



The Blue Book

**University of Nevada, Reno
Clinical Psychology Program
Policy & Procedures Manual**

2019

Revised 8/1/2019

1 Introduction

The purpose of this document is to describe the philosophy and structure of the Clinical Psychology Program at the University of Nevada, Reno. This document contains information regarding departmental and clinical area course requirements and research requirements to earn the Ph.D. in the Department of Psychology.

This document should be read carefully upon entering the program and used as a reference when planning your course registration. Graduate students are expected to be familiar with the material presented here, as well as the regulations of the UNR Graduate School. **Please note that not all policies and standards of the Graduate School are covered in this handbook.** Appropriate course selection and the general understanding of deadlines, filing of Graduate School forms, etc., are the *student's responsibility*.

1.1 Important Resources

The student is referred to the university student website map for a wide variety of information that is useful and important. This [site map](#) shows most of the current websites on campus.

Also, the Program policies and procedures are set within the policies and procedures of UNR's Graduate school. The many forms and requirements of graduate students at UNR are found on the [graduate school website](#).

Upon entrance into the program, all students in training are expected to adhere to the [APA Ethical Standards](#). They are also expected to conform the standards set out in this document and the UNR Psychological Services Center Manual.

1.2 Terms and Conditions

This document cannot supplant the importance of direct communication. Nor can it offer all the answers to specific, individualized questions. Students are urged to explore these topics as needed with faculty advisors and/or the Director of Clinical Training.

Also note, this is a "living document." As such it is subject to modification and should not be considered an immutable contract of requirements that cannot change during your time as a student. As the profession and its standards change, the training required may have to be modified during the time you are a student. This generally happens because of evolving training and licensing standards. The APA has training standards that change over time. These changes require the program to be responsive and make curriculum alterations when possible.

While the program keeps current with APA accrediting standards and implementing regulations, graduating from our program cannot insure that one will be automatically licensable everywhere. At the moment, licensing requirements are determined individually in each of the 50 states. Many states require graduation from an APA accredited doctoral program as part of licensing. Others may specify coursework different from that listed by APA and our own requirements.

The manual will be modified, clarified, and updated continuously, and the date of modification will be retained on the front cover and file title. A student's requirements are based on the Blue Book for that student's year of entry. However, if requirements change during a student's tenure in the program, that student can elect, with the faculty advisor's approval, to follow the requirements of a later year. Copies of the handbook for recent years of admission are available on the [clinical program's webpage](#).

Students should permanently save the latest copy when they enter the program. That way, if there are disagreements about what the applicable procedures were at date of entry, there will be a written record.

2 About the Program

2.1 Mission Statement

The Clinical Psychology Program at the University of Nevada, Reno is clinical science program that is cognitive-behavioral in orientation with a strong emphasis on behaviorism. Training begins with behaviorism as a coherent theoretical foundation to develop critical thinking and analytical skills that are then generalized in consideration of other perspectives.

The integration of science and practice in service delivery and the development and dissemination of behavioral interventions for a wide variety of problems is a major focus of the program. In our work and training, we seek to bridge traditional health models of treatment development and practice in both our research and training. This entails multiple levels of analysis including individuals and their environments, the healthcare systems in which interventions are delivered, as well as healthcare policy. The work and training involved in this endeavor emphasizes the links between efficacy and effectiveness research, prevention, dissemination science, program evaluation, and social policy.

Our objectives are that scholars, faculty and students alike, make significant contributions in one or more of our existing areas of strength, regardless of the setting in which they occur. Our program is a broadly focused on applying scientifically valid psychological principles, processes, and methods across various levels of analysis (individuals, couples, families, systems, and organizations); across a full range of settings in health care, mental health care, and substance use and abuse care; and across the wide range of roles afforded by these settings. Our training and research ranges from development of interventions including assessment of outcomes and mechanisms of change, to assessment of effectiveness of these interventions both at the individual outcome level but also at the program level in multiple healthcare organizations, to policy making and advocacy in dissemination.

The Clinical Psychology Program has been accredited by the [American Psychological Association](#) since 1972 and is a charter member of the [Academy of Clinical Science](#).

In accordance with the guidelines from the APA Commission on Accreditation, students may contact the Commission at the Education Directorate, American Psychological Association:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE
Washington, DC 20002-4242
Phone: (202) 336-5979
E-mail: apaaccred@apa.org
[Webpage](#)

2.2 Philosophy and Model of Training

We take an integrative clinical science approach to training. We seek to train doctoral level clinical scientists who have a thorough grounding in research and scholarly activities, can develop and use scientific knowledge, are skilled in using their critical thinking and analytic tools in problem formulation and solution generation. This includes the development of a full range of professional competencies, including applied skills in areas such as healthcare administration and policy, integrated behavioral health and traditional mental health settings, program development and evaluation, among others.

To that end, the clinical psychology program philosophy and model of training is oriented toward the training of students in general principles of psychology as they relate to theoretical and applied activities. For example, the program does not have specific tracks (e.g., a child track or an adult track). A goal of the program is that graduates will think of themselves as psychologists first, clinical psychologists second and clinical psychologists with areas of specialization third. As part of this emphasis, students are exposed to a wide variety of populations, settings, and techniques in their research and clinical training. Even for those students who have primarily applied interests, there is a growing emphasis on psychologists becoming designers and evaluators of treatment programs rather than simply direct service providers. Where possible, students receive practicum training in the context of ongoing clinical research trials so that assessment, evaluation, and theory-driven treatment innovation is modeled.

The basic research training unit is the faculty research lab. Students will spend their time working with a primary faculty mentor who also serves as that student's advisor, though occasionally students will maintain their roles in two labs throughout their career. Within labs, the program follows a "junior colleague" model and thus involves students at every level of the research process. All of the clinical faculty conduct applied, as well as more basic, research on various clinical populations. Though there is variation among labs, several are run as vertical teams in which incoming students learn pragmatic fundamentals while collaborating with more senior students until they identify research projects of their own, all under the supervision of the faculty. As students develop, the majority present at national conferences and most all publish in collaboration with faculty and even other students.

The Clinical Program at the University of Nevada is distinguished by the fact that it is a philosophically coherent program. While this does not mean that the faculty are all paradigmatically identical, they do generally share scientific and training values. Because faculty all value critical thinking and assume that students will evolve intellectually and with respect to their research interests, students are expected to identify and refine their research interests over time.

3 Admissions and Recruitment

We strive for a diverse student body made up of individuals who are bright, curious, and personable, valuing both ability and accomplishment in our selection process. Four areas of potential are rated in assessing applicants: academic potential, research and scholarly potential, clinical potential, and potential for meeting critical needs in mental health. Because we believe that students serve as an important learning resource for each other, we seek a heterogeneous student population with regard to age, gender, ethnicity, sexual orientation, socioeconomic, and cultural background. The program is small and closely-knit, and thus we consider it important that students fit in intellectually and while still providing diversity of experiences.

3.1 Admission Policy

Admissions is a complex process to which we cannot apply a straightforward formula. Here are the factors we consider:

- Minimum standards for admission are a 3.0 (out of 4.0 possible) GPA as an undergraduate.
- There is no absolute minimum GRE cutoff score though the likelihood of admission decreases sharply with scores less than the 75th percentile.
- Letters (3) demonstrating that the applicant has experience working in a research environment are required. Typically, these letters come from professors in the student's department.
- If the student is applying from a master's program, the student is expected not only to have a high GPA but also a history of engaging in scholarly activities (conference presentations, research or publications).
- A personal statement that evidences good communication skills, a logical reason for their strategy for applying to graduate programs, an appreciation of the role of research in the discipline, and an openness to a clinical science paradigm.
- Students meet the pre-requisite course requirements for applicants as defined in Section 3.2 "Entrance Requirements/ Undergraduate Pre-requisites Course Requirements"
- TOEFL 550-paper based (PB) or 79-internet based (iBT) or IELTS-composite score of 7 (no subject area below 6). (FOR INTERNATIONAL STUDENTS ONLY)

There are many more qualified candidates than the program can admit, support, and mentor properly. Part of the calculus that goes into the admissions process is apparent program fit and the distribution of the present students across faculty. While some faculty members prefer small numbers of students to mentor at any point, others may be willing to have larger labs. Some part of the admissions process examines how well a student's specified interests distribute across faculty with available capacity.

That said, one other issue that is considered during the admissions process is whether there is a general program fit. Our program is a science-based program with cognitive behavior to behaviorally oriented faculty

primarily. Openness to that perspective makes graduate school much more enjoyable. While lab fit is a factor, we presume the possibility that once students arrive at the program and learn more about the field and faculty, interests may shift. Therefore, we prefer students who may find multiple aspects of the program interesting.

3.2 Entrance Requirements

Applicants seeking admission into the Clinical Psychology PhD program at UNR must demonstrate that they have completed advanced undergraduate or graduate courses in (1) Affective Aspects of Behavior, (2) Biological Aspects of Behavior, (3) Cognitive Aspects of Behavior, (4) Developmental Aspects of Behavior (over complete lifespan) and (4) Social Aspects of Behavior, as pre-requisites for admission. What constitutes classwork in this area is defined in APA's the Implementing Regulations "[Section C: IRs Related to the Standards of Accreditation](#)" under the subheading "C-7 D. Discipline-Specific Knowledge."

Exceptions can be made for exceptional candidates to make up course deficits in these areas at UNR or another institution after an admission offer is been made. But a plan to fulfill these requirements must be in place before admission. It would strengthen a candidate's application if this could be addressed in a few lines at the end of the personal statement.

In addition to these pre-requisites, courses covering the following topics provide a useful foundation for entering students:

- Learning, behavioral principles, or behavior analysis
- Statistics/data analysis
- Research methods/experimental design
- History of psychology
- Individual differences
- Human development
- Abnormal behavior/psychopathology
- Cultural and individual diversity

3.3 Commitment to Diversity

The Clinical Psychology Program at the University of Nevada, Reno is strongly committed to promoting diversity with respect to culture, ethnicity, gender, sexual orientation, socioeconomic status, age, among others. We are committed to maintaining a diverse student population and minority students are especially encouraged to apply for our doctoral program.

Our program is committed to foster an atmosphere that promotes open dialogue about cultural issues, to prepare students to be sensitive of issues of diversity and individual differences in all work, and to produce culturally competent practitioners and researchers.

To this end, the Clinical Psychology program is dedicated to the active recruitment of a diverse group of students and faculty. We support the University's core values encouraging diversity and equal educational and employment opportunities throughout our community.

These values are articulated in the [UNR's Non-Discrimination Policy](#) and by the [Office of Diversity](#).

3.4 Disabilities

We are committed to ensuring that students with disabilities have equal access to participate in, contribute to, and benefit from all aspects of our program. Students with special needs are encouraged to work with their advisor and the DCT to develop a plan that provides appropriate assistance. We have an excellent [Disability Resource Center](#) that can provide assistance.

3.5 Transfer Credits

These are credits transferred from another institution. Credits completed at UNR in another program or as a graduate special do not need to be transferred.

Transfer credits applied to a doctoral program must comply with the UNR Graduate School's time limitation to complete a doctoral degree (8 years is the maximum amount of time allowed to complete a doctoral degree). Thus, if a student took a course seven years prior to admission, they would have to complete the degree within one year for the course to apply to the degree. Credits from a completed master's degree will be exempt from the 8-year time limitation for those students pursuing a doctoral degree.

Transfer credits for course substitutions is approved on a course-by-course basis. The student should first meet with his or her advisor, to confer on which courses to petition for transfer. A transfer request form should be completed (see appendix). The student should then present (1) a detailed description of the course, (2) a syllabus, (3) a description of the level of the course and any prerequisites (copies of school catalog pages are helpful), (4) reading lists, and (5) information regarding the faculty member who taught the course to the instructor at UNR for each course for which transfer credit is proposed as a substitution for feedback on the acceptability of the transfer and to the DCT. If the UNR faculty member who teaches the course for which the substitution is proposed approves, that person must send an email to the DCT documenting the approval.

Approval of courses can be done at any time, but it is highly recommended that these should be done at the beginning of the first year of admission just before or just after program entry.

The maximum number of transfer credits allowed by the Graduate School for doctoral students is 24 semester hours. Courses taken while a graduate special student are considered transfer credits and count toward the 24 credit limit. If a student leaves the program at the Master's level, a maximum of 9 credits could be transferred toward that degree. See graduate catalogue for [Credit Transfer Evaluation Request](#).

Please note that it is highly unlikely that core clinical courses will be approved for transfer.

3.6 Retention

We carefully select each student and make every reasonable effort to ensure that each student admitted to the program will graduate. This practice is a reflection of our belief that significant attrition can lead to a negative learning atmosphere and is therefore to be minimized. Evaluation is taken seriously and is designed to give feedback to students with the intent to aid in their personal and professional development. Students are given specific periods of time to change and develop before decisions are made regarding the incapability of a particular student to meet program or professional standards.

3.6.1 Minimum GPA Requirements

Students are required to maintain at least a 3.0 (out of 4.0, this is a B average) cumulative GPA for all semesters with no grades below a B- (a B- average is a 2.8), and their clinical and research performance must be rated at least "at the level of training" throughout training, and finally "at the level of a Ph.D." when they leave the program for internship. The internship must be successfully complete as rated by the internship director.

Per the UNR Graduate School Policy for those students whose GPA falls below 3.0:

Probation

Students whose cumulative graduate GPA falls between 2.31 and 2.99 are automatically placed on academic probation for one semester. If they fail to raise their cumulative GPA to 3.0 by the end of one semester, they are dismissed from their graduate program. Thesis, dissertation, S/U graded credits, and transfer credits have no impact on a student's GPA.

Dismissal

Students whose cumulative graduate GPA is 2.30 or lower are dismissed. Dismissed students are no longer enrolled in their graduate program but may take graduate-level courses as a [Grad Special](#).

Please refer to Nevada System of Higher Education CODE on Student Program Dismissal Procedures (SPDP) and review conference policies, [NSHE CODE, Chapter 11, Sections 1-3](#). If program dismissal is based upon failure to maintain required grades or a required GPA as described above, SPDP does not apply and the student may be summarily dismissed from the graduate program.

3.7 Remediation

When a student is identified as falling below standards, the advisor and the rest of the Clinical Training Committee (CTC) will meet and develop a behaviorally specific plan for remediation. That plan will, to the greatest extent possible, specify goals, benchmarks, and a time specific to meet the enumerated goals. If such a plan is warranted, that signals that the student is on probation and failure to meet those goals will be grounds for termination from the program. The advisor and Director of Clinical Training (DCT) will meet with the student to clarify either the basis for the remediation or the assessment of whether the goals have been met. In most cases the remediation will need to occur by the end of the next semester possible (e.g., if a statistics class is not satisfactorily completed and not offered until the following year, the remediation time table would reflect that fact). The student may request a meeting with the entire Clinical Training Committee to seek clarification or present facts he or she believes relevant to the CTC's actions. (See also Annual Evaluation).

4 Degree Requirements

The clinical core courses and associated practica are designed to provide a theoretical and empirical knowledge base to inform the applied and clinical research training the students receive. Courses mounted within the Clinical Psychology Program are marked with an asterisk in the sections below.

4.1. Clinical Training

Students acquire clinical training in a variety of ways. This includes coursework, as well as through seeing clients and receiving supervision through in-house practica teams and community externships.

4.1.1. Core Didactic Clinical Courses

A key focus in this training is diagnosing or defining problems through psychological assessment and measurement and formulating and implementing intervention strategies. Students are exposed to theories and methods of assessment and diagnosis throughout the clinical core coursework. The required assessment course covers theoretical and practical considerations in case conceptualization, the measurement of behavior, treatment planning, and evaluation. Methods of assessment covered in the assessment class include interviewing, direct observation, empirically derived approaches to intellectual and personality assessment, and functional analysis. Students also receive instruction in heuristic errors in clinical judgment, considerations in the evaluation of the treatment utility of assessment, and methodological issues associated with actuarial prediction. The required core didactic clinical courses include the following:

3 cr.	PSY 771*	Clinical Psychology Ethics and Professional Issues (expected to be offered annually)
3 cr.	PSY 756*	Introduction to Clinical Assessment (expected to be offered annually)
3 cr.	PSY 757*	Introduction to Clinical Intervention (expected to be offered annually)
3 cr.	PSY 758*	Problems and Intervention with Adults (expected to be offered annually)
3 cr.	PSY 761*	Learning Theory (expected to be offered annually)

Cultural Diversity

Students are required to take a course on issues of cultural and individual diversity. This course is designed to expand students' knowledge of individual and cultural diversity. Because our program is behavioral, the program continually emphasizes the importance of context in order to more fully understand the meaning and function of behavior. This paradigmatic view makes the appreciation of cultural factors and the individual's history central to properly understanding behavior and behavior change. However, the concern for diversity in our field is driven not only by the need for students to have experience and knowledge of other cultures to account for them as contextual factors in therapy, but also in terms of the interaction between the therapist and client. Students bring their own diversity and lived experience with diversity to their interactions with their clients. Students' cultural experiences inform the assumptions and interpretations that they make about their

clients' behavior and the reasons for them as well as the relative value of different reinforcers emphasized or differentially attended to in order to effect behavior change. Necessarily, any one person's experience will not map onto the other person's and is a common contextual element across all therapeutic interactions that interact with patients' different diversity frames in different ways. **It is not enough for anyone to say that they will be therapeutically neutral as a therapist - no one can be entirely free of their learning histories.** The goal is for students to develop self-awareness of how their cultural frameworks overlap with others or not, might impose realities on other persons that do not exist, and that they demonstrate sufficient level of self-awareness and therapeutic practice to counter this possibility.

While several of the clinical core courses address issues of diversity, the required course explicitly addresses issues of cultural variation, gender, sexual orientation, ethnicity, and physical disability, among other topics is:

3 cr. PSY 743* Cultural Diversity (*offered bi-annually*)

4.1.2. In-house Practica at the Psychological Services Center (PSC)

The purpose of the clinical practica is to provide ongoing supervised clinical experience to graduate students during the early stages of their training. A central goal of the program is for students to become familiar with various approaches for inducing change and different ways of conceptualizing the change process. Thus, clinical practica comprise an essential activity in the curriculum. **A minimum of 600 hours of clinical practica is required (including client contact hours, individual, group and peer supervision, tape watching, etc.)**

Core in the Practicum Sequence Include:

3 cr. PSY 714* Supervised Clinical Practicum I (*offered annually*)
 3 cr. PSY 715* Supervised Clinical Practicum II (*offered annually*)
 3 cr. PSY 716* Supervised Clinical Practicum III (*offered annually*)
 3 cr. PSY 717* Supervised Clinical Practicum IV (*offered annually*)
 var. cr. PSY 772* Advanced Supervision and Clinical Practicum (*offered annually*)

The practicum sequence is graduated such that first-year students sit on vertically integrated (with students from all years in the program) supervision teams that are supervised by our core clinical faculty. First-year students sit on the teams generally with no expectation that they will see clients, but rather to integrate the material that they learn in their ethics and intervention courses. The information covered in methods of assessment, intervention involving empirically supported therapies, and functional analysis come to life for the first-year students in the direct observation of cases and supervision. Students also receive instruction in heuristic errors in clinical judgment, considerations in the evaluation of the treatment utility of assessment, and methodological issues associated with actuarial prediction. Occasionally some second-semester, first-year students who have prior clinical training begin to see clients, although that is the exception rather than the norm. In the second and third years, students sign up for their four-course practicum sequence where they are required to attend at least three different supervision teams. Advanced students may continue on teams and may either see more complex cases and/or participate in the supervision process as peer supervisors. After successful completion of the clinical practicum sequence, students have the opportunity to participate in a variety of additional clinical and/or research externships that they may pursue in the community.

Clinic teams are typically organized to represent varied levels of training and experience. Typically, each team includes a faculty member and several graduate students at varying stages of experience. The rationale for a team approach is twofold: First, to encourage successive levels of responsibility as students work together in a cooperative setting; and second, for trainees to be exposed to, and benefit from, a diversity of clinical experience. Teams may be organized around a theoretical approach (e.g., a behavioral team), a specific population (e.g., a family/couples team, a child team), or a specific theme or issue (such as health psychology or assessment). The structure and content of the teams' operation vary considerably, according to the style and interests of team focus, supervisors, and team members. **All students are required to participate on a minimum of three teams during their tenure in the program. This involves 2 calendar years on a primary team, and one calendar year each on two different secondary clinical teams.**

Clinical practica are designed to be integrated with course offerings. In the first-year students are introduced to clinical work through didactic training, direct observation, role-playing, and through direct clinical responsibilities by serving as primary or co-therapists. In the second and third years, students complete a practicum sequence (PSY 714, 715, 716, and 717) within the Psychological Services Center (PSC), a community oriented clinic housed in the Psychology Department. During the practicum sequence students are exposed to a broad range of problems, populations, and modes of intervention including individual, marital, and family therapy.

Students are required to carry three to four clients per semester. Over the course of a semester students are expected to accumulate approximately 40 hours of client contact. In general, teams are considered to be an 8-10 hour/week involvement (including client contact, supervision, note writing, and session preparation), equivalent to three credits per semester for students.

The Psychological Service Center

The Psychological Service Center (PSC) is the in-house training clinic for doctoral students in the Clinical Psychology Program. The clinic accommodates a wide range of clientele with diverse psychological problems. Its primary mission is to provide training for students in the program. However, an additional significant function of the clinic is to provide outreach to the Northern Nevada Community by attempting to provide psychological services to citizens of Nevada, independent of their ability to pay. The practica requirements for the first three years of the program are normally fulfilled in the PSC. The clinic is equipped with individual and group therapy rooms and audio-visual equipment for use during therapy, supervision, and other teaching purposes.

