THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL

Doctoral Program in Clinical Psychology
Program Handbook

A Description of Program Requirements, Available Resources, and Helpful Hints
Provided by the Faculty, Students, and Staff of the Clinical Program

Last Update:
September 2018

Introduction & Table of Contents

Welcome to UNC! The information presented in this document (the Clinical Psychology Program Handbook) has been prepared by faculty, staff, and students to help you as you progress through the UNC Clinical Psychology graduate program.

This handbook is broad in scope and very inclusive in nature. We hope that you will consult sections as needed throughout your training; some sections will be most applicable to your first year, other sections to later years.

The handbook is always a work in progress, and updated versions will be available online across your time in the program – thus referencing the online version is the best way to be sure you have the most updated information. We hope that you will provide feedback and suggestions to ensure that this resource continues to offer current and helpful guidance to for future classes of students.

Of course, this handbook serves to supplement, not replace, the in-person feedback, information, and guidance we hope you will solicit from the faculty, staff, and your fellow student colleagues in the department. In addition to your primary research advisor, all faculty are available for advice and input, and to answer questions as needed.

We are happy you have joined us and look forward to helping foster your growth as a clinical scientist and psychologist! Go Tar Heels!

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Mission Statement

The Clinical Program is committed to excellence in research and clinical training from a clinical science perspective. Our goals are to educate students in scientific principles and empirically-supported theoretical models that may guide the study and treatment of psychopathology as well as the study of psychological factors related to health and well-being. The faculty of the Clinical Program subscribe to the views that clinical psychologists should be trained to produce, evaluate, and apply scientific knowledge in both research and clinical endeavors, and that ideal training promotes the synthesis of knowledge garnered from empirical scientific inquiry and clinical practice activities.

The UNC Clinical Program emphasizes training in both clinically-informed research and evidence-based clinical work. We recognize and value that students have varying career aspirations and that career goals may evolve over the course of graduate training. Our program, therefore, offers opportunities to achieve excellence in all activities inherent in a clinical science framework, including training in scientific investigation, the practice of clinical psychology, and evidence-based teaching, as well as professional development to help guide students as they begin to make these career decisions. Consistent with this approach, our alumni have pursued a variety of careers, all of which rely on an evidence-based mindset to clinical psychology.

Students have an opportunity to select from training in the clinical adult or the clinical child/family psychology training tracks. Both tracks offer opportunities to gain exposure to a variety of training settings and career options that involve an integration of research and practice activities.

Research experiences at UNC are designed to help students achieve excellence in the development of independent research skills including the ability to critically evaluate the existing theoretical and empirical scientific knowledge base, to generate novel hypotheses that can be examined using current methods and statistical techniques, to produce research offering the potential to better understand and improve the mental or physical health of adults or youth, and to disseminate research findings to the scientific community and/or broader public of psychology consumers. The program encourages the integration of theoretical and empirical contributions across research areas within clinical psychology and from related psychological sub-disciplines or social sciences. UNC also emphasizes the opportunity to become involved in both basic and applied research. Research activities are designed to include, at a minimum, training in manuscript and grant preparation, oral and written research presentations, and the traditional thesis and dissertation requirements.

In addition to its emphasis on the development of research excellence, the Clinical Program values clinical training and an introduction to teaching and supervision/consultation experiences. We regard clinical training during graduate school as providing an important initial foundation in clinical skills that fully prepares students for the predoctoral internship training experience. Our approach to clinical training is based on the fundamental principle that clinical psychologists have a public responsibility to apply practice techniques that are firmly grounded in a scientific and evidence base when available. Thus, clinical training at UNC prioritizes the development of an evidence-based approach to clinical assessment and intervention including an awareness of the empirical support for assessment and intervention approaches, a scientific evaluation of clinical practice data, the evaluation of clinical efficacy throughout the treatment process, and the application of scientific principles even in the absence of established empirically-supported treatments. UNC emphasizes the development of competence in these skills and principles as the best measure of clinical training success.

All graduate training emphasizes the program's commitment to three central values. First, the program strives to prepare students to be ethical and professional in their research, clinical, and teaching activities. Second the program educates and prepares students to be sensitive to issues of diversity and individual differences in all work including, but not limited to, diversity in gender, race and ethnicity, culture, religion, and sexual orientation. This is achieved through the program's formal commitment to the active recruitment of a diverse group of students and faculty, the integration of diversity training throughout the program curricula, as well as multiple training experiences within the diversity-rich community of the Triangle area. Third, the program is dedicated to the importance of dissemination of psychological science to benefit the public interest. Program faculty provide models of opportunities to be advocates and ambassadors of clinical science by participating in numerous communityoutreach programs; by holding leadership roles within the department, as well as local and national communities; and by continuing to contribute to the field in academic and/or clinical venues.

Who's Who in the Clinical Program

Tenure-Track Faculty

Jon Abramowitz
    Professor
    Office: 255 Davie; Phone: 843-8170; E-mail: jabramowitz@unc.edu
    Research Interests: Psychological processes and cognitive-behavioral treatment of anxiety disorders – especially obsessive-compulsive disorder (OCD) and health-related anxiety

Anna Bardone-Cone
    Bowman and Gordon Gray Distinguished Term Professor and Director of Clinical Psychology
    Office: 268 Davie; Phone: 962-5989; E-mail: bardonecone@unc.edu
    Research Interests: Etiology and maintenance of bulimia nervosa, sociocultural factors (race/ethnicity, family, media) in relation to body image and eating disorders, defining "recovery" from an eating disorder

Don Baucom
    Richard Lee Simpson Distinguished Professor
    Office: 264 Davie; Phone: 962-5035; E-mail: don_baucom@unc.edu
    Research Interests: Marital distress, cognitive behavior therapy, gender differences

Stacey Daughters
    Professor
    Office: 247 Davie; Phone: 962-9924; E-mail: daughter@unc.edu
    Research Interests: Addiction, distress tolerance, depression, neuroimaging, HIV/AIDS, and behavioral activation therapy

Karen Gil
    Lee G. Pedersen Distinguished Professor and Co-Associate Chair
    Office: 254 Davie; Phone: 962-7447; E-mail: kgil@unc.edu
    Research Interests: Health psychology, chronic illness, acute and chronic pain, stress and coping with medical illnesses, cancer survivorship

Andrea Hussong
    Professor
    Office: 262 Davie; Phone: 962-6593; E-mail: hussong@unc.edu
    Research Interests: Developmental studies of the social and familial influences associated with adolescent substance use and comorbid disorders among high risk youth

Deborah Jones
    Professor and Director of Research Services
    Office: 267 Davie; Phone: 962-3995; E-mail: djjones@email.unc.edu
    Research Interests: The family transmission of mental and physical health and well-being as well as the mechanisms by which families may transmit risk, such as depression, and resilience in at-risk and underserved families

Enrique Neblett

    Associate Professor and Director of Diversity Initatives

    Office: 250 Davie; Phone: 843-9120; E-mail: eneblett@unc.edu

    <u>Research Interests</u>: Racism-related stress experiences, coping with racism, and African American child and adolescent mental health; racial, ethnocultural, and psychophysiological protective mechanisms

David Penn

    Linda Wagner-Martin Distinguished Professor

    Office: 256 Davie; Phone: 843-7514; E-mail: dpenn@email.unc.edu

    <u>Research Interests</u>: Social cognition in schizophrenia, psychosocial treatment of schizophrenia, stigma

Mitch Prinstein

    John Van Seters Distinguished Professor and Director of Graduate Studies

    Office: 240 Davie; Phone: 962-3988; E-mail : mitch.prinstein@unc.edu

    <u>Research Interests</u>: Cognitive-interpersonal models of adolescent depression and suicidality, peer influence and adolescent health risk behavior

Margaret Sheridan

    Assistant Professor

    Office: 248 Davie; Phone: 843-3182; E-mail: sheridan.margaret@unc.edu

    <u>Research Interests</u>: Neural mechanisms through which adversity affects brain development and risk for externalizing disorders, diagnosis and treatment of attention-deficit/hyperactivity disorder in early childhood (3-7 years), typical and atypical development of the prefrontal cortex, impact of all forms of childhood adversity (e.g., poverty, maltreatment, institutionalization) on risk for psychopathology

Eric Youngstrom

    Professor

    Office: 257 Davie; Phone: 962-3997; E-mail: eay@unc.edu

    <u>Research Interests</u>: Bipolar disorder in children and adolescents, evidence based approaches to assessment, emotions and developmental psychopathology

Fixed-Term Faculty

Adam Miller

    Research Assistant Professor

    Office: 259 Davie; E-mail: adam.miller@unc.edu

    <u>Research Interests</u>: Neural mechanisms of the link between childhood adversity and risk for adolescent health risk behaviors, especially suicide.

Erica Wise

    Clinical Professor and Director of Psychological Services

    Office: 246 Davie; Phone: 962-5034; E-mail: ewise@email.unc.edu

Research and Professional Interests: Psychotherapy outcome, clinical training, ethical and legal issues in clinical psychology

Jennifer Youngstrom
Clinical Professor and Director of Child and Family Services
Office: 212 Finley Golf Course Road; Phone: 843-2074; E-mail: jky@unc.edu
Research and Professional Interests: Evidence-based or empirically supported treatments, effectiveness research with children and adolescents, transporting treatments into the community; supervision and training

Affiliated Faculty

Cynthia Bulik
Distinguished Professor of Psychiatry and Director of Center of Excellence for Eating Disorders
Office: Neurosciences Hospital; Phone: 843-1689; E-mail: cynthia_bulik@med.unc.edu
Research Interests: Treatment and genetics of eating disorders and body weight regulation.

Gabriel Dichter
Associate Professor of Psychiatry
Office: Carolina Institute for Developmental Disabilities (CIDD); Phone: 445-0132; E-mail: dichter@med.unc.edu
Research Interests: neural mechanisms of core deficits and treatment response in autism spectrum disorders and affective disorders

Laura Klinger
Associate Professor of Psychiatry and Director of TEACCH Autism Program
Office: Chapel Hill TEACCH Center; Phone: 966-8183; E-mail: laura_klinger@med.unc.edu
Research Interests: Childhood predictors of long-term outcomes in adults with autism spectrum disorder and the development of community-based intervention programs that promote successful adult outcomes.

Clinical Program Staff

Chelsea Ewing
Clinical Program Coordinator
Office: 238 Davie; Phone: 962-5082; Email: chels26@email.unc.edu
Responsibilities: The Clinical Program Coordinator assists in the coordination of all Clinical Program activities. This person is your first contact for all things clinical (room assignments and keys, equipment check out, etc.), travel reimbursements, and for anything student-related that does not involve Kaitlin Blakemore. Ask her any questions you have about the Clinical Program, Psychology and Neuroscience Department, or the Chapel Hill area.

Rosella Harris
Clinic Manager
Office: 203 Evergreen House; Email: rosella@email.unc.edu
Responsibilities: The Clinic Manager assists the Clinic Director in the oversight of all resources in the UNC Psychology and Neuroscience Department Community Clinic, which

includes the Evergreen and Finley clinics as well as the Davie HIPAA room (265B). The manager's responsibilities include: financial management; technical development; system security; system administration of the clinic servers and PCs (which includes the configuration and oversight of the clinic electronic client record system, Titanium); HIPAA compliance; facilities management for the Evergreen and Finley buildings (including OneCard access and parking); development and administration of clinic policy; and training and support for technical and administrative matters for student therapists.

Other Relevant Staff

The Psychology and Neuroscience Department staff coordinates many activities relevant to graduate students' experiences at UNC. Some of these staff members' responsibilities are especially relevant to you. A brief guide of their responsibilities is listed below.

Kaitlin Blakemore
>   Student Services Manager
>   Office: 203B Davie; Phone: 843-0174; Email: blakek@email.unc.edu
>   Good to see for: Graduate student course enrollment, funding, and issues related to coursework registration and grades for graduate and undergraduate students; health insurance (GSHIP); MA & PhD paperwork; graduation

Christopher Coffey
>   Assistant Department Manager
>   Office: 203 Davie; Phone: 962-7149; Email: ctcoffey@email.unc.edu
>   Good to see for: Teaching and IA/TA assignments; Amazon purchases

Chase Debnam
>   Accounting Manager
>   Office: 206B Davie; Phone: 843-8985; Email: dpowen@email.unc.edu
>   Good to see for: Any accounting questions

Lynn Farrar
>   HR Specialist
>   Office: 204 Davie; Phone: 962-6235; Email: lynn_farrar@unc.edu
>   Good to see for: Parking passes; affiliate forms (for outgoing interns); TIM and any HR-related questions

Phil Lee
>   Grants Management Officer
>   Office: 203A Davie; Phone: 962-4150; Email: palee@email.unc.edu
>   Good to see for: All issues related to grants management and grant applications

Hugh Meriwether
>   IT Computer Specialist
>   Office: 359 Davie; Phone: 962-4018; Email: hugh_meriwether@unc.edu

Good to see for: Hardware and software maintenance and installation for all non-HIPAA computing needs. Also manages the Psychology and Neuroscience Department computing servers.

Latasha Mingo
Department Manager
Office: 205 Davie; Phone: 962-4153; Email: lmingo@email.unc.edu
Good to see for: Everything! She coordinates all Psychology and Neuroscience Department staff.

Tre Rush
Facilities Manager
Office: 105 Davie; Phone: 919-843-7264; Email: rusht@live.unc.edu
Good to see for: Keys, moving furniture, general maintenance

<center>**Guiding Principles and Policies**</center>

The Clinical Program adheres to several basic principles and policies that guide all aspects of training. Several of these principles are listed below, and resources are offered where applicable.

Ethics.
The Clinical Program subscribes fully to the professional ethics of the American Psychological Association (APA). All students are expected to read and adhere to a copy of the APA Ethical Standards of Psychologists, which can be found at: http://www.apa.org/ethics/code2002.pdf. At http://www.ncpsychologyboard.org/Office/PDFiles/PRACACT.pdf students may obtain a copy of the NC Practice Act. Students also should maintain Human Subjects and HIPAA certification via the online exams at: https://www.citiprogram.org/ and through https://www.unc.edu/sakai/ (course name: hipaaclinicalpsych).

Diversity.
The Clinical Program is strongly committed to issues of diversity pertaining to 1) the recruitment of students and faculty from diverse backgrounds; 2) training in multicultural competence and cultural humility within all professional endeavors; and 3) the maintenance of a safe, respectful, and educated community with respect to all types of diversity. We expect students to develop multiculturalism skills during their training at UNC. Please refer to the "Multicultural Training" section of this handbook for the Clinical Program's Developmental Sequence of Diversity Training.

The Clinical Program includes a Diversity Training Committee (also known as the Clinical Diversity Committee) established in 1998 whose mission is to "foster an atmosphere that promotes open dialogue about cultural issues and to develop the Clinical Psychology program into an exemplary model for producing culturally sensitive practitioners and researchers." The committee has a membership of graduate student volunteers and at least one faculty member. All graduate students are welcome to participate in this committee, and many choose to do so at some point during their graduate training.This committee has been involved in assisting with recruitment and retention of a diverse student body via activities such as the Diversifying Clinical Psycholgy weekend and the diversity brunches over interview weekend, and has been central to supporting diversity training and conversations about diversity in the program.

It is expected that all students will read the APA Guidelines for Multicultural Competence, which can be accessed at:
http://www.apa.org/pi/multiculturalguidelines.pdf (download the full version from here), and the guidelines for psychotherapy with sexual minorities:
http://www.apa.org/pi/lgbt/resources/guidelines.aspx (download the full version from here).

The program adheres to the University policy on non-discrimination:

"The University is committed to providing an inclusive and welcoming environment and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with these principles and applicable laws, it is therefore the University's policy not to discriminate on the basis of age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation or veteran status as consistent with the University's Policy on Prohibited Discrimination, Harassment and Related Misconduct. No person, on the basis of protected status, shall be excluded from participation in, be denied the benefits

of, or be subjected to unlawful discrimination, harassment, or retaliation under any University program or activity, including with respect to employment terms and conditions. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied." (http://policy.sites.unc.edu/files/2013/04/nondiscrim.pdf)

Thus, the University recognizes the rights of all members of the University community to learn and work in an environment that is free from harassment and discrimination based on their protected status as described above. Any such harassment or discrimination of University students and employees, including faculty, non-faculty employees who are exempt from the Personnel Act ("EPA non-faculty employees"), employees who are subject to the State Personnel Act ("SPA employees"), post-doctoral scholars, and student employees is prohibited. This policy also prohibits retaliation against an individual who in good faith utilizes the procedures in this policy and/or participates in any investigation related to an allegation of prohibited harassment or discrimination.

Working with Diverse Clients.
 In our APA-accredited program we are committed to a training process that ensures that graduate students grow in the awareness, knowledge, skills, and attitudes (cultural humility) that will help them work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. When graduate students' attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to effectively treat members of the public, the program faculty and supervisors are committed to a developmental training approach that is designed to support becoming more culturally competent. We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all clients/patients.

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

Student Involvement.
Students are integrally involved in the direction and decisions of the Clinical Program. Students are asked for substantial input in decisions regarding training opportunities, faculty hiring, and graduate admissions, for instance, and are the main drivers of activities of the Clinical Diversity Committee.

Several opportunities for student involvement include:

1. *Attendance at Clinical Faculty Meetings.* Students in each track of graduate training (Adult and Child/Family) are asked annually to nominate a Student Representative to attend a portion of Clinical Program faculty meetings. The Student Representatives serve as liaisons between their fellow students and the faculty, conveying the thoughts, ideas, and needs of students.
2. *Diversity Training.* As noted above, students are encouraged to serve on the Clinical Diversity Committee, the mission of which is to foster an atmosphere that promotes open dialogue about cultural issues and to develop the Clinical Program into an exemplary model for producing culturally sensitive practitioners and researchers.

3. *Graduate Student Admissions*. Students play a central role in our recruitment of graduate students to the Clinical Program. In particular, students take the primary role in planning the Prospective Applicant Interview Day. This includes housing applicants, providing transportation for applicants, interviewing applicants, hosting and/or participating in the applicant party, and organizing the diversity brunches for racial/ethnic minority applicants and for LGBTQ and Allies applicants.

4. *Social Planning*! Students also are encouraged to organize and participate in various student-driven social events throughout the course of each academic year. Examples include a social gathering to welcome the new students and a party celebrating the students leaving for internship where the first year students traditionally organize a skit/parody. Students are encouraged to initiate ways to socialize and get to know each other as a support network.

Disability, Impairment, or Psychological Distress.

Students experiencing a temporary impairment in their ability to function competently as a graduate student or clinical psychology trainee are encouraged strongly to contact their primary research advisor and/or the Director of the Clinical Program to obtain assistance or referral information. It is important that at least one member of the faculty be aware of issues that may affect any student's professional performance. It also is ethically necessary for a faculty member to determine whether the student's abilities are compromised in a significant manner that may meaningfully affect their professional conduct with the public.

Students experiencing a more extensive or ongoing disability (e.g., learning disability, a physical or mental health condition) that may affect academic, research, or clinical performance should consult with the Accessibility Resources and Services (http://ars.unc.edu) or the Learning Center (https://learningcenter.unc.edu/). Reasonable accommodations can be made if a disability is documented.

Occasionally students are interested in seeking psychosocial treatment for their own adjustment issues or psychological concerns. In some cases, therapy will be recommended to students to help resolve issues that seem to interfere with personal or professional functioning. Some students also may feel that the experience of therapy, as a client, may add to their training as a clinician, but this is not required by our program. The Clinical Program has developed a system to facilitate this process that will maintain students' confidentiality. Specifically, several options are available for students to identify a local therapist who can provide treatment at a reasonable cost. A list of local psychologists who are available to see graduate students can be found on the clinical website under Program Resources, which is under About Us (https://clinicalpsych.unc.edu/program-resources/) and in Appendix L, and can also be provided by the Clinical Program Coordinator. Many of these therapists will accept insurance payment from the carrier that most clinical graduate students use. More information on this insurance plan can be found at: http://www.bcbsnc.com/content/studentblue/uncch/index.htm?page=welcome. Students also are entitled to free services at the UNC Counseling and Wellness Center (https://caps.unc.edu/). Students also are welcome to discuss their need for a psychological treatment referral with any faculty member, including the Director of the Clinical Program, without bias. However, if students do not wish to discuss this with a faculty member, the Program Coordinator can discuss options with students and will maintain confidentiality of this request.

Sexual Harassment.

The Clinical Program does not tolerate verbal or physical abuse on the part of its faculty, staff, or students. The program endorses the University's policy on harassment, which is outlined on the following website: https://unc.policystat.com/policy/4514917/latest/ . Please note that the University of North Carolina considers a sexual relationship between faculty and student as a form of sexual harassment, even if both persons consent to the relationship. This is because of the inequality of power inherent in such a relationship.

Criminal Activities & Reporting Requirements.

In accordance with the "Regulation on Student Applicant Background Checks (UNC Policy Manual 700.5.1[R])" guidelines adopted by the General Administration of the University of North Carolina as well as the contractual requirements of some clinical agencies to which students are assigned for training practica, the Clinical Psychology Program (Program) of the UNC Chapel Hill Department of Psychology and Neuroscience requires all students to undergo a Criminal Background Check (CBC).

The CBC shall be performed: 1) following admission acceptance but prior to program matriculation; 2) upon program re-entry subsequent to a leave of absence, program withdrawal, or program separation greater than thirty (30) consecutive days; and 3) when deemed necessary by University administrators. All offers of admission to the program issued subsequent to January 2014 will stipulate that the applicant's admission is *contingent* upon the results of the CBC. Any student who fails to comply with this requirement may not enroll in the Clinical Psychology Program.

The CBC must be performed (at the program's expense) by a qualified vendor selected by the University. Students must sign a "Release to Share Background Information and Agreement to Report Future Felony or Misdemeanor Convictions" form, which authorizes the program to conduct the CBC and to share the results with clinical agencies as necessary for the purpose of arranging clinical placements as part of the student's educational experience during their graduate training.

In addition to submitting to a CBC, students must also report to the Director of Clinical Training (DCT) the following events with respect to felonies and misdemeanors other than minor traffic violations:

- Pending criminal charges,
- Criminal convictions,
- Pleas of no contest or nolo contendere,
- Alford pleas, and
- Receipt of deferred prosecution or prayer for judgment.

These reports must be made in a timely (within five (5) business days of the charge or resolution of the charge) and complete manner. Failure to disclose the occurrence of one or more of these events may be a violation of the University's Honor Code and this Policy and may result in disciplinary action, up to and including dismissal from the program and expulsion from the University.

In the event any CBC report reveals an offense other than a minor traffic violation, or if a student discloses that any of the events identified above have occurred, the DCT will meet with the student. Prior to meeting with the DCT, the student will submit a thorough but succinct statement describing the incident, the status of the incident, and lessons learned from the experience. In the event the student believes that a CBC report is erroneous in some way, the student may request a repeat check

be conducted at the student's expense using the student's Social Security number as the primary identifier.

Students with a positive CBC report or a student who has disclosed a pending criminal charge, conviction, or other resolution may be referred to the University's Emergency Evaluation and Action Committee. Additionally the program may separately evaluate whether such students may be permitted to enroll or continue in the program. This decision will be made by the DCT, who will meet personally with the student and who will receive any relevant information the student wishes to provide before rendering a decision. The DCT's decision is final as to students who have been admitted into the program but who have not yet matriculated.

Enrolled students who wish to appeal the decision of the DCT may do so by submitting a written statement of appeal to the Chair of the Department of Psychology and Neuroscience. The statement of appeal must be submitted within ten (10) calendar days of receiving the DCT's determination. The Chair's decision regarding the appeal is final.

Clinical agencies will make the final decision about whether a student with a positive CBC report may be placed at that site.

Notes/Clarifications:

Students who resided outside the US due to active military deployment, service in the Peace Corps, employment with the US Foreign Service, or other approved reasons, may submit one of the following alternative forms of documentation in lieu of securing an international background check:
- A copy of the Certificate of Release or Discharge from Active Duty Form (Form DD214) detailing an "honorable" discharge status, OR
- A copy of the final Description of Peace Corps Volunteer Service detailing completion of service assignment in "good standing", OR
- A copy of the letter terminating service in "good standing" from the US Foreign Service or relevant agency.

Accreditation.
Since 1949, the UNC Clinical Psychology Program has been accredited by the American Psychological Association. For more information on APA accreditation, please contact:

Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242
Phone: 202-336-5979
TDD/TTY: 202-336-6123

Training Experiences: Overview

The Clinical Program includes two training tracks: Adult Clinical and Child/Family Clinical. Both tracks include training experiences specific in content; however, the general program experiences and requirements are similar across tracks.

We have designed the program to allow students to gain expertise in both research and clinical skills, to become involved in different types of activities across settings, and to have flexibility in determining their own training experiences.

Training experiences involve several different domains of learning. This handbook has been organized with respect to each domain. Within each section, UNC Graduate School, Department of Psychology and Neuroscience, and Clinical Program requirements have been articulated.

