – 12 credits
- 2 statistics courses with Lab (PSY 609 & 610) – 8 credits

Second Year (16 credits)

- 3 courses – 9 credits
- Teaching of Psychology – 1 credit
- Thesis – 6 credits

Third Year (18 credits)

- 1 research tool course – 3 credits
- PSY 751 – 6 credits
- 3 courses – 9 credits

Fourth Year (12 credits)

- 2 courses – 6 credits
- Preliminary Exam
- Dissertation – 6 credits

Fifth Year (6 credits)*

- Dissertation – 6 credits

* To maintain an assistantship, a student must take at least 6 credits per semester. Therefore, to maintain an assistantship for the entire fifth year, a student could take 12 credit hours of dissertation in the fifth year. A student can take up to 24 hours of dissertation credits. However, only 12 count toward the 72 hour requirement.

Credit Hour Requirements for Clinical Psychology

Although there is no terminal M.A. program in clinical, clinical students in the Ph.D. track are required to satisfy all requirements for the M.A. degree in clinical psychology as part of their Ph.D. requirements. A minimum of 55 hours is required for the M.A. component of the Ph.D.

Master's Degree Requirements (55 credit hours)

Core area – 4 courses totaling 12 credits

- 3 of these 4 must be from outside the clinical area
- 1 of these 4 may be fulfilled using PSY 661 or PSY 662
- a grade of B or higher must be earned in each of the four core courses (the reason for this is that the core courses are used as a substitute for taking lengthy written comprehensive examinations...had you been required to take comprehensive exams, grades of B or higher would have been necessary to pass). The core courses typically contain sufficient historical material to allow clinical students to satisfy APA accreditation requirements regarding history and systems of psychology.

B. Clinical area – 6 courses totaling 18 credits

- PSY 622, 623, 626, 640, either 661 or 662, and the new ethics course (number to be determined)

C. Research – 3 courses plus thesis totaling 17 credits

- PSY 624 (3 credits)

- 2 basic statistic courses with a lab (8 credits)
- PSY 699 – thesis (6 credits)

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

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

Doctoral Degree Requirements – 100 credit hours

A. Non-clinical area – 6 courses totaling 18 credits

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

- 2 advanced seminars outside the clinical area – 1 of these must be either from one of the other areas in Psychology (PSY 735) or from another department; the other of these advanced seminars must address research design /statistical issues
- both advanced seminar courses should be approved in advance by the student's doctoral committee
- for APA accreditation purposes, 1 of these 6 non-clinical courses must address the social bases of behavior; another must deal with biological bases of behavior

B. Clinical area – 8 courses totaling 24 credits

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

- 2 advanced clinical seminars (PSY 735)

C. Research tools – 6 courses plus thesis and dissertation totaling 36 credits

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

- 2 semesters of pre-dissertation research (PSY 751) totaling 6 credits
- A minimum of 12 (maximum of 24) dissertation (PSY 799) credits
- Teaching of Psychology course (1 credit)

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

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

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

Clinical Psychology Student Schedule Example for Ph.D. Degree (100 credits)

First Year (28 Credits)

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

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

Second Year (27 credits)

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

Third Year (19 credits)

- PSY 751 – 6 credits
- 2 seminars – 6 credits
- Practicum (PSY 642) – 6 credits
- Teaching of Psychology (PSY 721) – 1 credit

Fourth Year (18 credits)

- Preliminary Exam
- 2 seminars – 6 credits
- Practicum (PSY 762) – 6 credits
- Dissertation – 6 credits

Fifth Year (6 credits) *

- Dissertation – 6 credits

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

Internship Year

- PSY 763 (2 credits)

Transfer Credit

If you have taken graduate courses at another university and wish them to transfer to your program of study at UNCG, you must submit to the head of your area of specialization (for Ph.D. track students) or the DGS (for terminal masters students) copies of course outlines, sample exams or homework assignments, the titles of texts, and any other material that describes the content of the courses. If you have received practicum training, submit information regarding the practicum to the Director of Clinical Training. The materials you provide will be assessed by qualified faculty who will decide whether the course is acceptable for transfer credit. If you wish any of these courses to substitute for required courses in the core or in the clinical curriculum, be sure to submit these before or soon after entering the program so that the evaluation process does not delay your progress in the program. If you want to take courses at another university while in our program and have those courses count for credit towards your degree, you must obtain prior approval by submitting a request to the DGS, after consulting with your advisor or advisory committee.

As mentioned earlier, students who enter the program with a Masters degree from another institution should submit their Masters thesis to the head of their area of specialization. The area head will evaluate the acceptability of the thesis and make a recommendation to the DGS for a final evaluation. Students entering the program with a Masters degree typically apply to the Ph.D. program once they have met all of the requirements for our Masters degree. It is important to note that a student can not earn more than 6 hours of credit for a Masters thesis.

Other Course Work

Excluding core courses most formal instruction is carried out through seminars. You also may elect to take additional core courses. Eleven credit hours of research tool courses are required. The first-year statistics sequence (PSY 609 & 610) generally fulfills eight of these, although your doctoral advisory committee may suggest additional tool courses, appropriate to your research plans, later in your program. The third tool course requirement is often fulfilled by an advanced course in statistics, or, for clinical students, PSY 624 (Clinical Research Methods).

With the approval of your advisor and your advisory committee, you may take graduate courses outside the Department. Only one course at the 500 level (excluding PSY 515), inside or outside the Department, can be taken for credit towards the Masters or Ph.D.

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

All courses taken at the Masters level also count towards the Ph.D. degree. Clinical students must take additional required courses at the Masters and Doctoral levels, as well as fulfilling practicum and internship requirements as has been detailed earlier.

Each candidate for the Ph.D. is required to register for a minimum of 12 semester hours of credit for the dissertation, normally in units of three semester hours. If the dissertation has not been completed with the completion of 12 semester hours, and additional faculty advising and use of University facilities are needed, hours of dissertation extension may be taken, which also fulfill the continuous enrollment requirement (see appendix c).

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

Advanced Seminars (PSY 735)

Typically, each semester between three and five advanced seminars (PSY 683) are offered on a variety of topics. To facilitate schedule planning, a list of seminars to

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

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

A	Animal Behavior
B	Experimental Analysis of Behavior
C	Cognitive
D	Development
J	Clinical
N	Neuroscience/Biological
S	Social
F	Floating (other topics)

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

Advisory and Examination Committees

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

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

that faculty plan to be available when meetings of the committee are anticipated.

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

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

Masters Advisory Committee

The first committee to be formed will be your Masters Advisory Committee. This committee will approve your Masters Plan of Study, will monitor your progress in the Masters program, and will evaluate your Masters thesis. The committee consists of at least three faculty members, at least two of whom, including the chair, must be from the Psychology Department. The committee for clinical students typically consists of two clinical and one experimental faculty whereas the committee for experimental students does not require a specific combination of clinical and experimental faculty.

This committee should be formed during your first year in the program, and a form listing the committee members must be submitted to the DGS. Your advisor can help you with the selection of appropriate faculty to serve on the committee. Students making satisfactory progress have an approved committee and an approved Masters Plan of Study, and must have met with their committee at least once prior to the completion of the fall semester of their second year in the program.

Masters Plan of Study

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

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

must be submitted to The Graduate School with the application for graduation.