Please refer to the [PSC website](#) for an updated listing of clinical teams.

First-year Practicum

In the first year, a one-credit clinical practicum is part of the four-credit PSY 756-757 courses (Introduction to Clinical Assessment and Introduction to Clinical Intervention). Students are introduced to clinical work using didactic training, observation, role-playing, and serving as co-therapists.

In the spring of the first year, if schedules permit, students normally sit in on a supervision team in order to begin to integrate theory and practice. Under some circumstances first-year students may begin seeing one client under supervision. Sitting on a team and observing in the first year does not count towards meeting your practicum requirements. Meeting practicum requirement timelines begin when students begin to sign up for the PSY 714 - 717 course sequence begin to carry caseloads commiserate with the expectations of these courses

Students may not see clients before receiving HIPPA training and passing a short exam over the material. Refer to the PSC manual for requirements/how to.

Second and Third Year Practica

In the second and third year, students take a PSY 714-715-716-717 practicum sequence in the Psychological Service Center.

As part of the 714 through 717 course sequence, students meet once a week with at least one supervision team headed by a clinical faculty member. During team sessions cases are presented, clinical alternatives are discussed, didactic instruction occurs, ethical and other issues are discussed. Students also observe other team members' clinical work.

Students are expected to carry a minimum of at least three clients at a time (2+ on their primary team and one of their secondary team), in addition to assessment or other clinical duties. A total of 8-10 hours per week of client contact, supervision, preparation and note writing is expected, and a total of actual client contact during the semester of at least 40 hours. Within these guidelines, the decision about specific client load or client type is made by the clinical supervisor in conjunction with the student. During the course of their practicum training students are required to participate on a minimum of three different supervision teams.

NOTE: Sometimes students are in clinical placements that would normally be “externships” by their third year. In this case, students normally continue to on a PSC team, they should cover that by 714 through 717 supervision (a novel number each semester), and they should take at least one 773 credit to cover their work in agencies.

Summer Practicum

Training and service provision at the PSC is provided 12 months a year. Because the PSC operates beyond the duration of the academic year, a summer practicum is part of regular clinic functioning. Once a PSC practicum has commenced, and particularly if a therapist is involved with cases of an ongoing nature, **it is expected that he or she will participate and enroll in the summer practicum.**

Advanced Practica

Students are required to be a member of one supervision team for at least one semester beyond their third year at which time they should take at least 1 credit of PSY 772 where supervisory experiences are emphasized (additional credits may be taken). Students should take this course any semester in which they see clients beyond the core clinical sequence after the two-year practicum requirement. Other required courses within and outside of the Clinical area (see Section 3, “Clinical Psychology Program Curriculum”) should be filled into the student’s schedule as departmental course offerings permit. The student should consult with his or her academic advisor on the scheduling of this coursework.

Timelines

A typical sequence for in-house practica training is as follows:

YEAR 1: Sit in on primary team and observe cases, perhaps sit as second chair on a case (does not count towards 2 years of clinical practice on primary team).

YEAR 2: Join 2 clinical teams (Sign up for PSY 714 in the Fall and PSY 715 in the Spring). Students are expected to maintain 2+ clients on primary, 1 on secondary team.

YEAR 3: Join third clinical team, maintain primary team, and drop secondary team. (Sign up for PSY 716 in the Fall and PSY 717 in the Spring).

YEAR 4: Sign up for PSY 772 – Reduce or quit direct service provision on clinical teams. Peer-supervision should be a primary focus and perhaps supplemented by seeing a few (1 or 2) complex cases).

Clinical Supervision

Under NO circumstance are students permitted to treat clients or engage in psychology-related, quasi-psychological or quasi-therapeutic activities on or off campus without supervision. Further, under no circumstances are students permitted to treat clients or engage in psychology-related, quasi-psychological or quasi-therapeutic activities on or off campus under the supervision of individual who has not been approved to provide supervision by the CTC.

Students must have clinical supervisors for all clinical work they do. Students should seek clarification from the DCT whenever there are questions about whether paid or volunteer activities on or off campus might be construed as clinical work

As part of the PSY 714 - 717 sequence, students meet once a week with each of two supervision teams headed by clinical faculty members. This time is used for case presentation, discussion of clinical alternatives, teaching new techniques, discussing ethical issues, etc. Students may indicate their interest in particular supervisors, but assignments may ultimately be specified by the Clinical Training Committee. Participation in additional supervisory teams is permissible if the student is in good standing in the program.

Supervision of students involves various focal points, which may include: the client and situational aspects; the state of the scientific clinical literature in a given area; the student clinician, including interpersonal process and personality dynamics; and the overall therapeutic process. Supervisory styles vary with regard to which of these areas is most emphasized.

Supervisory input and experience are provided in several different ways, which may include direct observation, audio and video recording, co-therapy, and discussion with students during supervisory sessions. Students receive approximately two-four hours of supervision time a week from each supervision team using a variety of methods including group or individual supervision.

4.1.3. Clinical Externship and Advanced Placements

During their third, fourth and fifth (if in residence) years, students must complete a 20 hour per week externship at either a community agency, the university counseling center, or in an applied clinical or research setting often associated with grant supported applied research or treatment delivery.

Externships

The program anticipates that each student will complete the externship in a community agency or service delivery setting on campus, or other professional activities including research normally during the third or fourth year. While students should always apply to sites that offer experiences they need and which are of interest to them, they are encouraged to seek a broad training experience that will enhance their overall training.

Externship training sites that are not part of the university have contractual agreements with the University that are renewed each year. Students are paid through assistantship contracts that are processed through the Graduate School. These assistantships exempt the student from paying out-of-state tuition. Regardless of the exact nature of the externship, supervision will be provided by a licensed clinical psychologist.

When participating in an externship placement, students must enroll in:

1-5 cr. PSY 773* Externship

The reason this course has a credit hour range is that you may need to have at least a certain amount for your plan of study; which you can accumulate in small bites, since that can be used in terms of maintaining active status and insurance coverage.

It is important to maintain a formal relationship to the University for these externships. This protects students because they then automatically have some University supplied insurance. The way to do that is to be sure that at least 1 credit of 773 is taken whenever on externship, regardless of year.

Procedure for Externship Placement

In late winter, the faculty member in charge of coordinating externship matching compiles a list of students seeking externship placement for the following year, and distributes a list of available sites to those students. Students contact the indicated persons at the agencies and arrange for interviews; they must interview at enough sites to rank at least two as acceptable. Meanwhile, agencies submit their rankings of students interviewed to the Director of Clinical Training. After both sets of rankings are received, the Clinical Training Committee or DCT makes externship assignments, taking into account student and agency preferences, students' training needs, and agency and program needs. The program will make every effort to place students in one of their top two slots – very occasionally this does not work out.

The program sometimes has students interview in additional places after all normal interviews have completed because we need to do so to balance student abilities and agency needs. Students should not “jockey for position” or otherwise game the system. For example, students should not agree among themselves that person “x” will not apply to agency “p” so that the program is forced to place student “y” there. This kind of manipulation of the system just makes it harder for the program to do what students have hired us to do.

Due to the need for cultivating and maintaining viable training settings, the Clinical Training Committee maintains final control of externship placements. In this regard, students should not accept an offer from an externship site, accept employment beyond the externship experience at an established site, or develop new placement sites without the approval of the Clinical Training Committee.

Clinical Training Facilities

Private Facilities. Occasionally private facilities may contact the program to arrange a contract that provides a clinical placement for students. The following are a few examples since agencies change over time:

DBT programs at Willow Spring Center is a 20-bed residential Dialectical Behavior Therapy program designed to treat adolescents with severe emotion dysregulation and a multi-problem presentation (typically self-harm and suicidality). Willow Springs' DBT program is most appropriate for suicidal teens who exhibit severe, chronic forms of emotion dysregulation with multiple coexisting problems, as well as for youths that struggle with emotion dysregulation, chaotic relationships, impulsivity, para-suicidal behaviors and identity disturbance. Up to 25% of the cases in the program suffer from eating disorders and require medical monitoring and intervention. The complex presentations of the patients in the program often have been resistant to treatment resulting in frustration, exhaustion of families and cost to payers. Externs working with the DBT team works as therapists addressing DBT skills training in intensive individual, family and group therapy setting working with a multidisciplinary team of psychiatrists, therapists, nurses, and direct-care coaches.

The Community Health Alliance (CHA) is the only Federally Qualified Health Center in the Reno area servicing about 3,000 adult and 1,600 pediatric patients a month. CHA provides a comprehensive range of primary health care services medically under-served low income, uninsured, and Medicaid populations. Students perform a full range of appropriate psychology services under supervision from core faculty member, William O'Donohue. This includes serving as an integrated behavioral health provider in both pediatric and adult clinics serving English speaking and Spanish speaking population, running stress management groups, working with primary care physicians across clinics to identify and provide brief interventions for those patients with primarily behavioral health needs or whose behavioral health needs interfere with medical treatments to increase overall well-being and decreased utilization, and consulting with administrative and medical staff on the implementation and assessment of integrated care efforts.

The UNR Counseling Center and Testing Center is an on-campus facility for professional counseling and related services, and is funded and supervised by UNR Student Services. The Center offers free counseling to undergraduate and graduate students attending UNR, as well as a substance abuse program that offers workshops and seminars for the University community. The Testing Services office schedules and administers national and institutional tests that are required for admissions to undergraduate and graduate programs and professional schools (i.e., ACT, GMAT, GRE, LSAT, etc.)

Regional Rural Clinic is one of 14 mental health centers located throughout rural Nevada. These centers comprise Rural Clinics Community Outpatient Services, which is a service of the state Mental Hygiene and Mental Retardation Division. The Carson center is located in Carson City, and offers a wide variety of mental health services to residents of the area, including family and individual therapy, drug therapy, assessment and consulting.

Sierra Regional Center, a state facility for the mentally retarded, is located in Sparks, and provides services to people living in Washoe County. SRC coordinates services offered by various providers, addressing such needs as residence, financial support, work and training for its clients. We have had a student there for more than a decade. SRC is the state-operated regional center for individuals with developmental disabilities and related conditions and their families. At one time SRC was an in-patient facility but over the last several years it has become primarily an agency that facilitates independence and community placement.

Non-contracted Clinical Positions

Some students obtain employment at mental health agencies that do not have contracts with the University. Students must notify the Director prior to taking any paid or volunteer position in the mental health field, and such work is also subject to approval by the Clinical Training Committee. **Approval of the proposed employment will be based on whether the position will be beneficial in terms of career development, as well as how it will affect the student's academic progress.** Normally, students taking non-internship positions should not work more than 20 hours per week (including externship placements), and the program may review the amount of outside work undertaken by students. If the student is receiving any university funding, the CTC or DCT must approve any funded activities in excess of 20 hours per week.

Students are strongly encouraged to approach any agency with which they are considering employment about entering into a contract with the University. The contractual arrangement gives the student the protection of an official connection between the student's employment and the Clinical Training Program, and also maintains the student's exemption from paying out-of-state tuition.

If a student is given approval to accept a non-contracted clinical position, the student must be supervised by a licensed psychologist, and should be explicitly listed on the agency's malpractice insurance policy. It is also important that the student does not misrepresent his or her degree in any way, nor present himself or herself as a psychologist, nor bill clients directly for services. Students should be aware that neither the program nor the university provides any shelter from any legal liability that may occur in the context of non-university contracted positions.

4.1.4. Clinical Internship

Finally, the program requires each student to complete a block-time 2,000 hour, APA-accredited predoctoral internship. The internship constitutes the final phase of the student's training, and should follow or coincide with completion of the doctoral dissertation.

Under the rarest of circumstances, students may propose an alternative to the APA accredited internship. A student, after consultation with the state licensing board in which they are most likely to seek licensure, may propose a specific set of experiences likely (not guaranteed) to satisfy the appropriate board and the Clinical Training Committee. This proposal will then be considered by the Clinical Training Committee and would require a 2/3 majority to approve a non-accredited internship. Each case will be considered in regard to the special circumstances and training needs of the student and the appropriateness of the site. Approval of the Clinical Training Committee is required for any option other than an APA-accredited internship. Approval would consider equivalent hours, appropriateness of clinical opportunities, and training opportunities above service provision. **Note: failing to match through at an APPIC accredited site for one year does not fall into the category of a special circumstance.**

Materials describing the internship application and the matching process are available through [APPIC MATCH NEWS](#).

Applications for internship are generally due during the months of November and December for internships beginning the following summer or fall. A certification that the student is ready and approved to accept an internship offer must accompany each application (The APPIC DCT letter). In order to obtain such certification, the student must have a Plan of Completion approved by the Clinical Training Committee. **The Plan must show that:**

1. All comprehensive exams, coursework, and the predoc/master's thesis either have been or will be completed by the required deadline (see below under Internship Timeline),
2. A successful dissertation prospectus defense will have been held by the required deadline.

Students must adhere to their approved Plan of Completion, as well as any contingencies attached by the Clinical Training Committee, in order to remain eligible to pursue internship for the following year. Note that the student's advisor must approve distribution to the committee. The APPIC DCT letter will not be written if your advisor does not indicate to the DCT that the academic progress report is filed and is current; that all comprehensive exams are complete and graded; and that the dissertation proposal is in final shape, has been distributed to the doctoral committee, and the meeting is being scheduled.

Internship Timeline

****NOTE THESE DATES ARE THE LATEST DATES THAT WORK WILL BE ACCEPTED – IT WOULD BE IN STUDENTS' BEST INTEREST TO COMPLETE THESE REQUIREMENTS WELL BEFORE THESE DEADLINES.**

Date	Description
May 1	Last deadline to propose a comprehensive examination for those planning to apply for internship during the following fall semester

Date	Description
Monday before the first week of classes, mid August	Deadline to submit complete dissertation prospectus to major advisor. Even if this deadline is met the distribution deadline (see below) may not be met if the document is in poor shape; thus this deadline is meant simply to guide students on the absolute last moment that <i>might</i> work if all goes well. Work with your advisor to find a date that is more reasonable for a complete document to be edited.
October 15	Deadline for distributing prospectus to dissertation committee. NOTE: A student cannot interview for an internship prior to an approved dissertation prospectus from his or her committee.
Nov - Dec	Students submit internship applications to internship sites; Plan of Completion must be approved by the Clinical Training Committee before beginning application process
Jan - early Feb	Students interview at internship sites
Jan - July	Dissertation data collected
July – Aug	Students leave for internship

Course Registration

1-5 cr. PSY 774* Internship

Students must register for PSY 774 while on internship, for at least one credit hour per semester. The reason that the PSY 774 Internship course has a credit hour range is that you may need to have at least a certain amount for your plan of study; which you can accumulate in small bites, since that can be used in terms of maintaining active status and insurance coverage. **Please note that the graduate school requires a minimum of three graduate credits each fall and spring semester for continuous enrollment.**

4.2 Research Methods and Statistics Core

Research experiences are an essential aspect of the program. The purpose of such experience is to provide students with a basic foundation for consuming and producing new scientific knowledge. Developing creativity and an open attitude toward new ideas are important parts of the overall process of earning a doctorate, as well as instilling scientific attitudes toward clinical work and developing in the student a habit of looking for new and better ways of doing things.

Students are expected to participate in research from their first semester, usually on joint projects with faculty. Students may investigate the various faculty research labs of interest to them, and normally should have identified a research supervisor by the end of the first semester if not before beginning the first semester. It is our intention that students will have strong scholarly interests and immerse themselves in research throughout their academic career.

4.2.1 Didactic Research Sequence

The scientific, methodological and theoretical foundations of practice in clinical psychology are addressed in our statistics and research design courses:

3 cr.	PSY 724*	Applied Research Methodology II (expected to be offered annually)
3 cr.	PSY 706	Statistics I (expected to be offered annually)
3 cr.	PSY 707*	Statistics II (expected to be offered annually)
3 cr.	PSY 7xx	Statistics III (SEM (SOC 764), Advanced Design and Data Analysis (SOC 731), or equivalent - offered every other year)
3 cr.	PSY 7xx*	Additional methodology class(es) (<i>optional</i> –e.g., observational coding, psychotherapy outcome, Behavioral & Systems Assessment (713)- offered every 2-3 years)
4 cr.	PSY 752	Graduate Research (use this for non-thesis Master's Degree– see below) OR
6 cr.	PSY 797	Master's Thesis (use this for a Thesis Master's – see below)
12 cr.	PSY 799	Dissertation

4.2.2 Master's Level Research Study/Predocctoral Research Project

Predocctoral Research Project

The program requires that a master's level research project be completed. This study should normally be planned during the first year, conducted during the second year, and be submitted for publication early in their third year. Collaborative research projects with faculty are encouraged.

All students are required to complete a Predoctoral Research Project. Whether you decide to call it a formal master's thesis or just a pre-doctoral project. Is dependent on whether you get a master's degree *en passant* while in the doctoral program and what type of Master's degree you decide to seek. The decision to seek a master's degree, and its form, is separate from the need to complete a predoctoral research project.

Required Oral Defense for Predoctoral Research Project

A oral defense approximately one-hour in duration will assess the quality of the project and conclusions, assess the student's general knowledge of the area, and discusses further directions with the goal that this will serve as a pre-prospectus launch for dissertation. The committee will normally consist of two clinical faculty members – the first of whom is your primary research advisor.

Should You Get a Master's Degree?

The UNR offers two options for getting a master's degree which can be satisfied *en passant* while pursuing Ph.D. studies in the Clinical Psychology Program. Plan A (thesis option) is a program culminating in a research thesis for students interested in pursuing further advanced degrees or employment in research. Plan B (non-thesis option) is a program leading to a non-thesis Master's Degree, and is intended as the terminal degree for students seeking careers with government agencies, or in industry, or other areas.

The Clinical Psychology Program strongly recommends that students obtain a non-thesis masters whilst pursuing their Ph.D. A Master's allows for placement at a greater range of externship opportunities with more interesting training possibilities. Students are not required to a master's degree, but normally it is wise. If you ever are unable to complete the doctoral program, it gives you a credential in hand. Nevertheless, it is up to you.

We recommend the non-thesis versus the thesis option, as the demands of completing an APA-approved program are time consuming enough. We do not wish students to impede their progress by preparing and completing a masters' level oral defense. In addition, the non-thesis mechanism requires far less administrative effort.

How to Complete a Non-Thesis Master's Degree

- Complete the Degree Requirements for a Master's Degree - Plan B (Non-Thesis).
 - Minimum of 32 graduate credits
 - The credits include practicum hours (714, 715, 716, 717).
 - Note: There is no set of which courses have to be covered. However, if you have more credits, the graduate school will not accept them, so just pick 32 course and practica credits to put on your PROGRAM OF STUDY FORM even if you have completed more at the time you are applying for your Masters.
- Minimum of 23 of these 32 graduate credits must be earned at UNR
- Minimum of 15 of these 32 credits must be taken at 700-level
- Maximum of 3 of these 32 credits may be taken with S/U grading (including transfer credits)
- Maximum of 9 of these 30 credits can be completed prior to admission including transfer credits. For transfer credits, students must identify course number and institutions for all credits transferred. No undergraduate credits can be applied to any advanced degree program.
- All requirements (credits) for master's degree (including transfer credits) must be completed within the period of six years (6) immediately preceding the granting of the degree.
- All requirements (credits) for degree must be completed in the context of having been continuously enrolled at UNR (Minimum enrollment of 3 graduate credits each fall and spring semester).
- Student are required to complete the Predoctoral Research Project.
- Minimum of three (4) 752 Graduate Research credits to cover your pre-doctoral project. These are done with your advisor as the primary instructor of record.

To complete the predoctoral research project part of the above requirements:

- **Gather your predoc committee.** Inform the clinical program manager of the title of your project and the committee via completion of the **predoctoral committee form**.
- Complete your data collection, write up your project, and submit it to your readers.
- Go to the graduate school website and print
 - A program of study form.
 - A certificate of completion form.
- **Complete your oral defense.** At the end of the student's research program and following acceptance of the written thesis by the Predoctoral Committee, the student will make an oral presentation of the thesis research to their Advisor and Committee. This presentation may or may not be public. Following the presentation, the student's committee will administer and judge a final oral examination that serves as defense of the candidate's thesis, and an examination of the student's general knowledge.
- Upon passing the oral exam, get signatures from both readers, a graduate school representative (the associate chair in psychology typically serves as that person), and the DCT. Since the plan of study is a no-brainer (32 course credits; 3 research credits) the readers' signature normally simply means that they approve of the predoc as a master's level research study.
- Turn the project, program of study, and certificate of completion into the graduate school with a copy to the clinical program manager.
- Record your completion on your academic progress form.

How to Complete a Thesis Master's Degree

- Complete the Degree Requirements for a Master's Degree, Plan A (Thesis):
 - For Plan A, student must fulfill the following requirements:
 - Minimum of 30 graduate credits (put no more than 30 on your PROGRAM OF STUDY FORM even if you have completed more at the time you are applying for your Masters)
 - Minimum of 21 of these 30 credits must be earned at UNR
 - Minimum of 18 of these 30 credits (including thesis credits) taken at 700-level
 - Masters Students must have enrolled in 6 credits of PSY 797 Master's Thesis for degree completion
 - Maximum of 3 of these 30 credits may be taken with S/U grading
 - Maximum of 9 of these 30 credits can be completed prior to admission including transfer credits. For transfer credits, students must identify course number and institutions for all credits transferred. No undergraduate credits can be applied to any advanced degree program.
 - All requirements (credits) for degree (including transfer credits) must be completed within the period of six years (6) immediately preceding the granting of the degree.
 - All requirements (credits) for degree must be completed in the context of having been continuously enrolled at UNR (Minimum enrollment of 3 graduate credits each fall and spring semester).
 - Students are required to complete the Predoctoral Research Project as the basis for their master's thesis.
- **Gather your predoc committee.** The master's thesis committee has three faculty members, one of whom is usually outside of the department (as the graduate school representative). Typically, the student and the student's research advisor develop the general idea of the project, and agree on the committee members to be approached. The committee consists of the advisor, a clinical faculty member, and the associate chair of the department). After they agree to be on the committee, a form is filed with the graduate school constituting the committee. Inform the clinical program manager of the title of your project and the committee via completion of the **predoctoral committee form**.
- Write up your project and submit it to your readers.
 - Go to the graduate school website and print
 - A program of study form.
 - A certificate of completion form.
- **Complete your oral defense.** At the end of the student's research program and following acceptance of the written thesis by the Faculty Advisor and Thesis Advisory Committee, the student will make an oral presentation of the thesis research to their Advisor and Committee. This presentation may or may not

be public. Following the presentation, the student's Thesis Advisory Committee will administer and judge a final oral examination that serves as defense of the candidate's thesis, and an examination of the student's general knowledge.