Each academic year, the Department of Psychology and Neuroscience publishes a document, "MA and PhD Requirements in Psychology" listing specific requirements; this is available from the Student Services Manager. The UNC Graduate School also publishes an annual handbook with University requirements (https://handbook.unc.edu/). This Clinical Program handbook is typically revised according to these documents each year; however, if contradictions arise, the requirements specified in the Department and University documents override the text listed here.

The sections that follow will include:
1. Didactic Training
2. Research Training, including
   a) Consistent involvement in research
   b) The Master's thesis
   c) The comprehensive area paper (Comps)
   d) Scientific presentations (poster and oral research presentations)
   e) The Dissertation
3. Clinical Training, including
   a) Practicum training
   b) Predoctoral internship
4. Multicultural Training
   a) Multicultural Competencies and Cultural Humility
   b) Multicultural Training Sequence

Students also may obtain training in teaching in the clinical program (e.g., in training undergraduate research assistants in lab) and in the Department (e.g., as a Teaching Fellow). These experiences also have been described within the handbook.

A summary and checklists of requirements related to research and clinical training is listed in Appendices D and F, respectively.

Didactic Training

Coursework will offer you a basic foundation in areas of clinical science and practice expertise that will be applied more substantially in your research and clinical placements. Coursework helps to develop expertise in research, psychopathology, assessment and evaluation, intervention with individuals and groups, and ethics. Coursework is designed to help you meet several different sets of training requirements simultaneously while also allowing for flexibility. A brief discussion of the basis for these course requirements is offered below followed by a list of courses and suggested schedule for all clinical students.

Formal Coursework

Enrollment.

Students are required to be enrolled full-time throughout their entire course of graduate study in order to be eligible for a tuition waiver. This is accomplished during the first 2 years of graduate study by being enrolled for a minimum of 9 hours each semester. After the first 2 years, students will be full-time as long as they are enrolled for a minimum of 3 hours of either Psychology 993 (Master's Thesis) or Psychology 994 (Doctoral Dissertation). All doctoral degree requirements must be completed within eight years of first enrollment at UNC as a graduate student. Under extreme circumstances, an extension may be requested from the Graduate School.

Students may register for courses through the UNC Connect Carolina portal: https://connectcarolina.unc.edu/.

NC Residency.

Students are strongly encouraged to apply for in-state residency within their first year of graduate training to be eligible for a tuition waiver in subsequent years. The first application can be submitted after 10 months in North Carolina; in preparation for this, indicators of residency should occur significantly before the application date (e.g., aim to register to vote in NC and get a NC driver's license within 1 month of moving to the state). The residency application has moved to an all online process making it much more stream-lined. More information can be found at: http://gradschool.unc.edu/residency/. International students with a green card are now eligible to apply for NC residency; see the Director of Graduate Studies and the Office of International Student and Scholar Services for more information.

Courses.

A minimum of 30 semester hours of successfully completed graduate credit, no more than 6 of which can be approved transfer credits, is required for the Master's degree. A total of 3-6 of these hours may be for Master's Thesis research (Psych 993).

All graduate students in the Department of Psychology and Neuroscience are required to take a minimum of five graduate level psychology courses (15 semester hours) *outside of their program area*. For most all clinical students, two semesters of required coursework in statistics (Psychology 830 and 831) will constitute a portion of the three courses. The remaining course should be selected in a manner that meets departmental and APA-accreditation distribution requirements (APA requirements will be described later in this Didactic Training section). Students should seek the input of program faculty in selecting these courses. Of note, students particularly interested in statistical analyses may consider completing coursework for a formal concentration in quantitative psychology. More information about

this concentration can be found here: https://quantpsych.unc.edu/concentration-in-quantitative-psychology/

Exemptions.

Students may be exempted from the statistics requirement (Psychology 830 and/or 831) by the Department Director of Graduate Studies (currently Dr. Mitch Prinstein) on the recommendation of the Director of the Quantitative Psychology Program (currently Dr. Patrick Curran). Should a student be exempted from both courses, they would be required to pass one advanced behavioral statistics course offered by the Department.

Students entering the program with a Master's degree and thesis in psychology approved by the Director of the Clinical Program and the Director of Graduate Studies may have more flexibility in completing coursework requirements. Of the five graduate courses outside of the clinical area (not including Psychology 830 and 831), these students may petition for up to two to be fulfilled by courses successfully completed at another institution. These courses have to be in non-clinical areas of psychology. Approval will not be automatic but will be based on careful consideration by the Director of the Clinical Program and by the Director of Graduate Studies of course materials (syllabi, etc.) submitted by the student as part of their petition. Only courses taken as part of a (completed) Master's program are eligible.

APA Accreditation (and Licensure) Requirements.

The American Psychological Association stipulates that students in accredited clinical programs should demonstrate competence in:

1. Profession-wide competencies (PWC), including: a) reseach, b) ethical and legal standards, c) individual and cultural diversity, d) professional values, attitudes, and behaviors, e) communication and interpersonal skills, f) assessment, g) intervention, h) supervision, and i) consultation and interprofessional/interdisciplinary skills.

2. Discipline-specific knowledge (DSK), including: a) affective aspects of behavior, b) biological aspects of behavior, c) cognitive aspects of behavior, d) developmental aspects of behavior, e) social aspects of behavior, f) history and systems of psychology, g) research methods, h) statistical analysis, and i) psychometrics.

Students must also demonstrate "advanced integrative knowledge of basic discipline-specific content areas," for example, via a course that integrates at least 2 of the DSK areas listed in a-e above.

Importantly these areas of competence and knowledge may be demonstrated through students' participation in coursework (full courses or parts of courses), independent study, research experiences, **or** clinical practica. Thus, not all areas will be satisfied through specific courses, although all are expected to involve an "evaluated educational experience" (EEE), meaning that outcomes in these areas are assessed in some way by an individual with expertise in the area of the learning experience.

Questions most commonly are asked regarding courses that fulfill the DSK requirements listed above. The purpose of this requirement, as specified by APA in the Standards of Accreditation, is to ensure that students "acquire a general knowledge base in the field of psychology, broadly construed, to serve as a foundation for further training in the practice of health service psychology." Foundational

knowledge is expected for DSK areas a-f above, as well as graduate-level knowledge for areas a-e and g-i. There are some courses that will satisfy foundational and graduate-level knowledge for 2 areas at once.

To help you select courses in the program, a worksheet has been developed with each of these requirements listed (see Appendix A). Also, a sample schedule of courses for students entering the program in even or odd years has been provided (Appendix B). A link to key graduate courses in the department that are especially relevant to clinical students is provided in Appendix C; this listing includes some of the graduate courses that likely cover 2 of the DSK areas a-e listed above. On occasion, students also may take graduate courses at Duke to fulfill requirements. This will be handled on an individual basis. Please see your primary research advisor and/or the Director of the Clinical Program with any questions regarding the appropriateness of specific courses in fulfilling graduate requirements.

Following graduation, you may wish to obtain a license to practice clinical psychology in one or more North American states or provinces. The licensure application (for some states in particular) similarly will require you to demonstrate competence in each of the areas above. Licensure applications in some states (CA, DC, FL, MA, NY in particular) sometimes require *courses* while other states are more flexible in the procedures used to help you obtain a sufficient level of competence. You can find links to every state and province psychology licensing board at www.asppb.org. The licensure applications and requirements for most locations are available online. If you need a letter from the Director of Clinical of Psychology for your licensure, please email the Clinical Psychology Program Coordinator.

Clinical Lunch Seminar
In addition to formal coursework, the Clinical Program offers a seminar series to further enhance training. This is technically called "clinical research seminar" but informally referred to as "clinical lunch." The clinical faculty and students participate in these hour-long seminars on Fridays starting at noon. These seminars are mandatory for all students each semester (students enroll for the seminar under PSYC 807), and it is essential that no regularly scheduled meetings of research labs, clinical practica, or coursework be scheduled in conflict with this time.

Some of the types of seminars included in Clinical Lunch are described below.

Research Presentations. Clinical Lunch offers an opportunity to be exposed in greater depth to ongoing research activities and findings. Speakers include faculty, students, and post-doctoral fellows from within the UNC Clinical Program, alumni from the program, and as well as presenters from other programs or departments within UNC or in the larger surrounding research community. These presentations are not necessarily finished works of completed research but can be works "in progress" that could foster spirited discussion, possible collaboration, and input.

Clinical Presentations. Some presentations at Clinical Lunch have a clear clinical practice focus, such as on a specific evidence-based intervention or clinical considerations for a specific population. These presentations often have interactive elements and some of the presenters are supervisors of practica.

Professional Development. Seminars that are focused on professional development offer students an opportunity to learn skills and ask frank questions regarding important tasks that are not formally included in most doctoral psychology curricula but are needed for a successful career as a

psychologist. For instance, past topics have included seminars on "Grant Writing 101: Opportunities and Strategies for Students and Early Career Psychologists," "Clinical Psychology Career Options: How to Tailor your Training for Each," "Managing Manuscripts: Learning about Journals, and Strategies for the Peer Review Process," "To Post Doc or Not to Post Doc: Options, Choices, and Application Strategies," "Negotiating for Jobs," "The Job Search: Tips on Interviewing and Constructing the Job Talk," and "How to Start a Private Practice." Topics are selected by students and commonly a panel format of faculty, alumni, and/or other professionals is used.

Diversity Journal Club. This seminar offers opportunities to think about diversity and multiculturalism issues that are relevant to research, practice, and teaching in clinical psychology. Seminars may include a discussion of a recent journal article, presentation and conversation about policy statements/current events, guest speakers (from within or outside the department), experiential exercises, or thematically-organized discussion groups. The topics for the Diversity Journal Club are selected by Erica Wise in conjunction with students on the Clinical Diversity Training Committee.

Research Training

The UNC Clinical Program is strongly committed to the development of clinical science skills including a) the critical, scientific evaluation of theoretical and empirical literature, clinical assessment practices, and therapy practices; b) familiarity with the scientific method as a basis for inquiry; c) knowledge of empirically-derived findings and research methods common to the study of child/family and/or adult psychopathology and treatment; d) an ability to use or understand a variety of statistical techniques; and e) the ability to engage in independent scientific investigations.

Upon entry into the program all students should complete the online human subjects training course, (located at: https://www.citiprogram.org/default.asp). Students also need to complete the HIPAA training module annually. Erica Wise will contact students and faculty each year when the HIPAA module is ready for completion; this module is usually set up on Sakai (https://www.unc.edu/sakai/, course name: hipaaclinicalpsych).

To assist students in developing the aforementioned clinical science skills, five research tasks/activities are included in the training program. These include 1) consistent involvement in research activities throughout graduate training, and four research milestones: 2) completion of the Master's thesis; 3) completion of scientific presentations; 4) completion of the Comprehensive Area Paper (comps); and 5) completion of the Dissertation, including passing the final oral examination (i.e., Dissertation defense). Each of these is described below.

Our hope is that you will progress from strongly-mentored research experiences to more independent research skills reflecting your abilities as a scientist with growing autonomy. We thus have different expectations and hopes for you as you progress through each of the research milestones. We have prepared a brief listing to help you track your progress in these research skills over the course of your training and also to help you have an ongoing dialogue with your advisor about your research progress (see Appendix D). This checklist also gives you a good idea of how you will be evaluated on each of the research milestones.

Consistent Involvement in Research Activities

Although not a "milestone," since it is ongoing rather than discrete, we include information about the nature of consistent involvement in research activities, since research is a cornerstone of our program. Students are expected to dedicate a minimum of 10 hours each week during the academic year towards research activities. Given our program's mentor model, students will arrive in the program with a **primary research advisor**. This advisor will be responsible for maintaining consistent contact with the student to supervise research activities. The primary advisor also will be responsible for evaluating the student's research progress, at least annually, and communicating the results of program feedback to the student.

Research activities in the Clinical Program take place at numerous affiliated sites in addition to the Clinical Program in the Department of Psychology and Neuroscience. These opportunities may include collaborations with numerous faculty members, some of whom may have a primary appointment in a psychology graduate program outside of clinical (e.g., developmental, social, etc.) and some of whom may have a primary appointment outside of the Department of Psychology and Neuroscience (e.g., Department of Psychiatry). Such research experiences are encouraged and often can provide unique and valuable training opportunities. The primary research advisor must be a member of the tenure-track faculty or the affiliated faculty listed within this handbook. An exception is dual students who

have co-primary research advisors (one in clinical and one in another psychology program area) and whose research focus may be equally split across these two advisors' labs or may be more in one lab than the other.

Research activities should be discussed regularly between the student and the primary research advisor and may include whatever tasks are a) mutually agreeable and b) have clear potential to advance the student's development as a clinical scientist. Students who work on research with a faculty member who is not their primary research advisor should regularly update their primary research advisor about these research activities. In addition to assistance on ongoing research projects, we strongly encourage students to actively participate in the preparation of grants, presentations, and publications throughout their graduate training. Beyond the required Master's and Dissertation requirements described below, many students complete and publish findings from other studies, reviews, critiques, and book chapters during their years in the program, and most present their research at national conferences throughout graduate school. We strongly encourage such activities, particularly among those students who intend to pursue academic research careers. We are committed to assisting students during all phases of whatever scholarly activity they undertake while here in the program.

It is the joint responsibility of the graduate student and the primary research advisor to ensure that all research activities are fully compliant with the University Human Subjects Committee requirements. Information regarding these requirements and relevant forms needed to obtain permission to conduct human research can be found at: https://research.unc.edu/human-research-ethics/ .

Master's Thesis
Students are required to complete a Master's Thesis demonstrating independent research expertise within the first three years of graduate training. A proposal of this thesis must be presented and defended to the Master's committee (defined below) by **November 1** in the second year of graduate training. Students must submit this thesis to the UNC Graduate School to receive a Master's degree. The graduate school requires completion of the Master's degree within five years of enrollment at UNC; however, the Clinical Program expects completion of the Master's Thesis **by the last day of the third year** (i.e., sixth semester) **of graduate training**.

Ideally the Master's Thesis (and the Dissertation) will result in important, published contributions to the empirical literature. Regardless of whether this goal is attained, we believe that the two research projects should enhance the student's ability to be a good producer and consumer of research. The Master's Thesis is designed to facilitate research training. Thus, students should work closely with their advisors and sometimes with other committee members as a research team. Also note that the Master's proposal and defense meetings will not be conducted merely to evaluate the student's research progress but also to provide students with a training experience in carefully scrutinizing their own research and acknowledging the limitations inherent in all empirical work.

Although students will draw on the assistance of faculty and other university resources, the final thesis must represent the student's own work. For example, the student may obtain consultation with statistical procedures but must not have someone else conduct the analyses.

We encourage that the Master's thesis be written in the style and length of a typical manuscript submission for an APA-style journal, but this is at the primary research advisor's discretion and should be based on the advisor's and student's conversations about the student's research training needs.

Use of an Existing Dataset.

Students may complete their Master's thesis by formulating unique hypotheses and independently conducting statistical analyses on an existing dataset such as publicly accessible data or data collected by their research advisor. In all instances, the use of the existing dataset must be approved by the primary research advisor. The use of an existing dataset is permissible for the completion of the Master's Thesis (preferred) or the Dissertation but not both; that is, an original data collection is required for at least one of these two independent research projects. (See information under "Use of an Existing Dataset" in the Dissertation section for possible exceptions.)

Master's Committee.

Students should constitute a Master's committee to review a proposal of the thesis and to evaluate the completed thesis. This committee must include at least three members, at least two of whom must be tenure-track faculty of the Clinical Program (one of whom is the primary research advisor). A third member of the committee may be a member of the UNC Graduate Faculty, including faculty who are within other graduate programs of the Department of Psychology and Neuroscience, or in other departments on campus. Not all UNC faculty are members of the Graduate Faculty. Email the Department Student Services Manager Kaitlin Blakemore to confirm the UNC faculty status of any faculty member outside of the tenure-track faculty members in the Department of Psychology and Neuroscience. In some cases, the committee may include a faculty member who does not have an appointment at UNC-CH. To do so, permission must be requested from the UNC Graduate School (contact the Director of Graduate Studies Mitch Prinstein).

Master's Proposal.

A proposal of the Master's research, typically including a review of relevant literature, study aims and hypotheses, proposed study methods and procedures, and planned analyses, must be approved by the Master's committee. The Master's committee should receive a copy of the Master's proposal within two weeks (or before a deadline determined by the committee) of the proposal date. Students must successfully defend their Master's proposal to the Master's committee before November 1 of the second year of graduate training. Proposals meetings must be scheduled during the academic year (i.e., not during holidays or summer; however the academic year does include days when finals are being administered).

Master's Defense.

Once a student and their primary research advisor mutually have agreed that the Master's thesis has been completed (or is near completion), the student may schedule a time for the Master's defense. The committee should receive a copy of the thesis document two weeks (or by a deadline agreed by the committee members) prior to the scheduled defense. Defense meetings must be scheduled during the academic year (i.e., not during holidays or summer; however the academic year does include days when finals are being administered). This defense is an oral examination scheduled for approximately 1.5 hours during which the student offers a brief (15-20 minute) presentation of the research questions, methodology, findings, conclusions, and future directions. The remainder of time is reserved for questions and deliberation among the committee members. The purpose of this evaluation is in part to review the quality of the Master's thesis; however, this portion of the defense also is meant to enhance the student's skills in critically evaluating their own work and recognizing the limitations inherent in all empirical work, as well as their skill in producing clear and compelling scientific presentations.

At the completion of the Master's defense, the committee will determine whether the thesis is acceptable and/or whether it requires revisions. The decision to pass the Master's defense is based on

the committee's determination that the student has demonstrated all of the competencies in the relevant section of the Research Skills Checklist (see Appendix D).

Potential outcomes:

a. *Pass*: The student passes the proposal/defense; no further action is required. Relevant paperwork is signed.

b. *Pass with minor revisions*: The student passes the proposal/defense, although small clarifications, corrections, or minor additions to the paper are needed before it should be submitted to the Graduate School. Relevant paperwork is signed. The Chair of the Master's committee (i.e., the primary research advisor) will review these revisions, and the student may require brief consultation with committee members to assist with revisions, but the committee will not review the document further before signing the relevant paperwork.

c. *Pass with memo of understanding* (for proposals only): The student passes the proposal; however, several suggestions have been offered to improve the study. Note: these suggestions must not be of the nature that would turn an unacceptable document or low quality research into an acceptable document or adequate quality research. By definition these are suggestions that help augment a study/document that already was of passable quality. To ensure that the student has understood all of the suggestions offered and that each suggestion can be successfully incorporated into the proposal, the student will distribute a memo summarizing the changes they intend to make to the study before conducting the research. Committee members can comment informally on the memo with the student and committee chair. Relevant paperwork is signed.

d. *Fail*: The student has not met the requirements of the program; the paper is not of adequate quality. The committee does not sign the relevant paperwork. The committee advises the student whether it may be possible to continue with the proposed research following the production of a document of adequate quality or whether to entertain a new research topic/approach.

Forms/Paperwork/Whom to Alert.

Go to https://gradschool.unc.edu/academics/resources/forms.html or google "UNC graduate school forms." In the Master's Students section, click on "Master's Comprehensive Exam Report" and print out that document. Alternatively, you may go to the Student Services Manager to obtain this form. This is the only sheet that the Graduate School needs for documenting the progress of your Master's thesis.

Part I (report of written examination) and Part II (report of oral examination) have to do with the proposal of your Master's thesis – the document itself (Part I) and the proposal meeting with your committee members (Part II). Note that only the chair of your Master's thesis committee (usually your primary research advisor) needs to sign these sections. Thus, you do not need to bring this form to your proposal meeting. However, after a successful proposal meeting, obtain the committee chair's signature for both Part I and Part II. You can keep this document and bring it to your Master's defense meeting or you can ask the Student Services Manager (Kaitlin Blakemore) to file it and you would need to obtain it from her prior to your Master's defense meeting. Make sure to let the Director of the Clinical Program and the Clinical Program Coordinator know when you have successfully proposed your Master's thesis so that they can update the program's record of your progress through the research milestones.

Part III (report of the final oral examination) and Part IV (report of the final thesis) have to do with the defense of your Master's thesis – the defense meeting with your committee members (Part III) and the thesis document itself (Part IV). Note that all committee members must sign these sections. Thus, make sure to bring this form to your defense meeting. After a successful defense meeting, have your committee members sign Parts III and IV of the document that already has signatures for Parts I and II. Turn this document in to the Student Services Manager (Kaitlin Blakemore) who will submit the form to the Graduate School. Make sure to let the Director of the Clinical Program and the Clinical Program Coordinator know when you have successfully defended your Master's thesis so that they can update the program's record of your progress through the research milestones.

Submission of the Thesis.

Following the Master's defense, students must submit their completed thesis electronically to the Graduate School. Students should follow the Electronic Thesis and Dissertation (ETD) guidelines and departmental specific instructions for preparing and submitting their theses and dissertations. Only final documents with approvals from committee members should be submitted. For a copy of the ETD Guidelines and to submit an electronic thesis visit: http://gradschool.unc.edu/etd/index.html.

Students entering with a Master's degree.

In some cases, students entering with a Master's degree in psychology will not be required to complete a second Master's thesis during graduate training at UNC. Students wishing to waive the Master's requirement should submit a copy of the completed thesis from the prior institution to the Director of the Clinical Program. The Director, the student's primary research advisor, and the Clinical Advisory Committee or the full clinical faculty will review the thesis to determine its adequacy in meeting the UNC requirement.

Steps and Timing Related to the Master's Thesis

STEP	*TIMING/DEADLINE*
1. Choose committee members in discussion with primary research advisor and check with Student Services Manager to make sure all committee members are eligible	No fixed timeline, but with enough time to make sure all are eligible; recommended at least 4 weeks before anticipated proposal date
2. Decide on proposal date – email the Clinical Program Coordinator & DCT with info about committee members and date/time/location of proposal	At least 2 weeks before proposal
3. **Master's thesis proposal meeting**	**By Nov. 1 of the 2nd year**
4. After a successful proposal, advisor signs Parts I & II of the "Master's Comprehensive Exam" form	After proposal meeting
5. Alert the Clinical Program Coordinator & the DCT of the successful proposal	After proposal meeting
6. Decide on defense date – email the Clinical Program Coordinator & DCT with info about committee members and date/time/location of defense	At least 2 weeks before defense
7. **Master's thesis defense meeting**	**By the last day of the 3rd year**

8. After a successful defense, all committee members sign Parts III & IV of the "Master's Comprehensive Exam" form	At defense meeting
9. Submit the form with all the signatures to the Student Services Manager	After defense meeting
10. Alert the Clinical Program Coordinator & the DCT of the successful defense	After defense meeting
11. Submit the thesis electronically to the Graduate School	See link below for graduation deadlines related to submission of thesis

https://gradschool.unc.edu/academics/resources/graddeadlines.html

Scientific Presentations: Poster and Oral Research Presentations

In addition to the oral defense of the Master's Thesis and Dissertation, the program requires two other research presentations. First, students are required to present a research poster during Clinical Lunch Seminar. Quite often this poster presents the student's Master's thesis research, but a poster that already has been presented at a state or national (i.e., peer-reviewed) conference may be presented during the Clinical Lunch Seminar to meet this requirement. The poster presentation must be completed by the end of the third year of graduate training.

Second, students are required to deliver an oral research presentation. This presentation may be a conference-style (e.g., 20 minutes) or colloquium style (50 minutes) talk delivered either during the Clinical Lunch Seminar or at a state or national (i.e., peer-reviewed) scientific conference. Sometimes several (i.e., 2-3) students offer a 50-minute presentation of a collaborative or lab project; this typically is acceptable. The oral presentation may be based on thesis or dissertation research but need not be as long as the student played an active role in the research and does the presentation. The oral presentation must be completed before the student leaves for the predoctoral internship.

Oral presentations of research, as well as teaching, are an important part of the clinical psychologist's repertoire of skills. Competence in such presentations facilitates obtaining employment and gaining an audience for one's work. These presentation requirements are designed to help students develop such skills before they leave the program. Students are expected to gain further practice with oral presentations via research presentations in their labs, presentations for their courses, and the Master's thesis and dissertation proposals and defenses.

Comprehensive Area Paper

Goals.

The Comprehensive Area Paper ("Comps") offers an opportunity for students to gain special expertise in an area of clinical science. This paper also serves as one measure to evaluate students' performance within the clinical program and potential to succeed as a consumer, producer, and/or evaluator of clinical science. In addition to the evaluative component of the Comps, additional benefits include (a) providing a learning opportunity for the graduate student to focus in depth on a body of research, (b) exposing students to a review process that is similar to that encountered when one submits an article for publication to a peer-reviewed journal, and (c) producing a potentially useful document for a manuscript submission.