Masters Thesis

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

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

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

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

Masters Thesis Defense

For the purpose of the thesis defense, the committee is given a draft of the thesis two weeks prior to the defense. This draft which should be complete but need not conform to The Graduate School's requirements. The form of the defense will be decided by the committee; in general, you will first present a brief summary of the thesis, after which the committee members will examine you on it by asking questions. The brief summary typically involves an abstract, introduction, method and details of how the study will be analyzed. Your advisor should serve as a consultant for further information concerning the specifics of the summary. The questions need not be confined to the material in the thesis itself, but may also test your understanding of the research area and its relation to the discipline as a whole. After the question period, you will be asked to leave the room and the committee will decide whether the thesis and your oral performance are acceptable. If the committee decides that the oral performance was unacceptable, then you will have failed the Masters thesis defense. (You may schedule a second defense if you fail the first; failure on the second defense will make you ineligible to apply for admission to the Ph.D. program, although you may still be awarded a Masters degree if your committee decides that the thesis itself is

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

It is your responsibility to prepare a final draft of the thesis in the form required by The Graduate School and to ensure that the required copies are deposited in time to meet graduation and other deadlines. Normally, you will present a final copy of the thesis to your advisor, but not to the other members of your committee.

Admission to the Ph.D. Program

Terminal Masters students may apply to the Ph.D. program. To do so they must go through the process of submitting applications from the department and graduate school (to include 3 letters of recommendation and GRE scores). Applications from Terminal Masters students will be considered along with those of other applicants when the department considers accepting new students for the upcoming academic year. For students in the Ph.D. track you may apply for admission to the Ph.D. program by notifying the director of your area of studies and by filing an application with the DGS. In considering your application for admission to the Ph.D. program, the faculty members in your area will determine whether your work at the Masters level demonstrates an ability to carry out independent research of the caliber required for successful completion of the Ph.D. Typically, Masters research involves closer supervision by the advisor than is appropriate for the Ph.D., and so it is possible for you to perform acceptably at the Masters level but not be considered a suitable candidate for doctoral training. The faculty do not subscribe to the view that initial admission to the graduate program implies a commitment to eventually award you a Ph.D.; granting the degree depends upon your performance in the program.

If the faculty in your area approve your application, it will recommend to the whole faculty that you are admitted to the Ph.D. program and the faculty will vote on that recommendation. You will not be admitted unless a member of the faculty agrees, in principle, to supervise your research for the dissertation. Before applying to the Ph.D. program, therefore, you should ensure that there is a faculty member willing to act as your supervisor. There is no requirement that the Ph.D. and Masters supervisor be the same person, although often they will be. The procedures and criteria are as follows:

A. Criteria

1. Grade of at least B (not B-) or better in all 4 core courses that will meet the requirement for Masters Comprehensive.
2. A member of the student's area must be willing to serve as dissertation chair.

3. Simple majority vote of student's area that the student should be admitted.
4. Two-thirds majority vote by faculty at a faculty meeting that the student should be admitted. Typically this happens at the end of the Spring Semester. It also can happen in the Fall semester if requested by the head of the student's area of specialization.

B. Procedures

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

Doctoral Advisory Committee

After admission to the Ph.D. program, you should request appointment of a doctoral advisory committee. This must be done before the end of the first semester following admission to the Ph.D. program. The advisory committee consists of at least four members, at least three of who are full-time in the Psychology Department. The Department Head appoints a fourth member, after consultation with the doctoral committee chair. You should consult with your advisor to select a committee that is appropriate to your research interests and career plans. The chair of the committee must be a tenured member of the Psychology Department. At least two members of the committee, including the chair, must be full members of the Graduate Faculty; no more than one member may be an adjunct member of the Graduate Faculty. (Note: A list of full, associate, and adjunct members of the Graduate Faculty may be found in the back of The Graduate School Catalog. There is no necessary relation between these categories of membership and the faculty ranks of Full, Associate, and Assistant Professor.) The advisory committee for clinical students typically consists of two clinical and two experimental faculty members. The form requesting appointment of the committee will be signed by the DGS and forwarded to The Graduate School for approval by the Dean. Your committee cannot act officially until it has been approved by the Dean. Revisions in committee membership

must also be approved by the DGS and by the Dean of The Graduate School.

Doctoral Plan of Study

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

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

Preliminary Examination

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

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

You are free to discuss the development of your ideas with your advisor, other committee members, and others as appropriate, at various stages during the production of the paper. Once the committee has accepted your proposal, you may submit one rough draft of the paper to your advisor for comment, and then incorporate those comments into the final paper. Comments are similar to those that would be received from a reviewer for a paper submitted to a respected peer-

review journal like Psychological Bulletin, Behavioral and Brain Sciences or Developmental Review. Typically, these include writing style questions about the appropriateness of the literature review and about the validity, novelty and overall merit of the contribution. The exact questions will of course, depend upon the subject matter of the paper and the composition of the committee.

You must first obtain permission from your committee to write on a particular topic. Typically, you then provide your committee with a proposal that outlines the general content of the literature review, the goal(s) of the paper (e.g., develop a better understanding of a particular area of research) and a plan for how you will accomplish your goal(s) (e.g. develop a model, propose new methods or studies). A set date, when the paper must be turned in, should then be established in consultation with your committee; a written statement regarding the date when the paper will be turned in must then be given to each committee member. The timeline for completion of the paper is typically four months from the date of the proposal meeting, with no expectation that a defense will be held over the summer. This date must be within the first six weeks of either the fall or spring semester unless a different deadline is imposed by your committee. The paper will be distributed to the faculty two weeks prior to the date of the defense. You will then be examined orally on the material discussed in your paper and related general issues in your field of expertise. During the oral (which typically lasts about 2 hours) committee members may, for example, ask you to clarify details presented in the paper, to expand on points that you raised, to address issues that you failed to raise, etc. This meeting with committee members should occur within a few weeks of the time the paper was turned in. Consult your faculty advisor for further details.

Your doctoral committee may, at its option and with the permission of the DGS, choose to require you to take a written exam in lieu of the paper requirement. It is expected that the written exam will cover a range of subject areas relevant to your research interests. Typically, if no paper is written, the exam will consist of 4-6 questions written over the course of 3-4 days. However, the number of questions, the time permitted to answer them, and whether you are permitted to use books and notes are up to your committee.

The written exam must be written within the first six weeks of the fall or spring semester unless a different deadline is imposed by your committee. Within a few weeks of the written exam, you must schedule the oral portion of the exam, during which committee members may ask you to clarify your answers, to integrate various aspects of your answers, etc. The questions during the oral exam need not be strictly confined to the subject matter of the written questions, but may touch on any topic within your general area of specialization.

The preliminary paper or written exam should be taken during the second semester following successful defense of the MA thesis for students continuously enrolled in the program. For successful progress in the program, the exam must be taken no later than the third 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 must take the exam no later than their fourth semester in the program.

In order to pass prelims, the paper (if that option has been chosen) must be handed in by the assigned date, and you must be passed by all committee members on both the paper (or written exam) and the oral component of the exam.