- Upon passing the oral exam, get signatures from both readers, a graduate school representative (the associate chair in psychology typically serves as that person), and the DCT. Since the plan of study is a no-brainer (32 course credits; 3 research credits) the readers' signature normally simply means that they approve of the predoc as a master's level research study.
- Turn the project, program of study, and certificate of completion into the grad school with a copy to the clinical program manager.
- Record your completion on your academic progress form.

4.2.3 Dissertation

A significant, original contribution is required in the dissertation. Students are required to have their doctoral committee chosen, the dissertation prospectus approved, and dissertation data collected before leaving on internship (see the internship timeline in the "Clinical Internship" section).

Committee

The dissertation committee is referred to by the Graduate School as the Advisory/Examining Committee, and should be assembled by the student in preparation for the prospectus meeting. The committee is officially designated when the Advisory-Examining Committee/Program of Study form has been submitted to and accepted by the Graduate School. Any committee changes after this point require the submission of a Change of Committee form to the Graduate School (see Appendix A).

The advisory-examining committee consists of at least five Graduate Faculty members. The committee is composed of the chair, two faculty members from the student's major department, one faculty member from a related department and one graduate school representative (from an unrelated department). The chairperson has the major responsibility for supervision of the doctoral student and is almost always the graduate advisor.

The student **MUST** ensure that the members of the committee are part of the Graduate Faculty. Being a faculty member at UNR does not ensure that a faculty member is part of the [Graduate Faculty](#). Please go to the link or call to confirm the members.

It is a good idea to form your committee in consultation with your advisor in advance of designing your dissertation project. Any committee members beyond the advisor should know the general design issues before agreeing to be a committee member for the project so that they can make suggestions and know generally whether they have the expertise to be helpful and thoughtfully referee the project.

Plan to schedule committee meetings with considerable lead-time as it often is difficult to find a time that everyone to meet. A month or more would be wise.

Other considerations include the time of the year. Summers are a particularly difficult time to schedule a meeting as faculty may not be on campus. The beginning and end of semesters is often also a challenging time. It is also important to determine far in advance of scheduling if a committee member is unavailable due to a sabbatical etc. In such cases, it is the student's responsibility (a) to identify a willing substitute whose participation is agreeable to your advisor and who is eligible (according to university guidelines) serve as a substitute member and (b) to make sure the appropriate paperwork is completed in advance of the meeting.

Prospectus Meeting

Before dissertation research may be commenced, the prospectus must be approved by the student's dissertation committee. The prospectus document must first be approved by the committee chairperson, and subsequently submitted to committee members **at least two weeks prior** to the meeting (see the internship timeline in the "Clinical Internship" section). You must plan time for the prospectus document to go back and forth between the advisor/chair at least 3-4 times (probably more) before being submitted to the committee members. This is likely to take 1-3 month(s – or more) before it can be submitted.

The prospectus defense meeting should be scheduled for 2 hours. Most of the time, students are asked prepare an oral presentation that lasts approximately 30 minutes. Followed by an hour or so of oral examination by the committee about the project execution, write up, conceptualization, contributions, implications of the field, etc. Sometimes the questioning occurs as the student gives their project presentation on point-by-point based on the preference of the student and the acceptability to the committee members. Either way, at the end of the oral examination, the student is excused from the room and then the committee discusses the student's performance and decides if the student passed. **The minimum threshold for acceptance of the proposal will be the unanimous committee judgments that the project passes. Meaning the quality and scope of the proposed work is likely to make an original contribution to the field, is commiserate with obtaining a Ph.D., as is the level of thought and discourse in the proposal document and defense in terms of linking the work to the existing empirical and theoretical literature write broadly.**

Typically, the dissertation proposal would be defended by the end of the 7th semester or within the first several weeks of the 8th semester. The final deadline without going on academic probation is the final day of classes of your 10th semester.

Considerations in Completing your Dissertation Project

It is strongly recommended that the student collect dissertation data and make as much progress as possible on the dissertation before leaving for internship. Ideally, the student actually defends the completed dissertation before leaving for internship, or at least is well into analyzing and writing up the dissertation. Students generally find it difficult to make significant progress on the dissertation during the internship year. It is worth noting that internship directors look carefully at dissertation progress in ranking applicants and many job opportunities and post-doctoral fellowships are contingent upon having completely defended and submitted the dissertation.

Course Registration

Students should register for PSY 799 while working on their dissertation. The Graduate School requires 24 dissertation credits for graduation (see recommended course sequence and milestones grid).

Twelve Credit Dissertation Option

Doctoral students in the Clinical Psychology Program have special approval from the Graduate School to substitute up to 12 credits of 700-level coursework for dissertation credits, with the following conditions:

- Total number of graduate credits must be at least 72
- No more than six credits of clinical practica should be included in a program of study where the student is taking less than 75 post-baccalaureate graduate credit hours.
- The following courses may not be substituted for dissertation credits: clinical practica, PSY 755, 752, 753, 797, 771

If the student plans to utilize the twelve-credit dissertation option, he or she must submit a memo to the Graduate Dean along with the Advisory-Examining Committee/Program of Study form.

Human Research Protection Approval

Both students and faculty are required to follow procedures set up by the Human Subjects Research and Institutional Review Boards at the University of Nevada; thus, this board must individually approve all research projects. Please visit the [UNR Research Integrity Office website](#) for all forms and information.

Student researchers and faculty mentors/chairs must complete the requisite CITI modules with an overall competency level of 80% before initiating any research project.

Writing up your Dissertation

Generally, the committee will require the dissertation to be written up as an extended journal article, typically with a 40-page limit. That is, the dissertation is written in a form that would be suitable for a major publication.

Pertinent background is cited and discussed as would be the case for a substantial journal article. All of the detailed information, E scripts, measures used, tables, figures, and the raw data are should be appended so that everything that anyone would need in order to use the methodological elements or replicate the study is available. Once students have defended, they are encouraged to submit the article for publication before they leave for internship if possible.

As with the proposal document, the dissertation document must be in the committee members' hands at least 2 weeks before a scheduled defense date. This cannot be submitted to the committee members or the date scheduled without the faculty advisor/chair's approval. Plan on multiple iterations of edits and comments before you will be able to submit it to your committee. This will take time. Plans accordingly in conjunction with your faculty mentor. This document should be as close to perfect as you can make it before being submitted to your committee. Both the dissertation document and the oral defense must have unanimous approval by the dissertation committee for satisfactory completion of the dissertation requirement.

Oral Defense

As with the prospectus defense, dissertation defense meetings are scheduled for two hours. The format is also similar. Most of the time, students are asked prepare an oral presentation the last approximately 30 minutes. Followed by an hour or so of oral examination by the committee about the project execution, write up, conceptualization, contributions, implications of the field, etc. Sometimes the questioning occurs as the student gives their project presentation on point-by-point based on the preference of the student and the acceptability to the committee members. Either way, at the end of the oral examination, the student is excused from the room and then the committee discusses the student's performance and decides if the student passed. **The minimum threshold for passing will be the unanimous committee judgments that both the dissertation document and the oral defense were passing. Again, meaning the quality and scope of the proposed work makes an original contribution to the field, is commiserate with obtaining a Ph.D., as is the level of thought and discourse in the dissertation document and defense in terms of linking the work to the existing empirical and theoretical literature writ broadly.**

We do not have set standards for passing an oral defense. The committee consists of PhD level academics who decide if the student's performance is up to standard and if the contribution warrants award of a PhD. In this, we rely on the expertise and judgment of the committee members given the range and variability of problems address and approaches used as well as the high-level specificity of the projects in order to make these determinations.

Paperwork that Must be Completed

- Program of Study
- Dissertation Final Review Approval Form
- Dissertation Title Form
- Doctoral Degree Admissions to Candidacy
- Notice of Completion: Doctoral Degree

Please refer to the [Graduate School website](#) for deadlines published as to when paperwork must be submitted.

Filing your Dissertation

Students who have enrolled in dissertation or thesis credits will prepare a manuscript to publish through ProQuest/UMI Dissertation Publishing. You own and retain the copyright to your manuscript. The Graduate School collects the manuscript via electronic submissions only. All manuscripts are made available through ProQuest Dissertations and Theses database (PQDT), in ProQuest/UMI's Dissertation Abstracts International, and through UNR's institutional repository, ScholarWorks. See the information on the graduate school website for [Doctoral Dissertation Filing Guidelines](#).

Also, review and complete the [final review approval form](#) and submit it to the Graduate School.

Graduation Deadlines

You must apply with the Graduate School to graduate. Every student must purchase a graduation application by the designated deadline:

- May Graduation Deadline: March 1
- August Graduation Deadline: June 1
- December Graduation Deadline: October 1

4.2.4 Research with Human Subjects

Subject Pool

While many people who do research in clinical psychology need to access community populations, the Psychology Department provides a subject pool that department members can use to obtain participants for their research. The Subject Pool Coordinator administers it; see the [Psychology SONA](#) page for more information.

The pool consists of student enrolled in PSY 101 who are required to serve as a participant in research as part of their educational experience in psychology. In addition, students in some 200- and 300-level courses also have the option of participating in research for extra course credit. Department faculty members, postdoctoral fellows/trainees, and graduate students may request subject hours from the Subject Pool.

Protection of Human Subjects

No research can be conducted until after it has been approved by the campus Human Subjects and Institutional Review Board (IRB). For information and consultation about how to submit a research application and trainings required before submission, go to the [UNR Research Integrity page](#). Documentation of IRB approval must be on file with the Subject Pool Coordinator before any studies can be scheduled using the Subject Pool.

4.3 Discipline Specific Knowledge and Required Electives Courses

Students are required to complete coursework to increase the breadth of their training in basic psychology. Required courses include classes on the biological, social, affective, and cognitive bases of behavior, and well as the history of psychology and diversity. **It also includes 2 classes (6 credits) of breadth/electives in psychology or in related fields as determined in consultation with Faculty Advisor.**

4.3.1 Discipline Specific Knowledge

To graduate, you must show that you have completed foundational coursework in Discipline-Specific Knowledge in the areas outlined below.

From APA SoA Implementing Regulations Regarding Discipline-Specific Knowledge:
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<p>“Discipline-specific knowledge serves as a cornerstone of identity as a psychologist and orientation to health service psychology. Therefore, all students in accredited doctoral programs shall demonstrate knowledge in the discipline of psychology, broadly construed. This discipline-specific knowledge base shall include: 1) the history and systems of psychology, 2) basic knowledge in scientific psychology, 3) integrative knowledge in scientific psychology, and 4) methods of inquiry and research.”</p>

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| <ul style="list-style-type: none"> • Category 1: <i>History and Systems of Psychology</i>, including the origins and development of major ideas in the discipline of psychology. The history of a sub-discipline of psychology, such as clinical, counseling, or school psychology, or the history of interventions or assessments do not, by themselves, fulfill this category. • Category 2: <i>Basic Content Areas in Scientific Psychology</i>. <ul style="list-style-type: none"> ○ To demonstrate proficiency in the areas outlined in Category 2 below, student must demonstrate (a) foundational knowledge and also (b) graduate level knowledge through completion of an Evaluated Educational Experiences. ○ The <u>foundational knowledge requirement</u> can be satisfied by completion of advanced undergraduate courses in each of these areas (see prerequisites for admission), achieving at least the 75th percentile on |
|---|

From APA SoA Implementing Regulations Regarding Discipline-Specific Knowledge:

- a related subtest on the GRE subject test, completion of a graduate classes that provides a broad survey of the topics listed under Category 2 below, or completion of a graduate class that fit under Category 3 (below) but also provides foundational knowledge in the area(s) in questions *in addition to* integrative content.
- The graduate level knowledge requirement can be met by completion of any class that provides an in-depth, graduate level look at a narrower topic within any of the categories below, or can be met by or completion of a graduate class that fit under Category 3 (below) but also provides in-depth treatment of an area(s) in questions *in addition to* integrative content. This category of discipline-specific knowledge must be acquired at the graduate level and must result in substantial understanding and competence in the areas outlined in Category 2.
 - Basic content areas in scientific psychology include coverage of the following five content areas:
 - **Affective Aspects of Behavior**, including topics such as affect, mood, and emotion. Psychopathology and mood disorders do not by themselves fulfill this category.
 - **Biological Aspects of Behavior**, including multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior. Although neuropsychological assessment and psychopharmacology can be included in this category, they do not, by themselves, fulfill this category.
 - **Cognitive Aspects of Behavior**, including topics such as learning, memory, thought processes, and decision-making. Cognitive testing and cognitive therapy do not, by themselves, fulfill this category.
 - **Developmental Aspects of Behavior**, including transitions, growth, and development across an individual's life. A curriculum limited to one developmental period is not sufficient.
 - **Social Aspects of Behavior**, including topics such as group processes, attributions, discrimination, and attitudes. Individual and cultural diversity and group or family therapy do not, by themselves, fulfill this category.
 - Category 3: *Advanced Integrative Knowledge in Scientific Psychology*, including graduate-level knowledge that entails integration of multiple basic content areas identified in Category 2 (i.e., integration of at least two of: affective, biological, cognitive, social, or developmental aspects of behavior). Advanced integrative knowledge in these content areas can be acquired in either of two ways: 1) a discreet educational learning experience that integrates at least two basic content areas; or 2) an educational experience that provides basic coverage in two areas and integration across those two areas.
 - Category 4: *Research Methods, Statistical Analysis, and Psychometrics*
 - **Research Methods**, including topics such as strengths, limitations, interpretation, and technical aspects of rigorous case study; correlational, descriptive, and experimental research designs; measurement techniques; sampling; replication; theory testing; qualitative methods; meta- analysis; and quasi-experimentation.
 - **Quantitative Methods**, including topics such as mathematical modeling and statistical analysis of psychological data, statistical description and inference, univariate and multivariate analysis, null-hypothesis testing and its alternatives, power, and estimation.
 - **Psychometrics**, including topics such as theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization.

Some of the classes in Domain Specific Knowledge Category 1 may be met through completion of advanced undergraduate (approved by the CTC prior to admission) or graduate classes in (1) Affective Aspects of Behavior, (2) Biological Aspects of Behavior, (3) Cognitive Aspects of Behavior, and (4) Social Aspects of Behavior. For those admitted without these pre-requisites fulfilled, graduate classes that fit APA SoA Discipline-Specific Knowledge Categories 1 & 2 (not a complete list) include:

Biological aspects of behavior (APA SOA)

- 3 cr. PSY 729 Human Memory

- 3 cr. PSY 603 Physiological Psychology
- 3 cr. PSY 721 Advanced Psychophysiology

Cognitive aspects of behavior (APA SOA)

- 3 cr. PSY 731 Theories of Learning
- 3 cr. PSY 747 Behavior Analysis of Language and Cognition
- 3 cr. SOC 733 Social Cognition

Affective aspects of behavior (APA SOA)

- 3 cr. PSY 761 Evolution, Cognition, Behavior & Culture in Emotion
** also meets Category 3: Advanced Integrative Knowledge in Scientific Psychology for integration of AFFECTIVE + COGNITIVE domains.

Social aspects of behavior (APA SOA)

- 3 cr. PSY 761 Social Influence
- 3 cr. SOC 732 Social Psychology and Culture
- 3 cr. SOC 722 Attitudes: Structures, Function and Change
** meets Category 3: Advanced Integrative Knowledge in Scientific Psychology for integration of SOCIAL + COGNITIVE domains.

All student are required to take graduate classes at UNR in the Domain Specific Knowledge Category 1 areas of History of Psychology and Developmental Aspects of Behavior. The classes that will be accepted in fulfilling these domains are:

History of Psychology (APA SOA)

- 3 cr. PSY 761* History, Consultation, and Future Trends in Psychology

Developmental aspects of bx (APA SOA)

- 3 cr. PSY 761 Lifespan Development

Every student must ensure that they have met all the requirements in Discipline Specific Knowledge (DSK). In effect, you need to have a portfolio of training. **This portfolio must be documented on the ACADEMIC PROGRESS FORM that is completed at the end of every academic year (see below).**

As noted for Category 1 DSK, you can add upper-level undergraduate or entry graduate level classes to your portfolio to document adequate knowledge in basic content areas. However, undergraduate classes cannot be used to fulfill your credit requirements for your Ph.D. Students who use advanced undergrad classes to fulfill DSK Cat. 1 requirements can then use the extra credits to take additional Clinical Seminars, Advanced Topics in Clinical Psychology, or other electives outside the program.

If you want to use an advanced undergrad class, transfer a graduate class, or take another one at UNR not listed to fulfill Category 1 DSK requirements, it must fit the descriptions from the APA SoA Implementing Regulations and be approved by your mentor and the Director of Clinical Training prior to admission.

Syllabi for those classes approved by your advisor and the DCT must be in your student file with the DSK 1 SUBSTITUTION APPROVAL form (see Appendix B) with appropriate signatures for credit to be applied.

For Category 2 DSK, completion the Research and Statistics core fulfills these requirements. However, students must take one (1) course meeting requirement as covering Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas (see table above for requirements). This Advanced Integrative Knowledge course must cover two (2) areas outlined in DSK Cat. 1.

Examples of this would include:

- 3 cr. PSY 761 Evolution, Cognition, Behavior & Culture in Emotion
** meets Category 2: Advanced Integrative Knowledge in Scientific Psychology for integration of AFFECTIVE + COGNITIVE domains.

- 3 cr. SOC 722 Social Cognition (beginning in Spring 2018)
** meets Category 2: Advanced Integrative Knowledge in Scientific Psychology for integration of SOCIAL + COGNITIVE domains.

Successful completion of an Advanced Integrative Knowledge courses will allow a student to also check off DSK Cat. 1 requirements in their training portfolio for the two areas covered by the Advanced Integrative Knowledge courses. For example, *Evolution, Cognition, Behavior & Culture in Emotion* integrates AFFECTIVE + COGNITIVE domains. Students who pass this class can also say they have met their DSK Cat. 1 requirements in the AFFECTIVE and COGNITIVE domains.

4.3.2 Electives Outside Clinical Area

Students are encouraged to take electives in non-clinical and non-applied psychology at the 700 level when such courses support their individual interests and career goals. However, the Clinical Training Committee does not currently require elective courses outside the clinical area.

Examples of elective classes w/in Psychology Department

- PSY 673 - Radical Behaviorism
- PSY 713 - Behavioral and Systems Assessment
- PSY 747 - Behavior Analysis of Language Cognition
- PSY 769 - Behavioral Systems Analysis
- PSY 783 - Behavioral Interventions

Examples of elective classes from Public Health Department

- CHS 753 - Health Informatics
- CHS 701 - Social and Behavioral Dimensions of Health
- CHS 755 - Health Policy and Administration
- CHS 706 - Social Epidemiology
- CHS 705 - Theoretical Foundations of Health Promotion

4.3.3 Electives Requirements within the Clinical Area

Students are also required to take two advance Clinical Seminars, though many may opt to take more than one depending on their interests/career goals.

- 3 cr. PSY 750* Clinical Seminar (required)
- 3 cr. PSY 751* Clinical Seminar (required – When you take more than one 750 course, you will have to sign up for the second under 751 as the university will only give credit for one PSY 750 class)

Students may also want to sign up for other advanced topics in clinical psychology in addition to those required and listed above, again depending on their interests/career goals.

- 3 cr. PSY 761* Advanced Topics in Clinical Psychology (optional)
- Examples of elective classes within clinical program:
- PSY 750 Behavioral Medicine
- PSY 761 Integrated Care

Advanced reading courses with specific faculty may be substituted on a case by case basis.

4.4 Qualifying and Comprehensive Examinations

4.4.1 Qualifying Examination

Clinical students are not required to do a qualifying exam. Satisfactory academic progress at the completion of the second year as assessed by the CTC, meets this requirement. Satisfactory progress will be assessed as meeting the following criteria:

- Complete all classes at a grade of B or higher.
- Join 2 clinical teams in second year maintaining 3 clients on primary, 1 on secondary AND demonstrating adequate skill development in areas assessed in the STUDENT PRACTICUM EVALUATION Form (see below)
- 1st and 2nd Comprehensive exam requirements completed (see below).
- By the end of the second academic year, the student must have had 2nd year project pre-proposal approved by mentor and second reader, approved by IRB, data collection begun, if not completed, and be on track to write up the project by the end of the summer after the second year (based on advisor's assessment).

For students that do not meet these requirements, the CTC will review student's progress and quality of work and based on that review will pursue the following courses ; (1) student may be dismissed from the program, (2) student be allowed to complete a Master's Degree but not permitted to pursue a Ph.D., or (3) under extenuating circumstances students may be allowed to continue in the PhD program if an appropriate remediation plan can be developed by the student and advisor that is approved by the CTC.