The Comps must be completed after the defense of the Master's thesis and must be completed before the submission of the Dissertation proposal. It is expected that there will not be substantial redundancy

between the Comps and the literature review for either the Master's or Dissertation projects. Rather, the Comps is a document much broader in scope, addressing an issue with a broader implication for clinical psychology than the specific hypotheses that are examined and supported in the Introduction section of the Master's or Dissertation projects. In many cases the Comps might end with a summary of future directions and needs for the field, and the Dissertation proposal may start by taking one of these future directions and developing/justifying a set of discrete hypotheses. Thus, the Dissertation proposal may begin where the Comps ends.

Format.

The Comps should be a scholarly review of theoretical and empirical literature in an area of clinical psychology. This review should be in the style of a manuscript for a major review outlet such as *Psychological Bulletin, Clinical Psychology Review, Clinical Psychology: Science and Practice, Annual Review of Psychology*, or *Psychological Review*. Submissions should be no more than 50 pages including all tables and references. Supplemental tables may be included if absolutely necessary. In most cases it is desirable if the finished product actually is submitted for publication. The Comps should address a question that is relevant to students' research and/or clinical interests. This may involve a traditional literature review of research literature or a "progress review" of the current state of the evidence on a specific assessment or intervention approach. To see examples of students' submitted Comps, go to the Clinical Website and look under Program Resources, https://clinicalpsych.unc.edu/program-resources/

Submission Instructions.

Students are strongly encouraged to prepare an outline of their Comps. The outline should be no more than 3-4 pages (12pt, double-spaced). A "long abstract" of their Comps is recommended as part of this outline; this will be a 1 page summary of the argument that will be put forth in the Comps and will offer good practice (and opportunity for feedback) for the type of integrative synthesis that Comps is meant to test. Should you draft an outline, you are encouraged to meet with your reviewers and/or primary research advisor who will offer "big picture" feedback about organization, direction, and integration (e.g., a 30-minute meeting).

Please let the DCT and Clinical Program Coordinator know the date you hope to submit your Comps document (see below for the 3 possible dates) – at that time, also provide the title/topic of your comps, your list of preferred reviewers, and your outline if you have one ready. Reviewers do not include your advisor, and to the extent possible we strive to include faculty within your track who have research interests relevant to your Comps topic. Reviewer assignments also take into account the reviewer workload of each faculty member, and preferences are not always able to be accommodated.

Once reviewers have been assigned to you, you may reach out to them for feedback on your Comps outline should you have one – an outline is strongly encouraged, although not required, and the outline does not have to be ready by one of the review cycle dates.(However, if you will develop an outline, please email it to the DCT and Clinical Program Coordinator in addition to your reviewers once it's ready.)

We offer three review cycles for submissions of the final Comps document. Submission dates are September 15, December 15, and March 15. Please submit electronic copies to the Director of the Clinical Program, the Clinical Program Coordinator, and your two reviewers one one of these dates. Of note, if you are not able to turn in your Comps when you aimed to, that is okay – just provide that update to your reviewers, the DCT, and the Clinical Program Coordinator and aim for the next

submission cycle date. We strongly recommend that students submit their Comps within one year after their Master's thesis defense.

Students may submit their Comps at any point after the Master's Thesis defense. An exception may be requested in writing to the DCT by providing 1) a summary of progress on the Master's thesis, and 2) a justification for early Comps submission. This justification will be circulated among the tenure-track faculty for a vote. The Comps must be completed and "passed" before submission of the Dissertation proposal.

Role of Primary Research Advisor.

The Comps should be completed independently; this is an evaluation of students' conceptual/critical thinking, knowledge of clinical psychology, and methodological acumen. Thus, the research advisor should be regarded as a consultant, rather than a co-author or collaborator on the Comps. In common practice, a consultant may be asked to provide broad, general feedback regarding the topic and scope of a project, they may be asked to provide some general input as to work and areas that may be incorporated in a paper, and they may provide some general feedback in response to an outline of the paper. This outline also can be shared with the two Comps reviewers for oral, consultant-style feedback. The consultant role is substantially limited in scope as compared to a co-author or collaborator role. In contrast, co-authors/collaborators typically make a scientific contribution to papers by offering their scientific input including their own ideas, and/or by helping to write the document. For the Comps, therefore, it is perfectly reasonable for a research advisor or reviewer to suggest some authors or resources and offer some general suggestions of the theories or arguments that would be helpful in guiding the Comps. However, the research advisor/reviewer should not provide substantial input in these areas, should not construct hypotheses or arguments for the student, and should not provide any comments ("track changes," corrections/revisions) regarding the text of the Comps whatsoever.

More Specific Guidance on How Faculty (e.g., Primary Research Advisor or Assigned Reviewers) May Assist Students with their Comps

DOs	DON'Ts
Faculty can discuss students' area of interests.	Faculty cannot offer models and hypotheses that are primarily the faculty member's idea and encourage students to write about it.
Faculty can offer suggestions for areas of the literature to cover.	
Faculty can offer suggestions for specific articles to include.	Faculty cannot read a draft of the written document (or sections thereof) to make broad comments/suggestions.
Faculty can guide students towards an area that is likely to fill a gap in the literature.	Faculty cannot read a draft of the written document (or sections thereof) to make specific writing (wording, grammar) suggestions.
Faculty can help (assist, guide) students in formulating new hypotheses and models.	Faculty cannot write the COMPS with the student collaboratively (i.e., write significant – or any -- parts of the document).
Faculty can review a very detailed outline provided by the student.	

Faculty can help edit the outline in a broad sense (i.e., suggest how to move, add, delete sections). Faculty can review and help edit (in a broad sense) a second draft of the outline. Once the student has started writing, faculty can continue to answer questions about the outline or a revised version of the outline or broad questions about Comps. If the student does not pass on the first submission, the primary research advisor can read the first draft in full and offer comments just as the two reviewers did. AFTER the Comps process is over, faculty can work with the student to help them revise the document into publishable quality.	

Evaluation.

Two forms of feedback are provided. First, reviewers will use the Comps Rating Form to evaluate students' research skills based on the Research Skills Checklist (see Appendix E for the rating form specific to Comps). It is expected that students should demonstrate competence in several conceptual, methodological, and written skills by the time they have reached this training milestone. Each of these skills will be rated on a 1-10 scale and weighted as described in Appendix E, and a percentage score will be computed as a "grade" on the Comps. The scale is anchored such that a score of 80% indicates that the student has achieved the expectations for a typical UNC clinical student in years 3-4 of training. Scores above 80% reflect that the Comps has substantially exceeded the expectations for a third/fourth year student and the Comps already appears to be of a quality commensurate to a published journal article. Students who achieve a score of 70% or above based on the mean of the two reviewers' scores have "passed" the Comps requirement.

Second, reviewers will provide substantive feedback to the student either in writing (i.e., similar to reviewers' feedback on a manuscript) or verbally during a 30-minute meeting with the student. Students should initiate this meeting with their reviewers if they did not receive written feedback about their Comps when they received their scores.

Reviewers will typically provide their scores within 45 days of submission. These 45 days refer to days when school is in session, thus students submitting their comps for the December date may not receive their comps scores until late February due to winter break.

If the two reviewers' scores indicate a split decision (i.e, one score above/below 70%) on either the first or second submission, and the average score between the two reviewers is below 70%, then a third reviewer will be assigned and expected to provide numerical ratings only. In this case, decisions will be based on the average score in consideration of all 3 reviewers.

After successful completion of Comps, students are strongly encouraged to submit a revised version of their Comps for publication.

Remediation.

Students who receive a score below 70% will be allowed to revise and resubmit the Comps for further evaluation. Students should also submit a letter addressing the reviewers' comments if they are revising and resubmitting. A Comps score below 70% indicates that a student has not yet demonstrated adequate clinical science skills to meet the Comps requirement. In this case, the student would be strongly encouraged to meet with the 2 faculty reviewers of their Comps to receive structured feedback and suggestions regarding their document. Students should also meet with their research advisor to get explicit feedback regarding their document and helpful suggestions for how to improve the Comps. Note that the reviewers and research advisor must maintain a consultant role (and not a co-author/collaborator role) during the remediation process. In other words, in written or verbal form, reviewers and the research advisor may provide detailed suggestions and feedback for how to revise the paper (much as a journal reviewer might do) but should not offer their own scientific ideas or writing in a manner that would typically qualify them to be an author on the revised Comps.

The revised Comps should be resubmitted for further consideration within 45 days of the initial decision (i.e., it does not need to be submitted on one of the submission cycle days). The revised Comps will be reviewed by the same reviewers if possible, with reviewers typically providing their scores within 45 days of submission. Students may only revise and resubmit the Comps once. Second submission evaluation is pass/fail, meaning that there are no opportunities for further remediation beyond a second submission of Comps.

Dissertation

Students are required to complete a Dissertation of original empirical work. A proposal of this Dissertation must be presented and defended to the Dissertation committee by **October 1** in the academic year that the student will apply for internship. Successful defense of the Dissertation proposal is a requirement for internship readiness and eligibility. The Graduate School requires completion of the Dissertation within eight years of enrollment at UNC. We encourage students to complete the Dissertation at the end of four to five years in the Clinical Program (i.e., before internship).

Use of an Existing Dataset.

The use of an existing dataset is permissible for the completion of the Master's Thesis (preferred) or the Dissertation but not both; that is, an original data collection is required for at least one of these two independent research projects. (See information immediately below for possible exceptions.)

Occasionally, students have assisted substantially in the collection of data for one or more research projects in collaboration with other students and/or faculty who are part of a research team or lab. In this case, students may wish to use this and other lab experiences to satisfy the original data collection requirement for either their Master's Thesis or Dissertation project. This original data collection requirement is designed to allow students an opportunity to develop experience with a) formulating research hypotheses; b) having substantial input in the selection of the research design and measures; c) obtaining human subjects approval for research; d) soliciting participants or sites for recruitment; e) training research staff, if applicable; f) applying for grant funding, if applicable; and g) conducting and/or managing data collection and data entry activities. To obtain permission to credit a research lab project(s) as providing original data collection experience, a letter should be submitted to the Director of the Clinical Program enumerating in detail the student's involvement in each of the experiences

listed above. Of note, the above elements of an original data collection experience may be satisfied by involvement in one research project or across several research projects. The Director of the Clinical Program will review this request with the student's primary research advisor and potentially members of the Clinical Advisory Committee to determine whether these experiences satisfy the requirement.

Distinctiveness from Master's Work.

It may be that students wish to design a Dissertation that will represent an extension of their Master's research. The Dissertation must represent a distinct research effort that is unique both in theoretical conceptualization and in analyses and findings from prior work. Moreover, there may not be redundancy between the student's (and their research advisor's) recently published work and the Dissertation project. However, often there are opportunities to conduct a new theoretical analysis and/or substantially different methodological (e.g., coding) or analytic approach to prior work. This may be appropriate for the Dissertation project if the work to be extended is the student's own (i.e., if the student is the primary author on the original work). A useful measure of distinctness would be to determine whether two projects would yield two separate publications within the same APA-quality peer-reviewed journal. Projects meeting this standard should be adequate for use as a Dissertation project. The primary research advisor and the Dissertation committee will determine whether the proposed Dissertation project represents a unique contribution that qualifies as meeting the Dissertation requirement.

Dissertation Formats.

The dissertation may be written in one of two formats. The "Traditional" format includes an Introduction, Methods, Results, and Discussion section and typically describes a single study. An often-stated guideline regarding the scope of this study is that it should include enough aims and hypotheses to yield at least two empirical publications (if significant results emerged). For a "Traditional" Dissertation, a proposal meeting is convened once the the Introduction and Methods sections have been completed, and the final Defense is conducted to review the entire dissertation manuscript.

Alternatively, students may elect to complete their dissertation in an "Integrative" format. This format is intended to help students think programmatically about their work, and allow the progress towards their dissertation to have maximal impact on their publication record. This format includes 1) an Integrative Introduction section; 2) three empirical papers; 3) a General Discussion that summarizes and integrates findings across all three publications and discusses broad implications; and 4) an integrative abstract that addresses all three papers. The three empirical publications included in the Integrative dissertation should meet the following guidelines:
   a. The student should be the first author on each publication
   b. The publications may not represent hypotheses or aims that were the central focus of the Master's thesis
   c. The work published in each of the three papers must be based on work begun, performed, and completed while a student in the clinical program at UNC Chapel Hill.
   d. No more than 1 of the 3 papers can be *accepted* for publication prior to the dissertation proposal meeting, and no more than 2 of the 3 papers may be *submitted* for publication prior to the proposal meeting, which allows the committee the opportunity for substantive input and direction on the student's program of research. No more than 1 of the 2 papers that may have been submitted/accepted for publication before the proposal meeting may be a brief report.

e. Responses to dissertation committee members' comments regarding submitted (but not published) papers should be submitted to the committee in writing at the time of the final defense. In addition, if the student includes a paper that has been submitted (but not published) at the proposal meeting, then it is likely that they will also receive comments from journal reviewers before the final defense. If responses to journal reviewers require additional changes to the document beyond those required by committee, then the reviews and response to reviewers letter should be included as an appendix. If the response to the journal reviewers requires changes that don't align with committee member suggestions, these also should be explained in writing at the time of the defense.

f. The three papers must, in the view of the student's dissertation committee, be conceptually related to one another. Given this requirement, students interested in an Integrative Discussion are wise to begin discussing this with their primary research advisor early in their graduate training.

g. The three papers included in an "integrated" dissertation need not reflect work that was conducted after the completion of Comps. It may reflect work done at any time during the student's tenure at UNC, as long as it meets these other criteria.

Students may propose an Integrative Dissertation once they have completed at least one of the three empirical manuscripts that will make up the Dissertation. (Note: Although it is permissible for students to submit up to 2 papers for publication prior to the proposal meeting, it is not required that students have submitted any of the empirical papers for publication in order for the student to pursue the Integrative Dissertation format.) The proposal document for an Integrative Dissertation must include an integrative Introduction section and the empirical manuscript completed. For papers that have not been submitted for publication prior to the proposal meeting, be sure the proposal document includes an Introduction and Methods section for these other papers.

Students schedule the dissertation defense when the Integrative Introduction, all three papers, the General Discussion that summarizes and integrates findings across all three publications, and the integrative abstract have been completed. The defense meeting will involve a discussion about "big picture" implications across the body of work.

Dissertation Committee.
This Dissertation committee evaluates the Dissertation proposal and completed document. The Dissertation committee is comprised of five faculty members, one of whom serves as the committee chair, who should be your primary research advisor. The Dissertation committee <u>must be approved</u> by the Department Director of Graduate Studies at least two weeks prior to the Dissertation proposal date. The relevant form is available from the Student Services Manager (Kaitlin Blakemore) and also is provided here: http://gradschool.unc.edu/pdf/wdcomm.pdf.

Between three and four (but not all five) committee members must be faculty members in the Clinical Psychology Program (core faculty or affiliated faculty who serve as primary research advisors – currently, Cindy Bulik, Gabriel Dichter, and Laura Klinger). In addition, at least one member of the committee must be a Department of Psychology and Neuroscience faculty member who is in a program other than Clinical.

A majority of the committee must be full members of the UNC tenure-track Graduate Faculty. Note that not all faculty members are full members of the Graduate Faculty. To confirm faculty status, contact the Student Services Manager Kaitlin Blakemore. In some cases, a student may want as a

committee member someone who does not have a tenure-track appointment at UNC-CH (i.e., is not a full member of the UNC Graduate Faculty). Before serving on a committee, such an individual must be given a fixed-term appointment to the Graduate Faculty (see Director of Graduate Studies).

Checklist of Dissertation Committee Membership Requirements

1. A dissertation committee consists of at least five people. Five is the usual number.
2. A majority of the committee must be tenured or tenure-track (T/TT) members of the Department of Psychology and Neuroscience.
3. One of these individuals serves as chair of the dissertation committee. Normally, the committee chair also serves as your primary research advisor, but this is not always the case. Talk with Kaitlin Blakemore (Student Services Manager) or Mitch Prinstein (Director of Graduate Studies) for details.
4. Additional committee members may also be T/TT members of the UNC faculty, but this is not required. However, anyone who is not a T/TT faculty member must receive a fixed-term appointment to the Graduate Faculty from Psychology before they can serve on a dissertation committee. These appointments take time and are subject to certain restrictions; talk to the Student Services Manager or the Director of Graduate Studies for details.
5. At least four committee members—including T/TT Psychology faculty and individuals with fixed-term appointments to the Graduate Faculty from Psychology—must represent the Department of Psychology and Neuroscience on the committee.
6. At least three of the committee members must be from the Clinical program.
7. At least one committee member must be from a different program within the Department (i.e., Behavioral and Integrative Neuroscience, Cognitive, Developmental, Quantitative, or Social).
8. If the student has a formal concentration (e.g. in Quantitative Psychology), one member of the committee must be from the program that the concentration is in. The same individual committee member cannot be used to satisfy requirements 5 and 7.

Dissertation Proposal.

The Dissertation proposal should not be scheduled until after the student has successfully completed Comps. The Dissertation committee should receive a copy of the Dissertation proposal within two weeks (or before a deadline determined by the committee) before the proposal date. See the "Dissertation Formats" section for information about the nature of the proposal document. Following this presentation of the Dissertation proposal, the committee will offer suggestions, comments, and inquiries designed to help maximize the potential for the success of the project. The intent is to ensure that the research is sufficiently original, methodologically sound, and important, and that the procedures planned are feasible and appropriate. The student can expect this to be a rigorous analysis of the project including its theoretical basis and its methodology. In many circumstances, data collection should not begin until after the Dissertation proposal meeting. Proposals meetings must be scheduled during the academic year (i.e., not during holidays or summer; however the academic year does include days when finals are being administered).

Dissertation Defense.

When the student and advisor mutually have agreed that a penultimate version of the dissertation is ready for evaluation by the committee, the Dissertation defense is scheduled. The committee should receive a copy of the Dissertation document two weeks (or by a deadline agreed by the committee members) prior to the scheduled defense. As is the case for the Master's thesis, Dissertation defense meetings must be scheduled during the academic year (i.e., not during holidays or summer; however the academic year does include days when finals are being administered). The defense typically lasts about 1.5-2 hours and is typically focused on such issues as whether additional analyses are needed, whether results have been interpreted fairly, and whether conclusions drawn are appropriate, as well as "big picture" items, clinical implications, and future research directions. The dissertation process, with the attentive input of committee members, tends to result in very thoughtfully conceived and carefully executed research. The finished product is usually a source of considerable pride for both the student and the committee members. We hope that most students will quickly prepare their Dissertations for publication.

At the completion of the Dissertation defense, the committee will determine whether the Dissertation is acceptable and/or whether it requires revisions. The decision to pass the Dissertation is based on the committee's determination that the student has demonstrated all of the competencies in the relevant section of the Research Skills Checklist (see Appendix D).

Potential outcomes:

> a. *Pass*: The student passes the proposal/defense; no further action is required. Relevant paperwork is signed.
> b. *Pass with minor revisions*: The student passes the proposal/defense, although small clarifications, corrections, or minor additions to the paper are needed before it should be submitted to the Graduate School. Relevant paperwork is signed. The Chair of the Dissertation committee (i.e., the primary research advisor) will review these revisions, and the student may require brief consultation with committee members to assist with revisions, but the committee will not review the document further before signing the relevant paperwork.
> c. *Pass with memo of understanding* (for proposals only): The student passes the proposal; however, several suggestions have been offered to improve the study. Note: these suggestions must not be of the nature that would turn an unacceptable document or low quality research into an acceptable document or adequate quality research. By definition, these are suggestions that help augment a study/document that already was of passable quality. To ensure that the student has understood all of the suggestions offered and that each suggestion can be successfully incorporated into the proposal, the student will distribute a memo summarizing the changes they intend to make to the study before conducting the research. Committee members can comment informally on the memo with the student and committee chair. Relevant paperwork is signed.
> d. *Fail*: The student has not met the requirements of the program; the paper is not of adequate quality. The committee does not sign the relevant paperwork. The committee advises the student whether it may be possible to continue with the proposed research following the production of a document of adequate quality or whether to entertain a new research topic/approach.

Forms/Paperwork/Whom to Alert.

Go to https://gradschool.unc.edu/academics/resources/forms.html or google "UNC graduate school forms." There are 2 documents in the Doctoral Students section that are relevant.

One of these documents is the "Report of Doctoral Committee Composition." Fill out Part I of this form, except for the signature of the Director of Graduate Studies, which the Student Services Manager will obtain when you turn the form in to them. Make sure to obtain this form back from the Student Services Manager prior to your proposal meeting, since committee members will need to sign this document (Part II) once they have approved that the dissertation proposed move forward. After a successful proposal meeting, turn this signed form in to the Student Services Manager (Kaitlin Blakemore).

The other document needed is the "Doctoral Exam Report." This is the sheet that the Graduate School needs for documenting the progress of your doctoral thesis through its final completion. More information about this form is provided below.

Part I (report of preliminary written examination) and Part II (report of oral examination) are what we fill out for the proposal of your Dissertation – the document itself (Part I) and the proposal meeting with your committee members (Part II). Note that only the chair of your Dissertation committee (usually your primary research advisor) needs to sign these sections. Thus, you do not need to bring this form to your proposal meeting. However, after a successful proposal meeting, obtain the committee chair's signature for both Part I and Part II. You can keep this document and bring it to your Dissertation defense meeting or you can ask the Student Services Manager (Kaitlin Blakemore) to file it and you would need to obtain it prior to your defense meeting. Make sure to let the DCT and the Clinical Program Coordinator when you successfully proposed your Dissertation so that they can update the program's record of your progress through the research milestones.

Part III (report of the final oral examination) and Part IV (report of the final dissertation) have to do with the defense of your Dissertation – the defense meeting with your committee members (Part III) and the dissertation document itself (Part IV). Note that all committee members must sign these sections. Thus, make sure to bring this form to your defense meeting. After a successful defense meeting, add all the signatures needed for Parts III and IV to the document that should already have signatures for Parts I and II. Turn this document in to the Student Services Manager (Kaitlin Blakemore) who will submit the form to the Graduate School. Make sure to let the DCT and the Clinical Program Coordinator when you successfully defended your Dissertation so that they can update the program's record of your progress through the research milestones.

Submission of the Dissertation.

Following the Dissertation defense, students must submit their completed dissertation electronically to the Graduate School. Students should follow the Electronic Thesis and Dissertation (ETD) guidelines and departmental specific instructions for preparing and submitting their theses and dissertations. Only final documents with approvals from committee members should be submitted. For a copy of the ETD Guidelines and to submit an electronic Dissertation visit: http://gradschool.unc.edu/etd/index.html.

Steps and Timing Related to the Dissertation

STEP	TIMING/DEADLINE
1. Choose committee members in discussion with primary research advisor and check with Student Services Manager to make sure all committee members are eligible *Fill out Part I of the "Report of Doctoral Committee Composition" form & turn it in to the Student Services Manager*	No fixed timeline, but with enough time to make sure all are eligible; recommended at least 4 weeks before anticipated proposal date
2. Decide on proposal date – email the Clinical Program Coordinator & DCT with info about committee members and date/time/location of proposal	At least 2 weeks before proposal
3. **Dissertation proposal meeting**	**By Oct. 1 in the academic year you apply for internship**
4. After a successful proposal, all committee members sign Part II of the "Report of Doctoral Committee Composition" & this is turned in to the Student Services Manager	At proposal meeting
5. After a successful proposal, advisor signs Parts I & II of the "Doctoral Exam Report" form	After proposal meeting
6. Alert the Clinical Program Coordinator & the DCT of the successful proposal	After proposal meeting
7. Decide on defense date – email the Clinical Program Coordinator & DCT with info about committee members and date/time/location of defense	At least 2 weeks before defense
8. **Dissertation defense meeting**	**Strongly encouraged: Prior to leaving for internship**
9. After a successful defense, all committee members sign Parts III & IV of the "Doctoral Exam Report" form	At defense meeting
10. Submit the form with all the signatures to the Student Services Manager	After defense meeting
11. Alert the Clinical Program Coordinator & the DCT of the successful defense	After defense meeting
12. Submit the dissertation electronically to the Graduate School	See link below for graduation deadlines related to submission of dissertation

https://gradschool.unc.edu/academics/resources/graddeadlines.html

Clinical Training

The Clinical Program is strongly committed to clinical training. All graduate students participate in formal practicum training at UNC beginning in the second year. We encourage clinical experiences with a variety of diverse populations in different types of clinical settings. A predoctoral internship is required for the Ph.D. degree following completion of all other graduate training requirements with the possible exception of the Dissertation defense. Information related to practicum experiences and preparing for the predoctoral internship is described below.

Practicum Training

In the course of their practicum placements students are expected to meet the following goals:

1. Deliver a range of psychological services, including intervention, assessment, and consultation, in a manner consistent with APA ethical principles, standards of clinical psychology practice, and applicable legal mandates.