It is important to note that to pass, you must have a satisfactory performance on both components. If you failed one component, you must retake and pass the failed component. If you failed both components, you must retake and pass both components. Your committee may decide that further written and/or oral examination is required, in which case a final decision will be delayed. Your committee will impose a deadline for this requirement. If you fail prelims on your first attempt, you may retake the exam once; however, you cannot take the preliminary exam twice within the same semester.

Independent Doctoral Research (PSY 751)

After admission to the Ph.D. program, typically during your third or fourth year, you must register for at least 6 credits of PSY 751, Independent Doctoral Research. Although you may take additional PSY 751 credits, they do not count toward the requirements of the Ph.D. The aim of this requirement is to encourage an early start on research that will lead to the dissertation project. It provides an opportunity for you to collect pilot data for your dissertation, to carry out work that will allow you to develop techniques needed for your dissertation research, to collaborate with another student on a research project, or to carry out a research project in another laboratory either in the Department or elsewhere. There is no departmental requirement either that the completion of PSY 751 involves a separate research project (distinct from the Masters thesis and dissertation) or that the results of the research be written up as a formal report. Individual faculty, however, may wish to impose such requirements on their students.

Dissertation Proposal

Once you and your advisor have decided on a research problem for the dissertation, you should prepare a proposal for submission to your dissertation advisory committee. There are no requirements for the form of this proposal, but you and your advisor may wish to consider following the guidelines for preparation of a proposal to a federal agency such as NSF or NIH. (Copies of these guidelines can be obtained from the Office of Research Services, 100 Mclver Building.) Not only does this provide valuable experience in the preparation of a formal grant proposal, it may also result in your being able to apply for external funding to support your dissertation research. Although there is no specific format for the dissertation proposal, it typically outlines a student's topic of study, the literature that will be reviewed, the rationale for why the proposal is likely to advance our knowledge, details of the procedure and a discussion of how the data will be analyzed and interpreted.

You will present the proposal to your committee two weeks prior to your formal proposal meeting, at which you will be expected to defend the proposal and to answer questions both about the proposed project itself and about the relation of the research to the discipline as a whole. After the questioning, you may be asked to leave the room and the committee will decide whether to: (1) accept the proposal as submitted, (2) accept the proposal but require that some specific changes be made (this outcome may or may not include a requirement that you submit a revised proposal, or an addendum to the original proposal), or (3) reject the proposal and require a new submission. In order to be acceptable, the proposal must describe original research within your area of expertise that seems likely to make a

contribution to scientific knowledge in the field. The project described should be your own conception and substantially your own design. The committee may reject a proposal if, in its judgment, the proposal itself is seriously deficient in conception or research design, or if you showed an inadequate understanding of the proposed research and its implications during the meeting.

An approved proposal does not represent a commitment by the committee to grant you the Ph.D. 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 experimental details not specified in the proposal, to adapt the research if necessary to take account of unanticipated results, and to carefully consider the implications and interpretation of the results obtained. The committee (and especially your advisor) will be available to provide assistance and advice during the project, but the Ph.D. requires that dissertation research be carried out independently. Final intellectual responsibility for the research rests with you, not with the committee or your advisor.

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

Admission to Candidacy

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

Dissertation Oral Defense

You are advised to consult regularly with all members of your dissertation committee throughout all stages of work on the dissertation. Following this consultation, when you have determined that the Ph.D. 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 to the Preparation of Theses and Dissertations*. The dissertation defense should be scheduled as soon as you and your advisor agree that the dissertation is complete. A copy of the dissertation must be deposited in the department office at least one week before the scheduled date of the defense. Graduate School regulations require that the dissertation defense be open to any member of the Graduate Faculty of the University. Accordingly, you will give the Graduate Programs Administrative Assistant (Sherry Cornett) the time and place of the defense and the title of the dissertation two weeks prior to your defense so that she can post it in the Department and it can be announced to the Graduate Faculty of the University. The length of the presentation and the timing of questions is decided by the committee.

At the defense, you will give an oral presentation of the dissertation, including the scholarly justification for the study, the results that were obtained, and their interpretation. Both during and after the presentation you may be questioned

by members of your dissertation committee or by any other members of the graduate faculty present at the oral defense. During the question period, your advisor will make notes on changes and additions to the dissertation that seem indicated by the questions that are raised.

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

It is the joint responsibility of you and your committee chair to ensure that adequate time is allowed for the defense to be properly carried out. Time constraints imposed by external deadlines cannot be used to justify circumventing the requirements of the defense or approving an unsatisfactory dissertation. If you are completing your dissertation off campus, you may mail a final copy to your advisor so that it can be deposited in the department office at least one week before the defense, but you must plan to be on campus for long enough for the defense to be carried out as described.

The final stage in your graduate career will be to prepare a final version of the dissertation and deposit the necessary copies, with the signed approval page, with The Graduate School. Follow The Graduate School calendar for depositing the required copies. The Graduate School can provide you with information on copyrighting your dissertation, if you choose to do so. Follow the specifications in the *Guide to Preparation of Theses and Dissertations* exactly to avoid delays in its approval. You are strongly urged to complete this step before leaving Greensboro to take up a position elsewhere. You do not formally hold a Ph.D. from the University until your dissertation has been accepted by The Graduate School. Normally, you will present a final copy of the dissertation to your advisor, but not to the other members of your committee.

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

Instructor/Course Evaluation

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

thoroughly and conscientiously. If you have concerns about the teaching of any course that you believe should be resolved before the end of the semester, please contact the DGS or the Department Head.

Grading Policy

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

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

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

To maintain good standing in the graduate program, you must maintain a B (not B-) average. Note, that a grade of C cannot count towards the Ph.D. program of study. Any course in which you receive a C must be substituted by another course on your program of study; required courses may need to be repeated. If you fail to maintain a B average, or if you receive more than two grades of C, you will be ineligible to continue in the program. However, these are minimum standards, and all decisions concerning continuation in the graduate program and admission to the Ph.D. program are based on your overall performance in all your work throughout the entire program, including timely completion of the Master's thesis. A trend indicating significant improvement may require that low grades in earlier courses in our department are given less weight, and evidence of outstanding research potential may outweigh less than acceptable course grades. In addition to assigning letter grades to your course work, faculty also may make written comments on your performance and these comments will be taken into account in evaluating your work in the program.

Summary of Progress through the Program

There is no lock-step progress that all students must maintain in order to be making "adequate progress." The faculty recognize that a variety of circumstances must be taken into account in determining whether you are

progressing adequately. Some research projects are inherently more time-consuming (though not for that reason more demanding or important) than others and some depend for their completion on timetables imposed by external agencies. Personal circumstances may dictate a somewhat slower pace for some students than for others. The following timetable represents our expectation for a student who is working full-time towards the Ph.D. The faculty believe it is possible for a student in an experimental area to complete the Ph.D. within 4 years under favorable circumstances. Because of practicum and internship requirements, clinical students may be expected to lag one to two semesters behind the schedule outlined here, following completion of all MA requirements.