4.4.2 Comprehensive Examinations

Students are required to successfully complete a comprehensive examination requirement, which is used to encourage the development of major interest areas.

The structure of the comprehensive exams is intended to assess your ability to engage in high quality, professionally relevant behavior that can contribute the scientific literature or research base of our discipline. In addition, successfully completed portions of the process should have the potential to be published and build your professional Curriculum Vitae.

Course Registration

- 1 cr. PSY 795* Comprehensive Examination

Registration for PSY 795 (Comprehensive Examination) is required only once, normally during the semester when the student will finish completing the requirement. When a satisfactory grade is turned in for PSY 795, this notifies the Graduate School that the program's comp requirement has been met (meaning you have completed BOTH comps).

Two Comps are Required, These Include:

- 1. A grant proposal.** Such a proposal should include a major substantive review of the area and justification of the research proposed. The scope should be similar to that expected of major research grants submitted to NIMH, NSF, or NIH. Short grants such as one might submit in response to a foundation or state block grant would not meet this requirement (but are useful in themselves to secure funding) unless the student creates supplements as detailed below. Specifically a student may choose to write and submit a short grant if s/he creates supplements (to be submitted as part of the comp only) that along with the short grant proposal would be similar in nature to major research grants submitted to NIH. For instructions for each section go to the Department of Health & Human Services: [Instructions for Grant Applications](#) site and the [Public Health Services Grant Application](#) site.
- 2. Specifically, all grant proposals should include:**
 - a. Project summary/abstract
 - b. Specific aims
 - c. A research strategy/plan that details the significance and innovation of the project as well as a detailed approach
 - d. Detailed budget with budget justification (see the National Institutes of Health: [Develop Your Budget](#) site for instructions).
 - e. Protection of Human Subjects section (see the National Institutes of Health: [Human Subjects and Clinical Trials Information](#)).
 - f. Resources and environment
 - g. Bibliography & references cited

3. Thus, a student may write and submit a short grant and if the student creates the supplements detailed above (to be submitted as part of the comp), this would meet the grant proposal requirement. A resubmission of a grant does not count as a second grant. It is recommended that one submit the grant as early in one's graduate career as possible so that it can be revised and resubmitted to support your research. If the grant could benefit a private business that the faculty member has a relationship with (as defined in the conflict of interest section of the University personnel by-laws) the department "Policy on Faculty Business Interests" (see Appendix) should be followed. In brief, if the grants originated with the University (e.g., and STTR), it can count as a comp but the faculty person whose business is benefitted can't be on the evaluation committee; if the grant is inside the business (e.g., and SBIR) it can't count as a comp, regardless of the committee.

Plus either:

2a. A scholarly review of theoretical and empirical literature in an area of clinical psychology (this could include a chapter). 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

Or

2b. A first author publication submitted to a peer reviewed journal. This should be based on an empirical project separate from and in addition to the second-year project.

Or

2c. A project similar in scope to Option 2 or 3 (e.g., state policy consultation). Proposals for substitutions must be submitted to the CTC for approval and must include enough information for the CTC to evaluate the scope of work being proposed.

Joint Paper or Grant Proposal with Faculty Member or Adjunct Professor

Students may elect to complete the above papers by writing a doctoral paper or grant proposal in collaboration with a faculty member or adjunct professor. If this option is chosen, the student should submit a proposal that carefully delineates the work each person will be responsible for, including conceptual material, library work, and actual writing. **If the student is not the first author (a situation that should occur rarely except perhaps in the case of grants) the entire CTC will serve as the reader for the exam (see below under Evaluation).**

Comp Proposal Submission and Approval

Each comp proposal must be detailed and complete. In addition to the content of the proposal, and a suggested bibliography, the proposal should include a timeline (e.g., when a literature search will be completed, when a first draft is due, etc.) and an anticipated date of completion (no more than six months from the date of proposal).

So that the proposals can be handled responsibly by the clinical program, here are the procedural details to follows in submitting the exam proposal:

- Make your advisor the first point of contact regarding your proposal. Review your proposal with your advisor before submission and make sure that it fits the goals and requirements above.
- Send your proposal to the Clinical Program Administrative Assistant via e-mail, so that it can be properly logged in.
- There are no formal dates for comprehensive exam approvals; they will be reviewed as they arrive.

- If there are any questions or issues the DCT will approach you or your advisor; otherwise it will go on the CTC consent agenda for the next CTC meeting, and will be distributed to all clinical faculty members.
- If any clinical faculty member asks for the proposal to be discussed that will occur as soon as practical in the CTC meeting. If it stays on the consent agenda it will be voted on at the next CTC without further discussion.
- If the proposal is approved, a two-person faculty committee will be appointed to serve as an advisory and examining committee for each submission. Possible committee members may be proposed by the student, but the final decision on committee membership will be made by the Clinical Training Committee.
- The DCT will let the Clinical Program Administrative Assistant know of the decision. The Clinical Program Administrative Assistant will then record it and let the student know the outcome.

Proposal and Completion Deadlines

A comp should be completed no later than six months after the proposal has been approved, with the exception of comps that are due over the summer months; these are due on the date when fall classes begin, end of August. If the comp is not completed by the due date, the student must resubmit the proposal along with a request for an extension and an explanation for why the extension is needed. Re-approval is not automatic.

Completed Comp Exam Procedures and Evaluation

When you have completed your comprehensive exam, create a **grade sheet for each reader and e-mail all documents electronically to the Clinical Program Administrative Assistant** who will log the submission and forward it to the two appointed faculty graders. Faculty thus should expect to receive completed comps to be graded only from Clinical Program Administrative Assistant. If a faculty member receives a completed comp for grading directly from the student, they are asked to give a heads up to the student about the proper submission.

Graders will have 4 weeks to grade the paper (not counting holiday period). Summer grading is not required for faculty on 9-month contracts and this deadline does not apply during that time period. Exams submitted with deadlines during the summer period will normally receive grades at the end of the summer.

The Clinical Program Administrative Assistant will provide a reminder to the faculty when the grading period has passed and the exam will go on the list of stale comps that will be distributed to clinical faculty with the agenda for the next CTC meeting.

Graders will sign and turn in grade sheets to the Clinical Program Administrative Assistant, physically or electronically as scanned PDFs. The Clinical Program Administrative Assistant will ask the student to initial by their name on the grade sheet and the grade sheet will be permanently added to the student's file.

Students should promptly update their **ACADEMIC PROGRESS RECORD** to note the completed exam.

4.5 Recommended Curriculum with Degree Milestones and Timelines

The Clinical Psychology Program requires a minimum of four years of full-time academic training on-site in addition to the completion of a one-year internship that is accredited by the American Psychological Association. In order to complete all coursework, research, and clinical practicum requirements, students register for a minimum of 95 credits. As approved by the clinical faculty, the maximum number of transfer credits allowed by the Graduate School for doctoral students is 24 semester hours. It is extremely rare that core clinical courses are approved for transfer. In accordance with program policy, students must complete all requirements, including their internship, prior to degree conferral. Most of our students defend their dissertations prior to or during the internship year, so they receive their degrees at the end of the summer during which they complete their internship.

Year	1st semester classes	2nd semester classes	Milestone timeline/requirements
Year 1	PSY 771 Ethics and Professional Issues-3 credits PSY 724 Research Methods-3 credits PSY 758 Psychopathology-3 credits PSY 706 Stats 1-3 credits PSY 752 Graduate Research OR PSY 797 Master's Thesis-1 credit	Clinical Seminar (PSY 750/751) or PSY 761 History/Consultation-3 credits PSY 707 Stats 2-3 credits PSY 761 Learning Theory-3 credits PSY 756 Assessment-3 credits PSY 752 Graduate Research OR PSY 797 Master's Thesis-1 credit	1st Year Requirements: End of summer - 1st comp exam done Sit in on primary team (does not count towards 2 years of clinical practice on primary team) End of summer – Have a pre-proposal done for 2 nd year project and second reader identified Have 26 credits completed
Year 2	PSY 743 Diversity-3 credits PSY 757 Introduction to Clinical Intervention-3 credits Clinical seminar (PSY 750/751) or PSY 761 History/Consultation-3 credits PSY 714 Clinical Practicum (Include Readings for optional 750's)-3 credits PSY 752 Graduate research (1cr) OR PSY 797 Master's Thesis (2cr) and/or PSY795 Comp-1 credit	Stats 3 (SEM, Mixed modeling, Longitudinal data analysis)-3 credits PSY 761 Lifespan-3 credits 1. Cognitive, affective, biological or social breadth course, DSK Cat. 2 course, Clinical seminar (PSY 750/751) or Out of Program Elective, or Advanced Topic (PSY 761/762)-3 credits PSY 715 Clinical Practicum (Include Readings for optional 750's)-3 credits PSY 752 Graduate research-1 credit OR PSY 797 Master's Thesis-2 credits	2nd Year Requirements: End of summer – 2nd comp exam done Join 2 clinical teams - maintain 3 clients on primary and 1 on secondary 2nd year project approved - data collection finished by end of year Summer – write up 2 nd year project Have 26 credits completed, 52 cumulative
Year 3	PSY 773 Externship-1 credit PSY 716 Clinical Practicum (Include Readings for optional 750's)-3 credits 2. Cognitive, affective, biological or social breadth course, DSK Cat. 2 course, Clinical seminar (PSY 750/751) or Out of Program Elective, or Advanced Topic (PSY 760/761) -3 credits	PSY 773 Externship-2 credits PSY 717 Clinical Practicum (Include Readings for optional 750's)-3 credits PSY 795 Comprehensive Examination-1 credit (register only once in the semester you complete your final comp) 4. Cognitive, affective, biological or social breadth course, DSK Cat. 2 course,	3rd Year Requirements: 2nd year project completed, oral defense completed, and signed off on by second reader Join third clinical team - (maintain primary team, drop secondary team) Summer – complete dissertation proposal Have 19 credits completed, 71 cumulative

Year	1st semester classes	2nd semester classes	Milestone timeline/requirements
	3. Cognitive, affective, biological or social breadth course, DSK Cat. 2 course, Clinical seminar (PSY 750/751) or Out of Program Elective, or Advanced Topic (PSY 760/761) -3 credits	Clinical seminar (PSY 750/751) or Out of Program Elective, or Advanced Topic (PSY 760/761)-3 credits	
Year 4	4. Cognitive, affective, biological or social breadth course, DSK Cat. 2 course, Clinical seminar (PSY 750/751) or Out of Program Elective, or Advanced Topic (PSY 760/761)-3 credits PSY 799 Dissertation-6 credits PSY 772 Advanced Supervision and Clinical Practicum-1 credit PSY 773 Externship-1 credit	6. Cognitive, affective, biological or social breadth course, DSK Cat. 2 course, Clinical seminar (PSY 750/751) or Out of Program Elective, or Advanced Topic (PSY 760/761)-3 credits PSY 799 Dissertation-6 credits PSY 772 Advanced Supervision and Clinical Practicum-1 credit PSY 773 Externship-1 credit	4th Year Requirements: Dissertation Proposal defended by October 1 and begin data collection Apply for internship PSY 772 – Reduce/quit direct service provision on clinical teams - do peer-supervision Have completed 22 credits, 93 cumulative
Year 5	PSY 774 Internship-3 credits PSY 799 Dissertation-3 credits	PSY 774 Internship-3 credits PSY 799 Dissertation-3 credits	5th Year Requirements: Defend Dissertation

4.6 Other Requirements from the Graduate School

It is students' responsibility to ensure that in fulfilling the requirements of the Clinical Psychology Program that the requirements of the UNR Graduate School requirements are also met. These additional requirements are:

- Minimum of 72 graduate credits (*the requirements of the Clinical Psychology Program supersedes this*)
- Minimum of 48 graduate credits of course work
- Maximum of 24 graduate credits from a completed master's degree program or previous post-baccalaureate work may be applied to program (this includes grad special and transfer credits).
 - For transfer credits, students must identify course number and institutions for all credits transferred.
 - No undergraduate credits can be applied to any advanced degree program.
- Maximum of 9 graduate credits of S/U grading including transfer credits.
- At least 30 credits of 700-level graduate credits exclusive of dissertation credits are required: as many as 18 of these credits may be used from a master's degree program
- Doctoral Students must enroll in a minimum of 24 dissertation credits for degree completion.
- Fulfill residency requirement; two consecutive semesters (fall/spring or spring/fall) of at least nine (9) graduate credits each; (students on 20 hr./week assistantships require six (6) credits each semester (fall/spring or spring/fall))
- All requirements for the doctoral program, excluding prerequisite graduate course work or master's degrees, must be completed within a period of 8 years immediately preceding granting of the degree.
- All requirements (credits) for degree must be completed in the context of having been continuously enrolled at UNR (Minimum enrollment of 3 graduate credits each fall and spring semester).

4.7 Documentation of Program Experiences

You are required to make sure that certain information in your student file is comprehensive and up to date. The items in student files that students are responsible for include the relevant Graduate School and

Program level forms as outlined in Appendices A & B. Special attention should be given to ensure that the syllabi for classes transferred from other institutions and/or used to fulfill Domain Specific Knowledge requirements are stapled to and filed with the appropriate documentation (i.e., the Credit Transfer Form for credit transfers, Academic Progress Form).

4.7.1 Saving Information

In addition to what is in your file, you are also responsible to maintain records of other information. You need to save all of the information about your credentials, courses (this includes graduate syllabi as well as undergrad syllabi related to DSK requirements), practicum experiences, hours, clients seen, and so on throughout your program. You may need this information when you change states and need to update your license. That information can be needed 20-30 years from now and it is not wise to expect that UNR will have it, even though we are taking steps to save all student records in electronic form. Thus, it is in your interests to be systematic.

The CTC strongly suggests that you make use of the [Association of State and Provincial Psychology Boards](#) credentials banking service. You can use this service before you are licensed and it will greatly facilitate the process of moving your license should that be necessary.

4.7.2 A Warning on Licensure and APA Requirements

The fact that you graduate from UNR, an APA approved program, does not mean you can sit for licensure in every state. Every state has a licensing board and their particular laws and regulations. There is an APA model licensing law, and most (but not all) states model their laws after it.

[The model licensing law](#) is set up to require of graduates roughly what APA requires for accredited programs. Thus, most states require roughly what APA requires and then adds what they may want to add (some states may require a course on elder abuse, or ethics, or some other requirement).

Even if given states have the same laws, and even if they match the APA model, that does not mean they interpret them the same way. Some states do not look at course content for graduates of APA approved programs (like Nevada), but some do review the content of every course. Thus, even if you take a course that meets an APA requirement, there is a risk that the course might not meet the requirements, say for multiculturalism, in that state. We try our best but we cannot anticipate the shifting requirements across all jurisdictions in the country.

For example, the requirement on the cognitive bases of behavior used to specifically mention courses in learning. But some states do not accept a course on learning ... they want a course that has the word "cognition" in the title. It is vital that you check the licensing requirements of any state that you can anticipate moving to after graduation by looking at their website and giving them a call directly.

That being said, if you graduate from an APA approved clinical program the worst that might happen is that you find the board in this state or that rejects this course or that and you have to retake it somewhere. These basic courses are not hard to find. We have never had a graduate of our program failing to get licensed eventually if they desired that outcome. The percentage of our students who pass the licensing exam is among the highest in the nation.

Another warning, however: States often do not recognize each other's' licenses so this issue never goes away. If you are 65 and have been licensed for 35 years and you move to a new state, you might have to show your course syllabi; or explain your practica hours; or argue over the current course requirements – just to sit for the exam in that state.

That is why in the previous section of the Blue Book indicated that you must document your training thoroughly and maintain these records throughout your professional life. Save your syllabi; make sure all the readings are listed in the syllabi you keep; keep all of them; document your clinical hours; file all of this with a credential bank. If you have forgotten to do so earlier in your training here, and are just noticing this advice later, you can usually get them by asking the secretaries in the Department main office for a copy because the University

requires them as well so they are collected there. Of course, you can also ask individual faculty members. The take away message though is that you cannot just be thinking of what UNR will accept for you to get your doctoral degree in clinical psychology: you have to think of you and your career, which hopefully will last decades, and what documentation you might need many years hence.

5 Administrative and Financial Assistance

5.1 Administration and Management of the Program

The program is administered by the Director of Clinical Training (DCT). The Clinical Training Committee (CTC), composed of the entire clinical faculty and a student representative (currently two), serves as the major structure through which program decisions are made and the program is managed. The CTC determines policy and makes decisions on substantive issues, including changes in general policy or program requirements. Decision making is participatory, with significant input from everyone, including the students, by way of the student representative(s). Consensus is the usual method for determining issues, although formal votes are taken when consensus is impossible with a 2/3 majority required to adopt any motion. Students also serve on critical administrative committees, such as the Admissions Committee, which makes student admission decisions.

The DCT and the members of the CTC are responsible to administer and manage the Program according to its stated philosophy and objectives, with ongoing program decisions determined as much as possible through consensus of the Clinical Training Committee, with appropriate input from student representatives.

In addition to the regular Clinical Training Committee meetings, the program convenes monthly Program Meetings open to all clinical students and faculty. These meetings generally occur the first Friday of the month, but may be moved to another Friday if there are competing demands on program students or faculty. The DCT will post a schedule for Program Meetings (and CTC meetings) at the beginning of every semester.

During Program Meetings, the DCT and student representative(s) are almost always there and unless there is a conflict students are expected to attend. Program Meetings may consist of presentation of important information to students (e.g., approaching deadlines, changes in program policy, etc.), opportunities for students and faculty to raise ideas or concerns for general discussion, and/or professional presentations that are relevant to the student body.

The Clinical Psychology Program also functions as an active part of the general psychology program. The department holds approximately monthly faculty meetings. These meetings serve to coordinate department tasks and goals. The department also has an executive committee, composed of program directors and the department chair.

5.2 Program Funding

Students are admitted to the program with their first year of funding guaranteed. For first years, this funding usually takes the form of a Graduate Teaching Assistantship (TA) position but in some cases first-year students may receive a Graduate Research Assistantship (RA) position (see below).

NOTE: It is recommended that students apply for Nevada residency as soon as possible in order to avoid paying out-of-state tuition in the case that the student is not funded at any point throughout their graduate career.

Although it is not guaranteed, students will generally be funded their second year through a TA or RA position. Our students have a history of receiving funding throughout their graduate career.

Once students have reached their third year, they are generally expected to receive funding through an externship position (see relevant section).

Some TA, RA, or externship funding positions continue through the summer. Students also have the option of applying to teach courses over the summer to maintain summer funding, and are generally successful at procuring teaching positions

Students in their 5th year (and every year beyond) are required to submit a formal application for program funding by March 1 of the preceding year they need funding. This consists of completion of the REQUEST FOR FUNDING 5TH YEAR form (at the end of Appendix B) which requires the student propose a specific (and reasonable, achievable) timeline for graduation. The CTC will consider each request on a case-by-case basis.

5.2.1 Graduate Research Assistantships (RAs)

RA's are usually paid from grant funds obtained by faculty members in support of their research. Appointments are, therefore, arranged through discussions between faculty members and graduate students. Students are expected to actively participate in the research program in which they are appointed and to perform the duties assigned by the faculty supervisor.

5.2.2 All Assistantships

Included with a 20-hour assistantship (TA, RA, or externship), is a partial tuition waiver and a waiver of out-of-state enrollment fee for the first year (students can then apply for in-state status), and health insurance fees. However, students are required to pay each semester the remaining fees: registration, technology, and the university mandatory fees. Please see the Grad School website: [Graduate tuition and fees](#) for the most current fee information.

All support is contingent upon being a student in good standing the program, i.e., maintaining at least the minimum enrollment in coursework and maintaining academic standards. In addition, continuance of support as a research assistant or teaching assistant is contingent upon professional and competent performance in those positions.

To be eligible for an assistantship, students must be admitted to a degree-granting program and be in good academic standing. The student must have an overall GPA of at least 3.0 and must be continuously enrolled in at least 6 graduate level credits (600-700) throughout the duration of the assistantship.

State-funded assistantships (TA/RA) may be held for a maximum of: three (3) years for master's degree students and five (5) years for doctoral degree students.

5.2.3 Summer Support

Many assistantships include summer support but some do not. Other forms of summer support through the College, Department and University, including summer teaching opportunities, vary from year to year. When such support is available, we notify students and encourage students to apply. By and large, however, students should be proactive in seeking out summer funding options if needed.

5.2.4 Health Insurance

It is the UNR Graduate School policy that all domestic degree-seeking graduate students are required to have health insurance. Students who are enrolled in six or more credits (regardless of the course level) in a semester, will be automatically enrolled and billed for the University-sponsored health insurance for each term they are eligible (fall & spring/summer). If a student has other comparable coverage and would like to waive the student health insurance, it is the student's responsibility to complete a waiver form prior to the deadline (contact the Grad School for this form). ***If approved, a health insurance waiver is good for the current academic year only. A new waiver must be submitted each academic year.***

5.2.5 Student Travel Awards

Department of Psychology Travel Money

Students can apply for \$200 (depending on how many students apply) from the Department one time per academic year for travel to professional conferences at which they are presenting. Check with the main Psychology Office for procedures and deadlines.

GSA's Travel Award Program

The GSA provides limited support for graduate student travel to professional conferences. Grants of up to \$500 are provided to help students present papers and posters, participate in panel discussions, and attend conferences, lectures, and seminars that contribute to the enhancement of their programs of study. GSA Travel Grants may be applied to travel expenses only, and not to conference registration or organizational membership fees. For more information, please visit the Graduate Student Association: [Travel Award Program webpage](#).