2. Demonstrate the use of the clinical science model in a clinical setting including an understanding of the scientific evidence that supports the theory or procedures on which assessment and therapeutic techniques are based. For clinical practice procedures that are not evidence-based, a thorough understanding of related evidence, the limitations of available scientific evidence, and the theoretical or empirical basis for deviations from evidence-based practices should be demonstrated.

To help you understand the minimal expectations for what clinical skills we hope for students to obtain during graduate training, we have included a checklist of clinical skills in Appendix F.

Professional training liability insurance.

All students in the program are covered by a blanket professional liability insurance for the duration of their graduate training. The Clinical Program will enroll all current students and cover the cost for the university-approved policy. The policy does not cover students who are on internship.

Responsible Care of Clinic Resources.

The clinic has worked hard in recent years to upgrade and improve clinic facilities and we now have two truly state-of-the-art clinics in which you will be doing a significant portion of your clinical training. All students in the program are expected to treat all clinic resources in a responsible manner; this includes everything from carpeting to furniture to IT to video equipment, etc. Maintaining these resources is a top priority for the clinical program and the clinic.

UNC IT Security Policy.

When the UNC Med School experienced a technical breach of personal health information (PHI) the UNC IT Security office also experienced major changes. The result of those changes has been new levels of IT security and new levels of expectations for everyone on campus using technology: from smart phones to servers, and from students to faculty. Accordingly, beyond any clinic policies, students must be aware of and adhere to the UNC IT security policies. The full listing of these policies can be found here: http://help.unc.edu/help/information-security-policy-summaries/. These polices include guidelines for appropriate passwords, login/log off responsibilities, email, encryption requirements, and other policies specifically for sensitive data. Since student therapists handle the most sensitive information covered by these polices the expectation is they fully understand the importance of these

polices and will comply. Questions about these polices may be directed to the Departmental IT Specialist (Hugh Meriwether).

Reference the Clinic Manual for Important Clinic Policy, Procedure, and Resource Information.

The reference document for student therapists using the Evergreen or Finley clinics is the Clinic Manual, the most updated version of which is on the clinic site on Sakai. The manual provides detailed information about clinic policy and procedures, use of Titanium (which is the client recordkeeping application used by the clinic), video recording protocol, guidelines for client documentation, client payment and collection, emergency procedures, and other information. Therapists are expected to follow the procedures and policies stated or referenced in the manual. Questions about manual content may be directed to the Clinic Director (Erica Wise) or the Clinic Manager (Rosella Harris).

Confidentiality and HIPAA.

Within the first semester in the clinical graduate program, all students should complete and sign a HIPAA Confidentiality and Security Agreement (see Appendix J); this only needs to be completed once and should be turned in to the Clinic Manager (Rosella Harris). Students also must annually complete HIPAA training as announced via email to all clinical program students each Fall semester. Students must strictly adhere to HIPAA protocol in handling all client related matters.

Please Recycle.

We encourage recycling paper, batteries, cans, bottles, etc. Receptacles of various types are provided in the clinics to help reduce needless waste. Besides recycling, the re-use of forms that are still good (current and unmarked) reduces the need to make unnecessary copies.

Practicum Experiences.

All students enroll in the 2nd Year Practicum in their second year of graduate training (811 - Adult, 812 - Child/Adolescent). The 2nd year prac involves both a didactic component, lasting approximately 2.5 hours each week, and an applied component. This seminar/practicum is offered in the Fall and Spring semesters; students enroll in 811/812 for both semesters of their second year. Students gradually will take an increasing number of cases over the course of the year (up to a caseload of about 4-5 cases each). Cases may be carried over the summer, if approved by the supervisor. The 2nd year prac takes place in the UNC Department of Psychology Community Clinic (i.e., Evergreen or Finley sites).

In subsequent years (3rd year onward), practicum training occurs at a variety of possible sites. Some of these rotations are specialized experiences in the UNC Department of Psychology Community Clinic (e.g., Don Baucom's couples prac, Jon Abramowitz's anxiety prac). Other rotations are available at external practica such as Central Regional Hospital (adult, child & adolescent, geriatric, and forensic services units), Carolina Institute for Developmental Disabiltieis (CIDD), TEACCH, UNC Counseling and Psychological Services (CAPS), UNC Department of Psychiatry (DBT, Center of Excellence for Eating Disorders), UNC Department of Physical Medicine and Rehabilitation (clinical neuropsychology), Schizophrenia Treatment and Evaluation Program (STEP), Duke Stress, Trauma, and Recovery Treatment Clinic (START), and Durham VA Medical Center, among others.

In years 3 and 4 in the program, students register for Advanced Practica. This could be a specialty rotation at the UNC Community Clinic (e.g., Couples Therapy, Anxiety Treatment, Advanced Child Therapy) for which students would register for PSYC 817 (Advanced Adult Practicum) or PSYC 818 (Advanced Child/Adolescent Practicum) for both semesters of a given academic year. Or this could be

one of the external practica (see examples listed above), for which students would register for PSYC 825 (Advanced Clinical Practicum) for both semesters of a given academic year. In a small number of cases, students may combine an advanced practicum through the UNC Community Clinic with an external practicum, especially if one of those offers a low number of direct service hours; in this case, students would register for both 817 or 818 as well as 825. Time commitment varies across difference advanced practica, but usually involves 1-2 days at the practicum site.

Brief summaries of the advanced practicum rotations available will be provided each Spring semester for students to review before ranking their practicum rotation preferences in advance of practicum assignments being made. Practicum placement decisions typically rely heavily on seniority and are made by the DCT with consultation with the Clinical Advisory Committee as needed.

Students who wish to complete more than the required practicum training (i.e., more than three years, meaning more than in Years 2-4) should consult with their primary research advisor. If there are any concerns about a student participating in additional practica experiences beyond program requirements due to, for example, a student's progress in other program requirements (e.g., Dissertation, coursework, etc.), the student and advisor should consult with the Director of the Clinical Program who will bring up the concerns for discussion at a clinical faculty meeting. Students maintaining ongoing clients that require less than 1-2 hours of direct service each week do not need to submit a request for additional practica beyond three years of training, but do need to be enrolled in the appropriate practicum.

Students typically conduct practicum training in the same area as their curriculum track (i.e., Adult or Child/Family); however, students are encouraged to obtain "out-of-track" training if possible.

Student do not enroll in practicum classes over the summer, but if pre-approved practicum experiences are occurring over the summer (e.g., carrying over clients from an academic year practicum; starting assessment practicum early), those are collected by the Clinical Program Coordinator in a google doc as documentation of supervised training experiences. Also, if students are engaging in a clinical experience (other than a practicum) that meets the requirements to be program-sanctioned (i.e., specific APPIC and CUDCP criteria), those experiences are also documented in this google doc. Make sure to consult with the DCT to see if a non-prac summer clinical experience can be sanctioned by the program and thus count as hours on internship applications.

Proposing a New Practicum Site.

Occasionally students desire a clinical training experience that is not among the pre-approved practicum rotations. We encourage students to participate in innovative training that is relevant to their training goals. However, to ensure consistency in training and that students will obtain a structured clinical experience, new training opportunities must be carefully reviewed by the clinical faculty before such assignments can be offered. This might include either an experience as part of the Advanced Adult (PSYC 817) or Advanced Child/Adolescent (PSYC 818) Practicum or as a practicum outside of the UNC Community Clinic (PSYC 825).

If a student has identified such a clinical experience, they should request that a licensed Ph.D. psychologist at the site who would serve as the student's primary clinical supervisor complete the application form in Appendix G. The completed form may be returned to the Director of the Clinical Program. The faculty of the Clinical Program will review each request and determine the appropriateness of the training experience as a potential practicum rotation. All practicum rotations begin at the start of the academic year.

Note that unlicensed students only are permitted to participate in clinical activities as part of a formal training experience as sanctioned by the Clinical Program, meaning meeting specific APPIC and CUDCP criteria (e.g., provision of direct clinical services to an identified client, supervision by a doctoral level psychologist, supervision on a case by case basis, etc.). Moreover, only these clinical hours will count towards the doctoral training experiences that are documented within the internship application process. Students who have completed internship training but not the Dissertation (i.e., and therefore are unlicensed) also are only permitted to participate in clinical experiences that are sanctioned by the Clinical Program. All such requests regarding clinical activities being sanctioned by the program must be made in writing, submitted to the Director of the Clinical Program, and approved by the clinical faculty.

Assessment Experience.

In addition to the practicum requirements listed above, all students are expected to complete at least four comprehensive assessment batteries under supervision (typically by Jen Youngstrom). Each battery should include 1) cognitive (i.e., intellectual ability and/or achievement), and 2) behavioral/symptom assessments including, for child/adolescent clients, at least two reporters of behavior that have a long-standing relationship with the child/adolescent (e.g., parent, teacher). The battery should be integrative. The use of projectives could supplement, but not replace, the use of evidence-based approaches for understanding symptoms such as symptom checklists, structured diagnostic interviews, etc. To satisfy this requirement, all students should register for the Assessment Practicum (PSYC 828) for both semesters of their 3rd year. Child/Family track students must also be enrolled in Assessment Practicum for both semesters of their 4th year. Adult track students may enroll in Assessment Practicum their 4th year, but are not required to; instead, Adult track students interested in ongoing assessment experience often consider other types of assessment (e.g., clinical neuropsychology, forensics) at external practica sites. Of note, most students are able to complete their four required batteries in the 3rd year Assessment Practicum. There is sometimes the possibility to start Assessment Practicum the summer before the 3rd year; if interested in this, contact Jen Youngstrom around April of the spring semester of the 2nd year.

Clinical Hours and Record Keeping in Time2Track.

Students are strongly encouraged to keep an ongoing record of their clinical hours throughout graduate training using the Time2Track system. The ongoing tabulation of hours will be helpful in determining the need for additional practica experiences. Clinical hours to be recorded include: 1) Intervention and Assessment Direct Service, 2) Indirect "Support" Hours, and 3) Supervision. The Clinical Program recommends that students accrue a minimum of approximately 550 Intervention and Assessment Direct Service hours before applying for internship. Beyond approximately 550 Direct Service hours, additional experience does not appear to substantially increase the competitiveness of the internship applicant.

Practica Evaluations.

At the end of each semester of a practicum experience, students complete an evaluation of their clinical training, including the quality of their overall experience and supervision, as well as the extent to which their clinical training included attention to diversity issues. The clinical training evaluations are directly based on our clinical skills checklist (Appendix F).

Summary of Practicum Training.

All students should be actively engaged in clinical practica for at least three years (i.e., 811 or 812 in Year 2; 817 or 818 or 825 in Years 3 and 4, and possibly in Year 5). All students should additionally complete at least four integrative assessment batteries before being approved to apply for internship. It is anticipated that students will dedicate between 8-16 hours each week to their combined practicum experiences; however, this can vary by rotation. Additional hours typically are dedicated towards the completion of "support" work including assessment scoring, report writing, or supervision.

Predoctoral Internship

To be eligible for the Ph.D. degree, all students must complete an APA-accredited predoctoral internship. The predoctoral internship occurs at a training site that is not directly affiliated with the Clinical program at UNC-CH and requires a separate application.

Students complete the predoctoral internship when all other program requirements have been completed with the possible exception of the Dissertation defense. (However, it is strongly encouraged to defend before leaving for internship.) Upon completion of all remaining requirements (again, excluding the Dissertation defense), students' progress in both research domains (e.g., successfully passing milesetones) and clinical domains (e.g., clinical skills and technical standards) is reviewed by the faculty of the Clinical Program, and their eligibility for internship training is determined. If the Dissertation proposal meeting has not been completed at the time of this review, students' internship eligibility may be approved contingent on the satisfactory completion of the Dissertation proposal by October 1 of the internship application year.

Students will receive substantial instruction, guidance, and advice throughout the internship application procedure, typically beginning in the summer prior to the internship application year. The Association of Psychology Predoctoral and Internship Centers (APPIC: www.appic.org) determines the timeline of the internship application procedure. Typically "Match Day – Phase I" occurs in the last half of February, and "Match Day – Phase II" occurs about a month later (i.e., last half of March).

Multicultural Training

The UNC Clinical Psychology Program is committed to and enthusiastic about opportunities to offer training to help foster multicultural competence and cultural humility. We believe that working toward multicultural competence is a lifelong process, with no one ever "arriving" at an endpoint of multicultural competence; we hope to help guide students in how to think about multiculturalism and develop in key areas related to multicultural competence and cultural humility during graduate training. Students enter the program with different levels of awareness, knowledge, and skills related to multiculturalism. We aim to meet students at their current levels and help them grow during their years in the program. Below is a list of multicultural competencies we aim to provide training in during graduate training, along with a way of thinking about cultural humility. Following this list is a grid depicting our training sequence in multiculturalism and a glossary with explanations of each training activity.

Multicultural Competencies

Awareness
- of one's own personal cultural place/heritage including concepts of oppression and privilege (including but not limited to aspects of identity such as race, ethnicity, SES, gender, sexual orientation, religion)
- of how one's own personal cultural place/heritage has shaped one's values, perspectives, and biases
- of how one's own personal cultural place/heritage has a potential impact on their work as a psychologist
- of clients'/research participants' cultural place/heritage and how it influences their views of therapy, research, mental health, and response to intervention

Knowledge
Cross-Cutting
- of cultural identity models and the impact of oppression, privilege, and discrimination on psychological functioning
- of strengths and limitations of assessments in different groups and when assessment instrument norms should and should not be used
- of how to conduct a cultural assessment as well as how to evaluate traditional assessment tools for appropriateness
- of the current state of the research literature on cultural tailoring of clinical interventions and how to help advance this literature and/or adapt evidence-based interventions accordingly
- of issues that are often salient for a particular multicultural group (e.g. acculturation differences for migrants vs. refugees; safety issues with clients who are coming out) and the potential limits of applying this work to understanding individuals
- of how to work with translators

Clinical
- of health disparities (i.e., differential access to treatment, institutional or cultural barriers to treatment, the degree to which seeking help through therapy is acceptable in one's culture), and how to adapt one's behaviors as a clinician accordingly
- of how to assess whether diversity issues may be relevant to one's client and/or provision of treatment, and how to address these issues in treatment if necessary/applicable
- of the role of multiculturalism in case conceptualization, assessment, and treatment

Research and Teaching
- of conducting research with diverse groups and subsequent strategies for gaining entry, increasing participation, etc.
- of the limits to "generalizability" of research findings to diverse groups, *why* findings are not applicable to all groups, and *what* would be needed to examine and enhance generality
- of diversity in learning styles of students in the classroom, how this affects classroom behavior, and how to tailor pedagogical and supervision approaches to accommodate this diversity

Skills
- ability to address issues of difference in a non-defensive and nonjudgmental manner (with client, with supervisor/supervisee, colleagues)
- ability to seek out cultural information relevant to one's client (e.g., journals to look into, ways to identify researchers examining the relevant issues)
- ability to recognize when one's biases are influencing perceptions as a clinician, researcher, or teacher, and how to how to use skillful questioning (curious, non-judgmental) to educate oneself and dispel perceptions
- ability to build rapport in cases where significant differences may make this difficult
- ability to recognize when outside consultation is needed and when one's competence may be limited due to inexperience or unfamiliarity with relevant cultural issues
- ability to skillfully and appropriately make use of possible allies that are culturally-relevant to the client (e.g., extended family, healers, clergy)
- ability to adjust/tailor research protocols or clinical interventions in response to an assessed cultural issue/factor
- ability to conduct a cultural assessment
- ability to use diverse teaching strategies that can increasing engagement of diverse students

Cultural Humility

Cultural humility is best conceptualized as a stance, a way of being.It has been defined as the "ability to maintain an interpersonal stance that is other-oriented (or open to the other) in relation to aspects of cultural identity that are most important to the [person]" (Hook, Davis, Owen, Worthington, & Utsey, 2013; p. 2) and can characterized by a stance of curiosity and non-judgment. Importantly, cultural humility can buffer the relationship between missed cultural opportunities and therapy outcomes (Owen, Tao, Drinane, Hook, Davis, & Kune, 2016).

Multicultural Training Sequence
<u>UNC Clinical Psychology Program's Developmental Sequence of Diversity Training</u>

As part of the Clinical Program's strong commitment to the training of its students in domains of multicultural competence within all professional endeavors and to the maintenance of a safe, respectful, and educated community with respect to all types of diversity, the Diversity Training Committee developed the following Developmental Sequence of Diversity Training for all graduate students in the program.

This table illustrates the discrete experiences that students will have in relation to diversity training across their time in the Clinical Program, which works within a diversity training model of building awareness, knowledge, and skills related to multiculturalism. The table is organized to indicate which part of training is being emphasized with each experience. Of note, we periodically review this training plan and make changes; currently, we are revisiting aspects of the cultural genogram and the cultural plunge.

YEAR IN PROGRAM	AWARENESS	KNOWLEDGE	SKILLS
1st	Multiculturalism orientation (FALL)		
	Cultural genogram (SPRING)		
	Diversity Journal Club (FALL & SPRING)	Diversity Journal Club (FALL & SPRING)	Diversity Journal Club (FALL & SPRING)
2nd	Cultural plunge (SPRING)		
	Diversity Journal Club (FALL & SPRING)	Diversity Journal Club (FALL & SPRING)	Diversity Journal Club (FALL & SPRING)
3rd	*Multiculturalism course-827 (or 4th yr)*	*Multiculturalism course-827 (or 4th yr)*	*Multiculturalism course-827 (or 4th yr)*
	Diversity Journal Club (FALL & SPRING)	Diversity Journal Club (FALL & SPRING)	Diversity Journal Club (FALL & SPRING)
4th	*Multiculturalism course-827 (or 3rd yr)*	*Multiculturalism course-827 (or 3rd yr)*	*Multiculturalism course-827 (or 3rd yr)*
		Supervision/Consultation course-823	*Supervision/Consultation course-823*
			Multicultural case conference (or 5th yr) (SPRING)
			Cultural plunge – facilitator (SPRING)

	Diversity Journal Club (FALL & SPRING)	Diversity Journal Club (FALL & SPRING)	Diversity Journal Club (FALL & SPRING)
5th			Multicultural case conference (or 4th yr) (SPRING)
	Diversity Journal Club (FALL & SPRING)	Diversity Journal Club (FALL & SPRING)	Diversity Journal Club (FALL & SPRING)

Note. Experiences in italics reflect coursework with a specific emphasis on diversity. However, many other courses in our clinical psychology doctoral program incorporate attention to diversity (e.g., courses on assessment, courses on evidence-based treatments), and thus we attempt to integrate a focus on diversity into all aspects of training. In addition, there are other events and activities available to all students, regardless of year in the program, such as movie nights with discussion on a topic related to diversity and the opportunity to be involved in the Diversity Training Committee that helps develop and implement formal and informal experiences related to diversity.

Glossary of Multicultural Training Activities

Multiculturalism orientation = an interactive workshop occurring the day before 1ˢᵗ year students start classes

This event begins to orient students to the many layers of diversity and aims to increase awareness that we all have our own areas of diversity and our own perspectives and biases. This orientation usually provides students with an overview of the diversity training in the program as well as information about the Diversity Training Committee.

Cultural genogram = an activity that lets students better understand their own cultural identities and family history with the aim of increasing insight and appreciation of how culture may impact them in their roles as clinicians and how culture may influence the lives of their clients

Cultural plunge = an experiential activity whereby students select and engage in an exposure to an experience that is unfamiliar to them and represents something significantly different from their own culture (e.g., via religion, race/ethnicity, socioeconomic status, ability status)

Students will be involved in this in two ways throughout their time in the program – as "plungers" in the 2ⁿᵈ year of the program and as facilitators/guides in the 4ᵗʰ year. By serving as facilitators/guides during their 4ᵗʰ year, students practice facilitating discussions about diversity using a multicultural-sensitive approach to create a safe environment for students to explore their values and perspectives.

Multicultural case conference = presentations by more senior students (often students who have applied for internship) of clinical cases where diversity played an important role, followed by a discussion among students, faculty, and supervisors

These case presentations are intended to provide students with increased exposure to clinical situations where some aspect of diversity was salient to the case conceptualization and to provoke discussion of clinical skills and considerations important in demonstrating multicultural competence in clinical work.

Diversity Journal Club = part of the clinical psychology program-wide lunchtime seminar where topics related to diversity are a key focus

The format of this seminar varies but aims to be interactive (e.g., discussion; practice of skills) and has included the discussion of journal articles, presentations from guest speakers, and presentations from our own students or faculty. There are about 2-3 DJC-focused clinical lunches across each academic year.

Training in Teaching

Many clinical students' initial teaching experience comes an Instructional Assistant (IA) or Teaching Assistant (TA) in undergraduate courses offered by the UNC Department of Psychology and Neuroscience including: Laboratory Research in Psychology (PSYC 270), Statistics (PSYC 210), Abnormal Psychology (PSYC 245), Introduction to Clinical Psychology (PSYC 242), and General Psychology (PSYC 101). IA and TA experiences can occur at any point in graduate training, with the instructors the students are assisting serving as informal teaching mentors.

Many students choose to teach their own undergraduate class as a Teaching Fellow during the fall and spring semesters of their third or fourth year in the program. Before they do this, they complete a one-credit course, Laboratory in College Teaching (PSYC 793), typically during the spring of their second year. This course heavily focuses on rapport and engagement factors, both of which pedagogical research has shown to be critical for a successful course. The course will also consider common teaching dilemmas which may occur. All graduate students in the UNC Department of Psychology and Neuroscience must complete this course before teaching independently. Also prior to teaching independently, students must have served as an IA or TA for a psychology course in the program; this does not have to be the same course that the student will eventually teach independently.

Clinical students are supervised directly by a faculty member during the two semesters they teach their own courses (typically either Abnormal Psychology or Introduction to Clinical Psychology) as Teaching Fellows. They meet weekly as a group to discuss their teaching and receive special help in designing their tests and paper assignments. Each Teaching Fellow is also observed in their classroom once each semester. Finally, a videotape sharing and analysis session is held near the end of each semester where each of the Teaching Fellows shows and discusses a brief, taped segment of his or her teaching. Some advanced students may be selected to serve as an Assistant Teaching Supervisor and assist the faculty member with weekly supervision meetings and classroom observations.

Graduate students desiring an academic career can be assured that by becoming a Teaching Fellow, they will receive exposure to the published literature on college teaching, with explicit training in the essential skills of teaching, including the option to gain supervisory experience with other instructors. We believe that our students are well-prepared for the classroom teaching duties associated with an academic career. As evidence of their level of skill, several of our clinical students have won departmental and university-wide teaching awards.

Evaluation

Students receive numerous types of feedback regarding their progress in the graduate program. Some of these feedback sources are formally prescribed by the Department or University; others are offered informally. Importantly students need not wait until a formal evaluation procedure has occurred to obtain frank and honest feedback about their progress. It always is possible to request a meeting with one's primary research advisor or the Director of the Clinical Program to discuss professional performance and program expectations.

Formal evaluation occurs in several formats and at multiple times throughout training.

Course Grades.
Although graduate coursework is only one measure of students' competence and progress, course grades provide a familiar and frequent measure of professional performance. The UNC Graduate School allows letter grades of H, P, L, and F corresponding to "High Pass," "Pass," "Low Pass," and "Fail." UNC does not allow pluses or minuses to accompany these letter grades. The Clinical Program generally de-emphasizes course grades as an indicator of student progress since the majority of learning occurs outside the classroom context.

Students who do not complete their research requirements (e.g., Master's Thesis by the required deadlines) will receive a grade of IN (Incomplete) on their transcript for the corresponding course (i.e., Master's or Dissertation Research). The UNC Graduate School indicates that a grade of INC automatically converts to a grade of "F*" after one year if the requirements are not met.

The UNC Graduate School specifies that a single grade of "F" will render a student ineligible to continue graduate training. In addition, a grade of "L" for nine or more semester hours of coursework (i.e., typically corresponding to three graduate courses) will necessitate the termination of graduate training. See the Graduate School Handbook for information about rare circumstances where academically ineligible students may be reinstated.

Progress Evaluations.
Formal evaluations of student progress are conducted twice each year. At the end of each semester, faculty are asked to complete an evaluation form for students they interact with closely. Thus, students can expect a written evaluation at the end of each semester from their primary research advisor, their practicum supervisor(s), their graduate course instructors, and, if applicable, the instructor they IA/TA for. Also, if the student has a graduate student supervisor, that supervisor will alo complete an evaluation. This is set up as an online evaluation system so that as soon as an evaluation form is submitted, the student receives an electronic copy via email. Students are encouraged to go over their evaluations with their primary research advisors and practicum supervisors.

Some of the research skills that the research advisor would evaluate include commitment to research, professional interactions, and scientific writing. Research advisors also comment on professional skills such as deportment, punctuality, accountability, and general interpersonal skills. Practicum supervisors evaluate professional skills (e.g., ethical knowledge and practice, clinical notes, use of supervision, consideration of diversity issues), assessment skills, and intervention skills. See Appendix M for links to sample evaluation forms filled out by research advisors and practicum supervisors.