Core course and statistics requirement:
end of 2nd semester - experimental
end of 3rd or 4th semester - clinical

Master's thesis proposal:
end of 2nd semester or beginning of third semester
(all rising second year students are expected to participate in the fall Graduate Research Conference)

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

Masters thesis completed:
end of 4th semester

Admission to doctoral program

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

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

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

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

Dissertation and Internship

It is the expectation of many faculty in the clinical program that students complete their dissertation before leaving for internship (or the student must return to reside in Greensboro after internship to do so). Check with your faculty advisor for his or her position on this matter. From this view, the dissertation is an intellectual capstone that cannot be done well in a piecemeal fashion and/or by long-distance while on an internship. It is highly desirable, even essential,

that students be able to consult with their advisor and members of their committee, and have informal interactions with a lab group, during the development, data collection, and writing phases of the dissertation. To facilitate completion of the dissertation prior to internship, a student cannot be certified by the clinical program as ready for internship unless his or her dissertation proposal is approved by October 15 of the fall of internship applications. Relatedly, the clinical faculty will not be available to work on a student's dissertation while he or she is away on internship.

Graduate School Policy on Continuous Enrollment

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

Clinical students away on internship should enroll in PSY 763 for credit (or request an educational leave of absence).

Leaves of Absence

Students are permitted to take up to four consecutive semesters of approved educational leave of absence. According to graduate school policy, "An educational leave of absence is appropriate in those cases in which students will be engaged for the majority of the leave time in an activity, other than attending an accredited university, that is directly related to their formal academic careers." Note that students must apply in advance for an educational leave of absence; the DGS can provide further information on application procedures.

Personal leaves will be considered on a case by case basis as prescribed in The Graduate School Bulletin.

FINANCIAL SUPPORT

The Department attempts to support all eligible students. Students entering without a Masters degree and making satisfactory progress typically are funded for four years with an optional fifth year. Students entering with a Masters degree typically are funded for a maximum of three years. Most support comes from departmental assistantships, but other sources are available (check with your faculty advisor).

Department Assistantships, Stipends and Grants

The Department offers assistantships to the best-qualified applicants to the graduate program at the same time as an offer of admission is extended. If you did not receive an assistantship offer with your offer of admission, you may be offered financial support later if it becomes available. There is a small stipend increment for students admitted to the doctoral program. In addition to an assistantship, out-of-state students may be given a tuition waiver, which pays the difference between in-state and out-of-state tuition. In-state tuition waivers may be available to some students. Money for

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

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

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

Assistantships carry with them a service obligation, nominally of 20 hours per week. In order to facilitate academic and research progress, the faculty attempt to assign assistantship duties involving no more than 15-20 hours per week. Students supported by a departmental assistantship are required to spend 15-20 hours/week supporting the research activities of their faculty advisor and/or the teaching and administrative obligations of the department. Typically, the department has teaching obligations that must be carried out. Thus, students will be required to perform teaching activities. Because teaching is frequently an important component of the activities of psychologists with a doctorate, these teaching activities should improve students' teaching skills and make them more "marketable". As a graduate assistant, however, you should not see yourself as an hourly worker and expect to "punch a time clock" in the performance of your duties. The primary benefit of an assistantship to you is to provide financial support during graduate training; in return, you will assist in research, teaching and administrative activities. If you nonetheless believe that you are being asked to perform excessive or inappropriate work as a graduate assistant, you should discuss the matter with your supervisor. If the problem cannot be resolved, you should consult with the DGS.

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

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

In addition to regular assistantships, teaching opportunities may be available in the Department for advanced students. More information on these teaching opportunities is given under the heading of Graduate Teaching on page 18.

Students supported by stipends provided by the clinic are required to spend 15-20 hours/week in clinic duties. Students supported by grants are required to spend 15-20 hours/week on grant related activities. Grant support typically pays more than the 8 month department stipend. Students supported by stipends provided by the Clinic are required to spend 15-20 hours/week in clinic studies. Work performed on a student's thesis, PSY 751, dissertation or on other projects related to course work are not counted toward the service obligation of assistantships, grants or stipends. For example, because advanced practicum is a course, the time students spend fulfilling the requirements of this course, including clinic work, does not count toward their service obligations. Some students whose assistantship work is clinical in nature (assessment and/or treatment) may be requested to enroll for PSY 611 credits to satisfy concerns of the Licensing Board.

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. Some departments on campus have difficulty filling research assistantship positions available to their faculty because of a shortage of qualified graduate students. The Statistical Consulting Center (SCC) employs graduate assistants and these assistantships may be available to students in psychology who have demonstrated strong statistical skills and interests. Interested students should contact the Director of the SCC. The School of Nursing typically has 3 or 4 assistantships available each year and will notify the DGS of their availability. If you have not been awarded a departmental assistantship and are interested in finding support from outside the Department, you should notify the DGS as soon as possible. Teaching opportunities outside the Department also are available on an occasional basis (see Off-campus teaching, page 18).

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, 723 Kenilworth Street, (336) 334-5702, www.uncg.edu/fia/

Fellowships and Scholarships

In addition to assistantships (which include a service requirement) the University has non-service fellowships and scholarships that are awarded to exceptionally qualified students who meet the particular requirements of the award. Among these awards are the Greensboro Scholar Awards, the Excellence Foundation Fellowships, The Hayes Fellowship and the Minority Presence Fellowship. In general, the Department nominates students for these awards as requested by The Graduate School, following a review of all

eligible students by the Graduate Studies Committee. You will be considered for all fellowships and scholarships for which you meet the eligibility requirements.

Practicum Placements

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

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

Many agencies prefer that clinical students be licensed as Psychological Associates while they receive advanced practicum training. Students who have completed their Masters degrees are eligible to apply for licensure as a Psychological Associate. Information can be obtained from:

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

External Grants

A number of granting agencies, including the National Science Foundation, the American Psychological Association, the National Institute of Mental Health, and Sigma Xi (the Society for Scientific Research) make grants to graduate students to assist in research. The amounts of such grants vary widely, from multi-year awards providing full stipends and research support, to small one-time grants to permit purchase of a piece of apparatus or travel to a meeting or research site. You are strongly encouraged to explore the availability of such funds in your area of research. Obtaining an external grant as a graduate student will not only facilitate your research, it will also be of great value when you apply for academic positions after graduation. Your advisor can assist in identifying possible sources of external support and in the preparation of the proposal. Check with your advisor to determine whether an application to an outside agency can be made directly or should be routed through the Office of Research Services. Note that approval of your project by the University Review Board for use of animal and human subjects (see page 17 -- Expectations of Student Research and Scholarship) may be required before a proposal can be submitted.

Off-campus Clinical Employment

Some students seek employment in psychologically related jobs as a source of income while in the program. You are strongly recommended to discuss such employment

possibilities with your advisor and with the Director of Clinical Training before taking on such positions. At the very least, you must inform the DCT of such employment, because community agencies and the Licensing Board consider the Department responsible for your actions in such settings while you are a student. Some of these jobs require licensure as a Psychological Associate (see this page -- Practicum Placements). Others, although psychology-related, do not require such licensure. Also, please note the following from The Graduate School Bulletin: "Service hours may not exceed 20 hours per week in total." (p. 242, 2000-01 Bulletin).

Summer Research Support

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

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

- (1) the applicant must be making adequate progress in the program
- (2) the summer research opportunity must directly serve to promote research productivity and progress in the program.
- (3) the amount of research proposed must be reasonable given the time and resources available (the faculty sponsor will be consulted in dubious cases)
- (4) when the above three criteria are met, student nominees will be ranked on the basis of
 - rate of progress in the program
 - quality of the research proposal
 - grades in graduate courses
 - other evidence of meritorious performance in the program.

