



THE UNIVERSITY  
*of* NORTH CAROLINA  
*at* CHAPEL HILL

# Doctoral Program in Clinical Psychology Program Handbook

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

Last Update:  
JANUARY 2017

## Introduction

Welcome to UNC! The information presented in this booklet has been prepared by faculty, students, and staff to help you as you progress through the UNC Clinical Psychology graduate program. Our program includes a very accessible, friendly, and accommodating group of colleagues. We also are a very large program rich with training opportunities, including several groups of faculty, two training tracks (i.e., Adult and Child/Family), over 30 graduate students in residence, and a multitude of training sites both on and off the UNC campus. Thus, we hope this handbook will serve as a useful resource for helping you to navigate our large program and its many training experiences.

This Handbook is broad in scope and very inclusive in nature. We hope that you will consult sections of this handbook as needed throughout your training in the graduate program. Some sections will be most applicable to your first year; other sections will be more relevant in later years. Whenever possible, we have included helpful summaries and checklists to assist you in consolidating this information.

The handbook always is a work in progress. We hope that you will provide feedback and suggestions to ensure that this resource continues to offer current and helpful information for future classes of students.

Of course, this handbook serves to supplement, not replace, the in-person feedback and guidance we hope you will solicit from your faculty, staff, and student colleagues in the department. In addition to your primary mentor, all faculty are available for advice, input, and to answer questions as needed. The Clinical Program also includes a Director (currently Mitch Prinstein) and an Associate Director who help to coordinate the program's activities, decisions, and ensure student success.

We wish you luck as you begin your graduate career at UNC! Go Tar Heels!

## Table of Contents

1. [Mission Statement](#)
2. [Who's Who in the Clinical Program](#)
  - [Tenure Track Faculty](#)
  - [Fixed Term Faculty](#)
  - [Staff](#)
3. [Guiding Principles and Policies](#)
  - [Ethics](#)
  - [Diversity](#)
  - [Working with Diverse Clients](#)
  - [Student Involvement](#)
  - [Disability, Impairment, or Psychological Distress](#)
  - [Sexual Harassment](#)
  - [Criminal Activities and Reporting Requirements](#)
  - [Accreditation](#)
4. [Training Experiences: Overview](#)
5. [Didactic Training](#)
  - [Formal Coursework](#)
    - [Enrollment](#)
    - [NC Residency](#)
    - [Courses](#)
    - [Exemptions](#)
    - [APA and Licensure Requirements](#)
    - [Electives](#)
  - [Seminars](#)
6. [Research Training](#)
  - [Research Milestones](#)
  - [Consistent Involvement in Research Activities](#)
  - [Master's Thesis](#)
    - [Use of an Existing Dataset](#)
    - [Master's Committee](#)
    - [Master's Proposal \(i.e., the Comprehensive Exam\)](#)
    - [Master's Defense](#)
    - [Submission of the Thesis](#)
    - [Students entering with a Master's degree](#)
  - [Poster and Oral Research Presentation Requirements](#)
  - [Dissertation](#)
    - [Use of an Existing Dataset](#)
    - [Dissertation Committee](#)
    - [Table 1. Checklist of Dissertation Committee Membership Requirements](#)
    - [Table 2. Summary of Research Requirements](#)
    - [Dissertation Proposal \(i.e., the Preliminary Oral Examination\)](#)
    - [Potential Outcomes](#)
    - [Dissertation Defense \(i.e., the Final Oral Examination\)](#)
    - [Table 3. Summary of Research Requirements](#)
7. [Clinical Training](#)
  - [Practicum Training](#)
  - [Professional Training Liability Insurance](#)