At the end of each semester, faculty meet to discuss student progress, with the completed evaluation forms as a starting point. Typically, half of the students are discussed at the end of the fall semester, and the other half at the end of the spring semester. First year students are discussed at the end of each semester given their newness to graduate school. Also, students who have been experiencing difficulties are discussed at the end of each semester and evaluations may be completed at different times as well, to monitor progress. Discussions focus on strengths and recommended areas of growth in relation to research, clinical, and coursework activities, as well as research milestones attained (e.g., Master's thesis) and students' acquisition of specific skills and competencies that are thought to be essential and necessary for functioning as a clinical psychologist in all roles and respects. Typically, discussions are brief. Longer discussion occur for items where a student was evaluated as "below expectations." Evaluations can also include a review of "technical standards" included in this handbook.

These evaluations can be a particularly good measure of student progress because they often reflect the student's performance in research, clinical, and/or teaching (if applicable) endeavors, as well as: classroom performance; general professionalism; adherence to professional ethics; multicultural development; lifelong learning attitudes; and the student's ability to work in an effective, cooperative, and timely manner. Evaluations also can include a review of program "technical standards," that are included in this handbook.

We encourage students to think of these evaluations as something that will help by giving them: benchmarks of how they are progressing through the program; a sense of particular strengths that their research advisors and practicum supervisors are seeing them demonstrate; and guidance in terms of areas to strive for improvement and how to do so. Our intent is for formal evaluatins to be a way for faculty to systematically discuss students' progress, strengtths, and weaknesses in a variety of aspects of doctoral training (research, clinical work, coursework), to highlight strengths and help shore up weaknesses.

If either professional weaknesses or conditions that significantly compromise the potential for a student to successfully perform as a psychology trainee are defined, students are offered strategies for potential remediation. It is expected that most all students will be capable of excelling in the graduate program with remedial guidance or referral for additional support and resources. However, in rare circumstances, students may evidence continual difficulties meeting program requirements and expectations and/or failed attempts at remediation. UNC Graduate School Policy indicates that there are three ways a student becomes "academically ineligible" (terminated from the program). Two such ways involve course grades, namely a single grade of F or a grade of L on 9 or more credit hours, with the understanding that students' difficulties in research or clinical domains may be reflected in their grades on courses that capture their research or practicum experiences. Another way that a student may become academically ineligible involves repeated difficulties meeting core program requirements (e.g., research milestones), such as two unsuccessful attempts (failures) on a written or oral exam (i.e., Comps, a proposal meeting, or a defense meeting). Termination from the program could also be a result of failing to meet the technical standards described in this handbook despite attempts at remediation.

Grievance and Due Process Procedures.
If a student believes that they have been treated unfairly or inappropriately by faculty, staff, or other students either on an academic or interpersonal matter, the student is encouraged to address the

matter according to the following procedures. In most cases, the first action would be to address the concerns with the other person(s) involved and attempt an informal resolution of the area of concern. If the student is not satisfied with the resolution of the problem, the student should next contact their primary research advisor for assistance. Lack of satisfactory resolution at this point should be followed by discussion with the following persons, in order, as needed: the Director of the Clinical Program, the Clincial Advisory Committee (currently: Deborah Jones, Enrique Neblett, and Margaret Sheridan), the Chair of the Department of Psychology and Neuroscience, and the Dean of the Graduate School. Even if the student is able to satisfactorily resolve the concern through informal conversation with the other person(s) involved, the Director of the Clinical Program should be informed of any serious incidences or infractions that have occurred (e.g., sexual or other forms of harassment). There may be circumstances in which the student feels that they cannot discuss the issue with one of the parties described above (e.g., fear of retaliation from the other person; one of the persons in the chain above is the basis of concern, etc.); in such instances, the student is encouraged to discuss the matter with the next person in the chain outlined above. Our hope is that your stay at UNC will be constructive and prepare you for your career as a clinical psychologist free from such incidents; however, should they arise, we want you to have the freedom to address them with our support and without fear of retaliation.

The University of North Carolina at Chapel Hill
Clinical Psychology Doctoral Program
Technical Standards

Earning a degree from the Clinical Psychology Doctoral Program requires mastery of a coherent body of knowledge and skills. Doctoral students must acquire substantial competence in the discipline of clinical psychology as specified in the American Psychological Association (APA) Standards of Accreditation and must be able to relate appropriately to clients/patients, fellow students, faculty and staff members, and other health care professionals. Combinations of cognitive, behavioral, emotional, intellectual, and communication abilities are required to perform these functions satisfactorily. These skills and functions are not only essential to the successful completion of the Clinical Psychology Doctoral Program, but they are also necessary to ensure the health and safety of clients/patients, fellow students, faculty and staff members, and other health care providers.

In addition to required academic achievement and proficiency, the Technical Standards described below set forth non-academic qualifications the Clinical Psychology Doctoral Program considers essential for successful completion of its curriculum. Therefore, in order to be admitted to, to successfully progress through, to be approved for internship, and subsequent graduation from the Clinical Psychology Doctoral Program, applicants for admission and current students in the Clinical Psychology Doctoral Program must satisfy these Technical Standards. Students who are unable to meet these standards may be recommended for remediation or may be terminated from the program, consistent with policies articulated in the Clinical Program Handbook.

I.   Attitudinal, Behavioral, Interpersonal, and Emotional Attributes

Doctoral students must be able to relate to clients/patients, fellow students, faculty and staff members, and other health care providers with honesty, integrity, and dedication and in a non-discriminatory manner. They must be able to understand and use the power, special privileges, and trust inherent in the psychologist-client/patient relationship for the client/patient's benefit and to know and avoid the behaviors that constitute misuse of this power. Doctoral students must demonstrate the capacity to examine and deliberate effectively about the social and ethical questions that define psychologists' roles and to reason critically about these questions. They must be able to identify personal reactions and responses, recognize multiple points of view, and integrate these appropriately into clinical decision making. In research teams, doctoral students must demonstrate the ability to interact appropriately with research participants, other students, and faculty and staff members. Doctoral students must be able to collaborate well with others on joint projects (e.g., effectively accept and provide input).

A clinical psychology student must be of sufficient emotional health to utilize fully their intellectual ability, to exercise good judgment, to complete client/patient care responsibilities promptly, and to relate to clients/patients, families, fellow students, faculty and staff members, and other health care providers with courtesy, compassion, maturity, safety, and respect for dignity. The ability to participate collaboratively and flexibly as a member of an inter-professional team is essential. Doctoral students must display this emotional health in spite of multiple and varied academic, teaching, and research responsibilities, in addition to clinical training expectations. Doctoral students must be able to modify behavior in response to constructive criticism. They must be open to examining personal attitudes, perceptions, and stereotypes (especially those that may negatively impact client/patient care and professional relationships). Doctoral students must be able to take

responsibility for their behavior, which includes being open to feedback from their supervisors, academic instructors, and research advisors. Doctoral students must be open and empathic with others and show respect for different viewpoints, perspectives, and opinions. They must strive to work collaboratively with others in the classroom, laboratory, clinic, and in all other academic or professional settings. They must convey genuine interest in other people and demonstrate affect tolerance (i.e., appropriately manage and contain emotions in academic and professional settings). As an essential part of conducting research or clinical practice, doctoral students effectively tolerate uncertainty and ambiguity. They must be emotionally mature (e.g., intellectually and emotionally open to and appropriate when receiving feedback). Doctoral students must be able to advocate for their own needs in the work place without being inappropriately aggressive. They must also seek the resources and buil the relationships needed to advance in their academic or professional career.

The study and ongoing practice of clinical psychology often involves taxing workloads and appropriate management of stressful situations. A doctoral student must have the physical and emotional stamina to maintain a high level of functioning in the face of multiple demands on their time and energy.

II.   Intellectual Skills

Doctoral students must possess a range of intellectual skills that allows them to master the broad and complex body of knowledge that comprises clinical psychology education.

Doctoral students must be able to critically evaluate their own and others' research, including the ability to identify limitations in the research literature or design of a specific study, to critique a manuscript as an ad hoc reviewer, and to "make psychological sense" of their own data. They must be able to use theory to inform the conceptualization, design, and interpretation of research. Additionally, doctoral students must be able to effectively understand the theoretical literature in their identified substantive research area, to appropriately discuss this literature in individual and group lab meetings, and to integrate their understanding into scientific writing and presentations. They must further demonstrate an ability to generate novel hypotheses and to design a study that follows from those hypotheses.

Doctoral students must be able to analyze and synthesize information from a wide variety of sources and must demonstrate sophisticated critical thinking skills. They must be able to learn effectively through a variety of modalities including, but not limited to: classroom instruction, clinical supervision, small group discussion, individual study of materials, independent literature review, preparation and presentation of written and oral reports, and use of computer-based technology.

Because the practice of psychology is governed by the ethical principles set forth in the current APA Ethics Code and by current state and federal laws, including the North Carolina Psychology Practice Act, a clinical psychology doctoral student must have the capacity to learn and understand these ethical standards and legal requirements and to perform consistent with those principles and mandates as a student in the Clinical Psychology Doctoral Program.

III.   Communication Skills

Doctoral students must be able to ask effective questions, to receive answers perceptively, to record information about clients/patients, and to provide effective psychoeducation to clients/patients. They must be able to communicate effectively and efficiently with clients/patients, their families, fellow students, faculty and staff members, clinical supervisors in varied practicum settings, and with other members of the health care team. This includes verbal and non-verbal communication (e.g., interpretation of facial expressions, emotions, and body language). Mastery of both written and spoken English is required, although applications from students with hearing and speech disabilities will be given full consideration. In such cases, use of a trained intermediary or other communications aide may be appropriate if this intermediary functions only as an information conduit and does not serve integrative or interpretive functions.

IV.   Commitment to Non-Discrimination

The University is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of age, color, creed, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status.

A doctoral student with a diagnosed psychiatric disorder or other physical, mental, or emotional disability may participate in the Clinical Psychology Doctoral Program so long as the condition is managed sufficiently with or without reasonable accommodation to permit the student to satisfy the requirements of the Clinical Psychology Doctoral Program, including these Technical Standards. Students who seek reasonable accommodations for disabilities must contact the University's Office of Accessibility Resources and Service. The Office will determine a student's eligibility and recommend appropriate accommodations and services.

In the event of deteriorating function, it is essential that a doctoral student be willing and able to acknowledge the need for and to accept professional help before the condition poses a danger to the student, clients/patients, other students, faculty and staff members, or research participants.

V.   References

American Psychological Association (2010). Ethical principles of psychologists and code of conduct. Retrieved from http://apa.org/ethics/code/index.aspx.

North Carolina Psychology Practice Act.
http://www.ncpsychologyboard.org/office/pdfiles/pracact.pdf

The University's Policy Statement on Non-Discrimination –
http://policies.unc.edu/policies/nondiscrim/

The University's Office of Accessibility Resources and Service – https://accessibility.unc.edu/

Funding

Most graduate students in the Clinical Program receive a tuition remission and an assistantship stipend during their training (some students are awarded a Fellowship, regulated differently). This practice has been maintained for many years with few to no exceptions. However, several policies of the State of North Carolina prohibit this funding to be committed for more than a single year at a time. Please read the information below carefully.

Tuition Remission.
Students may receive a tuition remission from the Department of Psychology and Neuroscience and UNC graduate school for up to five years (i.e., 10 semesters) of graduate training; all 10 semesters must be in residence. A tuition remission is available only for students who also have assistantship funding. Some external sources (e.g., NIH National Research Service Award) of funding may be used as assistantship funding or to assist students with payment of tuition beyond these five years.

Students who complete their Dissertations (including the final oral examination; i.e., defense) prior to internship training do not need to register for classes or pay tuition while on internship. However, to retain UNC privileges, maintain an ONYEN, and to facilitate application for graduation, these students should become "affiliates" of UNC prior to departure for internship. You can download the affiliate application form from the Clinical Psychology Program Resources https://clinicalpsych.unc.edu/program-resources/ and then turn in the completed form to the HR Specialist (Lynn Farrar) for processing.

Students who have not completed their Dissertations before internship must register for three credits of Psychology 994 (Dissertation Research) in the semester that they defend and pay (out of pocket) tuition for these credits as well as student fees. (Of note, the Graduate School recently approved lower student fees for graduate students who will be off-campus for curricular reasons such as internship. Contact the Graduate School to arrange for the reduced student fees.) If you will defend in the fall of your internship year, you must register for PSYC 994 for the fall semester. If you will defend in the spring of your internship year, you would not register for the fall, but you would register for PSYC 994 for the spring semester. Regarding a spring semester defense during internship year: (1) you should follow the steps above before you leave on internship in order to become an "affiliate" of UNC so that you may maintain your UNC email account and ONYEN for the fall; and (2) following one semester in which students are not registered for classes at UNC, they must file for reinstatement at the UNC Graduate School – this must be done by December 1st and can be done via http://gradschool.unc.edu/pdf/readmission.pdf. All doctoral degree requirements must be completed within eight years of first enrollment as a UNC graduate student. In some rare circumstances, students may apply for an extension, but this is not guaranteed.

Assistantships.
Students may serve as a Research Assistant or a Graduate Teaching Assistant (including an Instructional Assistant [IA], Teaching Assistant [TA], or Teaching Fellow [TF]) during their graduate training. Research assistantships, enabled by a graduate student being on a faculty member's grant, typically are arranged directly between a member of the faculty and the student. A research assistantship most often includes an opportunity to engage in research activities for a minimum of 15-20 hours per week; however, the responsibilities and salary associated with this position, as well as the length of this position, are determined by the faculty member providing the assistantship funding (in accordance with Department and University requirements). Funding sources must include the stipend,

tuition waiver, and benefits associated with this position. Clinical graduate students may accept a research assistant position from a faculty member who is not a member of the Clinical Program or from a Clinical faculty member who is not their primary research advisor, but this should be discussed with the primary research advisor before accepting such a position. The hours dedicated towards the research assistant position *may* encompass the Clinical Program requirement of consistent (i.e., 10 hours/week) research activity. This is determined by the primary research advisor.

Regardless of their funding circumstances during the academic year, students may obtain a summer research assistantship. As with the research assistantships described above, the responsibilities and salary associated with the summer research assistantship is determined by the faculty member providing funding.

Instructional Assistants/Teaching Assistants (IA/TA) and Teaching Fellows (TF) positions are determined by the Department of Psychology and Neuroscience in coordination with the Clinical Program. An IA is typically required to assist in the teaching or coordination of a course instructed by a member of the faculty (e.g., attend lectures to help with in-class active learning activities, help with grading). TAs are typically asked to attend lectures, assist with grading, lead a discussion or lab section, and guest lecture. Because TA assignments (which are only for the statistics course [PSYC 210] and the research method course [270]) involve leading a recitation section(s), the stipend associated with a TA position is more than the stipend for an IA position. The specific responsibilities of the IA/TA are defined by the course instructor and typically involve a 15-20 hours each week.

Clinical graduate students' IA/TA assignments may not always be for courses that are taught by a member of the clinical faculty. Nevertheless, if questions or issues emerge, students can feel free to consult with any member of the clinical faculty, including the Director of the Clinical Program, if they wish. Students also should consult with the Director of Graduate Studies (currently Dr. Mitch Prinstein) if issues related to their assignment emerge.

A Teaching Fellow is a graduate student course instructor for an undergraduate class. Students assigned a TF position will have primary authority and responsibility for all aspects of the course including the selection of course curricula and textbooks, preparation of the course syllabus, readings, assignments, exams, as well as the preparation and delivery of all class lectures and activities. TFs also are responsible for all grading. More information on training available within the Clinical Program to assist with the TF assignment is provided in this handbook in the "Training in Teaching" section. As noted there, before assignment as a TF, students must complete PSYC 793 (Laboratory in College Teaching).

IA/TA and TF positions for each year should be requested in the Spring semester of the prior academic year. Given the large number of graduate students requesting positions in the Department of Psychology and Neuroscience, it is important to be as flexible as possible with teaching assignments. Graduate students often will not be assigned a TF position until their third year of graduate training. Graduate student requests for an IA/TA or TF position following the fifth year of training cannot be guaranteed; these students typically are included on a wait list for available positions.

Three special assignments usually are possible for clinical students. Each year one graduate student is selected as the Clinic TF. This person's assistantship funds their work in assisting with the organization and management of clinic functions. Each year one graduate student is selected to serve as a TA for the graduate course on Ethics and Practice in Clinical Psychology. Lastly, one to two graduate students may be selected to serve as a TA for the Clinical Assessment class, which is taught biennially.

Except under rare circumstances, the Clinical Program recommends that graduate students serve as a TF for a maximum of two semesters (i.e., often in the third year). To assist students in completing program requirements in a timely manner, it is recommended that the fourth (and fifth, if applicable) years of graduate training be dedicated towards the completion of the Dissertation and participation in the internship application process. Note that teaching a single class more than two semesters typically offers little to no incremental "vita-value" for obtaining a job as a researcher, practitioner, or educator, except perhaps at highly prestigious liberal arts colleges. If possible, we recommend acquiring funding in remaining years through grants, a research assistant position, or a teaching assistant (IA or TA) position.

Teaching assistantships (IA, TA, or TF) are also available, in a much more limited number, over the summer (Session I, Session II). Students do not need any prior IA/TA experience in order to have a summer teaching assignment. And, if they do have academic year IA/TA experience in a particular class, they are not limited to that same class for a summer IA/TA assignment. The exception is for TFs -- in order to be a TF for a summer session class, you must have been a TF for that same class during an academic year semester. Students will be given the opportunity in the fall semester to indicate interest in a summer teaching assignment. Priority is given to those who have not yet had the opportunity for a teaching assignment over the summer and, beyond that, priority is determined by seniority. Summer teaching assignment are made by the Assistant Department Manager.

Department Guidelines for IA, TA, or TF Positions
The Department of Psychology and Neuroscience Instructional Committee would like to ensure that students fulfill their IA, TA, and TF assignments in a manner that maximizes the educational value of these experiences. As a result, the following guidelines must be followed.

1. Unless otherwise requested by the course instructor, IA/TAs are expected to attend every class for courses to which they are assigned. If a student's own course schedule, practicum assignment, or research lab meeting conflicts with the time of their IA/TA Course Assignment, students should notify the Assistant Department Manager (Christopher Coffey) and the Director of Clinical Training immediately. If there is a conflict, students are encouraged to ask among their fellow graduate students to see if a swap can be made so that there are no conflicts with IA/TA assignments, and to then alert the Assistant Department Manager and the DCT about the proposed swap. If no workable swap can be identified, let the Assistant Department Manager and DCT know as soon as possible so that we can troubleshoot in other ways.

2. TFs are expected to serve as the instructor during every meeting time of the class to which they are assigned. If other professional obligations (e.g., internship interviews; conference attendance) make it impossible to attend one or more class sessions, the TF should arrange for a qualified instructor to guest lecture in their absence. This should be done sparingly.

3. If you are an IA/TA during the year you are applying for internship, it is imperative that you alert the instructor immediately (both that you may need to miss class(es) for internship interviews and the specific dates you will be on interview) so that the instructor can plan ahead as needed. It is your responsibility to make up the missed time as would be helpful to the instructor – for example, by offering extra office hours, by doing more grading during the part of the semester you will not be interviewing, etc. Should you be absent due to internship interviews on a date of an exam, you are responsible for lining up a graduate student proctor to replace you and to let the instructor know you have done this.

Grant Funding.
Students are strongly encouraged to pursue grant funding from external sources. Many students have successfully obtained this type of funding in the Clinical Program, offering numerous possible benefits which may include 1) full funding of graduate school expenses (e.g., tuition, stipend), 2) possibly a higher stipend than available from UNC, 3) funding for research expenses or professional travel, and 4) very high prestige and "vita-value." Obtaining a grant is a mark of excellence.

Students in the Clinical Program most often have pursued the National Institute of Health (NIH) National Research Service Award (F31 Award; NRSA), which covers up to three years. The application for this award is written in collaboration with a member of the faculty and typically contributes to funding a student's dissertation research (in addition to providing the student's stipend). There are 3 submission dates: April 8th, August 8th, and December 8th, with most students' applications requiring a resubmission before being funded. More information can be found at: https://grants.nih.gov/grants/oer.htm and https://researchtraining.nih.gov/programs/fellowships/F31

Funding opportunities can also be found at the National Science Foundation (NSF): http://www.nsf.gov/publications/pub_summ.jsp?ods_key=nsf05601 Due dates for NSF submissions are usually on October, with no resubmissions allowed. The latest that graduate students may apply for an NSF is in the fall of their 2nd year. NSF awards are for 3 years; they cover the student's stipend but do not provide money for the proposed research project. Additionally, smaller awards may be found at many APA division websites or through the American Psychological Association of Graduate Students (APAGS) http://www.apa.org/apags/programs/scholarships/ .

Examples of funded NSF and NRSA applications can be found on the Clinical Psychology Program Resources webpage: https://clinicalpsych.unc.edu/program-resources/ For assistance with NRSA applications and all NIH-related grants, you will work with the Grants Management Officer (Phil Lee). For NSF applications, you will work with the Graduate School. Another useful resource is the Graduate School's Funding Resource Center (http://gradfunding.web.unc.edu/) – they are available to help grad student get grants and, as part of their services, they offer individual consultations.

Outside Employment.
It is expected that students will not obtain additional employment unrelated to their graduate training. In addition, it is expected that students will not obtain employment that is not directly sponsored or endorsed by the Clinical Program. If such an opportunity for employment arises, students should discuss the opportunity with their primary research advisor prior to accepting any position.

Travel Funds.
Transportation grants from the Graduate School, for travel expenses only, are available for Doctoral and Master's students presenting research papers at international, national, or regional academic conferences, or meetings of professional societies via a Graduate Student Transportation Grant. Students may receive this grant only once. Applications are considered throughout the year and must be submitted prior to your travel. Reimbursement requests must be filed within 30 days of travel. For more information about the Graduate Student Transportation Grant, visit: https://gradschool.unc.edu/funding/gradschool/transportationgrant.html

The Graduate and Professional Student Federation (GPSF) offers a Travel Award to assist with conference and research travel expenses for graduate and professional students. For the Travel Award Guidelines, visit: http://gpsf.unc.edu/gpsf-funding/travel-awards/.

The Clinical Program is able to reimburse up to $100 to each student for travel related to presenting first-author research at a conference, once annually. For more information about this opportunity and to complete a travel form, contact the Clinical Program Coordinator, Chelsea Ewing.

Recently, the Clinical Program has been allocated money each year as part of the <u>Dashiell Student Travel Awards</u>. This money goes toward conference-related travel for graduate students presenting first-author research at conferences in the fall or spring semesters. Typically, an email will go out to the clinical students early each semester inviting them to indicate interest in receiving funding from this sources for a conference presentation that same semester. Awardees are randomly selected for this funding each semester with efforts to not duplicate awardees (i.e., to give more students a chance at this travel support).

Other Training Opportunities

Professional Societies.
Students are strongly encouraged to participate in the activities of professional societies or organizations in psychology throughout their graduate training. Professional organizations offer opportunities for grants, professional presentations, conference networking, and leadership experiences, as well as other professional development resources. A summary of specific reasons for joining professional associations, with some common associations relevant to clinical psychology, is offered in Appendix H.

The majority of clinical students attend the Association for Behavioral and Cognitive Therapies (ABCT) each year as well as other conferences, including specialty conferences (e.g., focused on schizophrenia). Several resources are available to assist you with travel expenses – see the section on "Travel Funds" under Funding.

First Year Primer from the Second Year Class

Welcome First Years!

We are excited to have you all join us at UNC, and we look forward to getting to know each of you. There are many "housekeeping" tasks ahead of you as you settle in to the program. We've put together an instructive list of the tasks that you will need to undertake. Some of these you will do immediately; the need for others will arise later in the semester. We hope this is helpful for you as you navigate this new environment. Flag us down in the hall if you have any questions!

Good luck from the Second Year class!

Things to Do Your First Week on Campus

1.1 The student ID at UNC is called the OneCard, and you can get yours at the OneCard office located adjacent to the Student Stores, on the ground level. Go to www.onecard.unc.edu for more information.

1.2 Get Keys

Tre Rush, Facilities Manager, will have your keys in Davie 105. You'll need to have your student ID before you can get them though, so make sure to take care of that first.. You will also need to give Tre a deposit of $5.00 for each key (office, lab, and front doors).

Things to Do in Your First Months on Campus

2.1. IRB Ethics Training

You need to complete the online modules immediately. These are located at: www.citiprogram.org

2.2 HIPAA Training

The Health Information Portability and Accountability Act of 1996 sets forth patient confidentiality guidelines that we adhere to as healthcare providers. You will need to complete HIPAA training, which is separate from the CITI training that you complete for research purposes. Erica Wise will provide you with the HIPAA training information at some point in the fall semester.