APA Travel Awards

Competition for these awards is held once each year. To be eligible, applicants must be student affiliates of the American Psychological Association. Students who are not affiliates may apply for affiliation when they apply for the award but all materials must be received by the Science Directorate in one package. Eligibility is dependent on your research paper or poster having already been accepted by APA for presentation. Please go to the [APA Student Travel Award webpage](#).

5.2.6 Intramural Grants & Awards

Jim Mikawa Memorial Scholarship

The [Mikawa Scholarship](#) is awarded to one or two minority students each year to support their research. The award provides a full graduate assistantship. Interested candidates must apply to the Mikawa Scholarship Committee. Recipients must be full time graduate students in the Clinical Psychology Program who demonstrate superior academic achievement and are committed to a career in clinical psychology that emphasizes the use of diversity to enrich clinical practice, science, and education and are well prepared to use diversity as a resource to enrich the experience of others. Recipients of this graduate assistantship will spend a portion of their time supporting the recruitment, mentoring, and/or advising of minority students. This award is renewable.

Jerry and Betty Wilson Memorial Scholarship

The [Jerry and Betty Wilson Scholarship](#) is a \$4,000 per academic year award. Eligible candidates are selected by the Psychology Department. Eligible candidates must be graduate students, native born citizens of the USA, and in good academic standing. Recipients must earn a minimum of 24 credits per academic year (Fall and Spring semesters), and maintain full-time enrollment each semester. Recipients must also maintain a minimum 3.0 cumulative UNR GPA for the duration of the award. The scholarship is not renewable.

Bilinski Fellowship

The [Bilinski Educational Foundation Dissertation Fellowship](#) was created to support liberal arts graduate students in the humanities or social sciences who are working on projects that reflects the land-grant mission of the University of Nevada, Reno. The program serves as a means of freeing students from other obligations during the year of the award to complete research and scholarship for the dissertation. Fellowships are given in two payments once at the beginning of the fall semester and once at the beginning of the spring semester.

Regents' Scholar Awards

The \$5,000 [Regents' Scholar Award](#) recognizes outstanding student scholars at each NSHE institution. This award is given annually to an undergraduate and graduate student at the University. Awards are based upon distinguished academic accomplishments, leadership ability, and service contributions while a registered student, as well as the recipient's potential for continued success. Eligibility criteria for the award is as follows: (1) Nominees must be enrolled in no fewer than 9 undergraduate credits or 6 graduate credits in the semester in which they are nominated; (2) University undergraduate student nominees must have completed a minimum of 62 total credit hours within NSHE institutions by the time the award is granted. University graduate student nominees must have been accepted to graduate standing by the time the award is granted; (3) Leadership and service accomplishments must have occurred while the nominee is a registered NSHE student.

GSA Awards Programs

Research Grant Program

The Graduate Student Association offers this merit-based grant program allowing graduate students the opportunity to compete for monetary support for their research and scholarly projects. It is our goal to provide funding opportunities that encompass a wide range of scholarly activities of graduate students from a breadth of disciplines. The Graduate Student Association has a pool of \$25,000 for grant funding, and will award as many grants as possible, up to \$2,500 per student. A panel of judges from multiple academic departments will evaluate the grant proposals.

Outstanding Graduate Researcher Award

The Graduate Student Association offers an award program for outstanding graduate student researchers. This award is given annually to University of Nevada graduate students with a distinguished record in research or creative activities. One applicant in each category will be selected and receive an award in the amount of \$650.

- Category A: Sciences/Mathematics/Engineering/Health Sciences
- Category B: Liberal Arts/Education/Business/Journalism

The Outstanding Graduate Student Researcher awards will be disbursed in two equal payments in the upcoming fall and spring semester. The highest scoring applicant will also be recognized as the Outstanding Graduate Student Researcher at the UNR Honor the Best Ceremony.

Outstanding Graduating Graduate Scholarship

The Graduate Student Association offers this award program for an outstanding graduating graduate student. This award is given annually to a University of Nevada graduate student who has a distinguished record within their program and has also shown leadership qualities on campus and has worked for the improvement of the university. The recipient of this award will receive a plaque and an award of \$1,000, which can be used however the recipient wishes. The winner of this award will also be recognized at the UNR Honor the Best Ceremony.

Outstanding Graduate Student Award

The Graduate Student Association offers the Outstanding Graduate Student Scholarship to outstanding, full-time graduate students. The award is judged strictly upon your personal statement, scholarly work, and extracurricular activities completed during enrollment in your current degree program as a University of Nevada graduate student. The Outstanding Graduate Student Scholarship is for \$1,000, disbursed in two equal payments in upcoming fall and spring semesters.

For more detailed descriptions and instructions for these awards please visit the [Graduate Student Association Spring Awards webpage](#).

Graduate Dean's Awards

Graduate Dean's Fellowships

Graduate Dean Fellowships (maximum of four fellowships for total of \$120,000) are limited to incoming domestic and international doctoral students in any approved University of Nevada, Reno doctoral program (Ph.D. or doctorate). The amount of the fellowship is \$30,000 per academic year (\$15,000 per semester). The fellowship also qualifies non-Nevada residents for a waiver of out-of-state tuition.

Graduate Dean's Merit Scholarships

Graduate Dean Merit Scholarships (maximum of 76 scholarships for total of \$380,000) are open to both domestic and international master's and doctoral students in any approved University of Nevada, Reno graduate program (PhD, doctorate, MFA or master's). Both incoming and currently enrolled graduate students are eligible, but preference will be given to incoming students in doctoral programs. The amount of the scholarship is \$5,000 per academic year (\$2,500 per semester).

For more detailed descriptions and nomination instructions for the two programs please visit the Graduate School: [Graduate Dean's Fellowships and Merit Scholarships webpage](#).

5.2.7 Extramural Funding

While there are several types of financial support are offered through faculty, department, or university resources, there are several types of support that students can generate on their own, or with the assistance of the faculty, for example, NIMH and NSF pre-doctoral awards, stipends from private granting agencies, research assistantships outside the department, etc.

Students are strongly urged to be active in applying for outside means of support (e.g., their own grant support). These other forms of funding may be more consistent with a student's career goals than what the Program can provide. Students should discuss all such option with their faculty advisor before submitting an application.

Students are strongly encouraged to apply for pre-doctoral research funding through [NIH Predoctoral](#) training grants and fellowships, [NSF Graduate Research Fellowship Program](#), or more specialized fellowships through professional organizations. Even if the awards do not provide a full year of funding, they can help considerably by providing funding for conducting research. Faculty advisors often know what sources of funding are available for specific areas of research. Applying for such awards requires time, effort, and planning. However, because master's and dissertation research proposals are to be written in a format for these awards, a good part of the work already is part of the research requirements.

In general, efforts toward obtaining extramural funding are an essential part of establishing an academic career. Applying for funding while in graduate school is likely to make it easier to get funding later on, and grant applications help build a trainee's skill set and CV in important ways. In addition, faculty look favorably upon students who put forth such efforts to obtaining their own support and may consider this in later funding decisions.

A wide variety of assistantships, traineeships, and fellowships are available for students in the doctoral programs. Here is a small sample.

APA Dissertation Awards

To be eligible, applicants must be student affiliates of the APA. Students who are not affiliates may apply for affiliation when they apply for the award but all materials must be received by the Science Directorate in one package. Awards are dependent on your proposal having been approved by your doctoral committee prior to applying. That is, you must have passed prelims, after which you are considered a "PhD candidate".

APA Minority Fellowships

These fellowships are renewable as long as the student is making adequate progress. The stipend is for the academic year and may be supplemented by an assistantship of up to 50%. Application deadlines will be announced by email each year.

APF/COGDOP Graduate Research Scholarships in Psychology

The American Psychological Foundation (APF) and the Council of Graduate Departments of Psychology (COGDOP) jointly sponsor competitions for scholarships every academic year. The funds may be used to defray the costs of tuition, to supplement fellowship support, to cover in part the costs of research, or to support travel to a scientific meeting. Some of them are devoted to specific research areas while others are more general, and some but not all are restricted to dissertation research. Application deadlines will be announced by email each year.

The fellowships and awards listed above each have their own specific deadlines. Application forms and deadlines are available online.

6 Monitoring of Student Progress

6.1 Academic Advisor

When students enter the program, they select one of the core clinical faculty members to serve as their academic advisor. Student and advisor should work out a tentative program, including previous graduate courses that may transfer and procedures for petitioning the Clinical Training Committee for course waivers.

The academic advisor also serves as the liaison between the Clinical Training Committee and the student during the annual evaluation and provides the student with specific feedback from the Committee. If at any time the student needs counseling, tutoring, etc., the academic advisor is the official person to help him or her make the appropriate arrangements. Students may select a new advisor at any time. The role of advisor is normally assumed by the student's research supervisor as these interests develop. The student may, of course, approach someone other than their academic advisor to talk to about their program and any problems they may be experiencing.

6.2 Annual Evaluation

The annual evaluation provides a structured basis for assessing each student's progress. Once a year students are evaluated and given feedback on four areas of general functioning research and scholarship; classes and comprehensive examinations; applied knowledge and skills; and professional development, including ethical knowledge and functioning. In each of these four areas the clinical faculty members first decide if a student's performance is satisfactory or unsatisfactory, and if unsatisfactory, if dismissal or a formal remedial plan is needed. In the case of recommendation for a remediation plan, a written evaluation report is then produced for each student by the DCT with input from the student's advisor, the CTC, and clinical supervisors, with comments in each of the four areas. Students should discuss the report with their advisor and file a signed copy with the Clinical Program Administrative Assistant. The signature indicates merely that the input has been received—it does not indicate agreement.

6.3 Four Areas of Functioning

6.3.1 Academic Performance

The academic performance area consists of all courses and exams taken during the graduate program. A "B" grade or higher is required in all clinical core courses and didactic research courses (statistics and the research methodology courses); the course must be repeated if a "B" grade or higher is not attained. Two grades lower than "B" will be reviewed by the CTC and may be grounds for termination from the program.

Prior to acceptance as a doctoral candidate, the Clinical Training Committee and the dissertation committee must approve the academic record of the student. Additional academic course work may be requested at this time.

Scholarly/Research Activities

Scholarly and research activities include the research practicum, master's or predoc research project, doctoral dissertation, and individual research projects or scholarly projects. Both the master's level research project and doctoral dissertation are monitored and evaluated by appropriate committees. If a student is not making satisfactory progress towards his or her degree, the CTC has established a time table for completion of program milestones that, if not met, may lead to termination from the program (see section 4.5 above)

Applied Knowledge and Skills

Applied activities include psychotherapy, psychological evaluations and assessment, program evaluation, program development and related skills. Both knowledge and skills are evaluated. Course work and supervised practical experience are provided for students. Instructors give systematic feedback on courses related to clinical activities.

Clinical supervision feedback is given on a weekly basis to individual students as they do clinical work in their clinical practicum assignments. The most common form of feedback occurs during supervision. In addition, clinical supervisors provide feedback via the STUDENT PRACTICUM EVALUATION Form on a semester by semester basis and to the annual evaluation report, where students receive written and oral feedback indicating specific strengths and weaknesses in the clinical area. If students have questions or concerns about

the feedback, they may request an opportunity to discuss their evaluation in a meeting with the Clinical Training Committee.

Students may be asked to have further supervised clinical experiences at any time before proceeding to the next phase of the program. If a student is judged by the CTC to be unable to function adequately in clinical settings, graduation may be delayed until the Committee is satisfied with the student's clinical skills. In rare instances, a student may be asked to leave the doctoral program, in which case he/she would be counseled into a profession more appropriate to his/her personal attributes and abilities.

Professional Development and Comportment, Ethics, and Academic Integrity

Annual evaluations also entail evaluation of the standards outlined in section 10 (Student rights, responsibilities, and professional development). Particularly those related to ethical conduct, academic integrity, and professional comportment will be evaluated.

6.1.2 Completion Deadlines

There are two layers of deadlines. The Clinical Psychology Program requires that all work towards a doctoral degree must be completed within seven years immediately preceding the granting of the degree. UNR requires that all degree requirements must be done within eight years.

All requests for extensions must be funneled through the Clinical Training Committee who will consider the circumstances/likelihood of expedient completion in descending to recommend the student to continue in the program. These requests must come from the major advisor with the concurrence of the DCT. In the rare case of students needing to go beyond 7 years, requests for extensions ultimately go to the UNR Graduate School, should the CTC approve this step. Even if the CTC approves this, Graduate School approval should not be assumed, and students who go beyond 8 years are often at a risk of having to redo coursework.

6.1.3 Externship/Internship Evaluation

Each field placement facility provides feedback on the student and his or her training. All externship facilities provide written feedback from the supervisors at the end of the experience or the end of each year, whichever comes first. Internship evaluations are obtained in accordance with APPIC policies.

Students must satisfactorily meet the requirements of the field place sites. It is the students' responsibility to discuss these requirements at the beginning of their placement. Students who are rated as unsatisfactory will be placed on Academic Probation.

6.1.4 Final Evaluation

Just prior to graduation, a final evaluation report is completed by the Advisory and Examining Committee. This committee approves the student's program of study, research and clinical experiences and recommends formal approval for graduation.

7 Faculty-Student Relations

We aim for collegial, mutually respectful relationships between faculty and students in the clinical psychology program. This applies among faculty and among students as well. Our program is known for its non-competitiveness and mutually supportive environment. Maintaining this context requires a high level of professionalism and integrity on the part of everyone.

7.1 Collaborative Relationships

In collaborative research: (a) faculty and student should discuss ownership of data and authorship on presentations/publications early enough in the process so that each is aware of his/her role; and (b) faculty and student should publicly acknowledge one another's contributions at conferences, in written work etc. Guidelines about authorship and authorship order are addressed further in the APA Ethical Standards.

7.2 Dual Relationships

A dual relationship between a faculty member and student exists when the individuals fill roles beyond what is typical in faculty-student relationships and/or the relationship is exclusionary from other faculty-student relationships. Examples of dual relationships include, but are not limited to, romantic/sexual involvements, financial partnerships, long-time personal friendships, family relations, etc. The effects of the dual relationship are not limited to the two individuals involved but potentially affect many persons in the program. Ideally, dual relationships should be avoided. In the event that a dual relationship arises, however, it is important that the dual relationship become known to others in the program rather than kept a secret.

One example of a dual relationship that can occur in the program is if a student is employed by a faculty member through a business relationship via an SBIR or through a training relevant business experience, then the faculty member must disclose this relationship immediately following the guidelines in Appendix C Department Policy on Faculty Business Interests.

Psychotherapeutic relations between faculty and student must be avoided altogether.

Should a dual relationship exist, the guidelines are as follows: a faculty member involved in a dual relationship should not be: (a) instructing or supervising that student; (b) participating in the research or clinical guidance of the student; or (c) participating in the evaluation process of the student. Depending upon the nature of the dual relationship, these guidelines may also be applied even if the dual relationship is terminated.

7.3 Coercion or Discrimination in Relationships

There is no place for coercive or exploitative relationships in any professional activities or work in our program. Coercive relationships take a number of different forms. The university has explicit policies against discrimination and sexual harassment. Complaints related to discrimination or harassment should be directed to the Equal Opportunity and Title IX Office.

Coercive relationships additionally would be defined as taking advantage of the faculty-student relationship by requesting work unrelated to academic development, inhibiting a student's progress in order to benefit from the student's proficiencies, or demands on the student unrelated to the student's professional development.

It is the responsibility of each faculty member to create an atmosphere conducive to the student's learning and professional development. Faculty are to commit themselves to impartially evaluate student performance and avoid discriminating based on irrelevant personal or demographic characteristics (including the student's race, sex, age, sexual orientation, religious faith or lack thereof, or national origin).

7.4 Student Feedback to Professors

Students provide feedback on the instructional quality of the program through course evaluations, which are filled out every semester. Students are encouraged to write comments to give specific and detailed feedback to their instructors. Instructional issues that arise during a course should be discussed with the course instructor. A further option would be to talk to the DCT if further discussion could be useful.

8 Due Process and Grievance Procedures

One of the outstanding characteristics of the program is its. A conscious effort is made to maintain a collegial atmosphere.

Still conflicts between students and faculty may occasionally occur involving issues of education, task expectations, and interpersonal differences. One of the difficulties in resolving conflicts is the power differential between faculty and students. Every effort is made to treat students as collegially, thus reducing the power differential and leading to more openness and candor. The development of holistic relationships, i.e., going beyond narrow academic roles - between faculty and students - increases the amount of interpersonal interaction and reduces the distance between students and faculty. Students are encouraged to work out conflicts among themselves and with faculty in order to enhance the overall learning atmosphere.

Within the structure of the program, a process has been developed to deal with conflicts, particularly between faculty and students. The steps are as follows:

1. Conflict is recognized by either party involved.
2. Attempts are made by the two parties involved to resolve the conflict with as much direct communication as possible, or at least to mutually recognize that a conflict exists.
3. Students may consult with the DCT, any one (or more) member(s) of the clinical faculty, or the whole CTC if that would be helpful. The choice resides with the student.
4. If the conflict cannot be resolved, the two parties involved will select one student and one faculty member (who are not involved) to serve as negotiators in the conflict.
5. Students may make use of the student [Conflict Resolution Services](#) at UNR if they believe that additional support is needed during negotiations.
6. A meeting is held with the two parties, the two negotiators, and the Director of Clinical Training. Meetings will continue until the conflict is resolved whenever possible.

A student may also refer to the [APA website](#) for guidance in how to pursue complaints about the program if they choose.

9 Nondiscrimination Policies

All students in the Program should be aware of the Campus Policy against Discrimination and Sexual Harassment found on the [Equal Opportunity & Title IX website](#).

Students who believe that an affirmative action/equal opportunity violation has occurred (e.g., discriminatory practices) or has been a victim of sexual harassment may contact that the Equal Opportunity and Title IX office. This office exists to ensure that you have the right to an education and to work and advance in employment on the basis of merit, ability, and potential without fear of discrimination. For more information about the Equal Opportunity and Title IX office please call us at (775) 784-1547.

10 Student rights, responsibilities, and professional development

Pursuing knowledge and keeping abreast of cutting edge developments in the field are continual processes. Graduate school is the time to begin engaging in professional development activities that continue throughout one's career. As a training program, we are committed to providing the best learning atmosphere, climate, and setting for our graduate students. We have a holistic view of our students, and thus are committed to developing the full potential of each individual as a person, as a student and as a psychologist.

A positive atmosphere is generated by treating students as junior colleagues, by initiating dialogue and discussion, by recognizing idiosyncratic styles and direction, by giving considerable responsibility and freedom to students, by creating trust and openness, and by being available and accessible to students.

10.1 Ethical Knowledge and Functioning

Ethics in professional development include such issues as presenting yourself well in professional contexts, follow through, being able to work well with others (including in an interdisciplinary context) supporting your peers and the program, keeping abreast of new developments in the field, and being a responsible professional in training – including being aware of ethical standards.

The Department expects students to follow ethical standards set by the American Psychological Association and described in Appendix D of this handbook in addition to [University Student Code of Conduct](#). Ethical considerations are also presented in Clinical Psychology Ethics and Professional Issues (PSY 771), clinical research methodology courses (PSY 724 and Clinical Research Class), the "Supervised Clinical" practica sequence (PSY 714, 715, 716, 717, 772), and in workshops and colloquia. Systematic feedback on these matters is given by course instructors. Feedback on ethical considerations is included in the student's annual evaluation report (see attached outline of report). Ethical considerations are also included in both practicum and internship evaluation reports given periodically to students. Finally, ethical considerations are included in the final clinical evaluation report completed by the Clinical Training Committee.

Violations or suspected violations of the policies/guidelines, by oneself or others, should be reported to a faculty member or administrator in the department immediately. If a student is uncomfortable reporting within the Department, that person can contact the offices of the Dean of the Graduate School or at the Dean of the College of Liberal Arts.

If a student has violated the codes of conduct (e.g., APA Ethical Principles of Psychologists and Code of Conduct, Student Code, etc.), they may be placed on probation and/or terminated from the program and department. This depends on the severity of the violation. While the specific procedures may vary from situation to situation, the following procedures are typical. The faculty member who becomes aware of the concern would consult with other faculty on the CTC, the DTC, the Chair of the Department, or the Dean of the Graduate School. When appropriate, faculty (e.g., Advisers, DCT) meet with the student to discuss the concern and hear from the student. Faculty would consult relevant codes of conduct and make a determination about the student's status in the program. Depending on the nature of the concern, the DCT or Chair consult with the Dean of the Graduate School and the UNR Office of General Counsel. The outcome is then communicated to the student. Outcomes may range from termination from the program to the development of a remediation plan. Graduation may be delayed until the Committee is satisfied that an individual student will be able to function in a responsible, ethical manner. If the CTC is not satisfied that a student can meet these standards, the student may be terminated from the program after the remediation plan procedure described above is deemed to have failed.

If students have concerns about their rights as a graduate student, they can be addressed by meeting with a faculty member or administrator within the department or by following the procedure found in the Grievance Policy in this handbook.

10.2 Professional Organizations

Students are encouraged to join professional organizations in psychology and/or in their specialty and to establish at least one membership by the end of the first year. Student membership provides the benefits of regular membership (e.g. journals, newsletters, notices of meetings, reduced registration at meetings). Examples of such organizations include: APS, ABCT, SBM, etc. Information about student memberships can be found on-line.

10.3 Professional Conferences and Workshops

Students are encouraged to attend professional conferences and workshops to supplement the material presented in classes, to become active members of the psychology community, to develop habitual ways of updating and refining knowledge, and to meet other professionals in the field. Attending conferences is a great way to learn about the most recent developments in specific fields of interest, as well as to expand into new interests. There are many conferences locally, as well as nationally.