- [Responsible Care of Clinic Resources](#)
  - [UNC IT Security Policy](#)
  - [Referencing the Clinic Manual](#)
  - [Confidentiality and HIPAA](#)
  - [Please Recycle](#)
  - [Practicum Selection](#)
  - [Proposing a New Practicum Site](#)
  - [Assessment Experience](#)
  - [Clinical Hours and Record Keeping](#)
  - [Desk Duty](#)
  - [Practica Evaluations](#)
- 8. [Predoctoral Internship](#)
- 8. [Multicultural Training](#)
  - [Multicultural Competences](#)
  - [Multicultural Training Sequence](#)
  - [Glossary of Multicultural Training Activities](#)
- 9. [“Comps” \(i.e., the Doctoral Written Examination\)](#)
- 10. [Training in Teaching](#)
- 11. [Evaluation](#)
  - [Course Grades](#)
  - [Progress Evaluations](#)
  - [Training Milestones](#)
  - [Grievance and Due Process Procedures](#)
  - [Technical Standards](#)
- 12. [Funding](#)
  - [Tuition Remission](#)
  - [Assistantships](#)
  - [Department Guidelines for IA, TA, and TF Positions](#)
  - [Grant Funding](#)
  - [Outside Employment](#)
- 13. [Other Training Opportunities](#)
  - [Professional Societies](#)
  - [Travel Grants](#)
- 14. [First Year Primer from the Second Year Students](#)
  - [Things to Do During your First Week on Campus](#)
  - [Things to Do During your First Month on Campus](#)
  - [General Department Information](#)
  - [Campus Resources](#)
- 15. [Appendices](#)
  - A. [Curriculum Worksheet](#)
  - B. [Sequence of Required Courses for Students Entering in Even Numbered Years](#)
    - [Sequence of Required Courses for Students Entering in Odd Numbered Years](#)
  - C. [Graduate Courses in the Psychology Department](#)
  - D. [Research Skills Checklist](#)
  - E. [Clinical Skills Checklist](#)
  - F. [Current Practicum Rotations and Practicum Application Form](#)
    - [Practica Selections](#)

- G. [About Professional Societies in Psychology](#)
- H. [Helpful University Resources](#)
- I. [HIPAA Confidentiality and Security Agreement](#)
- J. [Overall Summary and Checklist](#)
- K. [Options for Locating an Affordable Therapist in the Area](#)
- L. [Links for Evaluations of Students and Supervisors](#)
- M. [Graduation Guide](#)

## Mission Statement

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

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

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

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

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

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

## Who's Who in the Clinical Program

### Tenure-Track Faculty

Jon Abramowitz

Professor and Associate Chair of Psychology and Neuroscience

Office: 255 Davie; Phone: 843-8170; E-mail: [jabramowitz@unc.edu](mailto:jabramowitz@unc.edu)

Research Interests: Psychological processes and cognitive-behavioral treatment of anxiety disorders – especially obsessive-compulsive disorder (OCD) and health-related anxiety

Anna Bardone-Cone

Associate Professor

Office: 268 Davie; Phone: 962-5989; E-mail: [bardonec@email.unc.edu](mailto:bardonec@email.unc.edu)

Research Interests: Etiology and maintenance of bulimia nervosa, sociocultural factors (race/ethnicity, family, media) in relation to body image and eating disorders, defining “recovery” from an eating disorder

Don Baucom

Richard Lee Simpson Distinguished Professor

Office: 264 Davie; Phone: 962-5035; E-mail: [don\\_baucom@unc.edu](mailto:don_baucom@unc.edu)

Research Interests: Marital distress, cognitive behavior therapy, gender differences

Stacey Daughters

Associate Professor

Office: 247 Davie; Phone: 962-9924; E-mail: [daughter@unc.edu](mailto:daughter@unc.edu)

Research Interests: Addiction, distress tolerance, depression, neuroimaging, HIV/AIDS, and behavioral activation therapy

Karen Gil

Lee G. Pedersen Distinguished Professor of Psychology and

Dean, College of Arts and Sciences

Office: 254 Davie; Phone: 962-3082; E-mail: [kgil@email.unc.edu](mailto:kgil@email.unc.edu)

Research Interests: Health psychology, chronic illness, acute and chronic pain, stress and coping with medical illnesses, cancer survivorship

Andrea Hussong

Professor and Director of the Center for Developmental Science

Office: 262 Davie; Phone: 962-6593; E-mail: [ahussong@email.unc.edu](mailto:ahussong@email.unc.edu)

Research Interests: Developmental studies of the social and familial influences associated with adolescent substance use and comorbid disorders among high risk youth

Deborah Jones

Professor

Office: 267 Davie; Phone: 962-3995; E-mail: [djjones@email.unc.edu](mailto:djjones@email.unc.edu)

Research Interests: The family transmission of mental and physical health and well-being as well as the mechanisms by which families may transmit risk, such as depression, and resilience in at-risk and underserved families



Enrique Neblett

Associate Professor

Office: 250 Davie; Phone: 843-9120; E-mail: [eneblett@unc.edu](mailto:eneblett@unc.edu)