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

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

Graduate Research and Travel Support

Graduate students in the Department of Psychology may apply to the Department for funds to support their research. Awards will be made in two categories: for travel to meetings and for research supplies and other expenses. You

may apply for either or both types of award, but no student may receive an award in more than one category in a single academic year. There will be four rounds of awards for the academic year, with the earliest awards being made in late July and the last awards made in October. The total amount of funding available varies with individual awards in the range of \$100-\$300.

STUDENT INVOLVEMENT IN THE DEPARTMENT

Relations with Faculty

On entering the program, you will have been assigned an advisor who will help you with registration and be available for advice and discussion as needed. If you expressed an interest in working with a particular faculty member in your application, you will probably have been assigned to that person. Otherwise, you will be assigned an advisor on the basis of likely shared research interests. Your initial assignment to an advisor is provisional; it implies no obligation either on your part or that of your advisor to continue the relationship through the Masters or Ph.D. You are strongly encouraged to introduce yourself to other faculty soon after starting the program, to learn about research being carried out in the Department (for example, by attending lab meetings – see Informal Laboratory Meetings and Journal Clubs), and to decide which faculty member's research group you would like to join. You are free to change advisors at any time, but you should make a final decision on a supervisor for the Masters thesis as soon as possible to avoid a delay in starting the research project. If you decide to change advisors (with the agreement of the person to whom you plan to change) please notify the DGS. There is no formal procedure for changing advisors unless your master's advisory committee or your doctoral advisory committee has been appointed in which case you must request a change in committee membership. If you change advisors and you have an assistantship, it will probably not be possible to reassign your assistantship duties in the middle of a semester. If this seems likely to be a problem, consult with your supervisor and the DGS.

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

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

If the matter cannot be resolved within the Department, you have the right to appeal any decision of the faculty to the University administration (the Dean of the College or the Dean of The Graduate School) or to the Honor Court. The Student Handbook spells out the steps to take if you decide to pursue the resolution of any problem beyond the level of the Department Head.

Clinical Supervision

Assignment of clinical supervisors for student therapists in the UNCG Psychology Clinic is typically made in August for the following academic year. Before these assignments are made, you will be asked to express your preferences for receiving supervision from the available faculty supervisors. These preferences are carefully considered in making supervisor-supervisee matches, but other factors must also be taken into account (such as distribution of individual faculty workloads).

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

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

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

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

Colloquia and Lecture Series

Departmental Colloquia: The Department maintains an active colloquium series that typically brings nationally and internationally known scientists to speak in the Department about 8 - 10 times a year. Additional speakers are invited by the Association for Graduate Students in Psychology (AGSP) or by individual faculty. During searches to fill faculty positions, candidates will present their research at colloquia given during their interviews. As far as possible, all colloquia are scheduled on Friday afternoon to avoid class conflicts. Announcements will be posted around the Department about one week in advance of the colloquium date. Most colloquium speakers will be available to meet with graduate students at least once during their visit and informal social events are usually scheduled as well.

You are encouraged and expected to attend colloquia on a regular basis. They provide the opportunity for you to hear about current research from those at the forefront of their fields, as well as to meet with eminent scientists in a relaxed, informal setting. Resist the temptation only to attend colloquia in your immediate area of research interest; use the colloquium series as an opportunity to broaden your academic and intellectual horizons.

Kendon Smith Lecture 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 Kendon Smith Lecture Series (organized by the Kendon Smith Lectures Committee) focuses each year on a different topic in psychology and brings 3 or 4 prominent psychologists to campus for 2 or 3 days of intensive lectures and discussions. The lecture series (endowed by a generous gift from an alumna, Ms. Janice Baucom) is usually held in the fall semester. Feel free to suggest possible topics and speakers to the chair of the Kendon Smith Lectures Committee at any time. A list of previous topics and speakers can be obtained from the department office.

Psychology Department Graduate Research Conference: Each fall semester, AGSP sponsors the Psychology Department Graduate Research Conference at which students present research plans or the results of their research. This conference provides an opportunity for you to both practice skills of oral presentation to a relatively small and familiar audience, and to receive comments on your research from a broader group than just the members of your lab. You are strongly urged to take advantage of this opportunity and present either a paper or a poster at the conference. All rising second year students are expected to participate. Thus students who entered the programs with a Masters degree and those who did not are expected to participate.

Informal Laboratory Meetings and Journal Clubs

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

Some larger groups of faculty and students meet less frequently to discuss some specific topic or research area of shared interest. These groups include the Cognitive Reading Group (see Reed Hunt), the Developmental Reading Group (see Susan Calkins), and the Social Reading Group (see Paul Silvia). The staff of the UNCG Psychology Clinic meet weekly to discuss clinic cases and to hear occasional guest speakers (see Susan Keane). Several times each semester, local psychiatrists who consult to the clinic hold "Grand Rounds" at which they interview a client and then lead a case discussion (see Susan Keane).

Association for Graduate Students in Psychology (AGSP)

The primary objective of the Association for Graduate Students in Psychology is to enhance the educational and professional experiences for graduate students. AGSP provides assistance in securing travel funds for students to attend professional meetings, organizes student activities (social and professional) and works as a liaison between graduate students and the department. AGSP nominates student representatives to departmental committees and the officers of AGSP can arrange meetings with the DGS to discuss student concerns. If you would like to know more about the Association, or want to express some concern about the Department or graduate program, contact one of the officers of the Association.

Expectations of Student Research and Scholarship

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

As well as the University Honor Code, the Department is bound by the ethical principles of the American Psychological Association (and other relevant professional organizations), especially as these apply to the conduct of research, scholarship, and clinical practice by faculty and students. All research by department faculty and students, whether on or off campus, that involves either animal or human subjects (which is to say, almost all the research conducted here) is subject to prior approval by the University's Institutional Review Board (IRB), in the case of human subjects, or the Institutional Animal Care and Use Committee (IACUC), in the case of non-human animals. Applications for institutional approval should be made through the Department's Human Subjects Committee who will forward approved proposals to the IRB or the IACUC, as appropriate. Forms for this purpose are available in the Department office. You must familiarize yourself with, and abide by, the ethical principles that govern the conduct of research in any laboratory in which you work. Further information can be obtained either from the director of the laboratory or from the Chair of the relevant department committee.