Presenting research at professional conferences is an excellent way to get feedback from others in the field, to move research to completion, and to become known in broader professional circles. Several resources are available to students. The Graduate School and the Department provide funding for students who present their own research at conferences. A number of organizations, including APA, provide student travel grants to conferences or hire students to work at conferences. NRSA grants as well as faculty members' grants also might include travel funds.

Advisors can provide information about relevant conferences and advice about writing an abstract. Students typically practice presentations or show early versions of their posters to colleagues in your lab or in the department.

Report the list of conferences/workshops attended on your annual student progress form. Also keeping this list may be useful in the internship application process and is a professional behavior increasingly required for licensure.

10.4 Clinical Science Speakers/Colloquia/Job Talks/Brown Bags

Every effort should be made to attend all clinical area and departmental colloquia and presentations. Each year there are several colloquia presented in our department. The clinical area also runs the McReynolds Workshops every year. These colloquia and presentations provide special learning opportunities. Plus, observing others is your best training for learning how to present your own work. It is expected that students attend all Program Meetings and associated brown bags. If this is not possible, the student should inform the DCT of her/his absence.

10.5 Personal Therapy

A common way of dealing with personal problems and high levels of stress or sorting out reactions to seeing clients (beyond what is dealt with in supervision) is to enter into therapy as a client oneself. This is not a requirement of our program; however, we do see value in students' decisions to experience the treatment relationship as a client if they choose to do so.

The Director of the PSC and the Director of Clinical Training know clinicians in the community who are good therapy referrals – many of which are willing to provide significantly reduced cost therapy for students of our program. Your work with the clinician would be confidential to the same degree as any other client in psychotherapy. Other than providing you names, the PSC Director, DCT (and other faculty) would have no involvement or contact with your therapist except in the improbable circumstance where such contact would be allowed by law and mandated by duties of care, such as if your therapist had good cause to fear for your immediate safety and felt compelled to contact someone at UNR in order to locate you. Such a circumstance would be extremely unlikely, however, and you can and should seek professional care if you feel it is needed or would benefit you, and be confident that such a decision, on balance, would indeed most likely benefit your career.

10.6. Personal Problems and their Interference in Clinical Work

It occasionally happens that personal problems interfere with one's ability to function as a psychologist. The important issue, however, is how to deal with such problems. In line with Standard 1.13 of the APA Guidelines, it is the student's responsibility to be alert for and to recognize if personal problems are interfering with effectiveness in clinical work. It is the student's responsibility to refrain from activities if her/his performance is impaired and patients/colleagues/students may be harmed. As a trainee, a first step would be to discuss the possible impact of personal problems with a clinical supervisor and/or academic advisor. There are a variety of avenues to explore, including obtaining assistance with personal problems, suspending/postponing training in direct service, or taking a leave of absence from the program. A student can elect to refrain from clinical work for a semester or two but that decision can affect competitiveness for an internship and may require taking on higher clinical load during another year.

We (faculty and students) collectively share a responsibility to take action if we believe that a student's personal problems may be harmful to clients. The appropriate action would be to bring concerns to the attention of the trainee whom you believe to be impaired. If that does not result in a corrective response and you still perceive a risk, it would be appropriate to consult with a member of the faculty.

If there is sufficient evidence supporting a student's impairment due to an emotional, neuropsychological, or substance abuse condition, the faculty may recommend or require that: (a) the student take a leave of absence until the student no longer is impaired or (b) the student discontinue the program. Examples of behaviors that would elicit a recommendation for a leave from the program include irresponsible or erratic behavior with clients or more generally (e.g., being late for sessions, poor record keeping, flirtatious or belligerent behavior with a client, repeatedly acting in a manner that is detrimental to the client even after receiving supervision about the behavior).

If the plan is for a temporary leave from client-related work or from the program more generally, that decision should be made in consultation between the student, the faculty advisor, and the DCT. The goal will be to generate a specific plan that includes actions for amelioration or rehabilitation. Returning from the leave will be conditional on demonstrating that the plan has been enacted and has had the intended effect. Prior to taking the leave, the student's advisor and the DCT will create a written statement that documents: (a) length and

reason for leave; (b) plans for remediation; and (c) how it will be determined that the student is fit to return; and (d) plans for monitoring the student after returning.

In compliance with the Rehabilitation Act and the Americans with Disabilities Act (ADA), UNR offers equal access to its degree programs to academically qualified applicants with physical, psychological or learning disabilities. The Disability Resource Center offers excellent support for students and is dedicated to maintaining an environment that ensures all students with documented disabilities equal access to its educational programs, activities and facilities. Accommodations are designed to level the playing field for students with disabilities, while maintaining the integrity and standards of our academic program. For more information, please visit the [UNR Disability Resource Center webpage](#).

10.7 Diversity

Our program respects diversity and promotes an understanding of cultural and individual diversity in each of our three training components—classroom activities, research experience, and clinical experience. Each clinical course addresses substantive issues of how ethnic, cultural, and/or gender issues interface with the content area being studied, i.e., how issues of diversity are pertinent to diagnosis, assessment, and intervention. With respect to research, we expect that a student's research and scholarship (either master's project, dissertation project, qualifying exam paper, or other research project) will address some aspect of diversity.

10.8 Research Ethics

As part of the research community, you are expected to comply with ethical policies of both UNR and APA. All graduate students should take the IRB-required online CITI Human Subjects education course within a few weeks after arriving on campus. This course is required prior to conducting any work with human subjects. HIPAA educational training also is required for any investigators using protected health information, that is, any identifiable health information relating to an individual's past, present or future physical or mental health condition.

No research with human subjects can be conducted until approval for the study has been obtained from the University Institutional Review Board (IRB). The USC IRB website contains valuable guidance about all human subjects' research, e.g. even archived de-identified data sets need to be submitted to the IRB although ultimately they are likely to be designated as exempt research or Not Human Subjects.

Procedures for the ethical conduct of research are specified on the [UNR Ethical Standards in the Conduct of Research webpage](#). This policy sets out ethical aspirations as well as minimum requirements that define grounds for discipline (e.g., falsification of data, plagiarism or abuse of confidentiality, improprieties of authorship, administrative and financial responsibility, violation of federal, state, or university research rules, and inappropriate behavior in the relationship of misconduct).

In addition, APA Ethical Principles Sections 6.02 through 6.26 are pertinent to conducting research and disseminating findings.

10.9 Academic Integrity

We assume that all members of our clinical area function with the highest regard for academic integrity. The following, however, is provided as a means of avoiding incidents that may reflect unfavorably upon the student, the program, and the university.

Academic integrity violations are spelled out in detail in the Student Code of Conduct as well as in the APA Ethical Guidelines.

These include, but are not limited to: (a) fabrication of data; (b) plagiarism; (c) the acquisition of papers or other assignments and representing them as one's own; and (d) cheating on an examination.

Additional issues that raise questions of academic integrity include: (a) submitting a paper in fulfillment of a class or research requirement if that paper, or one similar to it, was submitted in fulfillment of any other

requirement; and (b) duplicate publication or republishing data. If you are uncertain about the boundaries of these issues (and sometimes these boundaries are difficult to define), be sure to seek advice and consultation from your research advisor or other faculty members.

10.10 Student Representation

Each year students select a student representative(s) to attend and participate in CTC. These representatives serve as liaisons between faculty and students, bringing student issues to the faculty and reporting on what happened in the faculty meeting.

Student assistance and input are welcome and needed during our admissions process although, for the protection of the individuals under consideration, the admissions folders and formal admissions discussions are limited to faculty. During admissions, it is very helpful if students talk with prospective applicants about their experiences in the program and help them feel welcome during their visits to campus. Student feedback from those discussions is welcome.

Student involvement and input also are encouraged when we are conducting faculty recruitment in the clinical area. Students are expected to attend job talks. In addition, all faculty applicants will have time set aside in their interview schedules to talk, in private, with students. Following a candidate's visit, we will ask the student representatives to poll students as to their opinions, and present the students' feedback at a faculty meeting. Formal discussion among faculty, however, and the final vote will be taken without students present.

10.11 Graduate Student Association

The Graduate Student Association represents all graduate students and promotes the welfare and interests of the graduate students at the University of Nevada, Reno. The GSA works closely with appropriate university administrative offices, including the Graduate School and Student Services and reports to the President of the University. The GSA government functions through the Council of Representatives, Executive Council and established committees. For more information please visit the [Graduate Student Association webpage](#).

10.12 Graduate School Policy on Leaves of Absence

A Leave of Absence is a temporary cessation of study and may be granted for up to one (1) year for medical reasons and other emergencies. A Leave of Absence allows students in good academic standing to postpone their studies for a definite period of time, normally not to exceed one (1) year, in the event of unavoidable circumstances (e.g. documented medical reasons, active military duty, etc.). **The time that the student spends on an approved Leave of Absence will be included in the time allowed to complete the degree i.e., Six (6) CALENDAR years for the Master's degree and Eight (8) CALENDAR years for the Doctoral Degree.**

A student who wishes to request a leave should submit to the Graduate School a completed "LEAVE OF ABSENCE" form which requires the endorsement of the student's MAJOR ADVISOR/PROFESSOR and GRADUATE PROGRAM DIRECTOR. The leave of absence form is first approved at the department and then processed at the Graduate School. The student's record is updated for the designated dates and this allows the student to enroll and regain access to all university resources upon return from the approved leave of absence. An official Leave of Absence begins only after the student receives a copy of the request with the Graduate Dean's signature confirming final approval of the Leave of Absence. **International Students must also have OISS endorsement before returning form to the Graduate School.**

Students receiving funding of any kind should be aware of certain consequences of a Leave of Absence. Of course, a student on leave may not hold a Graduate Assistantship. For students receiving federal financial assistance, the U.S. Department of Education regulations require the University to report enrollment status to lenders and guarantee agencies as "WITHDRAWN" when students take a leave of absence for a semester or more. This results in the beginning of the Federal Stafford Loan grace period and/or the starting of repayment of the Federal Supplemental Loan for Students. Additionally, upon returning to the University of Nevada, Reno Graduate Program, new loan applications must be submitted and an in-school deferment form must be filed with lenders.

Any request for a leave of absence must be received by the Graduate School no later than the last day of enrollment for the semester the leave is to begin. A leave of absence will not be granted retroactively unless the student submits a written appeal with department approval for the Graduate Dean to review. Please refer to the [Leave of Absence form](#) for the most updated policies at the University.

Appendix A: Forms

ALWAYS, ALWAYS, ALWAYS CHECK WITH THE GRADUATE SCHOOL TO SEE WHAT FORMS AND OTHER DOCUMENTATION THEY MAY REQUIRE FOR EACH STAGE OF YOUR TRAINING

See the [Graduate School forms](#) latest versions and up to date list.

Upon Admission

[Graduate Credit Transfer Evaluation Request \[PDF\]](#)

Use this form when requesting a transfer of credits from other institutions.

[Research Best Practices \[PDF\]](#)

The University of Nevada, Reno has a long and proud history of being the lead research campus within the state of Nevada. This booklet provides a brief overview of some of the key factors researchers should keep in mind as they conduct their research activities.

By End of Third Semester

[Declaration of Advisor/Major Advisor/Committee Chair \[PDF\]](#)

This form initial agreement between a student and their advisor/committee chair. For master's students, the Declaration of Advisor form must be submitted to the Graduate School by the end of the student's second semester. For doctoral and MFA students, the completed Declaration of Advisor form must be submitted to the Graduate School by the end of the student's third semester.

[Change of Advisory Committee \[PDF\]](#)

Use this form if you need to make a change to the personnel on your advisory committee.

[Program of Study and Requirements \[PDF\]](#)

The program of study specifies the courses and credits required to satisfy the requirements for the degree and documents the approval of the chair and members of the student's duly constituted advisory committee. The program of study must receive final approval by the Graduate Dean. For master's degree students, the completed Program of Study form must be submitted to the Graduate School by the end of the student's third semester. For MFA and doctoral students, the completed Program of Study form must be submitted to the Graduate School by the end of the student's fourth semester.

[Change in Program of Study \[PDF\]](#)

Add or removed courses from your program of study.

Required forms for Master's Degree (if completed)

[Notice of Completion: Master's Degree \[PDF\]](#)

This is a generic form which every student must complete in their graduating semester which relates to the cumulative project (thesis, professional paper, comprehensive exam). Fill out the sections that apply to your requirements. The advisory committee listed on the program of study signs the form. The notice of completion must be submitted by established deadlines for graduation.

[Thesis Filing Guidelines \[WEB\]](#)

Filing your thesis at the Graduate Division is one of the final steps leading to the award of your graduate degree. This link will provide you a comprehensive overview, as well as several forms required to file your thesis.

[Thesis Final Review Approval \[PDF\]](#)

Obtain signoff on your thesis from your advisory committee chair.

Required forms for PhD

[Dissertation Filing Guidelines \[WEB\]](#)

Filing your dissertation at the Graduate Division is one of the final steps leading to the award of your graduate degree. This link will provide you a comprehensive overview, as well as several forms required to file your dissertation.

[Program of Study and Requirements \[PDF\]](#)

The program of study specifies the courses and credits required to satisfy the requirements for the degree and documents the approval of the chair and members of the student's duly constituted advisory committee. The program of study must receive final approval by the Graduate Dean. For master's degree students, the completed Program of Study form must be submitted to the Graduate School by the end of the student's third semester. For MFA and doctoral students, the completed Program of Study form must be submitted to the Graduate School by the end of the student's fourth semester.

[Change in Program of Study \[PDF\]](#)

Add or removed courses from your program of study.

[Dissertation Final Review Approval \[PDF\]](#)

Obtain signoff on your dissertation from your advisory committee chair.

[Dissertation Title \[WEB\]](#)

Submit the title of your dissertation and the name of your advisor to the Graduate School.

[Doctoral Degree Admission to Candidacy \[PDF\]](#)

This is a status for those who have completed every requirement except for the dissertation

[Notice of Completion: Doctoral Degree \[PDF\]](#)

This is a generic form which every student must complete in their graduating semester which relates to the cumulative project (dissertation, professional paper, comprehensive exam). Fill out the sections that apply to your requirements. The advisory committee listed on the program of study signs the form. The notice of completion must be submitted by established deadlines for graduation.

[Exit Survey \[WEB\]](#)

The Graduate School is interested in assuring that the graduate experience is the best it can be. Please help us by completing this voluntary, short survey. Choosing to decline participation in this survey will have no adverse affect on your relationship with the University or the Graduate School. Your survey responses will be confidential and will not be reported individually.

[Graduation Application \[WEB\]](#)

Every student must purchase a graduation application by the designated deadline: May Graduation, March 1; August Graduation, June 1; December Graduation, October 1. After submission, you will receive an email within 3-8 weeks outlining the result of the graduation review. All candidates for graduation should visit their department advisor to confirm expectations for the final semester. This link will direct you to MyNevada to apply for graduation.

Other Forms

[Change in Program of Study \[PDF\]](#)

Add or removed courses from your program of study.

[Change of Advisory Committee \[PDF\]](#)

Use this form if you need to make a change to the personnel on your advisory committee.

[Leave of Absence \[PDF\]](#)

A leave of absence is a temporary cessation of study and may be granted for up to one year. Students requesting a leave of absence must be in good academic standing and submit the completed form before the period of leave begins. Time spent on an approved leave is included in the time allowed to complete the degree, i.e. six calendar years for the master's degree and eight calendar years for the doctoral degree.

[Notice of Reinstatement to Graduate Standing \[PDF\]](#)

This form is to be completed by the student requesting reinstatement to their graduate program after an unapproved leave. Once completed, the program will return this form to the Graduate School for final approval.

Appendix B: Required Program Forms (see following pages)

Domain Specific Knowledge 1 Substitution Approval

Request to use an advanced undergrad class, a non-UNR graduate class, GRE Subject Test subscale score, or an unlisted UNR graduate course to fulfill Category 1 DSK requirements.

STUDENT NAME: _____

Class(es) requested to be applied to domain	Grade(s)	Grad or Advanced undergrad (circle one)	Semester/Year Taken	Institution where class was taken	Approved? Y/N
Biological Basis of Behavior					
_____	_____	G or U	_____	_____	_____
_____	_____	G or U	_____	_____	_____
_____	_____	G or U	_____	_____	_____
Social Aspects of Behavior					
_____	_____	G or U	_____	_____	_____
_____	_____	G or U	_____	_____	_____
_____	_____	G or U	_____	_____	_____
Cognitive Aspects of Behavior					
_____	_____	G or U	_____	_____	_____
_____	_____	G or U	_____	_____	_____
_____	_____	G or U	_____	_____	_____
Affective Aspects of Behavior					
_____	_____	G or U	_____	_____	_____
_____	_____	G or U	_____	_____	_____
_____	_____	G or U	_____	_____	_____
Developmental Aspects of Behavior					
_____	_____	G or U	_____	_____	_____
_____	_____	G or U	_____	_____	_____
_____	_____	G or U	_____	_____	_____

Approved by:

Advisor Signature & Date

DCT Signature & Date

This form must be included in student file with approved syllabi attached for credit to be applied.

**University of Nevada, Reno
Clinical Psychology Program**

**ACADEMIC PROGRESS RECORD
2019-2020**

Name: _____

NSHE Student ID: _____

Year of Entrance into Program: _____

GRE SUBTEST

If you took the Psychology GRE subtest, what was your score: _____

Clinical Core

To be making satisfactory progress through the program, all coursework with the exception of PSY 772 and PSY 750/751 should be completed by the end of your second year in the program unless the class was not offered during that time.

CORE DIDACTIC CLINICAL COURSES	Grade	Semester & Year Taken
PSY 771 (3cr) Intro to Clinical / Ethics		
PSY 756 (3cr) Intro to Clinical Assessment		
PSY 757 (3cr) Intro to Clinical Intervention		
PSY 758 (3cr) Problems & Interventions w/ Adults		
PSY 759 (3cr) Lifespan Development		
PSY 761 (3cr) Learning Theory		
PSY 750 (3cr) Clinical Seminar: Title: _____ Instructor: _____		
PSY 751 (3cr) Clinical Seminar: Title: _____ Instructor: _____		

DIVERSITY REQUIREMENT	Grade	Semester & Year Taken
PSY 743 (3cr) Diversity <input type="checkbox"/> Approved Substitute: _____		

IN-HOUSE CLINICAL PRACTICA AT THE PSC	Grade	Semester & Year Taken
PSY 714 (3cr) Theory & Application - Supervised Clinical Practicum I Supervisor/Team: _____ Supervisor/Team: _____		
PSY 715 (3cr) Theory & Application - Supervised Clinical Practicum II Supervisor/Team: _____ Supervisor/Team: _____		
PSY 716 (3cr) Theory & Application - Supervised Clinical Practicum III Supervisor/Team: _____ Supervisor/Team: _____		
PSY 717 (3cr) Theory & Application - Supervised Clinical Practicum IV Supervisor/Team: _____ Supervisor/Team: _____		
1. PSY 772 (1-3cr) Adv. Practicum & Supervision Supervisor/Team: _____ Supervisor/Team: _____		
2. PSY 772 (1-3cr) Adv. Practicum & Supervision Supervisor/Team: _____ Supervisor/Team: _____		
3. PSY 772 (1-3cr) Adv. Practicum & Supervision Supervisor/Team: _____ Supervisor/Team: _____		
4. PSY 772 (1-3cr) Adv. Practicum & Supervision Supervisor/Team: _____ Supervisor/Team: _____		

NOTE: The program requires that you be on at least three different supervision teams in your 2nd and 3rd years. You should be carrying 3 clients between the two teams you are on or 3 on one team if you are only on one team in a particular semester.

EXTERNSHIP (PSY 773, 1-5 Credits)	
Site: Semester/Year:	Supervisor: Clinical <input type="checkbox"/> Research <input type="checkbox"/> Mixed <input type="checkbox"/>
Site: Semester/Year:	Supervisor: Clinical <input type="checkbox"/> Research <input type="checkbox"/> Mixed <input type="checkbox"/>
Site: Semester/Year:	Supervisor: Clinical <input type="checkbox"/> Research <input type="checkbox"/> Mixed <input type="checkbox"/>
Site: Semester/Year:	Supervisor: Clinical <input type="checkbox"/> Research <input type="checkbox"/> Mixed <input type="checkbox"/>
Site: Semester/Year:	Supervisor: Clinical <input type="checkbox"/> Research <input type="checkbox"/> Mixed <input type="checkbox"/>
Site: Semester/Year:	Supervisor: Clinical <input type="checkbox"/> Research <input type="checkbox"/> Mixed <input type="checkbox"/>
Site: Semester/Year:	Supervisor: Clinical <input type="checkbox"/> Research <input type="checkbox"/> Mixed <input type="checkbox"/>

TRACKING SUPERVISED CLINICAL EXPERIENCE
PSC Clients (Please keep track of running totals for each team)

Team & Supervisor Name _____
 Total Face to Face Hours _____
 Total Supervision Hours _____

Team & Supervisor Name _____
 Total Face to Face Hours _____
 Total Supervision Hours _____

Team & Supervisor Name _____
 Total Face to Face Hours _____
 Total Supervision Hours _____

Team & Supervisor Name _____
 Total Face to Face Hours _____
 Total Supervision Hours _____

Team & Supervisor Name _____
 Total Face to Face Hours _____
 Total Supervision Hours _____

TRACKING SUPERVISED CLINICAL EXPERIENCE

Agency, grant, or employment clients (Please keep track of running totals for each team)

Agency or Grant Name _____

Total Face to Face Hours _____

Total Supervision Hours _____

Agency or Grant Name _____

Total Face to Face Hours _____

Total Supervision Hours _____

Agency or Grant Name _____

Total Face to Face Hours _____

Total Supervision Hours _____

Agency or Grant Name _____

Total Face to Face Hours _____

Total Supervision Hours _____

Agency or Grant Name _____

Total Face to Face Hours _____

Total Supervision Hours _____

Other Clinical Experiences:

INTERNSHIP (1-5 Credits)		
Accredited?: Yes <input type="checkbox"/> No <input type="checkbox"/>	Funded?: Yes <input type="checkbox"/> No <input type="checkbox"/>	Obtained in Match?: Yes <input type="checkbox"/> No <input type="checkbox"/>
Name of Internship:		
Location of Internship:		
Dates did/will Attend:		

**Discipline-Specific Knowledge Category 1:
History and Systems of Psychology**

HISTORY AND SYSTEMS OF PSYCHOLOGY	Grade	Semester & Year Taken
PSY 761 (3cr) History, Consultation, and Future Trends in Psychology		

Discipline-Specific Knowledge Category 2: Basic Content Areas in Scientific Psychology

You may be able to meet the requirements for a broad understanding of some of the following areas by taking more than one course or as a result of courses taken as an undergraduate in combination with a more specialized course in grad school. What is given below is a list of options that will work, but you can suggest courses from your past that the CTC will consider as an additional way of meeting requirements. For example, if you took a good undergraduate course in physiology, the CTC might approve a more specialized graduate perception course to meet the biological aspects of behavior requirement. If you take one of the suggested classes, just check the box next to the class title.