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

David Penn

Linda Wagner-Martin Distinguished Professor

Office: 254 Davie; Phone: 843-7514; E-mail: [dpenn@email.unc.edu](mailto:dpenn@email.unc.edu)

Research Interests: Social cognition in schizophrenia, psychosocial treatment of schizophrenia, stigma

Mitch Prinstein

John Van Seters Distinguished Professor and Director of Clinical Psychology

Office: 240 Davie; Phone: 962-3988; E-mail: [mitch.prinstein@unc.edu](mailto:mitch.prinstein@unc.edu)

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

Margaret Sheridan

Assistant Professor

Office: 248 Davie; Phone: 962-3993; E-mail: [sheridan.margaret@unc.edu](mailto:sheridan.margaret@unc.edu)

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

Eric Youngstrom

Professor

Office: 257 Davie; Phone: 962-3997; E-mail: [eay@unc.edu](mailto:eay@unc.edu)

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

### **Fixed-Term Faculty**

Erica Wise

Clinical Professor and Director of Psychological Services

Office: 246 Davie; Phone: 962-5034; E-mail: [ewise@email.unc.edu](mailto:ewise@email.unc.edu)

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

Jennifer Youngstrom

Clinical Professor and Director of Child and Family Services

Office: 123 Finley Building; Phone: 843-2074; E-mail: [jky@unc.edu](mailto:jky@unc.edu)

Research Interests: Evidence-based or empirically supported treatments, effectiveness research with children and adolescents, transporting treatments into the community; supervision and training

## Clinical Program Staff

Richard Clark

Clinic Manager

Office: 203 Evergreen House; Email: [dc@unc.edu](mailto:dc@unc.edu)

Responsibilities: Dick assists the Clinic Director in the oversight of all resources in the UNC Psychology and Neuroscience Department Community Clinic, which includes the Evergreen and Finley clinics as well as the Davie HIPAA room (265B). His responsibilities include financial management; technical development, configuration, system security, and system administration of the clinic servers and PCs, which also includes the configuration and oversight of the clinic electronic client record system (Titanium); HIPAA compliance; facilities management for the Evergreen and Finley buildings (including OneCard access and parking); development and administration of clinic policy; and training and support for technical and administrative matters for student therapists. Dick is also the developer and webmaster of <http://clinic.unc.edu> site.

Emily Lynn “Emmy” Mallasch

Clinical Program Coordinator

Office: 238 Davie; Phone: 962-5082; Email: [mallasch@live.unc.edu](mailto:mallasch@live.unc.edu)

Responsibilities: Emmy assists in the coordination of all Clinical Program activities. This person is your first contact for all things clinical (room assignments and keys, equipment check out, etc.) and for anything student-related that does not involve Kaitlin Blakemore. Ask her any questions you have about the Clinical Program, Psychology and Neuroscience Department, or the Chapel Hill area.

## Other Relevant Staff

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

Kaitlin Blakemore

Student Services Manager

Office: 203 Davie; Phone: 962-7149; Email: [blakek@email.unc.edu](mailto:blakek@email.unc.edu)

Good to see for: Graduate student course enrollment, funding, and issues related to coursework registration and grading for graduate and undergraduate students

Latasha Mingo

Department Manager

Office: 206 Davie; Phone: 962-4153; Email: [lmingo@email.unc.edu](mailto:lmingo@email.unc.edu)

Good to see for: Everything! This person coordinates all other Psychology and Neuroscience Department staff, and is primarily responsible for all issues related to assistantship assignments.

Hugh Meriwether

Computer Consultant

Office: 359 Davie; Phone: 962-4018; Email: [hugh\\_meriwether@unc.edu](mailto:hugh_meriwether@unc.edu)

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

Phil Lee

Grants Coordinator

Office: 203A Davie; Phone: 962-4150; Email: [palee@email.unc.edu](mailto:palee@email.unc.edu)

Good to see for: All issues related to grants management and grant applications

Christopher Coffey

Assistant Department Manager

Office: 203 Davie; Phone: 962-7149; Email: [ctcoffey@email.unc.edu](mailto:ctcoffey@email.unc.edu)

Good to see for: Teaching and TA assignments

## Guiding Principles and Policies

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

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

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

The Clinical Program includes a Diversity Training Committee established in 1998 to ‘foster an atmosphere that promotes open dialogue about cultural issues and to develop the Clinical Psychology program into an exemplary model for producing culturally sensitive practitioners and researchers.’ The committee has a membership of at least one faculty member and three or more graduate students. The membership of the DTC rotates annually so that many students have the option to serve at some point during their graduate training. The tasks of the DTC are to monitor and to support diversity training within the program, to increase awareness of diversity through promoting and creating opportunities for discussion, and to assist with recruitment and retention of a diverse student body.