2.3 VPN and Mapping Drives

1. To access UNC servers/network from off-campus, download VPN to your computer -- the program and instructions available at: https://help.unc.edu/help/vpn-installation-and-clients/
2. The step above gives general access to the UNC network, but to access particular drives, they must be mapped onto your computer
   a. Right click "My Computer" and go to Map Network Drive
   b. Choose a letter for your drive to be called
   c. For Folder, put in the IP address of the *drive* (not computer IP) you want to retrieve (ask Hugh Merriwether [Department IT Specialist] if you do not know the IP address of interest)
   d. Click on Different User Name
      i. The username begins with "davie\" and the rest of the username and password are the user name and password you would use to access the drive when on campus.
      ii. So, if you access the drive on campus with your Onyen, then your username would be davie\onyen
   e. Click Finish

f. Now if you want to access the drives, you connect to UNC through VPN, click on My Computer, and then click on the networked drive

2.4 Put Money on Your OneCard
You probably will only need money on this for the rare occasions when you want to photocopy something at the library. You might want to go ahead and put some money on it, as it is no fun when you are in the library and have no cash to add. You can use credit cards online (MasterCard and Diners Club only), but it is cash only in the library machines. For more info on putting money on your OneCard and what can be purchased on campus with it, visit: www.onecard.unc.edu.

2.5 Desk Duty at Finley Clinic
Desk Duty is utilized at Finley as a way to assist therapists seeing families with children in the late afternoon and evening (desk duty is for clinic, not research, appointments). The expectation is to be there at the time assigned as shown in Titanium. Finley desk duty is shown under room FIN101. To change your scheduled assignment, you are responsible for getting your own replacement, and it must be another Clinic therapist. This schedule change can only be formalized by informing the Clinic Manager (Rosella Harris) who makes the change in the Titanium schedule. The full desk duty procedure and the expectations while serving desk duty are documented in the Clinic Manual, Section 1, D (at the end of section D).

General Department Information
3.1 Photocopiers and scanners are in the Davie Hall mailroom (Rm. 226). You will need a copy code. Ask a member of your lab for the code or the professor for whom you TA.

3.2 Software (other than SAS/SPSS)
A) For common software:

1) Start with Hugh in Davie 359. He provides basic software at no cost if you are using it for school-related activities (e.g., Office 2007).
2) Go to https://software.unc.edu/available.php. This gives you the menu for what is available from UNC for free or for discounted rates. Ordering software from here is a minor headache. You start with Hugh and usually end up talking to the Department Manager (Latasha Mingo).
3) Go to the bookstore. They often have software discounted (just not as much as Hugh or ITS).

B) Less common software (e.g., advanced stats programs):

1) Ask your advisor if they have a copy
2) Go to Odum institute in Murphy Hall → they have labs but will not give you the Software
3) Ask Quant. students if they have it. They get much cooler stuff than we do for free.
4) Ask faculty for money to buy it (start with your advisor and move on to the DCT)

3.3 Party Planning Responsibilities
Each class is responsible for certain social events throughout the school year. 1st years plan the interview day party and the end of year party.

You will be in charge of planning and assigning duties for the interview party. It has been traditional to have the 1st years be responsible for planning the entrées and then assign salads, desserts, drinks,

paper goods, etc. to other classes. Apparently, alcohol is traditionally assigned to the most advanced students (5th years and beyond). Some food may be reimbursed by the department/clinic—see Clinical Program Coordinator for details—but alcohol is not. You aren't required to host the party at one of your homes, just find someone who can accommodate a large group.

At the end of year party, the first years are expected to present a "skit," which is usually a funny video created beforehand. It's often helpful to reach out to other cohorts to ask for examples of previous first year skits.

Campus Resources

4.1 Grants Source Library—find some funding with the help of the Grants Source Library. They offer workshops throughout the year and maintain funding databases: http://research.unc.edu/grantsource/.

4.2 Odum Institute—Odum is our on campus statistics center. They are equipped with an extensive selection of software that you may use in the computer lab. Consultations are available as well and consultants have weekly office hours. This and the department's stats consultation service are both very helpful for questions ranging from designing your analyses to writing code: www.odum.unc.edu

4.3 Library Consultant—Davis Library staffs a full-time psychology librarian, Angela Bardeen. She is available for any questions regarding research. Consultations are available at http://www.lib.unc.edu/faculty/consult.html.

4.4 Stats Consultant in Davie—We are fortunate enough to be provided with a stats consultant through the Quant program. Look for emails about their current office hours early in the semester, or head upstairs and look for the sign on the office door. They have office hours, but you can schedule specific appointment times. *Note: For Fall 2018, the stats consultant will be Quant student Cara Arizmendi (carizmendi@unc.edu) – her office hours will be Tuesday 12-3pm, Wednesday 11am-1pm, and Friday 11:15am-2:15pm in Davie 339.*

4.5 Psychological Services—Clinical Program Coordinator maintains a list of local mental healthcare referrals and a copy is available on the Clinical Program Resources webpage (https://clinicalpsych.unc.edu/program-resources/).

Appendices

A. Curriculum Worksheet

B. Typical Sequence of Required Courses for Students Entering in Even &Odd Numbered Years

C. Graduate Courses in the Psychology Department

D. Research Skills Checklist

E. Comps Ratings Form

F. Clinical Skills Checklist

G. Practicum Requirements and Practicum Application Form

H. About Professional Societies in Psychology

I. Helpful University Resources

J. HIPAA Confidentiality and Security Agreement

K. Overall Summary and Checklist

L. Options for Locating an Affordable Therapist in the Area

M. Student Evaluations

N. Graduation Guide

Curriculum Worksheet

Name_____ Semester:_____

Student (sig/date)_____ Advisor (sig/date)_____ DCT (sig/date)_____

Competency Requirements	Foundational (F) Knowledge (typically: undergrad class from 4 yr accred school w/grade ≥ B- OR Psych GRE subscore ≥ 70 %ile)	Graduate (G) Level Knowledge (Categ 2: can cover 2 content areas in 1 course; Categ 3: can come from a Categ 2 course; can be accomplished with courses or other EEEs)	Date Completed	Typical Ways of Meeting Requirements *consult with DCT to confirm
Discipline Specific Knowledge				
Category 1: History and Systems				Psych major or ≥ B- in Psych 101@4yr accred ugrad
Category 2: Basic Content Areas				
2a. Affective Aspects of Behavior				G or F: 870, 876
2b. Biological Aspects of Behavior				G: 738, 768, any BIN class… F: 701, 738
2c. Cognitive Aspects of Behavior				G: 739; any Cog class… F: 739
2d. Developmental Aspects of Behavior				G: 738, 768, any Dev class… F: 810, 738
2e. Social Aspects of Behavior				G: 876, any Soc class… F: 864, 869, 876
Category 3. Advanced Integrative Knowledge				738, 739, 768, 876, maybe others
Category 4. Methods of Inquiry/Research				
4a. Research Methods				806 (Research Methods)
4b. Statistical Analysis				830 & 831 (Statistics I and II)
4c. Psychometrics				806 (Research Methods) & 829 (Assmt); 842
Profession-Wide Competencies				
(Not listed by APA) Psychopathology				809 or 810
1. Research				See research requireements below
2. Ethical and Legal Standards				815 & (811 or 812)
3. Individual and Cultural Diversity				827
4. Professional values/attitudes/behaviors				815 & (811 or 812)
5. Communication/Interpersonal Skills		Participation in labs, pracs	Ongoing	Particpation in labs, pracs; evaluated annually
6. Assessment				829 & (813 or 814) & 828
7. Intervention				803 or 804
8. Supervision				823
9. Consultation & Interprof/Interdiscip Skills				823

Research Requirements	Requirements/Deadlines	Anticipated Completion	Date Completed
Master's Proposal	**DUE** Nov 1 of 2nd Yr		
Master's Defense	**DUE** end of 3rd Yr		
Poster	**DUE** end of 3rd Yr		
Oral Research Prestn	**DUE** before start of internship		
Comps	Must pass before submission of Diss Proposal		
Dissertation Proposal	**DUE** Oct 1 of internship application year		
Dissertation Defense	Goal: Defend before you leave for internship!		

Clinical Requirements	
Number of Direct Intervention + Assessment Hours to Date (aim: 550)	
Number of Supervision Hours to Date	
Number of Assessment Batteries (as defined by APPIC) with Adults	
Number of Assessment Batteries (as defined by APPIC) with Youth	
Prac(s) in Yr 3	
Prac(s) in Yr 4	
Prac(s) in Yr 5+	

Appendix B.
Typical Sequence of Required Courses

For Students Entering in <u>EVEN</u> Numbered Years

Adult Track	**Child/Family Track**

Adult Track

<u>Year 1</u>

Fall
   Adult Therapy (804)
   Adult Psychopathology (809)
   Statistics (830)
   Clinical Lunch (807)
   Master's Research (993)

Spring
   Research Methods (806)
   Ethics and Practice (815)
   Statistics (831)
   Clinical Lunch (807)
   Master's Research (993)

<u>Year 2</u>

Fall
   Clinical Assessment (829)
   2nd Year Practicum (811)
   Clinical Lunch (807)
   Master's Research (993)

Spring
   2nd Year Practicum (811)
   *Consider a DSK course
   College Teaching (793; 1 hr), if TF next year
   Clinical Lunch (807)
   Master's Research (993)

<u>Year 3</u>

Fall
   Multiculturalism (827)
   Advanced Practicum (817 or 825)
   Assessment Practicum (828)
   *Consider a DSK course
   Clinical Lunch (807)
   Dissertation Research (994)

Spring
   Adult Assessment (813)
   Advanced Practicum (817 or 825)

Child/Family Track

<u>Year 1</u>

Fall
   Child/Family Therapy (803)
   Developmental Psychopathology (810)
   Statistics (830)
   Clinical Lunch (807)
   Master's Research (993)

Spring
   Research Methods (806)
   Ethics and Practice (815)
   Statistics (831)
   Clinical Lunch (807)
   Master's Research (993)

<u>Year 2</u>

Fall
   Clinical Assessment (829)
   2nd Year Practicum (812)
   Clinical Lunch (807)
   Master's Research (993)

Spring
   2nd Year Practicum (812)
   *Consider a DSK course
   College Teaching (793; 1 hr), if TF next yr
   Clinical Lunch (807)
   Master's Research (993)

<u>Year 3</u>

Fall
   Multiculturalism (827)
   Advanced Practicum (818 or 825)
   Assessment Practicum (828)
   *Consider a DSK course
   Clinical Lunch (807)
   Dissertation Research (994)

Spring
   Child Assessment (814)
   Advanced Practicum (818 or 825)

Assessment Practicum (828)
*Consider a DSK course
Clinical Lunch (807)
Dissertation Research (994)

Assessment Practicum (828)
*Consider a DSK course
Clinical Lunch (807)
Dissertation Research (994)

Year 4
Fall
Advanced Practicum (817 or 825)
Supervision & Consultation (823)
*Consider a DSK course
Clinical Lunch (807)
Dissertation Research (994)

Year 4
Fall
Advanced Practicum (818 or 825)
Supervision & Consultation (823)
Assessment Practicum (828)
*Consider a DSK course
Clinical Lunch (807)
Dissertation Research (994)

Spring
Advanced Practicum (817 or 825)
*Consider a DSK course
Clinical Lunch (807)
Dissertation Research (994)

Spring
Advanced Practicum (818 or 825)
Assessment Practicum (828)
*Consider a DSK course
Clinical Lunch (807)
Dissertation Research (994)

Year 5
Fall/Spring
Advanced Practicum (817, 825), if desired
Clinical Lunch (807)
Dissertation Research (994)

Year 5
Fall/Spring
Advanced Practicum (818, 825), if desired
Clinical Lunch (807)
Dissertation Research (994)

Notes:
The Clinical Program Coordinator (Chelsea Ewing) will register you for your first semester classes of your first year. For all other semesters, you will register yourself through ConnectCarolina.

Each semester, you will register for Clinical Lunch (807).

Register for Master's Research (993) each semester until you defend, at which point you will shift over to registering for Dissertation Research (994).

For years 2-4, you must register for some Practicum each semester; you are not required to register for a Practicum in Year 5+, although you may choose to do so.

DSK = Discipline-Specific Knowledge. APA requires courses that can be considered breadth courses (e.g., 2a-2e on the Curriculum Worksheet). These can be taken at any time, but you should be mindful of when various courses will be offered and when you have semesters where they'd be a good fit. A non-exhaustive sample of courses that may satisfy the DSK requirement are listed in Appendix C.

TF = Teaching Fellow (i.e., instructor for your own course)

Appendix B (cont'd).

<p align="center">***For Students Entering in <u>ODD</u> Numbered Years***</p>

Adult Track	**Child/Family Track**
<u>Year 1</u>	<u>Year 1</u>
Fall	Fall
Clinical Assessment (829)	Clinical Assessment (829)
Statistics (830)	Statistics (830)
Clinical Lunch (807)	Clinical Lunch (807)
Master's Research (993)	Master's Research (993)
Spring	Spring
Research Methods (806)	Research Methods (806)
Ethics and Practice (815)	Ethics and Practice (815)
Statistics (831)	Statistics (831)
Clinical Lunch (807)	Clinical Lunch (807)
Master's Research (993)	Master's Research (993)

Adult Track	**Child/Family Track**
<u>Year 2</u>	<u>Year 2</u>
Fall	Fall
Adult Therapy (804)	Child/Family Therapy (803)
Adult Psychopathology (809)	Developmental Psychopathology (810)
2nd Year Practicum (811)	2nd Year Practicum (812)
Clinical Lunch (807)	Clinical Lunch (807)
Master's Research (993)	Master's Research (993)
Spring	Spring
Adult Assessment (813)	Child Assessment (814)
2nd Year Practicum (811)	2nd Year Practicum (812)
*Consider a DSK course	*Consider a DSK course
College Teaching (793; 1 hr), if TF next year	College Teaching (793; 1 hr), if TF next yr
Clinical Lunch (807)	Clinical Lunch (807)
Master's Research (993)	Master's Research (993)

Adult Track	**Child/Family Track**
<u>Year 3</u>	<u>Year 3</u>
Fall	Fall
Advanced Practicum (817 or 825)	Advanced Practicum (818 or 825)
Assessment Practicum (828)	Assessment Practicum (828)
*Consider a DSK course	*Consider a DSK course
Clinical Lunch (807)	Clinical Lunch (807)
Dissertation Research (994)	Dissertation Research (994)
Spring	Spring
Advanced Practicum (817 or 825)	Advanced Practicum (818 or 825)
Assessment Practicum (828)	Assessment Practicum (828)
*Consider a DSK course	*Consider a DSK course
Clinical Lunch (807)	Clinical Lunch (807)
Dissertation Research (994)	Dissertation Research (994)

<div align="center">Year 4</div>

Fall
   Multiculturalism (827)
   Advanced Practicum (817 or 825)
   Supervision & Consultation (823)
   *Consider a DSK course
   Clinical Lunch (807)
   Dissertation Research (994)

Spring
   Advanced Practicum (817 or 825)
   *Consider a DSK course
   Clinical Lunch (807)
   Dissertation Research (994)

<div align="center">Year 5</div>

Fall/Spring
   Advanced Practicum (817, 825), if desired
   Dissertation Research (994)
   Clinical Lunch (807)

<div align="center">Year 4</div>

Fall
   Multiculturalism (827)
   Advanced Practicum (818 or 825)
   Supervision & Consultation (823)
   Assessment Practicum (828)
   *Consider a DSK course
   Clinical Lunch (807)
   Dissertation Research (994)

Spring
   Advanced Practicum (818 or 825)
   Assessment Practicum (828)
   *Consider a DSK course
   Clinical Lunch (807)
   Dissertation Research (994)

<div align="center">Year 5</div>

Fall/Spring
   Advanced Practicum (818, 825), if desired
   Dissertation Research (994)
   Clinical Lunch (807)

Notes:

The Clinical Program Coordinator (Chelsea Ewing) will register you for your first semester classes of your first year. For all other semesters, you will register yourself through ConnectCarolina.

Each semester, you will register for Clinical Lunch (807).

Register for Master's Research (993) each semester until you defend, at which point you will shift over to registering for Dissertation Research (994).

For years 2-4, you must register for some Practicum each semester; you are not required to register for a Practicum in Year 5+, although you may choose to do so.

DSK = Discipline-Specific Knowledge. APA requires courses that can be considered breadth courses (e.g., 2a-2e on the Curriculum Worksheet). These can be taken at any time, but you should be mindful of when various courses will be offered and when you have semesters where they'd be a good fit. A non-exhaustive sample of courses that may satisfy the DSK requirement are listed in Appendix C.

TF = Teaching Fellow (i.e., instructor for your own course)

Appendix C.
Graduate Courses in the Psychology
Department that Generally Satisfy APA Requirements for Clinical Psychology Doctoral
Programs
(Clinical courses in Blue; potential DSK courses with an asterisk – non-exhaustive listing)

*701 Behavior and its Biological Bases I (aka Brain and Behavior I) (3 credits). A survey of psychological and biological approaches to the study of sensory and perceptual information processing, with an emphasis on touch and pain.

*738 Neurons to Neighborhoods: Contributions to Neurobiological Development and Behavioral Consequences (3). Graduate standing in psychology required. In this course the impact of experience on development and function of the brain will serve as a lens for understanding the biolofical basis of behavior. Empasis will be placed on develpping an intertrated understanding of neurobiology and variation in human behavior in the context of environment influences.

*739 Cognitive Neuroscience (3). This course will highlight recent research regarding the cognitive and neural architecture of human memory or attention, with the emphasis placed on studies using cognitive neuroscience methods (e.g. fMRI, EPRs).

*760 Advanced Cognitive Development (3). This course covers the development of attention, perception, learning, memory, thinking and language, beginning in infancy and covering the life span from both information processing and Baldwin-Piaget approaches.

*761 Advanced Social Development (3). Current thinking and research relevant to social, emotional and personality development across the life span. Topics include parent-child interaction, peer relations, aggression, competence, sex roles and gender differences.

*768 Developmental Social Neuroscience (aka Seminar in Developmental Psychology) (3). This course focuses on the neural systems that support development from childhood to adulthood by drawing on theories and mthods from developmental ans social psychology as well as cognitive neuroscience.

803 Empirically Validated Approaches to Child and Family Psychotherapy (3). This course covers the research bases and clinical application of psychotherapeutic interventions that have demonstrated empirical validity for assisting children and families.

804 Empirically Validated Approaches to Adult Psychotherapy (3). This course covers the research bases and clinical application of psychotherapeutic interventions that have demonstrated empirical validity for assisting adult clients.

806 Clinical Research Methods (3). Analysis of clinical and personality research in terms of their contribution to knowledge, their limitations, possibilities for their improvement, further research they suggest, etc. Preparation of individual research proposals for class presentation and critical evaluation.

807 Clinical Research Seminar (1). Includes exposure to and participation in research presentations, clinical presentations, professional development presentations, and diversity journal club.

809 Adult Psychopathology (3). The major forms of psychopathology are examined within a development framework.

810 Developmental Psychopathology (3). The major forms of psychopathology are examined within a development framework.

811 Adult Practicum (aka 2nd year practicum) (3). Supervised experience in psychological assessment and psychotherapy involving adults.

812 Child and Adolescent Practicum (aka 2nd year practicum) (3). Supervised experience in psychological assessment and psychotherapy involving children/adolescents.

813 Advanced Adult Assessment (aka Adult Assessment) (3). Consideration of how various forms of assessment data can be utilized in understanding the structure and dynamics of adult personalities; problems of differential diagnosis, brain damage, etc., are also considered.

814 Advanced Child Assessment (aka Child Assessment) (3). Theory, research and application of objective and projective techniques for behavioral, emotional, psychiatric, interpersonal and social cognitive assessment of children and adolescents.

815 Ethics and Practice in Clinical Psychology (3). A survey and discussion of the ethical and legal issues that clinical psychologists confront in a variety of professional settings.

817 Advanced Adult Practicum and Professional Ethics (3). Supervised clinical work in an area of particular interest to the student.

818 Advanced Child/Adolescent Practicum and Professional Ethics (3). Individualized clinical practicum for advanced doctoral students in clinical psychology.

823 Clinical Supervision and Consultation: Theory, Research, and Practice (3). This course will familiarize fourth year clinical psychology doctoral students with methods and models of clinical supervision and consultation in an ethical and multicultural context. Both a didactic seminar component (fall semester only) and an applied supervision training component (fall and spring semesters).

825 Advanced Clinical Practicum (3). Individualized clinical practicum for advanced doctoral students in clinical psychology.

827 Multiculturalism and Clinical Psychology (3). The development and format of this course is guided by current 'best practice' in multicultural education in emphasizing three overriding goals: awareness and changes in attitudes and beliefs.

828 Child/Adolescent Assessment Practicum (1). This course provides students with an opportunity to integrate their academic foundation in clinical psychology assessment knowledge skills, ethics, and values in an applied practice setting with diverse clients.

829 Clinical Psychological Assessment (3). Introduction to the principles and practices of evidence-based assessment for clinical psychology.

830 Statistical Methods in Psychology I (4). Required preparation, a course in introductory statistics. Data analysis, sampling, applied probability, elementary distribution theory, principles of statistical inference.

831 Statistical Methods in Psychology II (4). Statistical estimation and hypothesis testing for linear models (ANOVA, ANCOVA, regression analysis); statistical models in the design and analysis of experiments.

842 Test Theory and Analysis (3). Survey of classical test theory and more recent developments in item analysis and test construction.

*864 Topics in Attitude Research (3). A critical examination of selected topics in attitude theory and change.

*866 Interpersonal Processes and Close Relationships (3). Intensive study of the processes by which adult close relationships are initiated and developed.

*869 Advanced Social Cognition (3). Advanced theory and research in social psychology that explores the cognitive processes underlying social phenomena. Specific topics include attributions, emotions, heuristics, self, goals, motives and others.

*870 Psychology of Emotions (3). Seminar featuring research and theory on emotions. It stretches across traditional psychological subdisciplines because emotions are complex, multiply-determined phenomena.

*876 Graduate Seminar in Social and Affective Neuroscience (3). This course will provide students with an understanding of the more basic biological (and psychological) mechanisms that contribute to social processes such as stereotypes, person perception, moral judgments, and emotions. This course will prepare students to be informed consumers of contemporary neuroscience research.

993 Master's Thesis (3)

994 Doctoral Dissertation (3)

Notes:
Most of the above descriptions come from the online catalogue of courses at UNC; more information about a given course would come from the instructor's syllabus.

The courses designated as DSK (*) are ones that students have taken in the recent past and/or that combine 2 required content areas into one course (e.g., cognitive neuroscience). It is strongly recommended that students check with the DCT for courses that they intend to take to satisfy a DSK requirement.

Graduate courses other than those listed above are available across the other five program areas in the department (behavioral and integrative neuroscience, cognitive, developmental, quantitative, social). To view all the courses, please visit the UNC course catalog: http://catalog.unc.edu/courses/ -- note that courses number 700 and above are considered graduate courses.

CONCEPTUAL	METHODOLOGICAL	WRITING SKILLS	ORAL SKILLS
MASTER'S			
Understands their specific hypotheses, which variables are IVs, DVs, moderators/mediators, etc.	Can articulare how their hypotheses are examined methodologically	Uses appropriate tone and level of detail in writing their thesis	Can develop a 15-20 minute talk that appropriately summarizes all aspects of their study
Familiar with overall literature in their area of research	Clearly understands strengths and weaknesses of their study	Professionalism in writing: No typos, correct use of APA style	Slides are appropriately detailed, professional
Can connect their hypotheses and findings to the overall literature in their area	Can articulate different research designs to study their hypotheses	Can clearly articulate all aspects of a research report: theory, hypotheses, methods, statistics, results, discussion, and limitations	Can clearly articulate ideas verbally in talk
Can identify limitations in the prior research and justify the incremental value of their own study	Familiar and comfortable with the statistics used to test their hypotheses		Can respond to questions about their study thoughtfully
			Can answer questions regarding the strengths and weaknesses of their work
COMPS			
Can integrate and evaluate literature area more broadly than for just 1 specific set of hypotheses; evidence of critical thinking	Can scrutinize the methods across studies in a broad research area and determine the common strengths and limitations within a body of work	Can produce a document that seems like a reasonable submission to a quality journal	
Can recognize current state of knowledge and theory in a broad area of research	Can conceive of methodological advances that would help to strengthen a body of research	Can integrate findings by theme and idea; not simply abstract stacking	
Can generate and apply novel ideas, theories, methods, or a new "spin" to a current body of literature			
Can connect the findings to other literatures or broad, evidence-based theoretical perspectives (e.g., CBT or developmental psychopathology theories more broadly)			
CONCEPTUAL	METHODOLOGICAL	WRITING SKILLS	ORAL SKILLS

DISSERTATION			
Can independently generate research hypotheses	Can select measures appropriate for study questions; can justify the selection of these meaures	Can produce a document that likely would receive a Revise and Resubmit decision at a quality journal	Can develop and deliver a tlk that is appropriate for a national conference presentation
Emerging expertise in an area of research – can speak with authority about the state of the literature	Competent in human subjects processes and all relevant issues		Can engage in scholarly discussion of their field and how their work fits into the field
Excellent grasp of the theories that are relevant to the chosen area of research	Can train and supervise research staff to help conduct research and assist with data collection		Can discuss theoretical rationale for their work
Can articulate a series of studies that would be beneficial to the research area and how their own study fits within this research program	Can conduct all analyses independently (with consultation if analyses are especially complex)		Can acknowledge/ articulate strengths and weaknesses of their work
Can discuss how their study would fit within an overall program of research	Can choose optimal study design to answer important research questions, while appropriately acknowledging resource constraints and timing issues		

Note: In moving from the Master's thesis to Comps to the Disseration, the various categories of research skills move from being more specific/narrow to more broad, and from being research activites dones with assistance to research activities done autonomously.