COURSES		
Biological Basis of Behavior	Grade	Semester & Year Taken
PSY 729 (3cr) Human Memory <input type="checkbox"/> PSY 603 (3cr) Physiological Psychology <input type="checkbox"/> PSY 720S (3cr) Seminar in Sensation and Perception <input type="checkbox"/> PSY 721 (3cr) Advanced Psychophysiology <input type="checkbox"/> PSY 763 (3cr) Special Topics: Cog. & Brain Sciences (must get approval) <input type="checkbox"/> <input type="checkbox"/> Approved Substitute: _____ Past Coursework: _____ Course in Combination: _____		
Social Aspects of Behavior	Grade	Semester & Year Taken
PSY 764 (3cr) Special Topics in Social Psychology (Social Influence) <input type="checkbox"/> SPSY 739 Advanced Social Psychology I <input type="checkbox"/> SPSY 732 Social Psychology and Culture <input type="checkbox"/> <input type="checkbox"/> Approved Substitute: _____ Past Coursework: _____ Course in Combination: _____		
Cognitive Aspects of Behavior	Grade	Semester & Year Taken
SOC 722 (3cr) Attitudes: Structures, Function and Change <input type="checkbox"/> PSY 747 Behavior Analysis of Language and Cognition <input type="checkbox"/> <input type="checkbox"/> Approved Substitute: _____ Past Coursework: _____ Course in Combination: _____		
Affective Aspects of Behavior	Grade	Semester & Year Taken

COURSES		
PSY 761/2 (3cr) Contemporary Issues in Psychology (Evolution, Cognition, Behavior & Culture in Emotion) <input type="checkbox"/> <input type="checkbox"/> Approved Substitute: _____ Past Coursework: _____ Course in Combination: _____		

Discipline-Specific Knowledge Category 3: Advanced Integrative Knowledge in Scientific Psychology

You must have at least one class that substantively integrates content from two or more of the areas listed in Discipline-Specific Knowledge Category 1: History and Systems of Psychology and the Basic Content Areas in Scientific Psychology. Substitutes must be approved prior to taking them by the DCT.

COURS(ES)	Grade	Semester & Year Taken
OPTION #1 <input type="checkbox"/> PSY 761/2 (3cr) Evolution, cognition, behavior & culture in Emotion) (<i>Affective and Cognitive</i>) OPTION #2 <input type="checkbox"/> Approved Substitute: _____ Areas Integrated: _____ OPTION #3 <input type="checkbox"/> Approved Substitute: _____ Areas Integrated: _____ OPTION #4 <input type="checkbox"/> Approved Substitute: _____ Areas Integrated: _____		

Discipline-Specific Knowledge Category 4: Research and Quantitative Methods

CORE DIDACTIC CLINICAL SCIENCE COURSES	Grade	Semester & Year Taken
PSY 724 (3cr) Applied Research Methods II		
PSY 706 (3cr) Intermediate Statistics I		

CORE DIDACTIC CLINICAL SCIENCE COURSES	Grade	Semester & Year Taken
PSY 707 (3cr) Intermediate Statistics II (regression)		
Statistics III (3cr) (SEM, Mixed modeling, Longitudinal data analysis, Advanced Design and Data Analysis (SOC 731), or equivalent) Title: _____ Instructor: _____		
*Optional Third Methodology Class (3cr, e.g., observational coding, psychotherapy outcome, Behavioral & Systems Assessment (713)- offered every 2-3 years) Title: _____ Instructor: _____		

COMPREHENSIVE EXAMINATIONS (2 needed - at least one a grant proposal)		
1. Type: <input type="checkbox"/> Exam <input type="checkbox"/> Paper <input type="checkbox"/> Joint Paper <input type="checkbox"/> Grant		
Title: _____		
Date Completed: _____	Chair: _____	2 nd Reader: _____
2. Type: <input type="checkbox"/> Exam <input type="checkbox"/> Paper <input type="checkbox"/> Joint Paper <input type="checkbox"/> Grant		
Title: _____		
Date Completed: _____	Chair: _____	2 nd Reader: _____

COURSE PSY 795	Grade	Semester & Year Taken
PSY 795 (1cr) Comprehensive Examination (Take course when last comp is complete, to let the Grad School know you have completed this requirement).		

PREDOC or THESIS		
Predoc Paper <input type="checkbox"/> PSY 797 (6cr) Master's Thesis (for a Thesis Masters Degree)	Grade: _____	Semester & Year Taken: _____
Masters Project <input type="checkbox"/> PSY 752 (3cr) Grad Research (for a Non-thesis Masters Degree)	Grade: _____	Semester & Year Taken: _____
Title of Paper: _____		

PREDOC or THESIS		
Date Committee Formed:		Date Completed:
Chair:	2 nd Reader:	3 rd Reader: (if Masters)

DISSERTATION (24 Credits of PSY 779 are Required)		
Date of Prospectus Defense:		Date of Successful Dissertation Defense:
Title of Dissertation:		
Chair:	Committee Member:	Committee Member:
Outside Program Committee Member:	Outside Dept. Committee Member:	Optional Additional Committee Member:

Other Lab Information:

My primary research lab is advised by:

(If applicable) I'm also meeting with the research lab advised by:

Have you submitted any grants beyond the comp requirement:

Did you present at a conference this year? If so, what:

Other projects/papers/grants I am working on:

Electives

CLINICAL PROGRAM BREADTH REQUIREMENTS (2 (3cr) courses) Optional	Grade	Semester & Year Taken
1. Course Name & Number: _____ _____ Instructor: _____		
2. Course Name & Number: _____ _____ Instructor: _____		

ELECTIVES (700-level courses from anywhere in the department or petition for courses outside department) Optional	Grade	Semester & Year Taken
1. Course Name & Number: _____ _____ Instructor: _____		
2. Course Name & Number: _____ _____ Instructor: _____		

List other educational experiences/trainings/etc.:

SERVICE

Clinical Program:

Department of Psychology:

University of Nevada:

Local Community:

State, National, or Professional:

Other (list other activities, accomplishments, awards not included above):

**Attach all Syllabi for Approved Substitutes to this form.

**Also attach your Curriculum Vitae. Everyone should start a CV as early as possible and build onto it. There are many examples on the web.

Student Signature _____

Advisor Signature _____

**University of Nevada, Reno
Clinical Psychology Program**

**GRADUATE STUDENT ANNUAL EVALUATION
2018-2019**

ANNUAL EVALUATION

Date:	
Student Name:	
Advisor:	
Year Admitted to Program:	
Committee for Predoc/Thesis Formed:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Progress on Predoc/Thesis:	<input type="checkbox"/> Still Thinking <input type="checkbox"/> Decent Idea <input type="checkbox"/> Presented at Res Fest <input type="checkbox"/> Restarted <input type="checkbox"/> Completed
Number of Comps Completed:	<input type="checkbox"/> 1 <input type="checkbox"/> 2
Dissertation Proposal Status:	<input type="checkbox"/> Not Started <input type="checkbox"/> Has Idea <input type="checkbox"/> 1 st Draft <input type="checkbox"/> Almost Ready <input type="checkbox"/> Restarted <input type="checkbox"/> Proposal Rejected <input type="checkbox"/> Proposal Approved <input type="checkbox"/> Sent to Committee
Dissertation Status:	<input type="checkbox"/> Pending IRB <input type="checkbox"/> Ready to Collect Data <input type="checkbox"/> Data Being Collected <input type="checkbox"/> First Draft <input type="checkbox"/> Data Collected <input type="checkbox"/> Data Being Analyzed <input type="checkbox"/> Final Draft Ready <input type="checkbox"/> Out to Committee <input type="checkbox"/> Rewrite <input type="checkbox"/> Defended
Projected Year for Internship:	
Comments on Progress:	

Faculty Ratings

Note: All ratings are normed to expected performance given the student’s level of training. Any rating of **unacceptable** will result in a letter or probation.

Area	Excellent	Good	Promising	At Level of Experience	Weak/ Communicate Concerns	Unacceptable
Research Performance or Potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practicum Supervisor Name 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practicum Supervisor Name 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clinical Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maturity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Externship Performance Site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Narrative of strengths:

Narrative of concerns (include method of remediation, if needed):

Research plans:

Student Signature & Date

Advisor Signature & Date

DCT Signature & Date

STUDENT PRACTICUM EVALUATION – YEAR 1

Student: _____ Team: _____

Date/Semester: _____ Practicum Grade: _____

Baseline Competencies: Skills, Attitudes and Knowledge that students should possess at the Novice level prior to their practicum training experience:

Before beginning practicum the Novice student should possess and demonstrate a set of basic personal and intellectual skills, attitudes and values, and a core of professional knowledge. This core knowledge and these skills, attitudes and values are baseline competencies of the professional psychologist. We argue that it is inappropriate to undertake formal clinical professional training with students who have not acquired these skills. The work of subsequent clinical training is to shape and refine these baseline skills into professional skills.

The purpose of the Competency Review in Year 1 is to provide clinical supervisors and the CTC a baseline from which to design training opportunities that will optimize student learning in the clinical setting.

Indicate student status on the lines below:

B = Below Expectations M = Meets Expectations E = Exceeds Expectations NA = Not Applicable

1. Personality Characteristics, Intellectual and Personal Skills

- _____ **Interpersonal Skills:** ability to listen and be empathic with others; respect for/interest in others' cultures, experiences, values, points of view, goals and desires, fears, etc. These skills include verbal as well as non-verbal domains. An interpersonal skill of special relevance is the ability to be open to feedback.
- _____ **Cognitive Skills:** problem-solving ability, critical thinking, organized reasoning, intellectual curiosity and flexibility.
- _____ **Affective Skills:** affect tolerance; tolerance/understanding of interpersonal conflict; tolerance of ambiguity and uncertainty.
- _____ **Personality/Attitudes:** desire to help others; openness to new ideas; honesty/integrity/valuing of ethical behavior; personal courage.
- _____ **Expressive Skills:** ability to communicate one's ideas, feelings and information in verbal, non-verbal and written forms.
- _____ **Reflective Skills:** ability to examine and consider ones' own motives, attitudes, behaviors and one's effect on others.
- _____ **Personal Skills:** personal organization, personal hygiene, appropriate dress.

2. Knowledge from Classroom Experience

Prior to practicum training, students should acquire basic theoretical and research knowledge related to diagnosis, assessment and intervention; diversity; ethics; and skills in seeking out and applying research knowledge in the clinical setting. Early coursework should provide sufficient training in the specific areas listed here.

a. Assessment & Clinical Interviewing

- _____ Knowledge regarding psychopathology related to the population(s) served
- _____ Knowledge of scientific, theoretical, empirical and contextual bases of psychological assessment
- _____ Knowledge of test construction, validity, score reliability and related assessment psychometrics.
- _____ Training in principles and practice of systematic administration, data-gathering and interpretation for assessment, including identifying problems, formulating diagnoses, goals and case conceptualizations; understanding the relationship between assessment and intervention, assessment of treatment progress and outcome.
- _____ Training in the models and techniques of clinical interviewing

b. Intervention

- _____ Knowledge of scientific, theoretical, empirical and contextual bases of intervention
- _____ Training in basic clinical skills, such as empathic listening, framing problems, etc.
- _____ Training in assessment of treatment progress and outcome.

c. Ethical & Legal

- _____ Principles of ethical practice and decision making (APA, 2002)
- _____ Legal knowledge related to the practice of psychology [Federal (e.g., HIPAA), State law]

d. Individual and Cultural Difference (ICD)

- _____ Knowledge and understanding of the principles and findings related to ICD as they apply to professional psychology.
- _____ Understanding of one's own situation (e.g., one's ethnic/racial, socioeconomic, gender, sexual orientation; one's attitudes towards diverse others) relative to the dimensions of ICD (e.g., class, race, physical disability etc.)
- _____ Understanding of the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues, etc.).

RECOMMENDATIONS

Ratings were based on the following (check all that apply):

- | | |
|---|--|
| <input type="checkbox"/> Role-play | <input type="checkbox"/> Presentation to Class |
| <input type="checkbox"/> Observations of Videotape | <input type="checkbox"/> Class Discussion |
| <input type="checkbox"/> Listening to Audiotape | <input type="checkbox"/> Written Paper |
| <input type="checkbox"/> Discussion of Clinical Materials | <input type="checkbox"/> Written Exam |
| | <input type="checkbox"/> Other: _____ |

If student was assessed as a "B" in any area, elaborate here (Be sure to include concrete examples):

Student's Learning Goals:

Training Recommendations:

Student's Signature: _____ Date: _____

Clinical Supervisor Signature: _____ Date: _____

Based on Hatcher, R.L. & Lassiter, K.D. (2004). Report on Practicum Competencies. The Association of Directors of Psychology Training Clinics (ADPTC) Practicum Competencies Workgroup.

STUDENT PRACTICUM EVALUATION – YEARS 2-4

Student: _____ Team: _____

Date/Semester: _____ Practicum Grade: _____

The purpose of the Competency Review in Years 2 & 3 is to assess the student's current level of skill to design training opportunities that will optimize individual student's learning in the clinical setting as well as identify any areas that may require remediation. Students are expected to continue to make progress in all domains through their third year. In Year 4, it is to assess the student's readiness for the Internship phase of training. Indicate student status on the lines below:

B = Below Expectations M = Meets Expectations E = Exceeds Expectations NA = Not Applicable

1. Personality Characteristics, Intellectual and Personal Skills

- _____ **Interpersonal Skills:** ability to listen and be empathic with others; respect for/interest in others' cultures, experiences, values, points of view, goals and desires, fears, etc. These skills include verbal as well as non-verbal domains. An interpersonal skill of special relevance is the ability to be open to feedback.
- _____ **Cognitive Skills:** problem-solving ability, critical thinking, organized reasoning, intellectual curiosity and flexibility.
- _____ **Affective Skills:** affect tolerance; tolerance/understanding of interpersonal conflict; tolerance of ambiguity and uncertainty.
- _____ **Personality/Attitudes:** desire to help others; openness to new ideas; honesty/integrity/valuing of ethical behavior; personal courage.
- _____ **Expressive Skills:** ability to communicate one's ideas, feelings and information in verbal, non-verbal and written forms.
- _____ **Reflective Skills:** ability to examine and consider ones' own motives, attitudes, behaviors and one's effect on others.
- _____ **Personal Skills:** personal organization, personal hygiene, appropriate dress.

2. Relationship/Interpersonal Skills

- a) With patients/clients/families:
 - _____ Ability to take a respectful, helpful professional approach to patients/clients/families
 - _____ Ability to form a working alliance
 - _____ Ability to deal with conflict, negotiate differences
 - _____ Ability to understand and maintain appropriate professional boundaries.
- b) With Colleagues
 - _____ Ability to work collegially with fellow professionals
 - _____ Ability to support others and their work and to gain support for one's own work
 - _____ Ability to provide helpful feedback to peers
 - _____ Ability to receive feedback nondefensively from peers
- c) With Supervisors (the ability to make effective use of supervision)
 - _____ Ability to work collaboratively with the supervisor
 - _____ Ability to prepare for supervision
 - _____ Ability/willingness to accept supervisory input, including direction; ability to follow through on recommendations
 - _____ Ability to negotiate needs for autonomy from and dependency on supervisors
 - _____ Ability to self-reflect and self-evaluate regarding clinical skills and use of supervision, including using good judgment as to when supervisory input is necessary

3. Skills in Application of Research

- _____ Development of skills and habits in seeking and applying theoretical and research knowledge relevant to practice of psychology in the clinical setting
- _____ Understanding and application of theoretical and research knowledge related to diagnosis/assessment, intervention, diversity, supervision, ethics etc.

4. Psychological Assessment Skills

- _____ Ability to utilize systematic approaches to gathering data to inform clinical decision making
- _____ Knowledge of issues related to integration of different data sources
- _____ Ability to integrate assessment data from different sources for diagnostic purposes
- _____ Ability to formulate/apply diagnoses & understand the strengths and limitations of diagnosis

5. Intervention Skills

- _____ Understanding of theory and mechanisms of change emphasized by the clinical team
- _____ Ability to formulate and conceptualize cases from this perspective
- _____ Ability to plan treatments using Clinical Team's approach
- _____ Skill in implementing intervention skills that are the focus of the Clinical Team
- _____ Ability to assess treatment progress and outcomes in clinical caseload
- _____ Knowledge regarding treatment development/validation/empirically supported practice in general and in relation to the focus of the clinical team

6. Diversity - Individual and Cultural Differences

- _____ Knowledge of self in the context of diversity (one's own attitudes, stimulus value, and related strengths/limitations) as one operates in the clinical setting with diverse others
- _____ Knowledge about the nature and impact of diversity in different clinical situations/specific racial/ethnic populations
- _____ Ability to work effectively with diverse others in assessment, treatment and consultation

7. Ethics

- _____ Knowledge of ethical/professional codes, standards and guidelines; knowledge of statutes, rules, regulations and case law relevant to the practice of psychology
- _____ Recognize and analyze ethical and legal issues across the range of professional activities in the practicum setting
- _____ Recognize and understand the ethical dimensions/features of his/her own attitudes and practice in the clinical setting
- _____ Seek appropriate information and consultation when faced with ethical issues
- _____ Practice appropriate professional assertiveness related to ethical issues (e.g., by raising issues when they become apparent to the student)

8. Professional Development

a) Practical Skills to Maintain Effective Clinical Practice

- _____ Timeliness: completing professional tasks in allotted/appropriate time (e.g., evaluations, notes, reports); arriving promptly at meetings and appointments
- _____ Developing an organized, disciplined approach to writing and maintaining notes and records
- _____ Negotiating/managing fees and payments
- _____ Organizing and presenting case material; preparing professional reports
- _____ Ability to self-identify personal distress, particularly as it relates to clinical work.
- _____ Ability to seek and use resources that support healthy functioning when experiencing distress
- _____ Organizing one's day, including time for notes and records, rest and recovery etc.

b) Professional Development Competencies

- _____ Ability to understand and follow Clinic/Team operating procedures
- _____ Ability to apply critical thinking and analysis
- _____ Ability to use resources to promote effective practice (e.g., published information, input from colleagues, technological resources)
- _____ Exercises responsibility and accountability, and seeks consultation when needed
- _____ Effective time management skills

- _____ Demonstrates self-understanding and reflection
- _____ Practices effective self-care
- _____ Demonstrates awareness of personal identity (e.g., relative to individual and cultural differences)
- _____ Pursues development opportunities (e.g., by attending professional development seminars, etc.)
- _____ Demonstrates social intelligence; ability to interact collaboratively and respectfully with colleagues
- _____ Willingness to acknowledge and correct errors
- _____ Ability to create and conduct an effective presentation

9. Metaknowledge/Metacompetencies – Skilled Learning

- _____ Knowing the extent and the limits of one’s own skills; learning the habit/skill of self-evaluation
- _____ Knowledge of the process for extending current skills into new areas
- _____ Commitment to life-long learning and quality improvement
- _____ Awareness of one’s identity as a psychologist: knowing what one knows and can do (and should do) as a psychologist

10. OPTIONAL YEARS 3 & 4 - Consultation Skills/Interdisciplinary Collaborations

- _____ Knowledge of the unique patient care roles of other professionals
- _____ Ability to effectively relate to other professionals in accordance with their unique patient care roles
- _____ Understanding of the consultant’s role as an information provider to another professional who will ultimately be the patient care decision maker
- _____ Capacity for dialoguing with other professionals that avoids use of psychological jargon
- _____ Ability to choose an appropriate means of assessment to answer referral questions
- _____ Ability to implement a systematic approach to data collection in a consultative role
- _____ Consultative reports are well organized, succinct and provide useful and relevant recommendations to other professionals

11. OPTIONAL YEARS 3 & 4 - Supervisory Skills

- _____ Knowledge of the supervision literature (e.g., models, theories and research)
- _____ Knowledge concerning how clinicians develop to be skilled professionals
- _____ Knowledge of methods and issues related to evaluating professional work, including delivering formative and summative feedback
- _____ Knowledge of the limits of one’s supervisory skills

RECOMMENDATIONS

Ratings were based on the following (check all that apply):

- | | |
|--|--|
| <input type="checkbox"/> Role-play | <input type="checkbox"/> Discussion of Clinical Material |
| <input type="checkbox"/> Observations of Videotape | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Listening to Audiotape | |

If student was assessed as a “B” in any area, elaborate here (Be sure to include concrete examples):

Student’s learning goals/Training recommendations:

SUMMARY

Do you recommend a passing grade for this student’s placement, given the level of practicum in which the student is enrolled?