The ethical principles that guide clinical practice are described in documents such as *Standards for Providers of Psychological Services*, *Standards for Educational and Psychological Testing*, and *Ethical Principles of Psychologists* (all published by the American Psychological Association). Policies governing practicum in the UNCG Psychology Clinic are detailed in the Clinic Manual. The Department has adopted a "Policy on Professional Impairment" (Appendix D) with which all clinical students are expected to be familiar. These documents describe a number of extremely important concerns, such as maintaining client confidentiality and

avoiding dual relationships with clients. In addition to complying with ethical principles, clinical students must provide assessment and therapy of acceptable quality, and must conduct themselves in ways suitable to the profession of clinical psychology. Clinical students receive written evaluations of their performance in the clinical program at least once a year. Practicum and advanced practicum students receive written evaluations of their practicum performance semi-annually. Students who are experiencing personal problems that may interfere with their professional training or activities are strongly encouraged to seek the services of the UNCG Counseling Center or private practitioners. Transgressions of any ethical or professional code will be brought to the student's attention as soon as possible, so that remedial steps can be discussed. Serious transgressions may also result in immediate penalties such as a formal reprimand, a U in the practicum course in question (which must be satisfactorily repeated at a later date, whether or not the practicum is required or elective), or withdrawal from the clinical course (with an opportunity to retake it in the future). In some cases, a breach of ethics may be so serious as to warrant a recommendation to the Dean of the Graduate School for immediate dismissal from the clinical program. Due process is followed in all such instances, including the student's right to appeal any decision. More details about transgressions and their consequences are provided in the Policy on Professional Impairment. (Appendix D)

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

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

The Ph.D. absolutely requires independent research and the Independent Doctoral Research requirement (PSY 751) is intended to help bridge the gap between closely supervised Masters work and fully independent doctoral research. Although you will continue to work closely with your advisor, and will be guided by suggestions from your advisory committee and others with whom you discuss your work, you will now be receiving suggestions, not instructions, for carrying out your research project. It is expected that the

dissertation project will be your own conception, developed, no doubt, as a result of discussions with your advisor and others, but still your own, original contribution to scientific knowledge. You will be required, at the dissertation proposal meeting, to provide a scholarly defense of the research plan, showing that you understand its theoretical significance and its relation to other work in the field, both current and historical. It is not sufficient, at the doctoral level, to demonstrate simply the technical competence to execute a research project. You are expected to show evidence of the scholarship and careful conceptual thought that underlies any worthwhile research. It is quite appropriate, throughout the project, to seek advice and assistance from others; indeed, you are strongly encouraged to discuss your work frequently with your advisor and lab group, to seek technical help for overcoming obstacles that arise in the research, and to solicit comments on early drafts of your dissertation. Such interactions constitute the normal collegial support that any independent researcher expects and requires. However, final intellectual responsibility for the dissertation project is yours. You are responsible for detecting and correcting flaws in the research design that emerge only as the research progresses, for ensuring the overall scientific integrity of the project, and for defending the dissertation research to the faculty at your oral defense. Although your advisor and advisory committee will exert their best efforts to help you execute an important and well-designed project, the Graduate Faculty of the University will hold you responsible for the quality of the final product. In this respect, you will be operating as an independent research scientist, who may solicit advice and assistance from colleagues but accepts sole responsibility for the conduct and quality of the research.

Professional Involvement

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

- American Psychological Association
- American Psychological Society
- Southeastern Psychological Association
- Association for Behavior Analysis
- Southeastern Association for Behavior Analysis
- Animal Behavior Society
- Neuroscience Society
- Psychonomics Society
- International Society for Developmental Psychology
- Psychobiology
- Association for the Advancement of Behavior Therapy
- Society for Research in Child Development.

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

GRADUATE TEACHING

Teaching Assistantships

Students receiving a teaching assistantship (TA) may be assigned as the assistant to a faculty member teaching an undergraduate course, may be responsible for the lab sections of an undergraduate course, or may be provided the opportunity for full responsibility for teaching an undergraduate course; the latter opportunity is typically available only to students holding a Masters degree. All students receiving a TA assignment for the first time must attend a teaching assistant workshop given by The Graduate School each fall. All students desiring to receive the opportunity to teach their own section of an undergraduate course (whether during the regular academic year or during the summer) must take the course Teaching of Psychology before they receive their teaching assignment or concurrently with their teaching assignment. This includes students with a TA and students on departmental support. This course, PSY 721, is offered only during the spring semester.

Teaching assistants also are encouraged to consult with the DUGS or other faculty for general advice and suggestions about undergraduate teaching. The DGS will solicit requests for teaching opportunities from graduate students and when teaching opportunities arise, students who have expressed an interest in teaching a particular course will be approached. You will only be asked to teach a course if

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

Teaching is a valuable experience for those who plan an academic career after graduation, but it is also very time-consuming. Before committing yourself to a TA, you should discuss the pros and cons with your advisor, other faculty, or students who have taught before. However, note that all students on departmental support may be asked to provide teaching services.

Off-campus Teaching

Teaching opportunities arise almost every semester to teach at colleges in the Greensboro area. Some of these positions are made available through the Office of Continuing Education, others through direct contact between the DGS and administrators at local colleges. If you have expressed an interest in teaching, you will be contacted, as these 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 posted on the bulletin boards as they occur. Students already on support (e.g., from the department) typically are not eligible to work on additional projects for pay. Students engaging in such activities typically forfeit their funding from assistantships, stipends and grants provided by the department or clinic. Therefore, check with the head of your area or the DGS if you have questions about whether your assistantship, stipend or grant allows you to engage in a particular activity.

CLINICAL PRACTICA AND INTERNSHIPS

Introductory practicum experiences for clinical students are provided by four first- and second-year classes: PSY 622, 623, 626, and 640 (see Clinical Courses, page 3). Students in these courses, or who are receiving other practicum or internship training, must carry student malpractice insurance. A form to apply for such insurance is available from the DCT.

The practicum site for first-, second- and third-year clinical students is usually the UNCG Psychology Clinic, which provides psychological services for clients from the Greensboro area; supervision is provided by the clinical faculty. Sometimes, practicum (PSY 642) occurs in non-clinic sites. First-year students are introduced to the UNCG Psychology Clinic by being assigned to a supervision group which typically meets two hours each week, and by being encouraged to observe assessment or therapy by advanced students and to observe sessions conducted by clinic psychiatric and psychological consultants. First year students enroll in one credit of PSY 642, in their fall and spring semesters. Second-year clinical students enroll for three credits of PSY 642 in the fall and spring semesters. Second-year students are expected to accumulate 60 contact hours, with an additional 40 hours in the summer between the second and third years. Third-year clinical students register for three credits of PSY 642 in each of the fall and spring semesters and are expected to accumulate 50 client contact hours each semester. To allow some flexibility in these required client contact hours, students may increase or reduce their contact hours in any semester or summer by 25%, and apply the gained or lost hours to another semester or summer. Students with paid clinical assistantships are expected to accumulate half of the clinic contact hours required in a given semester. If these requirements along with necessary clinic paperwork are not met, a grade of Incomplete in PSY 642 is awarded, and the student is not allowed to register for additional practicum credits (PSY 642 or 762).

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

PSY 642 requirements in both the second and third years include meeting with clinical supervisors for 1-3 hours per week and regular participation in the weekly Clinic staff meetings. A separate document detailing Clinic policies and procedures is available from the Clinic Director. Second- and

third-year students receive feedback about their practicum performance from their supervisor at the end of the fall semester (for third-year students only) and the spring semester (both second- and third-year students).

The UNCG Psychology Clinic is a year-round operation, both for training purposes and to serve the needs of our clients. Students may be requested to take additional practicum credits in the spring to include both their spring and summer practicum requirements. Typically, students are awarded a grade of "Incomplete" in spring practicum courses to legally cover summer practicum work. During the summer, students receive supervision from clinical faculty, but Clinic staff meetings are briefer in the summer months.

If you are obtaining a terminal Master's degree in clinical psychology, you must take all first- and second-year clinical courses, and meet all departmental requirements for the Master's degree. In addition, you must complete three semesters of PSY 642 (i.e., 150 client contact hours). This is the minimum practicum training that the clinical faculty considers necessary. The amount of practicum that you have completed will be conveyed to the Licensing Board if you apply for licensure as a Psychological Associate.