RATING SCALE	
1	Skills are inadequate, does not seem to have progressed from the Masters thesis
2	
3	
4	Shows some promise, but no evidence that this skill has been developed adequately
5	
6	Shows strong promise to perform at expected levels; some evidence of meeting requirement, but not fully developed yet
7	
8	Commensurate with a typical UNC graduate student in years 3-4 of training
9	
10	Commensurate with the quality of a published manuscript

	Score
Conceptual Skills	
1	Can integrate and evaluate literature area - more broadly than for just 1 specific set of hypotheses; evidence of critical thinking	
2	Can recognize current state of knowledge and theory in a broad area of research	
3	Can generate and apply novel ideas, theories, methods, or a new "spin" to a current body of literature	
4	Can connect the findings to other literatures or broad, evidence-based theoretical perspectives (e.g., CBT or Developmental Psychopathology theories more broadly)	
COMPUTE CONCEPTUAL SKILLS SUM	
Methodological Skills	
5	Can scrutinize the Methods across studies in a broad research area and determine the common strengths and limitations within a body of work	
6	Can conceive of methodological advances that would help to strengthen a body of research	

COMPUTE METHODOLOGICAL SKILLS SUM X 2		76
Writing Skills		
7	Can produce a document that seems like a reasonable submission to a quality journal	
8	Can integrate findings by theme and idea; not simply abstract stacking	
COMPUTE WRITING SKILLS SUM X 2		

GRADE = (SUM of Conceptual, Methodological, and Writing Subscales)/120 * 100

Appendix F.
Clinical Skills Checklist

By the end of graduate training, clinical students be competent in each of the following skills.

Case Conceptualization/Theoretical Orientation
1. Understand the importance of evidence-based practice, including:
    a. The criteria used to determine whether specific theoretical approaches are considered to be "evidence-based"
    b. The limits of evidence-based practices across settings, treatment modalities, clinical presentations, and client demographics
    c. The best ways to modify or supplement evidence-based clinical practices to address these limits
    d. Competence in identifying and applying psychological research to practice for specific clients
2. Can conceptualize a case in at least two distinct theoretical orientations, at least one of which must lead to an evidence-based treatment approach. The conceptualization is personalized in a rich manner to a particular client's experiences.
3. Be competent using a broad CBT theoretical framework.
4. Develop case formulations that are used as hypotheses, leading to the selection of assessment approaches/ instruments, (dis)confirmation of hypotheses, and ultimately treatment strategies.
5. Recognize, discuss and defend the similarities and differences across different theoretical orientations, and articulate when integration of approaches seems appropriate.
6. Provide an informed argument regarding the strengths and limitations of specific theoretical orientations.
7. (Child Track). Can incorporate a developmental framework into case conceptualization and treatment planning.

Assessment
1. Administer, score, interpret, and deliver feedback (to both professional and lay-audiences) regarding cognitive assessments.
2. Administer, score, interpret, and deliver feedback (to both professional and lay-audiences) regarding structured and semi-structured diagnostic interviews.
3. Can construct a specialized assessment battery, using evidence-based assessment techniques, to thoroughly examine at least three separate diagnostic presentations (e.g., ADHD, Anxiety, Depression, LD, MR, PDD, etc.). Students should be able to administer, score, interpret, and deliver feedback regarding this battery.
4. Recognize and screen for severe psychopathology, including psychosis.
5. Integrate results from assessment into case formulation and treatment planning.
6. Within treatment planning, can determine the most appropriate modality in terms of individual, couple, family, group therapy, etc.
7. Effectively incorporate ongoing assessments in order to monitor treatment progress and guide treatment decision-making, including altering initial treatment plans as appropriate.
8. Conduct a screening to determine imminent risk for self- harm and other-harm and is knowledgeable regarding the specific protocol to follow if immediate action is necessary.
9. Understand when and how to obtain information from multiple reporters, and how to handle discrepancies in findings.

10. Understand the historic context of projective personality assessment techniques, and be broadly familiar with administration and scoring procedures.
11. Conduct an assessment or screening to investigate possible child maltreatment, and be knowledgeable regarding the specific protocol to follow when reporting suspected maltreatment.
12. Complete (administer, score, interpret, write) at least four assessment batteries including both cognitive and behavioral assessments; and (for Child Track) information from multiple reporters.
13. (Child Track). Can screen and identify psychopathology in adults, when relevant to child and adolescent treatment cases.

Intervention: specific techniques
1. Can execute basic behavioral and cognitive behavioral treatment techniques, including:
    a. Functional analysis of behavior
    b. Assigning and interpreting client thought records
    c. Cognitive restructuring exercises
    d. Systematic desensitization, imagery, relaxation
    e. Behavioral activation strategies to help promote adaptive behavior or minimize maladaptive behavior, (e.g., mastery or pleasurable experiences to decrease depression).
    f. Implementation of appropriate skills training to assist in adaptive behavior, e.g., problem-solving, communication training, mindfulness training, etc.
    g. Can implement a range of homework assignments to contribute to adaptive functioning outside of session
    h. Can use psychoeducation techniques appropriately
    i. Problem-solving skills training.
    j. (Child Track). Parent training and behavioral management plans
2. Can conduct psychological treatment in more than one clinical setting or modality.

Intervention: nonspecific skills
1. Can understand and develop effective aspects of the therapeutic relationship such as the communication of empathy, active collaboration and positive therapeutic alliance (establishing a bond and agreement on therapeutic goals and tasks) that contribute to positive therapeutic outcome.
2. Understands a wide range of therapeutic responses such as reflections, interpretations, questions, self-disclosures, advice etc. to achieve *specific* therapeutic goals.
3. Understands how one's own personality, attributes, etc. contributes to or interferes with therapeutic process.
4. Is attuned to diversity issues and their role in case conceptualization, assessment, and how to address in therapy.
5. Can employ specific intervention techniques with appropriate timing and individualized to a client's needs (i.e., flexible use of established treatments).
6. Knows how to terminate treatment, put gains and issues into perspective, consider future assistance, conduct relapse prevention, etc.
7. Understands, and can effectively implement in their clinical practice, ethical and legal standards such as informed consent, confidentiality, the setting of appropriate boundaries and the documentation of services.
8. Can present an organized case summary in presentation format.

Appendix G.
Practicum Requirements and Practicum Application Form

UNC DEPARTMENT OF PSYCHOLOGY CLINICAL PROGRAM
PRACTICUM REQUIREMENTS

In the course of their practicum placements, students are expected to meet the following goals:

1. Deliver a range of psychological services, including assessment, intervention and consultation, in a manner consistent with legal mandates, professional standards of clinical psychology practice, and the ethical principles put forth by the American Psychological Association.

2. Demonstrate the use of the clinical science model in a clinical setting, including an understanding of the scientific evidence that supports the theory or procedures on which assessment and therapeutic techniques are based. For clinical practice procedures that are not evidence-based, a thorough understanding of related evidence, the limitations of available scientific evidence, and the theoretical or empirical basis for deviations from evidence-based practices should be demonstrated.

Course/General Practicum Requirements

1. Completion of practicum activities outlined in the Psychology Department's agreement with the site at a level appropriate to the student's training.

2. Professional conduct. Students are required to adhere to the ethical principles and standards guiding the practice of clinical psychology while in their field placement. They are also required to conduct themselves professionally, use good judgment, and successfully establish and maintain relationships with personnel.

3. At least one-hour of weekly individual supervision by a licensed health services provider psychologist, with supervision including some evalutions in part based on direct observation of the student (live or electronically)

4. Clinical practicum sites will be routinely evaluated to ensure that students are receiving appropriate clinical training and supervision. If there is any evidence of inadequate supervision, ethical violations on the part of the setting and/clinical supervisors, including any pending investigations by licensing boards, then the practicum arrangement between the UNC department of psychology and the setting can be immediately terminated.

Application Procedures

1. The site practicum coordinator must complete the attached application form the academic year preceding the academic year in which students are matched.

2. The application is reviewed by the faculty of the Clinical Psychology Program at UNC.

University of North Carolina-Chapel Hill
Clinical Psychology Program
Practicum Application Form

Practicum Title and Location: _____

Training Track (select one):   ADULT   CHILD/FAMILY

Please list the range of students you would be willing to supervise at your site next year   _____

Can students complete this practicum during one day/week at your site?   YES   NO

If students are available to participate on more than one day/week,
would this be possible at your site?   YES   NO

If students are available to participate over the summer,
would this be possible at your site?   YES   NO

Specific Days/Times Required for Weekly Participation: _____
(If presence at a specific weekly meeting is required, all efforts are made to design students' course schedules accordingly. Please note that students are not available on Fridays between 12-1pm.)

What proportion of time on this practicum will be spent in
Direct Service hours (i.e., face-to-face interaction with clients
conducting assessment or treatment?)   _____%

Practicum Contact Person: _____

Contact Person Phone Number and Email: _____

Primary site supervisor's name, title, degree, & license number:

_____

Specific Training Activities
Briefly describe activities in the following areas. If one area is not relevant to your site, mark N/A.

ASSESSMENT (____%)
(e.g., structured diagnostic interviewing, psychoeducational assessment and report writing,
behavioral assessment, parent and child interviews)

INTERVENTION (____%)
(e.g., individual and group therapy, crisis intervention, school-based intervention/prevention)

CONSULTATION (____%)
(e.g., consultation/liaison, collaboration with other health care, mental health, or educational
professionals)

SUPERVISION (hours/week) _____
(Please describe the amount of supervision, the setting in which it will be administered, and who will
conduct the supervision. Also, please specify whether supervision will be based on the trainee's
verbal report of cases, audio/videotaping of cases, or live observation)

THEORETICAL ORIENTATION(S)
(Please describe the predominant theoretical orientations that will guide clinical supervision,
including a detailed list of therapeutic procedures or assessment instruments that will be used on this
rotation)

PROFESSIONAL DEVELOPMENT (of trainee)
(Includes orientation to organization, participation in training, didactic experiences, case conferences, etc.)

LEARNING OBJECTIVES FOR PLACEMENT (please list)

1.
2.

BILLING (If fees are generated by the services provided by the student, please specify procedures [or policies] for billing and utilization of these funds)

Students' participation in this practicum rotation will involve the activities, procedures, responsibilities, and supervision experiences described above. All clinical activities, including clinical supervision, will be conducted in accordance with the ethical guidelines of the American Psychological Association, the laws and regulations specified in the most current version of the North Carolina Psychology Practice Act, and the training requirements specified in the most recent version of the UNC Chapel Hill Clinical Psychology Program Student Handbook.

Signatures

_____   _____
Practicum Site Supervisor   Date

Appendix H.
About Professional Societies in Psychology

Data from the past decade have revealed a notable decline in student membership across most professional societies in psychology. This disturbing trend has implications not only for the vitality of these psychology societies, but perhaps more importantly, the types of activities and services that professional organizations can undertake to benefit our field at local and national levels. Professional societies serve a crucial function in the training and education of psychologists, the dissemination of psychological science, and advocacy for the field of psychology and its consumers.

This appendix offers information regarding the importance of membership in professional societies and some specific details regarding organizations relevant to clinical psychology. This information is directed towards students to offer some incentive to join professional societies in psychology and to increase the visibility of several clinically-relevant organizations.

Students often indicate that their decision to join a professional society was strongly encouraged by a faculty mentor. We hope that faculty will disseminate this appendix to students as a reference for becoming involved in professional psychology.

Graduate Students: Why Should You Join a Professional Society?
Graduate students typically do not have very much money. If lucky, a student stipend will offer enough support to cover living expenses, books, travel, Starbucks coffee, and perhaps some occasional food. Students understandably must be fairly conservative when electing to join professional societies, and need to carefully consider the direct benefits of their financial investment.

Students who have joined professional societies typically report high levels of satisfaction with their decision. Listed below are some factors that students cite as important benefits of membership as well as some specific information regarding professional societies in psychology.

Identity
Most students who join a professional society state that the primary reason inspiring membership was to 'enhance their professional identity.' Psychology is indeed a diverse and fragmented field, and affiliation with a particular group (e.g., in adult clinical, health, child clinical) often helps to define yourself, and for others to define you. There is a reason why psychologists list their professional memberships on their CV; the groups you affiliate with can offer some clues regarding your areas of expertise, theoretical orientations, and professional interests. Having said this, at $20-80 each, an identity can get a little pricy! Here are some other reasons that also may be worthwhile.

Advocacy
Although most do not realize it, professional societies serve a major function in advocating for the field and profession of psychology. At the national level, the advocacy of our professional societies was largely responsible for the inclusion of psychology students in graduate education legislation, providing subsidy to doctoral and internship training programs, and increasing the number of training slots available for students. Professional societies were instrumental in increasing the federal allocation to NIH to support research. Our societies are forerunners in the fight for mental health care parity, and to safeguard state and local licensing laws. Professional societies routinely call upon their members to testify before congress and its subcommittees regarding bills with significant potential impact on the field or consumers of psychology. And unlike most other disciplines with the resources

to employ or hire professional lobbyists, psychology relies almost exclusively on its members to help support this advocacy. By joining a professional society, you are literally making it possible for the field to advocate for these, and many more issues that are critical for our field.

Networking
It would be virtually impossible to meet professionals outside of your own (or local) training programs without professional societies. Conventions offer unique and important opportunities for students, as well as vita-building presentation experiences. Networking is useful not only for increasing the potential impact and visibility of your work, but also for establishing connections with professionals who will likely be reviewing your applications for internship and postdocs, reviewing your manuscript and grant proposals, and offering you opportunities for collaboration. Convention fees alone do not cover the cost required to organize these networking opportunities; membership dues are the backbone of many societies' annual budget.

Information Dissemination
Most professional societies have several outlets, such as newsletters, listserves, and websites to help keep abreast of important developments in the field. Many societies also fund their own journal for the dissemination of scientific findings. Again, membership dues are needed to support these functions.

Discounted Expenses
Of course, membership in a professional society also can offer you some direct financial benefit. Many societies offer free or discounted journal subscriptions, which still remains a more convenient way to organize your library while sparing your toner cartridges and downloading bandwidth. Members also typically receive substantial discounts on convention registration fees as well as continuing education, which will be helpful as you progress in the field. Many associations also offer discounts for non-psychology related items, such as magazines, rental cars, car insurance, etc.

Eligibility for awards, grants
Membership in a professional societies typically allows eligibility for student awards, travel grants, and mentoring fellowships. These awards are made possible through membership dues.

I'm Convinced! Now Which Society Should I Join?
There are many, many professional societies in psychology, including several national organizations (some listed below) as well as regional and state psychological associations. This list offers a quick review of some groups you may want to consider.

APA
The largest psychology organization, APA is very actively involved in advocacy for the science and practice of psychology. Student dues (**$67 annually**) automatically confer membership in APAGS, the graduate student organization within APA, governed by students, advocating specifically for student issues, with substantial benefits for student members (e.g., subscription to gradPsych). APA has one of the largest conventions in the field (approximately 15,000 attendees each year). APA offers major discounts on APA journals and APA books. More info can be found on their website (http://www.apa.org/index.aspx) and on the APAGS website (www.apa.org/apags). Free journal: *American Psychologist*. Free Newsletters: The Monitor and gradPsych.

APS

The American Psychological Society (http://www.psychologicalscience.org) emerged about 15 years ago as a response to the perception that APA was not dedicating enough attention to the science of psychology. APS dedicates many resources to advocacy of psychological science, and its membership is more representative of the various subdisciplines of psychology (i.e., cognitive, experimental, etc.) than is APA (which has a higher percentage of clinical psychologists). APS has a student section as well (http://www.psychologicalscience.org/apssc) and current membership dues are **$84 annually**. Free journals: *Psychological Science*, *Current Directions in Psychological Science*, and *Psychological Science in the Public Interest*.

ABCT/Formerly AABT

Specifically focused on and advocating for evidence-based treatments, including predominantly cognitive and behavioral approaches to psychopathology and treatment, ABCT's (http://www.abct.org/Home/) membership is comprised of a close network of faculty and students from some of the best doctoral and internship programs. Although somewhat adult focused many regard AABT as "the" conference to attend because its relative small size makes it easier to see old friends and meet new ones. The ABCT Conference also is known to provide some of the most valuable continuing education experiences, as well as high profile statistical institutes and "Master Clinician" training experiences. ABCT has many special interest groups related to specific areas of research and clinical interest. Membership dues are currently **$84 annually**. Free Newsletter: the Behavior Therapist.

SRCD

The main society for developmental psychologists, SRCD (www.srcd.org) is a large association with a significant proportion of its work dedicated to the study of developmental psychopathology. Accordingly, many clinical child psychologists are members of SRCD and benefit from its very active advocacy initiatives. SRCD's biennial convention attracts approximately 7000 registrants each year and the programs are typically of very high quality (the acceptance rate for submitted programs is one of the lowest). Current dues for students are **$75 annually**. Free journals: *Child Development*, *Monographs of the Society for Research on Child Development*. Free Newsletters: Social Policy Report, and SRCD Developments.

SRA

The Society for Research on Adolescence (SRA; http://www.s-r-a.org/) is one of the "break-out" groups of SRCD, comprised of many of the same members and holding its convention on the alternate years of SRCD's convention. The Society is focused specifically on research and policy relevant to adolescence. Membership dues are currently **$45 annually**. Free Journal: *Journal of Research on Adolescence*. Also offers a free newsletter.

SBM

The Society of Behavioral Medicine (www.sbm.org) is "the" organization to join if you are interested in health psychology. The Society and its convention is to health psychology what AABT and its convention are to adult clinical. Membership dues are **$99 annually**. Free Journal: *Annals of Behavioral Medicine*

Society of Clinical Child and Adolescent Psychology (Division 53)

SCCAP is the only child clinical association open to student membership. The society (www.clinicalchildpsychology.org) is strongly invested in the development and promotion of evidence-based treatments for child and adolescent psychopathology as well as developmental

psychopathology research. SCCAP offers several student awards, outstanding convention program at the APA convention, and excellent opportunities to network with the leaders in clinical child. It is recommended as a "must" for child students, free their first year as as student). Free Journal: *Journal of Clinical Child and Adolescent Psychology*. Free Newsletter: In Balance.

Society of Pediatric Psychology (Division 54)
Pediatric psychology is a small field, so membership in SPP is a "must" for anyone interested in this area of practice or research. Division leaders are extremely accessible and friendly, with an active listserve and excellent newsletter. This is a very active division with many opportunities for students (http://www.apa.org/about/division/div54.aspx). Dues are **$20 annually**. Free Journal: *Journal of Pediatric Psychology*. Free newsletter, too.

Society of Clinical Psychology (Division 12)
The Society of Clinical Psychology (http://www.apa.org/about/division/div12.aspx) is a long-standing division within APA with a strong foothold in advocacy both within and outside the larger American Psychological Association. Representing clinical practice and science across the lifespan, the Society has several sections related to different specialty areas and several student awards. Membership dues are **$25 or 30 annually**. Free Journal: *Clinical Psychology: Science and Practice*. Free Newsletter: The Clinical Psychologist.

North Carolina Psychological Association (NCPA)
Each state has a psychological association that helps to advocate for training and practice needs within the geographic area. NCPA is a particularly active state psychological association with substantial input to the state legislature on psychology-related issues. By joining NCPA, students can attend conferences and continuing education workshops for low student rates – NCPA also has a free sponsorship program for student members. Students also may participate in the spring poster session, and can become involved in advocacy including lobbying activities at the state legislature. Students also may become involved in numerous committees on NCPA, and dues are only **$35 annually**! More information is available at: http://www.ncpsychology.com/.

Appendix I.
Helpful University Resources

1. The UNC home page is: http://www.unc.edu/
2. The UNC Libraries home page is: http://www.lib.unc.edu/
3. Library Consultant—Davis Library staffs a full-time psychology librarian, Angela Bardeen. She is available for any questions regarding research. Consultations are available at http://www.lib.unc.edu/faculty/consult.html
4. The following are useful websites for identifying funding opportunities: https://research.unc.edu/researchers/funding/ and https://fundingportal.unc.edu/graduate-students/ and https://apps.research.unc.edu/successful_proposals/
5. To register, check grades and billing info, update address, and more, visit Connect Carolina at: https://connectcarolina.unc.edu/. You log in with your onyen and password.
6. Sakai provides a listing of all the courses students are enrolled in and provides access to course materials provided by the professors. To access Sakai, visit: https://www.unc.edu/sakai/
7. To find out about UNC Campus Recreation, visit: http://campusrec.unc.edu/
8. The Odum Institute offers short statistical courses throughout the academic year and maintains a statistical consulting service. Staff members offer individual consultations at all stages of the research process. For more information, visit: www.odum.unc.edu/ Of note, there are statistical consultation walk-in hours in Davis Library: https://odum.unc.edu/research-support/quantitative-analysis/
9. The UNC Graduate and Professional Student Federation (GPSF) advocates for improved resources for graduate and professional students; promotes active participation in university, local, state, national, and international issues; and collaborates with university administration faculty, staff, and undergraduate students to create policies that reflect the interests of all graduate and professional students. For more information about this organization, including information about resources for graduate students, visit: https://gpsf.unc.edu/
10. The clinical program has a webpage for frequently used documents including sample comps papers, dissertation proposals, NSF and NRSA applications, reimbursement forms, the Finding an Affordable Therapist document and the handbook. The page is onyen and password protected and can be accessed at: http://clinicalpsych.unc.edu/program-resources/
11. This website includes the menu for the software that is available from UNC for free or for discounted rates: https://software.sites.unc.edu/audience/student/
12. IRB Ethics Trainings are located at: www.citiprogram.org
13. This website is for UNC's MyChart which functions as your healthcare portal: https://www.myuncchart.org/MyChart/

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

UNC Department of Psychology Community Clinic

Campus Box 3270 Davie Hall Room 271 Chapel Hill, NC 27599-3270	Campus Box 3274 212 Finley Golf Course Rd. Chapel Hill, NC 27599-3274	(919) 962-6906 MAIN Number (919) 843-1576 Davie SECURE FAX (919) 843-2059 Finley SECURE FAX	Email: clinic@unc.edu http://psychology. unc.edu

HIPAA CONFIDENTIALITY & SECURITY AGREEMENT

1. Confidentiality:

All patient information, whether contained in a patient's paper or electronic medical record, or in any other medium, including audio or video, is **strictly confidential**. Disclosing, accessing, or permitting access to confidential patient information without proper authorization is a violation of the UNC Department of Psychology Community Clinic (the Clinic) Policy, UNC HIPAA and ITS Security policies, state laws (including the North Carolina Identity Theft Protection Act), and Federal laws, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the Health Information Technology for Economic and Clinical Health (2009 HITECH) Act, and unauthorized disclosures may result in **disciplinary action**. In addition, disclosing, accessing, or permitting access to confidential Protected Health Information (PHI) without proper authorization may also subject the violator to **civil and/or criminal penalties for violation of the policies and laws** noted above. Billing and financial management information is also to be held in strict confidence and is not to be disclosed without the specific permission of the client (the only exceptions are those outlined in the client's Consent for Treatment form).

I certify that as a practicum student, staff, or faculty member of the Clinic, I understand the statements above and am aware of the confidential nature of the patient's PHI. I understand and agree that in the performance of my duties at the Clinic, I am obligated to respect patient privacy and to protect patient PHI from unauthorized use and/or disclosure. This includes only accessing patient's PHI on a need to know basis related to treatment, payment, health care operations, or training. I understand that when client PHI is in my possession, I assume total responsibility for the confidential retention and handling of such material. I understand that in the limited approved circumstances for accessing electronic client PHI from outside the Clinic HIPAA rooms **I assume total responsibility for ensuring such access and viewing is secure and private**. I understand that the unauthorized use and/or disclosure of information from the patient's paper or electronic record or in any other medium, including audio or video, may result in disciplinary action up to and including dismissal, in accord with UNC's HIPAA, ITS Security policies, and the Clinic's Policies and Procedures Manual. Such actions may further subject me to civil and criminal penalties under the state and federal laws noted above.