We encourage students to become involved in the Carolina Seminar on Research with Minority Populations coordinated by the Developmental Psychology Program. It also is expected that all students will read the APA Guidelines for Multicultural Competence, which can be accessed at: <http://www.apa.org/pi/oema/resources/policy/multicultural-guideline.pdf>, and the guidelines for psychotherapy with sexual minorities: <http://www.apa.org/pi/lgbt/resources/guidelines.aspx>. <http://psycnet.apa.org/journals/amp/67/1/10.pdf>

The program adheres to the University Nondiscrimination policy:

The University of North Carolina at Chapel Hill is committed to providing an inclusive and welcoming environment for all members of our community. In accordance with its Policy Statement on Non-Discrimination, The University of North Carolina at Chapel Hill does not discriminate in offering equal access to its educational programs and activities or with respect to employment terms and conditions on the basis of an individual’s race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran’s status, sexual orientation, gender identity or gender expression (hereinafter his/her “protected status”).

The University recognizes the rights of all members of the University community to learn and work in an environment that is free from harassment and discrimination based on his/her protected status as described above. Any such harassment or discrimination of University students and employees,

including faculty, non-faculty employees who are exempt from the Personnel Act (“EPA non-faculty employees”), employees who are subject to the State Personnel Act (“SPA employees”), post-doctoral scholars, and student employees is prohibited.

This policy also prohibits retaliation against an individual who in good faith utilizes the procedures herein included as appendices and/or participates in any investigation related to an allegation of prohibited harassment or discrimination.

The complete text of the Policy Statement on Non-Discrimination is located at <http://www.unc.edu/campus/policies/nondiscrim.pdf>

*Working with Diverse Clients.* In our APA-accredited program we are committed to a training process that ensures that graduate students develop the knowledge, skills, and attitudes to work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. When graduate students’ attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to effectively treat members of the public, the program faculty and supervisors are committed to a developmental training approach that is designed to support the acquisition of professional competence. We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all clients/patients.

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

*Student Involvement.* Students are integrally involved in the direction and decisions of the Clinical Program. Students are asked for substantial input in decisions regarding training opportunities, faculty hiring, and graduate admissions, for instance. This handbook was created as a collaborative effort between faculty and students.

Several opportunities for student involvement include:

1. *Attendance at Clinical Faculty Meetings.* Students in each track of graduate training (Adult and Child/Family) are asked annually to nominate a Student Representative to attend a portion of Clinical Program faculty meetings. The Student Representative serves as a liaison between his or her cohort and the faculty, conveying the thoughts, ideas, and needs of students.
2. *Diversity Training.* As noted above, students are encouraged to serve on the Diversity Committee for at least one academic year, the mission of which is to foster an atmosphere that promotes open dialogue about cultural issues and to develop the Clinical Program into an exemplary model for producing culturally competent practitioners and researchers.
3. *Graduate Student Admissions.* Students play a central role in our recruitment of graduate students to the Clinical Program. In particular, students take the primary role in planning the Prospective Applicant Interview Day. This includes organizing applicant visits, housing applicants, providing transportation for applicants, interviewing applicants, and hosting and/or participating in the applicant party.

4. *Committee Opportunities.* Students are invited to serve on several committees. For instance, Clinical Program graduate students typically serve on the UNC Internal Review Board (IRB) committee as a representative of the Psychology and Neuroscience Department and are involved in reviewing IRB submissions. Students also are invited to participate on a variety of other “as-needed” committees including Faculty Search Committees and Curriculum Revision Committees.
5. *Social Planning!* Students also are encouraged to organize and participate in various student-driven social events throughout the course of each academic year. Examples include a social gathering to welcome the new students and a party to celebrate each cohort’s completion of the Comprehensive Examinations. Typically each cohort takes responsibility for specific tasks such as sending out e-mail announcements, preparing main courses, hosting the gathering, etc. First year students also traditionally organize a student-skit/parody at the Annual Clinical Program Talent Show.