Fourth-year clinical students take Advanced Practicum training which entails 350 clock hours in the UNCG Psychology Clinic or in one of a variety of approved community settings. To be eligible for advanced practicum, you must not only have completed previous practica successfully, but must also have completed your Master's thesis. The thesis orals must be successfully completed by the last day of classes of the spring semester, and the thesis itself must be approved by the committee by the last day of the spring semester. You should register for three credits of PSY 762 for each of the fall and spring semesters of your fourth year, but training at many of the agency sites occurs from July 1 through June 30 of the following year. Hence, grades of "Incomplete" are typically given in spring practicum courses to legally cover summer practicum work. Supervision for advanced practicum training is provided by the clinical faculty in the UNCG Psychology Clinic or by doctoral-level psychologists employed by the agency. Liaison between the clinical program and the advanced practicum sites is provided by the clinical program. In March or April of each year, the third-year and advanced clinical students are notified of advanced practicum opportunities and asked to interview at appropriate sites. About May 1, students and agencies both express their preferences, and the clinical faculty meet shortly thereafter to make agency-student matches. Training in most advanced practicum agencies begins July 1. A member of the clinical faculty serves as a resource person, meeting with agency staff and ensuring that appropriate training opportunities are provided to the student. The agency supervisor is requested to complete a practicum evaluation form for the student at the end of the fall and spring semesters. Some students choose to take additional advanced practicum training in their fifth or sixth years. This training may be available, but preference in placing students is given to fourth-year students. Students on advanced practicum training are exempt from the Licensing Act if: (a) the practicum is arranged through the university; and (b) the student is enrolled for practicum credits.

All students seeking a doctoral degree in clinical psychology must take a 2000-clock-hour predoctoral internship at an APA- approved internship site. The doctoral degree cannot be awarded to clinical students until internship is completed. Information about such sites is available in a number of sources, including the December issue of each

year's *American Psychologist*, an internship guidebook published by APPIC (Association of Psychology Internship Centers), and a file of brochures maintained in the Psychology Department. You will apply for internships in November or December of your fourth, fifth, or sixth year in the program. To be certified to apply for internship, you must have an approved dissertation proposal by October 15 (see Dissertation Proposal, page 10). APPIC utilizes a computer matching system. Students are notified of their matched internship in February or March on "Match Day," with internships typically beginning July 1 or August 1. If you do not receive an internship through this procedure, you may receive one through the APPIC Internship Clearinghouse, which matches agencies having open positions with students needing a position. It is the expectation of many clinical faculty that students complete their dissertations before leaving for internship (or they must return to Greensboro after internship to do so). (See -- Dissertation and Internship.)

Awards

Each year, one post M.A. female student may win the Duffy Award and one post dissertation student (female or male) may win the Lindsey award.

Professor Duffy was an early (pre 1970) distinguished female psychologist who taught at UNCG. She not only made very significant contributions to our understanding of basic motivational processes but she was a genuine role model and a dedicated teacher/scholar.

Dr. Lindsey was one of our stellar graduate students who published several important articles on the subject of auditory perception with Professor Soderquist. Tragically, Dr. Lindsey was caught in a rip tide and drowned shortly after receiving his Ph.D. (1972).

POSTDOCTORAL TRAINING AND ACADEMIC POSITIONS

The ultimate goal of your graduate training is to begin a professional career as a psychologist. The particular steps that you will need to take to attain this goal will, of course, vary as a function of the kind of position you are seeking, the research area in which you plan to work, and the employment conditions that exist when you graduate. This final section of the Handbook offers some very general suggestions to assist you in planning 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 decide the particular steps you need to take to ensure that you find the kind of position you want.

Although academic positions vary widely in the responsibilities they entail, 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 at all for their faculties. You must decide on the balance between research and teaching that you want in your career, because decisions you make in applying for your first position can have lasting consequences for your career development. If you spend several years in postdoctoral positions at large research institutions, you may later find it difficult to obtain a teaching position at a small liberal arts college (if that turns out to be what you want to do). A selection committee at such a college might feel that your real interest is in research and

that you have no lasting commitment to a career as a teacher. On the other hand, if you take a teaching position at a small college after graduation, you may not be able to maintain the kind of research productivity that would make you competitive for a position at a larger research university later in your career.

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

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

Faculty positions are almost always advertised in journals such as *Science* and the *APA Monitor*. It is a good idea to prepare a packet of materials (vitae, reprints, and a statement of research interests) that can be sent out as you identify possible positions. However, you should always write a separate letter of introduction for each position you apply for -- do not send a form letter. The letter should make clear what position you are applying for, briefly state your qualifications, and explain why you think you are suited for the position described. Always proofread the letter carefully before mailing it. A mistyped letter, addressed to the wrong person or institution, can only make a poor first impression.

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

Publications of interest here include:

- (a) "Preparation of applications for academic positions in psychology" (by Brems, Lampman, & Johnson: *American Psychologist*, 50, 1995, 533-537.
- (b) "For students: Writing your vita" (by Hayes & Hayes;

APS Observer, May 1989).

- © “The Portable Mentor: Expert Guide to a Successful Career in Psychology” (Edited by Prinstein and Patterson; K Luwer Academic Publishers, 2003)

APPENDICES

Appendix A: Forms to be Filed

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

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

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

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

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

Appendix B: Department Governance and Organization

Faculty Positions and Responsibilities

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

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

Standing Departmental Committees

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

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

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

Undergraduate Studies Committee: Oversees implementation of the undergraduate curriculum and proposes changes in policy relating to the undergraduate program. The committee is chaired by the Director of Undergraduate Studies; it has five faculty members (including the chair).

Human Subjects Committee: Oversees all research by department faculty and students that involves human subjects and approves proposals for research involving humans. The committee has five faculty members.

Animal Care Committee: Oversees all research by department faculty and students that involves animal subjects, conducts periodic inspections of animal facilities, and approves proposals for research involving animals. The committee has four faculty members.

Both the Animal Care Committee and The Human Subjects Committee have oversight responsibility for research by department faculty and students that is carried out either within the Psychology Department, or at other institutions (for example at local schools or hospitals, at the North Carolina Zoological Park, or at clinical internship

sites). These other institutions may have additional oversight requirements that must be met by any student or faculty member who uses their facilities.

Kendon Smith Lecture Series Committee: Oversees all aspects of Kendon Smith Lecture Series which is an endowed annual lecture series that brings international experts to UNCG to discuss a topic related to mind and behavior that is of general interest to both the academic community and the public. They usually occur on the UNCG campus or an outside conference center over a day, and they are open to the public free of charge. Typically, the committee has five faculty members and graduate student(s) from the Lab of the organizer of the lecture series.

As necessary, the Head appoints ad hoc committees to carry out various short-lived duties and will solicit nominations from AGSP for graduate student representation on those committees as appropriate. Ad hoc committees include search committees for vacant faculty positions. If you are interested in serving on any departmental committees, contact a representative of AGSP.