2. Security:

The Clinic provides secure and private workspace for Clinic personnel to protect the confidentiality of patient information. All Clinic facilities and resources are to be treated as valued University assets. The Clinic designated HIPAA rooms are maintained with UNC One Card access or secure keypad entry doors. Secure computers, session recording equipment, and client records storage are provided in these designated rooms. **Physical access (paper records and computers), electronic access (records, reports, session recordings), and knowledge of how to access client PHI is individually granted on a need to know basis.**

Given the high priority need for client PHI confidentiality as required by the applicable state and federal laws, UNC HIPAA and ITS Security policies, **as well as those policies specifically stated in the Clinic Policies and Procedures Manual**, I understand and agree that during the full duration of my association with the Clinic I will conduct Clinic activities in a highly responsible manner, which **includes, but is not limited to, the following**:

- Client files are not to leave their designated Davie (adult) or Finley (child) HIPAA storage areas – other than individual forms that need to be signed by clients or supervisors.
- Lock combinations and passwords related to Clinic activities are confidential - they serve as a gateway to client PHI. Likewise, the UNC One Card system is expected to log individual access to HIPAA resources into the system and therefore should not be circumvented.
- Equipment, resources, signage, and materials in HIPAA rooms are to be used responsibly and treated as intended.
- All official client PHI related documentation must be done in the designated Clinic HIPAA rooms. For those activities where technology allows that it may be done outside of the HIPAA rooms, due diligence to strict privacy is required and expected.
- Never leave Titanium open and unattended. General internet browsing is not permitted on Titanium PC's. Always log out of any PC or laptop that has been used to access client PHI – this includes those situations noted above when client PHI may be viewed outside of a Clinic HIPAA room. UNC security policy specifically states it is a violation to allow log in to any University computer for anyone other than that Onyen login.
- Clinic policy is that email should never be used to communicate client PHI – encryption only addresses transit, not viewing or storage issues. Only UNC Outlook webmail is permitted on a Titanium PC (outlook.unc.edu).
- Faxing client PHI requires (1) the client's release/authorization, (2) a secure fax destination.

Signature	Date
Printed Name	

Appendix K.
Overall Summary and Checklist

Below lays out a plan for 5 years of pre-internship graduate training.

First Year	
1.	Download and read:
	APA Ethical Standards of Psychologists:
	http://www.apa.org/ethics/code2002.pdf
	APA Guidelines for Multicultural Competence:
	http://www.apa.org/pi/multiculturalguidelines.pdf (download the full version from here)
	The NC Psychology Practice Act:
	http://www.ncpsychologyboard.org/Office/PDFiles/PRACACT.pdf
	APA Guidelines for Psychotherapy with Sexual Minorities:
	http://www.apa.org/pi/lgbt/resources/guidelines.aspx (download the full version from here)
2.	Complete the online Human Subjects course (with HIPAA module)
	https://www.citiprogram.org
	Also complete the HIPAA Training on
	https://www.unc.edu/sakai/ (course name: hipaaclinicalpsych) ***renew annually**
3.	Sign the HIPAA Confidentiality and Security Agreement & turn the signed agreement in to the Clinic Manager.
4.	Enroll in at least 9 semester hours each semester. Program Coordinator will enroll you in classes for the fall semester, but you will enroll for all subsequent semesters via:
	https://connectcarolina.unc.edu
5.	After 10 months in NC, apply for state residency. See:
	http://gradschool.unc.edu/residency/
6.	Develop ideas for Master's thesis; possibly propose Master's thesis in 1st year

Second Year	
1.	Complete and submit a Curriculum Worksheet **annually** (see Appendix A)
2.	Propose Master's thesis by November 1.
3.	Participate in the 2nd Year Practicum; begin record-keeping of clinical hours
4.	If planning to teach your own course (i.e., as a TF) in the third year, take Psychology 793 (Laboratory in College Teaching) for one semester.
5.	Submit rankings for possible 3rd year practicum placements
6.	Discuss with research advisor whether you will aim for an integrative dissertation and plan accordingly

Third Year	
1.	Participate in an Advanced Practicum
2.	Complete Master's thesis before the end of the year
3.	Present a poster in Clinical Lunch before the end of the year
4.	Complete Comps this year (ideally) or in 4th year
5.	Submit rankings for possible 4th year practicum placements
6.	May serve as a TF, if desired and have taken PSYC 793

Fourth Year	
1.	Participate in an Advanced Practicum
2.	Complete Comps if not completed in 3rd year

3. Develop dissertation plans – if you want to apply for internship, propose dissertation by October 1st   ____

4. Apply for internship if you plan for 4 years of pre-internship graduate training   ____

5. If you are applying for internship, make sure to have met the oral research presentation requirement before going on internship   ____

6. If you will seek practicum training next year, submit rankings for possible 5th year practicum placements

<u>Fifth Year</u>   ____

1. Participate in an Advanced Practium, if desired

2. Propose dissertation by October 1st   ____

3. Apply for internship   ____

4. Make sure to have met the oral research presentation requirement before going on internship

5. Defend dissertation before leaving for internship   ____

Summary of Discrete Research Milestones

Activity	*Deadline*
I. Master's Thesis Proposal	2nd year, November 1
II. Master's Thesis Defense	3rd year, end of 2nd semester
III. Poster Presentation	3rd year, end of 2nd semester
IV. Comps	Before submitting Disseration Proposal; recommended to occur within 1 year of Master's Thesis Defense
V. Oral Research Presentation	Before internship
VI. Dissertation Proposal	October 1, before applying for intership
VII. Dissetation Defense	Strongly recommended to occur before internship

Notes:

After the first 2 years, students will be full-time as long as they are enrolled for a minimum of 3 hours of either Psychology 993 (Master's Thesis) or Psychology 994 (Doctoral Dissertation).

Students are encouraged to complete their pre-internship graduate training in 5 years; this is the typical number of years for students in our program.

Students who choose to complete the program in 4 years would need to make sure they are hitting the research milestones early (in some cases) and must be able to propose their dissertation by October 1st of their 4th year.

Students staying a 6th year, which is the year they apply for internship, are encouraged to work closely with their research advisor to make sure that dissertation requireemnts are met, including proposing by October 1st . Although students are guaranteed funding for 5 years of doctoral training when in good standing, funding cannot be guaranteed beyond 5 years.

Appendix L.
Options for Locating an Affordable Therapist in the Area

Graduate school can be a challenging time personally and financially. If a graduate student is interested in psychotherapy, finding a therapist who is in-network with your insurance company usually results in the most affordable rate. Below is information on in-network costs and two approaches for locating affordable mental health care in the Chapel Hill area:

Cost of In-Network Psychologist:

With the **2018/2019 Blue Cross RA/TA** plan, there is a **$300 annual deductible for medical care. Mental health costs are included in this deductible**. This means that you need to spend $300 out of pocket (for medical and/or mental health care each year) before benefits will kick in. After that initial $300 is spent, **mental health care is covered at 80% of the cost of an "allowed amount" per session**, and you must cover the remaining 20%. Providers who are in-network with BC/BS have agreed to provide outpatient psychotherapy services to RA/TA subscribers **at the contracted rate of $88.11 per session**. This rate would hold even if that provider charges substantially more to clients who are not covered by the RA/TA BC/BS plan.
Therefore, the 20% copay for visits to an in-network provider should be $17.62 per session once the annual deductible of $200 has been met. In fact, in-network providers are explicitly NOT allowed to collect the difference between actual and contracted fees. In addition, the in-network psychologist will file insurance and be directly reimbursed for the covered amount; you are just responsible for the copayment (no insurance filing). The current contracted rate may even be slightly lower, but it is hard to obtain this information from BC/BS. Please be aware that rates may be updated August 1 of each year. For the most accurate information please visit the Blue Cross Benefits page:http://studentbluenc.com/#/uncch-ta/benefits

Finding a psychologist using Counseling & Psychological Services (CAPS) resources*:*

Students in our clinical psychology programs are in a bit of a unique position when it comes to obtaining affordable mental health care for themselves, as some commonly used referral resources are less available to us due to conflict of interest with practicum opportunities. For example, because UNC Counseling and Psychological Services(CAPS) is a popular practicum site, it typically isn't a good option for our doctoral students since you may be speaking with future clinical supervisors or your peers may be doing a placement there. However, we have a contact at CAPS, Amy Leach, who can help with a community referral. CAPS maintains a detailed and extensive referral database with information about specialties and insurance status of therapists in the community. You can either call the main phone line for CAPS (919-966-3658) and ask for referral coordinator Amy Leach, or you can e-mail her directly at aleach@email.unc.edu, and explain that you are a graduate student in clinical psychology looking for a community referral. You can also send an email to capsreferral@unc.edu. This will go to Amy Leach and to Elizabeth McIntyre, the other CAPS Referral Coordinator. Because their referral database has extensive information, you could send an e-mail requesting, for example: "female providers who are in-network for the student health insurance, who are on a bus line, and who specialize in anxiety and trauma treatment", and Amy would be able to send you a list of names and their contact information. Be sure to request an **"in-network psychologist",** since this will be important in terms of cost to you (see previous section). This will generally be the easiest approach and you will gain the benefit of CAPS resources.

<u>Finding an in-network Blue Cross provider on your own</u>*:*

To find an in-network provider on your own, start with this link (the exact pathway may change from time to time):

http://www.bcbsnc.com/content/providersearch/index.htm

You can either log in or
- ➢ On the "Find a Doctor"
- ➢ Select "Individuals, Families & Groups"
- ➢ Select "Blue Options" from the drop down menu
- ➢ Select "Find a Doctor or Facility"
- ➢ Type in "Psychologist" and select Psychologist under "Specialist Associated with"
- ➢ You can then set several search parameters (distance and gender)

This will provide you with a list of psychologists in the area who are in-network. However, there won't be much more information other than a name and phone number for each psychologist; the list does not provide information about specialties (e.g., anxiety disorders, couples therapy, etc.) or theoretical orientation. This Blue Cross doctor look-up page will give you a list of names of psychologists in the area, but you will have to make contact to get more detail on whether they would be a good match for you.

This will provide you with a list of psychologists in the area who are in-network. However, there won't be much more information other than a name and phone number for each psychologist; the list does not provide information about specialties (e.g., anxiety disorders, couples therapy, etc.) or theoretical orientation. This Blue Cross doctor look-up page will give you a list of names of psychologists in the area, but you will have to make contact to get more detail on whether they would be a good match for you.

You can get more information from the **NCPA referral service** if you want to search there and then see if the psychologist is in network: https://ncpsychology.org/
 The Find a Psychologist search function is on the main page. Or you can find in-network psychologists and then check them out on the referral service site for more details.

If you are seeing a therapist who is out-of-network, you are responsible for paying the difference between what the therapist charges over the $88.11 allowed amount per session. So, if a therapist charges $100, and the allowed amount is $88.11 per session, you would pay: 40% of $88.11, $35.24, PLUS the amount of the per-session fee that is above and beyond the allowed amount, in this case $11.89, for a total cost of $47.13 per session. Therefore, unless you find an out-of-network provider who is willing to offer you a reduced rate, they will likely be MUCH more expensive to see than an in-network provider.

Here are a few informal in-network recommendations we have received:

Amy E Schmitz-Sciborski, PHD

Psychology
1201 Raleigh Rd Ste 202, Chapel Hill, NC 27517

Mareah C Steketee, PHD

Psychology
H. R. C. Behavioral Health & Psychiatr
100 Europa Dr Ste 260, Chapel Hill, NC 27517

Michael G Ryan, PHD

Psychology
1506 E Franklin St Ste 202, Chapel Hill, NC 27514
(919) 968-0574

Denise E Saunders, PHD

Psychology
180 Providence Rd Ste 2, Chapel Hill, NC 27514

Daniel J Darnell, PHD

Psychology
1506 E Franklin St Ste 202, Chapel Hill, NC 27514

Glen A Martin, PHD

Psychology
1829 E Franklin St Ste 800F, Chapel Hill, NC 27514

Tonya D Armstrong, PHD

Psychology
The Armstrong Center For Hope
5315 Highgate Dr Ste 102, Durham, NC 27713

Elaine O Burgwyn-Bailes, PHD

Psychology
1502 W Nc Highway 54 Ste 603, Durham, NC 27707

Perrianne Davis, PSYD

Psychology
6011 Fayetteville Rd Ste 204, Durham, NC 27713

Note: This information can also be found on the clinical website under Program Resources:
https://clinicalpsych.unc.edu/program-resources/

Appendix M.
Student Evaluations

All evaluations are conducted through Qualtrics. Links to view examples of the evaluations are linked below.

These are evaluations of your progress:
First Year: https://unc.az1.qualtrics.com/jfe/form/SV_9T4cOD0WsXytcvr
Research: https://unc.az1.qualtrics.com/jfe/form/SV_agZdMJezgQYcHvn
Clinical: https://unc.az1.qualtrics.com/jfe/form/SV_40J5cSp5aYMciGh

These are evaluations of your supervisors and pracs that you will complete:
Supervisor Feedback: https://unc.az1.qualtrics.com/jfe/form/SV_8lixhWSuYQv75KR
Practicum Feedback: https://unc.az1.qualtrics.com/jfe/form/SV_8c6kYg5LUVPte3b
Graduate Student
Supervisor-in-Training (GSSIT): https://unc.az1.qualtrics.com/jfe/form/SV_0ukbOUZRC8MgsId
Supervisor Feedback (anonymous):   https://unc.az1.qualtrics.com/jfe/form/SV_54qlo76YfXkoB93

Note. When faculty fill out evlauations (i.e., first year, research, clinical), you will automatically receive their evaluations via email. Evaluations you fill out (e.g., supervisor feedback, practicum feedback) will be shared with those parties; the exception to this is the "Supervisor Feedback (anonymous)" survey which will only be visible by the DCT and the Clinical Program Coordinator.

Appendix N.
Graduation Guide

If you are currently in your final semester before leaving for your predoctoral internship, refer to the guide below to ensure that you will be eligible to graduate with your Ph.D. degree following the completion of your internship. Since our program functions quite differently than the other graduate programs in Arts & Sciences and even within the Department of Psychology and Neuroscience, there are many extra steps you will need to take prior to, during, and following your internship to guarantee your eligibility to graduate at the earliest time possible.

What do I need to do <u>before</u> I leave for internship?

TASK	DONE?
Meet with Student Services Manager to ensure you have completed all necessary coursework for the Department and for Arts & Sciences	YES NO
Complete final Curriculum Worksheet and meet with Program Director to discuss	YES NO
Note about Health Insurance Coverage: Your health insurance coverage will end on **July 31st** during the summer that you leave for internship, regardless of the status of your dissertation, so plan accordingly. If you have an internship start date in the month of June or July 1st, let the Student Services Manager know so that UNC health insurance can be terminated before July 31st. This is so insurance does not overlap.	n/a

Have you defended your dissertation before going on internship?

YES, I defended prior to going on internship…

TASK	DONE?
Complete the Affiliate Application Form. Since you will not be taking any more courses at UNC (i.e., don't register for the fall) and are therefore no longer considered an official on-campus UNC student, you will need to complete paperwork to maintain your "affiliation" with the University (i.e., your UNC email and ONYEN), at least until the end of your internship. You can download the form from the Clinical Psychology Program Resources page: https://clinicalpsych.unc.edu/program-resources/ Turn in the completed form to the HR Specialist for processing.	YES NO
If you will have a coverage gap between your health insurance that was provided by the University and the health insurance provided by your internship site you can contact Blue Cross Blue Shield (BCBS) and purchase an abbreviated bridge plan to cover the gap. Make the BCBS representative aware that you have a qualifying life event (loss of job and health insurance) which makes you eligible for this coverage.	YES NO n/a
IMPORTANT: If you have taken out any student loans and are defending your dissertation prior to internship, these loans will start to be due following your defense.	n/a

NO, I didn't defend prior to going on internship, but I'm defending during the Fall semester…

TASK	DONE?	
Register for PSYC 994 for the upcoming Fall semester. **NOTE:** The student is financially responsible for any tuition costs <u>and</u> student fees during registered semesters while on internship. **NOTE:** Even though you may no longer reside in North Carolina while on internship, there is a 12-month "grace period" following your last semester in the program (before leaving for internship) during which you can still receive in-state tuition. Therefore, you will still be eligible for in-state tuition during the semester that you defend. Also good news: The Graduate School now offers reduced student fees for graduate students who are off-campus for curricular reasons during 1+ semester. Make sure to contact the Graduate School about this fee reduction.	YES	NO
After the dissertation defense date is finalized, email the Clinical Program Coordinator this date and a list of all dissertation committee members. The Program Coordinator will email the committee members a memorandum with information regarding dissertation evaluation policies.	YES	NO
After the Defense: Complete the Affiliate Application Form. Since you will not be taking any more courses at UNC and are therefore no longer considered an official on-campus UNC student, you will need to complete paperwork to maintain your "affiliation" with the University (i.e., your UNC email and ONYEN), at least until the end of your internship. You can download the form from the Clinical Psychology Program Resources page:: https://clinicalpsych.unc.edu/program-resources/ Turn in the completed form to the HR Specialist for processing.	YES	NO
After the Defense: Submit your final dissertation online by the deadline listed here: http://gradschool.unc.edu/academics/resources/graddeadlines.html **NOTE:** The current system should allow you to upload your completed dissertation to the Graduate School as soon as you defend, but do **NOT** click the last button that would officially **SUBMIT** your document until the time that you apply for graduation (i.e., typically, right after you've completed your internship).	YES	NO

NO, I didn't defend prior to going on internship, but I'm defending during the Spring semester…

TASK	DONE?	
Complete the Affiliate Application Form. Since you will not be taking any courses at UNC in the fall semester and are therefore no longer considered an official on-campus UNC student, you will need to complete paperwork to maintain your "affiliation" with the University (i.e., your UNC email and ONYEN), at least until the end of your internship. You can download the form from the Clinical Psychology Program Resources page: https://clinicalpsych.unc.edu/program-resources/ Turn in the completed form to the HR Specialist (Lynn Farrar) for processing.	YES	NO
Since you are not registered for any credits during the fall semester (you only need to register for the semester you will defend), you must complete an "Application for Readmission" form and submit it to the Graduate School by **December 1ˢᵗ**: http://gradschool.unc.edu/pdf/readmission.pdf	YES	NO
Register for PSYC 994 for the upcoming Spring semester. **NOTE:** The student is financially responsible for any tuition costs <u>and</u> student fees during registered semesters while on internship. **NOTE:** Even though you may no longer reside in North Carolina while on internship, there is a 12-month "grace period" following your last semester in the program (before leaving for internship) during which you can still receive in-state tuition. Therefore, you will still be eligible for in-state tuition during the semester that you defend. Also good news: The Graduate School now offers reduced student fees for graduate students who are off-campus for curricular reasons during 1+ semester. Make sure to contact the Graduate School about this fee reduction.	YES	NO
After the dissertation defense date is finalized, email the Clinical Program Coordinator this date and a list of all dissertation committee members. The Program Coordinator will email the committee members a memorandum with information regarding dissertation evaluation policies.	YES	NO
After the Defense: Submit your final dissertation online by the deadline listed here: http://gradschool.unc.edu/academics/resources/graddeadlines.html **NOTE:** The current system should allow you to upload your completed dissertation to the Graduate School as soon as you defend, but do **NOT** click the last button that would officially **SUBMIT** your document until the time that you apply for graduation (i.e., typically, right after you've completed your internship).	YES	NO

What do I need to do while I am on internship? (typically during the summer that internship ends)

TASK	DONE?
Apply for graduation in Connect Carolina by going to the "Academic" tab in your Student Center. From there choose "Apply for Graduation" in the drop-down box and follow the instructions. Contact the Student Services Manager if you have any questions about how to apply for graduation. The exact deadlines for applying for graduation for each semester are listed here: http://gradschool.unc.edu/academics/resources/graddeadlines.html. Approximate graduation application deadlines for each semester are below: • May Graduation Application Deadline: around mid-February • August Graduation Application Deadline: around late July • December Graduation Application Deadline: around late September **NOTE:** If you have defended your dissertation and your internship ends on or <u>before</u> the August degree conferral/award date (i.e., the date of the August graduation ceremony), you will apply for August graduation and your transcript will indicate an August graduation date. If your internship ends <u>after</u> the August degree conferral/award date (i.e., the date of the December graduation ceremony), you will apply for December graduation and your transcript will indicate a December graduation date.	YES NO
When internship has ended, request that the internship site email or mail the UNC Clinical Program Director and Program Coordinator a <u>signed</u> letter providing confirmation of student's completion of internship and including the date the internship was completed. This "internship completion letter" <u>cannot</u> be forward-dated or written in future tense about expected completion of internship. It has to be signed and sent AFTER the last day of internship. **NOTE:** Once the Program Director has received your internship completion letter, they or the Program Coordinator will forward it to the Student Services Manager who will then complete the "Program Certification of Degree Requirements" form on your behalf, including obtaining the signature of the Director of Graduate Studies, and will send this to the Graduate School. After the Graduate School has reviewed this paperwork and confirmed that you have submitted your final dissertation <u>and</u> applied for graduation, you will be "approved" for graduation.	YES NO

What if I want "early clearance" for graduation?

While you will not receive your diploma until the official graduation date, you can obtain a "Proof of Awarded Degree" letter from the UNC Registrar indicating that you have completed all requirements for your Ph.D. in Psychology. Many postdoctoral positions and state licensing agencies request this type of documentation.

NOTE: If you do not need a "Proof of Awarded Degree" letter, skip to the Commencement/Hooding Ceremony section below.

TASK(S)	DONE?
Once you have been approved for graduation, submit a request online for a "Proof of Awarded Degree" letter from the UNC Registrar's Office: http://registrar.unc.edu/academic-services/diplomas/proof-of-awarded-degree/	YES NO
Follow-up with organization needing this "Proof of Awarded Degree" letter (i.e., post-doctoral institution, state licensing board, etc.) to ensure that they received the letter.	YES NO

Commencement/Hooding Ceremony

Now that you have completed all of the graduation requirements outlined above, you are eligible not only to receive your degree, but also to attend the graduation commencement/hooding ceremony. Unfortunately, there is not a formal commencement/hooding ceremony in August, when most of you all will receive your degrees. There are only ones held in May and December. While it is not required to attend either one, many program alumni/ae do choose to return to UNC for the commencement/hooding ceremony in May. If you do decide to "walk" during either the December or May commencement/hooding ceremony, please complete the following steps.

NOTE: The December commencement/hooding ceremony tends to be quite small, so most alumni/ae wait until the May event to walk.

DECEMBER   **Are you attending the December or May Commencement/Hooding Ceremony?**   **MAY**

TASK(S)	DONE?	TASK(S)	DONE?
You will not need to formally RSVP for the December commencement. You may "walk" as long as you have applied for and are approved for the August or December graduation. **NOTE:** The names of graduates are not announced during the December ceremony. However, the Dean of Arts & Sciences will individually recognize all doctoral candidates as they walk across the stage.	YES NO	In March during the Spring semester following your official graduation from the Clinical program, you will receive an electronic invitation from the Graduate School to the May ceremony. Be sure to RSVP by the deadline posted within that email. **NOTE:** By RSVPing to the May ceremony, your name will be announced as you walk across the stage.	YES NO
Purchase your cap and gown at the UNC Student Stores before **mid-November**. Alternatively you can purchase your regalia online through the Student Stores (also recommended before **mid-November**) – go to this linke for more information: http://gradschool.unc.edu/events/hooding/#gowns	YES NO	Purchase your cap and gown at the UNC Student Stores before **March 31st**. Alternatively you can purchase your regalia online through the Student Stores (also recommended before **March 31st**) – go to this linke for more information: http://gradschool.unc.edu/events/hooding/#gowns	YES NO
Let the Program Director and the Program Coordinator know that you will be attending the December commencement, so that they can inform current students and faculty who may be interested in attending.	YES NO	Let the Program Director and the Program Coordinator know that you will be attending the May commencement, so that they can inform current students and faculty who may be interested in attending – also, stay tuned for an email about an informal brunch for you and your guests after the ceremony.	YES NO
Other Important Notes: • The Commencement/Hooding ceremony will take place in the Dean E. Smith Center on UNC's campus • All guests are welcome to attend. No tickets are necessary for guests to attend and there is no restriction on the number of guests invited per graduate student. • For much more detailed information about the ceremony, directions to the Smith Center, parking, FAQs, etc., visit http://gradschool.unc.edu/events/ and click on "December Commencement Ceremony" under "Upcoming Events."	YES NO	**Other Important Notes:** • The Commencement/Hooding Ceremony will take place in the Dean E. Smith Center on UNC's campus • All guests are welcome to attend. No tickets are necessary for guests to attend and there is no restriction on the number of guests invited per graduate student. • For much more detailed information about the ceremony, directions to the Smith Center, parking, FAQs, etc., visit http://gradschool.unc.edu/events/ and click on "Doctoral Hooding Ceremony" under "Upcoming Events."	YES NO