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

Students experiencing a more extensive or ongoing disability (e.g., Learning Disability, a physical or mental health condition) that may affect academic, research, or clinical performance should consult with the Office of Disability Services (<http://disabilityservices.unc.edu>) or the Office of Learning Disability Services (<http://www.unc.edu/depts/lds/>). Reasonable accommodations can be made if a disability is documented.

Occasionally students are interested in seeking psychosocial treatment for their own adjustment issues or psychological concerns. In some cases, therapy will be recommended to students to help resolve issues that seem to interfere with personal or professional functioning. Some students also may feel that the experience of therapy, as a client, may add to their training as a clinician, but this is not required by our program. The Clinical Program has developed a system to facilitate this process that will maintain students’ confidentiality. Specifically, several options are available for students to identify a local therapist who can provide treatment at a reasonable cost. Two lists (in progress) of local psychologists who are available to see graduate students are available from the Clinical Program Coordinator and also are maintained on the computer in the clinical graduate student computer lab. Many of these therapists will accept insurance payment from the carrier that most clinical graduate students use. More information on this insurance plan can be found at: <http://www.bcbsnc.com/content/studentblue/uncch/index.htm?page=welcome>. Under this plan, students typically would pay an out-of-pocket fee of approximately \$35/session for up to 40 outpatient sessions annually (the insurance carrier pays approximately \$53 directly to the provider). Students also are entitled to free services at the UNC Counseling and Wellness Center (<http://campushealth.unc.edu/>). Students also are welcome to discuss their need for a psychological treatment referral with any faculty member, including the Director of the Clinical Program, without bias. However, if students do not wish to discuss this with a faculty member, the Program Coordinator can discuss options with students and will maintain confidentiality of this request.

*Sexual Harassment.* The Clinical Program does not tolerate verbal or physical abuse on the part of its faculty, staff, or students. The program endorses the University’s policy on harassment, which is outlined on the following website: [http://www.unc.edu/campus/policies/sexual\\_harass.html](http://www.unc.edu/campus/policies/sexual_harass.html). Please note that the University of North Carolina considers a sexual relationship between faculty and student as a form of sexual harassment, even if both persons consent to the relationship. This is because of the inequality of power inherent in such a relationship.

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

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

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

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

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

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

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



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

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

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

Notes/Clarifications:

<sup>1</sup>Students who resided outside the US due to active military deployment, service in the Peace Corps or employment with the US Foreign Service, may submit one of the following alternative forms of documentation in lieu of securing an international background check:

- A copy of the Certificate of Release or Discharge from Active Duty Form (Form DD214) detailing an "honorable" discharge status, OR
- A copy of the final Description of Peace Corps Volunteer Service detailing completion of service assignment in "good standing", OR
- A copy of the letter terminating service in "good standing" from the US Foreign Service or affiliated agency.

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

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



## **Training Experiences: Overview**

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

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

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

Each academic year, the Psychology and Neuroscience Department publishes a document, “MA and PhD Requirements in Psychology” listing specific requirements. The UNC Graduate School also publishes an annual handbook with University requirements. This Clinical Program handbook is typically revised according to these documents each year; however, if contradictions arose, the requirements specified in the Department and University documents override the text listed here.

The sections that follow will include:

1. Didactic Training
2. Research Training, including
  - a) Consistent involvement in research
  - b) The Master’s thesis
  - c) Scientific presentations
  - d) The Dissertation
3. Clinical Training, including
  - a) Practicum training
  - b) Predoctoral internship
4. Multicultural Training
  - a) Multicultural Competencies
  - b) Multicultural Training Sequence
5. Comprehensive Area Paper

Students also may obtain training in teaching and through other venues outside of the Clinical Program. These experiences also have been described within the handbook.

A summary and checklist of all requirements is listed in Appendix J.

## Didactic Training

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

### **Formal Coursework**

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

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

*NC Residency.* Students are strongly encouraged to apply for in-state residency within their first year of graduate training to be eligible for a tuition waiver in subsequent years. The first application can be submitted after 10 months in North Carolina. More information can be found at: <http://gradschool.unc.edu/residency/>. International students are not eligible to apply for NC residency.