Appendix C: Policy on Continuous Enrollment

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

THE GRADUATE SCHOOL

POLICY ON CONTINUOUS ENROLLMENT

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

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

Effective with the 1998 Fall Semester, thesis or dissertation students completing their degrees must enroll in and pay tuition and fees for not less than one nor more than three hours of continuing completion of thesis/dissertation credit each semester, after consultation with, and approval by their faculty advisor. These hours will not count toward the degree. Students required to enroll in additional hours to complete their master's thesis will enroll in departmental 801 (example: ART 801-Thesis Extension), and doctoral students completing their dissertation will enroll in departmental 802 (example: ENG 802-Dissertation Extension). All thesis and dissertation students must be enrolled in thesis/dissertation preparation (699/799) or the thesis/dissertation extension courses (801/802) for credit during the semester in which they complete their graduate work and are scheduled to receive their degrees.

A graduate student who has been admitted with full graduate standing to a graduate degree program but has not completed any 500-level or above courses at the University for two consecutive semesters, or a semester and Summer Session is considered to have withdrawn from the curriculum. The student will be required to file an application for readmission to The Graduate School to resume the course of study. A student who withdraws will be required to comply with regulations and requirements in effect at the time of readmission to The Graduate School

Leaves of Absence

Graduate students may step out of the University one semester in a calendar year and maintain continuing student status. Students absent for more than one semester without an approved leave of absence must apply for readmission through The Graduate School, after first receiving the endorsement of the departmental Director of Graduate Study. Students in planned only programs of study should maintain annual Summer Session patterns of enrollment and course completion throughout the program of study for the degree.

Educational Leaves of Absence

Students are permitted to take up to four consecutive semesters of approved educational leave of absence. An educational leave of absence is appropriate in those cases in which students will be engaged for the majority of the leave time in an activity, other than attending an accredited college or university, that is directly related to their formal academic careers. Students must (1) apply in advance for an educational leave of absence stating the particular semester(s) they wish to be absent from the University, (2) be recommended by the departmental Director of Graduate Study, and (3) gain the approval of the Dean of The Graduate School. Educational leaves of absence will be granted only to those with full graduate standing who have completed a minimum of one semester at the University and who are in good academic standing as determined by the department and The Graduate School. The time devoted to an educational leave of absence will not count toward The Graduate School time limit for completion of degree requirements.

Other forms of leaves of absence will be considered on a case by case basis by The Graduate School upon the recommendation of the departmental Director of Graduate Study.

Readmission

An enrolled student is eligible (if not disqualified) to stay out one semester without penalty in each academic year. A student who withdraws from the University for more than one semester must file an application for readmission and pay the \$45 application fee.

Revised by the Graduate Studies Committee on 7/13/05.

Appendix D: Policy on Professional Impairment

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

POLICY ON PROFESSIONAL IMPAIRMENT

Clinical faculty bear a double loyalty -- not only to their students, but also to the profession and to the public. On the one hand, clinical faculty have a responsibility to teach and supervise their students, which is typically done in the context of an amicable relationship. On the other hand, clinical faculty have a responsibility to protect the public from incompetent professionals and to maintain the standards of the profession. Unfortunately, it is possible that not all students are capable of becoming competent professionals who will maintain the standards of the profession. In these cases, faculty are obliged to take action.

Moreover, the Accreditation Handbook of the American Psychological Association (1979) specifies that: "programs must develop an explicit, comprehensive system for evaluation" (page 8); and "students who experience continued serious difficulties and do not function effectively in academic and/or interpersonal situations should be counseled early, made aware of career alternatives, and if necessary, dropped from the program" (page 14).

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

There is a fairly lengthy preface that is available to provide background to this policy. The preface reviews the various legal precedents about the obligations of clinical programs and the rights of students, most of the precedents involving medical school cases. The preface makes the distinction between decisions that are disciplinary and decisions that are academic. Academic decisions include those dealing with professional, clinical, and interpersonal functioning related to the student's academic program. Cases involving disciplinary action versus academic decisions have different requirements in terms of whether the burden of proof lies with the institution or with the student, and have different requirements for due process. The preface also contains a lengthy reference list of articles that deal with professional impairment. Most of the examples and ideas listed below are taken from these references. The interested reader is referred to the preface for background information.

I. STUDENT AWARENESS

Beginning with 1992-93, this policy will be included in the Graduate Program Handbook. In the fall of 1991, all clinical students were provided with a copy of this policy, and were asked to sign that he or she has reviewed it. This signature is retained in the student's department file. In subsequent years, the members of each entering clinical class will be provided with a copy and asked to sign that he or she has reviewed it, with the signature being retained in the student file. The documents that describe professional standards are included within the context of various clinical classes. The UNCG Psychology Clinic Manual is utilized within practicum courses taken in the UNCG Psychology Clinic.

II. DEFINITION OF PROFESSIONAL IMPAIRMENT

Professional impairment has been "defined broadly as an interference in professional functioning that is reflected in one or more of the following ways: (a) an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior, (b) an inability to acquire professional skills in order to reach an acceptable level of competency, and (c) an inability to control personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with professional functioning" (Lamb, Presser, Post, Balm, Jackson, & Jarvis; *Professional Psychology: Research and Practice*, 1987, 18, 597-603).

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

- * APA Ethical Principles of Psychologists
- * APA Standards for Providers of Psychological Services
- * Joint Standards for Educational and Psychological Testing

- * Laws and statutes that regulate professional practice within North Carolina
- * UNCG Psychology Clinic Manual

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

- * violation of professional standards or ethical codes, e.g., breaches of client confidentiality, or engaging in dual relationships with clients
- * inability or unwillingness to acquire and manifest professional skills at an acceptable level of competency
- * behaviors that can reasonably be predictive of poor future professional functioning, such as extensive tardiness in client record-keeping or poor compliance with supervisory requirements
- * personal unsuitability to the profession, e.g., substance abuse, chronic and disabling physical problems
- * interpersonal behaviors and intrapersonal functioning that impair one's professional functioning, such as psychopathology (including personality disorders), inability to exercise good judgment, poor interpersonal skills, and pervasive interpersonal problems

III. POSSIBLE ACTIONS TO FOLLOW MANIFESTATIONS OF PROFESSIONAL IMPAIRMENT

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
- * personal therapy
- * leave of absence
- * required additional practicum or coursework
- * increased supervision (e.g., more frequent supervision, more than one supervisor, more extensive use of video or audiotapes)
- * formal probation
- * encouragement to withdraw from the program
- * formal dismissal from the program

IV. DUE PROCESS: EVALUATION OF PROFESSIONAL IMPAIRMENT

1. There is a written policy on professional impairment, which is systematically distributed to all clinical students, with signatures evidencing student review of the policy.
2. All students routinely receive evaluations in writing, including written notification of problems, through semi-annual practicum evaluations and through annual letters prepared by the clinical faculty. Students may also receive in writing descriptions of specific incidences that may evidence professional impairment.
3. The student evidencing professional impairment will usually be given an opportunity for remediation (although individual circumstances may not allow this, and this is not legally required), with specific descriptions of problems, suggestions for remediation, time limit, and notice of consequences if remediation is not successful, all noted in writing.
4. When the judgment is made that serious professional impairment exists and that the consequences to the student are major, the student may request a hearing in which the student may present his or her view of the situation. The hearing will be convened by the Director of Clinical Training, and will include the clinical 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), the Director of Graduate Studies, and the student's advisor.
5. 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.
6. 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.

(Revised 7/13/05)