Yes _____ No _____

Clinical Supervisor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Based on Hatcher, R.L. & Lassiter, K.D. (2004). Report on Practicum Competencies. The Association of Directors of Psychology Training Clinics (ADPTC) Practicum Competencies Workgroup.

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SUPERVISOR EVALUATION

Supervisor's Name: _____ **Semester/Year:** _____

How many clients did you see this semester on that team? _____

How many sessions did you have with each client?

Client 1: _____ session(s)

Client 4: _____ session(s)

Client 2: _____ session(s)

Client 5: _____ session(s)

Client 3: _____ session(s)

Client 6: _____ session(s)

INSTRUCTIONS: Read each item carefully and think about how often your supervisor engaged in the described behavior. Indicate your response to each item by circling the appropriate number.

AVAILABILITY AND ORGANIZATION	Never	Seldom	Occasionally	Often	Always
My supervisor attended scheduled supervision meetings.	1	2	3	4	5
My supervisor was organized and on time for supervision.	1	2	3	4	5
My supervisor was available to meet outside of supervision when I needed to.	1	2	3	4	5

GENERAL GUIDANCE AND RELATIONSHIP	Never	Seldom	Occasionally	Often	Always
My supervisor treated me with respect.	1	2	3	4	5
My supervisor was a good role model.	1	2	3	4	5
My supervisor provided feedback clearly and in a helpful manner.	1	2	3	4	5
My supervisors has seen video of my sessions to provide me focused feedback	1	2	3	4	5
My supervisor provided me with an appropriate amount of direction but also supported my autonomy.	1	2	3	4	5
My supervisor listened to my ideas about how to proceed with a client.	1	2	3	4	5
My supervisor treated me fairly and was clear about his/her expectations.	1	2	3	4	5

PROFESSIONAL AND THEORETICAL DEVELOPMENT	Never	Seldom	Occasionally	Often	Always
My supervisor encouraged me to consult reference materials and the literature as appropriate.	1	2	3	4	5
My supervisor encouraged me to consider diversity issues in my work.	1	2	3	4	5
My supervisor helped me work from a clear theoretical framework with individual clients	1	2	3	4	5
My supervisor explained the theoretical rationale for his/her suggested interventions.	1	2	3	4	5
My ability to implement and deliver treatment on this team displays a high level of competence in this area	1	2	3	4	5
My delivery of treatment is highly adherent to the protocols disseminated in supervision	1	2	3	4	5

PROFESSIONAL AND THEORETICAL DEVELOPMENT	Never	Seldom	Occasionally	Often	Always
I attend to and use the working alliance to facilitate the delivery of treatment in my sessions	1	2	3	4	5

OVERALL RATINGS	Poor	Below Average	Average	Above Average	Excellent
Overall rating of supervisory experience.	1	2	3	4	5
Overall self-evaluation of your ability as a therapist on this team	1	2	3	4	5

Comments (optional):

EXTERN EVALUATION OF EXTERNAL PRACTICUM SITE AND SUPERVISION

(To be filled out by student extern each semester and returned to DCT)

Name of Student _____ Semester/Year _____

Practicum Site _____ Primary Supervisor _____

The purpose of this form is to gather information about the quality of our external practicum sites and to insure that those sites remain appropriate, productive, and beneficial to our students. To that end, please circle the number that best represents your assessment of your practicum site for this semester.

Domain I: SUPERVISION

1. I believe that in the supervisory relationship:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a. We have established a comfortable working rapport with one another.	SA	A	N	D	SD
b. The supervisor is involved and committed to the supervisory process.	SA	A	N	D	SD
c. Supervision creates a climate conducive to open communication and productive use of supervision time.	SA	A	N	D	SD
d. Supervisor provides appropriate information and teaching to clinical work and professional development.	SA	A	N	D	SD
e. The supervisor helps me achieve my learning goals.	SA	A	N	D	SD

2. This supervisor:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a. Keeps appointments with me and arrives on time.	SA	A	N	D	SD
b. Has been accessible to me between appointments to assist on more urgent concerns.	SA	A	N	D	SD
c. Has facilitated my maintaining records and reports	SA	A	N	D	SD
d. Shares and negotiates expectations of my practicum role and supervision.	SA	A	N	D	SD
e. Gives clear feedback about my competencies and skills.	SA	A	N	D	SD
f. Provides me the minimum of 1 hour of one-on-one supervision each week.	SA	A	N	D	SD
g. Applies criteria fairly in evaluating me.	SA	A	N	D	SD

3. In the area of professionalism, this supervisor has:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a. Urged my adherence to high ethical standards.	SA	A	N	D	SD
b. Encouraged a sense of professional integrity and responsibility in practicum activities.	SA	A	N	D	SD
c. Expected a sense of professional decorum in dress and behavior on my part.	SA	A	N	D	SD

4. With respect to professional learning processes, this supervisor:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a. Helps me integrate relevant material from other areas of psychology.	SA	A	N	D	SD
b. Encourages me to consult the conceptual and empirical literature for empirically valid procedures.	SA	A	N	D	SD

5. This supervisor has shared technical and theoretical knowledge regarding:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a. Assessment modalities relevant to patients' needs and problems.	SA	A	N	D	SD
b. Treatment modalities and interventions relevant to patients' needs and problems.	SA	A	N	D	SD
c. Community resources available to assist patients, or to facilitate appropriate referral.	SA	A	N	D	SD
d. How to conceptualize patients' needs and problems.	SA	A	N	D	SD

Domain II: SITE INFORMATION

1. The Site:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a. Provides appropriate resource and reference materials.	SA	A	N	D	SD
b. Has a consistent philosophy and plan to guide its programming.	SA	A	N	D	SD
c. Provides an adequate forum for discussing intervention issues.	SA	A	N	D	SD
d. Follows ethical practices, services, and professionals.	SA	A	N	D	SD
e. Experience helps me learn to apply what I have learned in the program.	SA	A	N	D	SD
f. Has a professional atmosphere.	SA	A	N	D	SD
g. Encouraged students to make suggestions for improvements.	SA	A	N	D	SD

1. The Site:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
h. Gives appropriate work expected of student.	SA	A	N	D	SD
i. Treats students with respect and in a professional manner.	SA	A	N	D	SD
j. Provides avenues for professional development (e.g., workshops, training)	SA	A	N	D	SD

Domain III: MULTICULTURAL ISSUES

1. Regarding Multicultural Issues:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a. Professionals at the site demonstrate appreciation of individual differences (e.g., age, gender, sexual orientation, disability, social class, religion/spirituality).	SA	A	N	D	SD
b. Site encourages awareness of own values and beliefs regarding differences and their impact on others.	SA	A	N	D	SD
c. Site encourages integration of theoretical and empirical knowledge regarding diversity into clinical practice.	SA	A	N	D	SD

Domain IV: PROFESSIONAL EXPERIENCE: (please check all that apply)

Experiences:

- | | |
|--|---|
| <input type="checkbox"/> Psychological Testing Assessment, Evaluations | <input type="checkbox"/> Alcohol/Drug Abuse Counseling |
| <input type="checkbox"/> Mental Status Exams | <input type="checkbox"/> Forensic Services |
| <input type="checkbox"/> Psychosocial Histories | <input type="checkbox"/> Neuropsychological Evaluations |
| <input type="checkbox"/> Individual Psychotherapy | <input type="checkbox"/> Crisis Intervention |
| <input type="checkbox"/> Group Psychotherapy | <input type="checkbox"/> Consultation |
| <input type="checkbox"/> Family Psychotherapy | <input type="checkbox"/> Parenting Skills Training |
| <input type="checkbox"/> Marital/Relationship Therapy | <input type="checkbox"/> Integrated Health Care |
| | <input type="checkbox"/> Other _____ |

Populations:

- | | |
|--|--|
| <input type="checkbox"/> Adults | <input type="checkbox"/> Minorities |
| <input type="checkbox"/> Adolescents | <input type="checkbox"/> LGBTQI |
| <input type="checkbox"/> Children | <input type="checkbox"/> Inpatients |
| <input type="checkbox"/> Geriatric | <input type="checkbox"/> Outpatients |
| <input type="checkbox"/> Sexually Abused | <input type="checkbox"/> Intellectual / developmental disabilities |
| <input type="checkbox"/> Low Income | <input type="checkbox"/> Other _____ |

The theoretical orientation of the supervision provided to me is/was:

Identify the methods of supervision used by your Supervisor (check all that apply):

- Audiotape
- Videotape
- Live Observation
- Co-Therapy
- Role-Play
- Discussion
- Reading
- Other

My overall rating of this supervisor is:

- Very Poor
- Poor
- Average
- Good
- Very Good

My overall rating of this externship site is:

- Very Poor
- Poor
- Average
- Good
- Very Good

Additional comments or concerns:

**University of Nevada, Reno
Psychological Services Center**

EXTERNAL PRACTICUM SITE STUDENT EVALUATION

To be filled out by externship supervisor each semester and returned to DCT

Student Name: _____

Supervisor's Name: _____

Placement Dates: _____

Site Name: _____

Total Number Of:

Assessment cases seen: _____
(Report/summary/diagnostic decisions)

Clients treated individually: _____

Clients treated in groups: _____

Age range: _____

Practicum Hours:

_____ Total hours of direct service (assessment)

_____ Total hours of direct service (intervention)

_____ Total hours of direct service (other)

_____ Total hours of indirect service (assessment)

_____ Total hours of indirect service (intervention)

_____ Total hours of indirect service (other)

_____ Total hours of individual, face-to-face supervision

_____ Total hours of other supervision

_____ TOTAL PRACTICUM HOURS

**University of Nevada, Reno
Psychological Services Center**

COMPREHENSIVE EXAM PROPOSAL COVER SHEET

Doctoral Program
in Clinical Psychology

*****For pre- August 2017 bluebooks***
Attach to each proposal**

Student: _____

Title of Exam: _____

Area Covered by Exam: (circle one)

1. Assessment or Evaluation
2. Psychopathology or Life Crises and Problems
3. Psychotherapy or Mental Health Services Delivery
4. Developmental or Personality

Proposed Method of Exam: (circle one)

- | | | |
|-----------------|-------------|----------------------------------|
| 1. Written exam | 2. Paper | 3. Joint paper w/ faculty member |
| 4. Grant | 5. Workshop | 6. Other: (describe) |

This is the _____ 1st _____ 2nd _____ 3rd comprehensive exam. For each "other" exam please describe the title, area, method, committee, date approved, target date of completion, and whether actually completed.

Proposed target date for completion of this exam: _____ **(must be within 6 months of approval).**
Proposed committee, if any:

(do not write below this line)

Examining Committee:

Chair:

Second Member:

Target date for completion:

Proposal was: _____ Approved _____ Not Approved Date: _____ By: _____

Modifications Needed:

Comments:

University of Nevada, Reno
Psychological Services Center

COMPREHENSIVE EXAM PROPOSAL COVER SHEET

Doctoral Program
in Clinical Psychology

*****For post August 2017 bluebooks*****

Attach this cover sheet to each proposal.

Student Name: _____

Title of Exam: _____

This is my _____ 1st or _____ 2nd comprehensive exam. (check one)

Which comprehensive exam are you proposing? (check one)

See section 4.4.2 of the Blue Book for detailed requirements for each option.

Requirement 1: (all students must complete this requirement):

A grant proposal

Requirement 2: (all students must complete ONE of the following options):

A scholarly review of theoretical and empirical literature in an area of clinical psychology.

A first author publication submitted to a peer reviewed journal.

A project similar in scope to Option 2 or 3. Describe what you are proposing as an alternative:

For each "other" exam, please attach a separate sheet describing the title, area, method, committee, date approved, target date of completion, and whether it was/will be actually completed.

Proposed target date for completion of this exam: _____ (must be within 6 months of approval).

Proposed committee, if any:

(Do not write below this line, for CTC use only)

Examining Committee:	Chair:	Second Member:
Target Date for Completion:	Proposal Was: <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved	
Approved By:	Not Approved By:	Date:

Modifications Needed:

Comments:

**University of Nevada, Reno
Psychological Services Center**

REQUEST FOR APPROVAL OF PROSPECTUS FOR PREDOCTORAL RESEARCH PROJECT

Doctoral Program
in Clinical Psychology

Student: _____

Date Filed _____

Title of Project: _____

Committee Members: _____

(Chair)

(Member)

Prospectus Approved: _____ Date: _____

(Chair)

_____ Date: _____

(Member)

Note to Student: After this form has been signed by the two members of the Predoctoral Research Committee, indicating approval of the Predoctoral Research Prospectus, it should be turned in to the Clinical Program Administrative Assistant for filing.

**University of Nevada, Reno
Psychological Services Center**

Request for funding 5th year and beyond

Doctoral Program
in Clinical Psychology

This form must be filled out EACH year that a student is requesting funding after their fourth year in the program. Students must review with this with their advisor and have them sign off on the timeline to completion.

Student: _____

Year of Entry: _____ Year Requesting Funding: _____

Anticipated Date of Program Completion: _____

STUDENT PROGRESS

Requirement	Completed? (circle one)	If not completed, anticipated date of completion
Completed All Class Work	Yes No	
List the Classes You Have Left:		
Externship #1	Yes No	
Externship #2	Yes No	
PSC Primary Team (2 year minimum)	Yes No	
PSC Primary Team #1 (1 year min.)	Yes No	
PSC Primary Team #2 (1 year min.)	Yes No	
Comp Exam 1	Yes No	
Comp Exam 2	Yes No	
Comp Exam 3 (if applicable)	Yes No	
Predocctoral Project	Yes No	
Dissertation Proposal Defense	Yes No	
Dissertation Fefense	Yes No	
Internship	Yes No	

PLAN FOR COMPLETION

Is this timeline/plan is feasible given the current progress in the program? Yes No

Student Signature & Date _____

Advisors Signature & Date _____

DCT Signature & Date _____

Appendix C: Policy on Faculty Business Interests

Department Policy on Faculty Business Interests

Unanimously approved by the Department of Psychology
November 15, 1996

Prologue

According to its mission statement, the Department of Psychology is a center for scholarship and learning in the discipline of psychology, with responsibilities that extended to the citizens of our region, state, nation, and world. The Department seeks not only to teach what is known, but also to develop knowledge, to apply that knowledge to human problems, and to instill the methods of creative, critical, scientific inquiry in our students. In all of its actions, the Department seeks to create a safe and supportive learning environment that is respectful of diversity, avoids prejudice of all kinds, maintains an attitude of open and free inquiry, builds a sense of intellectual community and mutual respect, and that takes seriously the social responsibilities that flow from participation in a public, land grant institution.

The Department recognizes the potential benefits of private consultation and private business by faculty to the service and research goals of the Department. There is a long standing tradition in the University, however, of avoiding conflict of interest when private business is concerned. In addition, the Department feels that is particularly important that students, who are just acquiring research and scholarly values, not be excessively impacted by monetary concerns that may not advance these values before they have even been fully acquired. It seems important that students, especially in their first three or four years, work if possible within the structure of the University, in accord with more specific policies that may be set by their specific program.

Policy

The following policy is in effect as of the date of adoption:

1. Grant and business activities should be open and formally reported to the Executive Committee if the grant or business involves department students, faculty consultation, and so on, even if the grant or business activity is not sought through the University. In the case of student employment these reports should be made on an a priori basis; in other cases annual reports are sufficient.
2. University facilities and staff should be used to advance private business only with the formal consent of appropriate authorities within the University.
3. In general, faculty should seek out ways to involve the University formally in grants that involve students, faculty consultation, and the like and to support the institution through indirect cost recovery.
4. Grant activities should respect the 8 hour per week limit on consultation during the business week and those generated within the University should respect the 50% limit on salary enhancement. Course buy-outs should be approved in advance and appropriately funded.
5. If the grant could benefit a private business that the faculty member has a relationship with (as defined in the conflict of interest section of the University personnel by-laws) the faculty member involved must not advance that business through official acts such as grading, giving credit, or serving on student committees involving the project, even if the grant originated within the University.
6. Cooperative research between private businesses and the University can benefit both parties, but the interests of both should be recognized. Normal University guidelines for positions, salary, and so on will apply

to students participating in grants that are partially in the University, and that involve cooperation with faculty business interests.

7. There is particular concern when students are doing grant or other business work for a faculty business that did not originate within the University, since these kinds of relationships have none of the protections provided by University sponsorship. This kind of relationship might be appropriate for senior students in some circumstances, but it is inherently subject to subtle forms of conflict of interest (e.g., pleasing faculty who have formal educational duties with a student by promoting that faculty person's private business) and thus it is not encouraged. Except for specific employment policies that may be set by their specific graduate program, the Department does not prohibit such employment if it is entirely separate from University duties but feels that if it occurs this work should have no relation to the student's academic program within the Department (e.g., thesis credit, dissertation credit, course requirements, comprehensive exam requirements, clinical experience requirements) *even if it is graded by others*, and the student must not use University space or resources to accomplish these private business ends.

8. Cases that are in a gray area should be referred to the Executive Committee for input.

Appendix D: Student Dismissal Procedures

TITLE 2 - Nevada System of Higher Education

STUDENT PROGRAM DISMISSAL PROCEDURES

CODE CHAPTER 11

Section 1. Dismissal from Programs

A student may be dismissed from a program for academic reasons which may include but are not limited to inadequate grades or failure to remain in academic good standing as defined by the program, a lack of professionalism or unethical conduct, or failure to comply with other specific program requirements. Failure to comport with professional and/or ethical standards applicable to the particular discipline or program may be grounds for dismissal from a program. "Program" includes but is not limited to all undergraduate and graduate programs which have special requirements for admission to and/or for progression within the particular program. If the program has special requirements for admission or progression, they must be in writing and either published on the institution's website or provided in writing to all students who are admitted to the program. The program dismissal procedures established in this chapter are not applicable to expulsion from an institution for violation of the applicable student code of conduct.

System institutions, professional schools and individual programs may establish written policies, procedures and sanctions for program dismissals that may be used in lieu of the procedures of this chapter, subject to prior review by the institution's general counsel and the approval of the president of the institution. Any such policy will be effective the next semester following its approval by the president. In the absence of such an approved policy, the procedures set forth in this chapter will apply.

(B/R 6/14)

Section 2. Dismissal for Failure to Maintain Required Grades or Required Grade Point Average (GPA)

If the program dismissal is based upon failure to maintain required grades or a required GPA for the particular program or for a course within the program, this program dismissal procedure does not apply and the student may be summarily dismissed from the program. The student's only recourse to challenge a grade is to utilize the institution's grade appeal process. If the student's grade appeal is successful, the student must be reinstated in the program.

(B/R 6/14)

Section 3. Dismissal Procedures

a. Notice of the Dismissal.

The student must be provided with a written statement of reasons for the program dismissal action before the student is dismissed from the program. However, student behavior or actions that threaten professional and/or ethical standards or norms may result in a modification of this procedure. Student actions related to the program, which cause life, health and safety risks, or program disruption, may be a basis for immediate removal from program activities (including but not limited to academic classes) pending the outcome of a review conference. Approval by the institution's president or designee is required in cases of immediate removal from a program where a notice of dismissal and review conference occur subsequently. Rev. 261 (06/14) Title 2, Chapter 11, Page 3 The notice of dismissal must include information about the review conference procedure (set forth in Subsection b. below) and the date for the review conference. A student may but is not required to be given a warning and the opportunity to correct any violations of program requirements before the issuance of a notice of dismissal.

b. Review Conference.

The student must be afforded the opportunity for a review conference. A review officer will administer and carry out the review conference.

The review conference is an informal meeting that is not intended to be adversarial in nature. The student may be accompanied by an advisor during the conference. The advisor serves in a support role to the student during the review conference. In this process the advisor has no right to speak during the review conference

except to the student. If a student, who has been given notice, does not appear for the review conference, the review conference will still proceed. The review conference is the time for presentation of the information, documents or witnesses in support of the dismissal. The review conference is the time at which the student is afforded the opportunity to present information, documents or witnesses on his or her behalf. Witnesses may present a statement to the review officer. However, only the review officer may ask questions of any witnesses. Further, the individual who made the recommendation for program dismissal has the opportunity to participate in the review conference and may present information, documents or witnesses in support of the program dismissal recommendation. The review officer may also include a representative from the applicable discipline or program in the review conference.

A review conference must occur no earlier than three (3) college working days after the date on which written notification of the recommendation for dismissal was sent to the student by e-mail or by personal delivery. If the notice was sent by US Mail, the review conference must occur no earlier than five (5) college working days after the date of mailing. However, upon request by the student, the review officer, in his or her sole discretion, may grant an extension of time with regard to the review conference. Unless an extension of the time for the review conference has been granted by the review officer, the review conference must take place no later than 10 college working days after the date the written notice of dismissal was sent or delivered to the student.

c. Review Officer.

The review officer must be an individual at the level of academic vice president or designee. The review officer must not have been involved in the program dismissal recommendation.

d. Written Decision.

After careful review of all the materials, statements and relevant circumstances, the review officer must issue a written decision setting forth the reasons upon which the final decision is based. If the review officer does not uphold the recommendation for dismissal, the student must be reinstated in the program. The review officer will render a decision to the student and the program within five (5) college working days after the review conference.

e. Standard of Review.

The review officer's determination shall be made on the basis of whether it is more likely than not that the student engaged in behavior or actions related to the program that warrant program dismissal.

f. Decision Final.

The decision of the review officer is final and is not subject to appeal.

g. Re-Entry or Re-Admission.

Each institution shall determine the conditions, if any, for re-entry or re-admission to the program.