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

All graduate students in the Department of Psychology and Neuroscience are required to take a minimum of six graduate level psychology courses (18 semester hours) *outside of their program area*. For most all clinical students, two semesters of required coursework in statistics (Psychology 830 and 831) will constitute a portion of the six courses. A third required class (History of Psychology, Psychology 790), will constitute another portion of this requirement. The three remaining courses (9 semester hours) should be selected in a manner that meets departmental and APA-accreditation distribution requirements (APA requirements will be described in the next section). Students should seek the input of program faculty in selecting these courses.

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

Students entering the program with a Master's degree and thesis in psychology approved by the Director of the Clinical Program and Director of Graduate Studies may have more flexibility in completing coursework requirements. Of the three graduate courses outside of the clinical area (i.e.,

not including Psychology 790, 830, and 831), these students may petition for up to two to be fulfilled by courses successfully completed at another institution. These courses have to be in non-clinical areas of psychology. Approval will not be automatic but will be based on careful consideration by the student's program director and by the Director of Graduate Studies on course materials (syllabi, etc.) submitted by the student as part of his/her petition. Only courses taken as part of a (completed) master's program are eligible.

*APA Accreditation (and Licensure) Requirements.* The American Psychological Association stipulates that students in accredited clinical programs should demonstrate competence in:

1. Breadth of Psychology: including a) biological aspects of behavior, b) cognitive aspects of behavior, c) affective aspects of behavior, d) social aspects of behavior, e) history and systems of psychology, f) psychological measurement, g) research methodology, and h) techniques of data analysis
2. Science/Methods/Theories of Practice: including a) individual differences in behavior, b) human development, c) dysfunctional behavior or psychopathology, and d) professional standards and ethics
3. Assessment and Intervention: including a) theories and methods of assessment and diagnosis, b) effective intervention, c) consultation and supervision, and d) evaluating the efficacy of interventions
4. Cultural and individual diversity (as relevant to each issue above)

\*\*Importantly these areas of competence may be demonstrated through your participation in coursework, research experiences, or clinical practica. Thus, not all areas will be satisfied through specific courses.

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

Questions most commonly are asked regarding courses that fulfill the "Breadth of Psychology" requirements listed above. The purpose of this requirement, as specified by APA, is to obtain a broad understanding of major influences on behavior. First these courses really should provide a breadth of scientific psychology and be outside of the area of clinical psychology. Second the courses should provide breadth and core knowledge within a given domain, such as social psychology, not focusing solely on highly specialized material that does not provide a broader foundation in these domains. Thus, it is meant to offer exposure to courses that are not necessarily clinical in theme or applied in nature. Although many courses offer some general perspective in a domain (e.g., biological, cognitive), the course does not satisfy the requirement unless it offers a broad, fundamental (often non-applied) understanding and knowledge base. Thus, the best courses to take to satisfy this criteria are those that are providing a general overview that might be relevant for both clinical and non-clinical students.

To help you select courses in the program, a worksheet has been developed with each of these requirements listed (see Appendix A). A sample schedule of courses for students entering the program in even or odd years also has been provided (Appendix B). A list of all graduate courses currently

available in the department is provided in Appendix C. On occasion students also may take graduate courses at Duke to fulfill requirements. This will be handled on an individual basis. Please see your primary research mentor and/or the Director of the Clinical Program with any questions regarding the appropriateness of specific courses in fulfilling graduate requirements.

### **Seminars**

In addition to formal coursework, the Clinical Program offers numerous types of seminars to further enhance training. Several of these are described below.

*Clinical Research Forum.* The clinical faculty and students participate in an hour-long seminar on Fridays beginning at noon (Psyc 807). This seminar is mandatory for all students, and it is essential that no regularly scheduled meetings of research labs, clinical practica, or coursework be scheduled in conflict with this time. The Clinical Research Forum series offers an opportunity to be exposed in greater depth to ongoing research activities and findings. Speakers include faculty and students from within the UNC Clinical Program as well as presenters from other programs or departments within UNC or in the larger surrounding research community. Presentations in Clinical Research Forum are not necessarily finished works of completed research but rather works “in progress” that could foster spirited discussion, possible collaboration, and input.

*Professional Development Seminar.* The monthly professional development seminar offers students an opportunity to learn skills and ask frank questions regarding important tasks that are not formally included in most doctoral psychology curricula but are needed for a successful career as a psychologist. For instance, past topics have included seminars on “Grant Writing 101: Opportunities and Strategies for Students and Early Career Psychologists,” “Clinical Psychology Career Options: How to Tailor your Training for Each,” “Managing Manuscripts: Learning about Journals, and Strategies for the Peer Review Process,” “To Post Doc or Not to Post Doc: Options, Choices, and Application Strategies,” “Negotiating for Jobs,” “The Job Search: Tips on Interviewing and Constructing the Job Talk,” and “How to Start a Private Practice.” All topics are selected by students, and each seminar is attended by a panel of faculty members who offer candid professional development advice and tips.

*Diversity Journal Club.* This monthly seminar offers opportunities to think about diversity and multiculturalism issues that are relevant to research, practice, and teaching in clinical psychology. Each seminar includes a discussion of a recent journal article, policy statement/current events, guest speaker, experiential exercise, or discussion group. The topics for the Diversity Journal Club are selected by Erica Wise in conjunction with the Associate DCT and students’ input with particular assistance from the Diversity Committee of the Clinical Program.

## Research Training

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

Upon entry into the program all students should complete the online human subjects training course, (located at: <https://www.citiprogram.org/default.asp>), including the HIPAA module. This training needs to be completed annually. Also be sure to complete the HIPAA training at <https://www.unc.edu/sakai/> (course name: hipaclinicalpsych).

To assist students in developing these competencies, four research tasks are included in the training program. These include 1) consistent involvement in research activities throughout graduate training; and four research milestones: 2) completion of the Master's thesis; 3) completion of two research presentations; 3) the completion of the Comprehensive Area Paper (described in a different section of this handbook); and 4) completion of the Dissertation, including passing the final oral examination (i.e., Dissertation defense). Each of these is described below.

### 1. Research Milestones

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

### 2. Consistent Involvement in Research Activities

Students are expected to dedicate a minimum of 10 hours each week during the academic year towards research activities. Shortly following arrival in the program (and most typically as determined during graduate admissions), students should identify a **primary research mentor**. This mentor will be responsible for maintaining consistent contact with the student to supervise research activities. The primary mentor also will be responsible for evaluating the student's research progress, at least annually, and communicating the results of program feedback to the student.

Research activities in the Clinical Program take place at numerous affiliated sites in addition to the Clinical Program in the Psychology and Neuroscience Department. These opportunities may include numerous faculty members, some of whom may have a primary appointment in a psychology graduate program outside of clinical (e.g., developmental, social, etc.) and some of whom may have a primary appointment outside of the Department of Psychology and Neuroscience. This research experience is encouraged and often can provide unique and valuable training opportunities. The primary research mentor must be a member of the tenure-track faculty listed within this handbook. However, an additional faculty member may serve as a *co-mentor* along with the primary research mentor. If most research work is with the co-mentor, it is still necessary to identify a primary research mentor, as

defined above, who will maintain regular contact with the student to monitor research activities and progress and will provide program feedback.

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

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

### 3. Master's Thesis

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

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

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

Based on the permission of the primary research mentor and the Master's committee, the Master's thesis may be written in the style and length of a typical manuscript submission for an APA-style journal.

*Use of an Existing Dataset.* Students may complete their Master's Thesis by formulating unique hypotheses and independently conducting statistical analyses on an existing dataset such as publicly accessible data or data collected by their mentor. In all instances, the use of the existing dataset must be approved by the primary research mentor and the Master's Thesis committee (described below). The use of an existing dataset is permissible for the completion of the Master's Thesis (preferred) or the Dissertation but not both. An original data collection is required for at least one of these two independent research projects.

Occasionally, students have assisted substantially in the collection of data for a research project in collaboration with other students and/or faculty who are part of a research team or lab. In this case, students may wish to use this experience to satisfy the original data collection requirement for either their Master's Thesis or Dissertation project. This requirement is designed to allow students an opportunity to develop experience with a) the formulation of research hypotheses; b) having substantial input in the selection of the research design and measures; c) obtaining human subjects approval for research; d) soliciting participants or sites for recruitment; e) training research staff, if applicable; f) applying for grant funding, if applicable; and g) conducting and/or managing data collection and entry activities. To obtain permission to credit a research lab project as an original data collection experience, a letter should be submitted to the Director of the Clinical Program enumerating in detail the student's involvement in each of the experiences listed above. The Director of the Clinical Program will review this request with the student's primary research mentor and at least one additional member of the tenure-track faculty to determine whether these experiences satisfy the requirement. When possible this decision will be discussed among and determined by the clinical faculty at a regular clinical faculty meeting.

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

*Master's Proposal.* A proposal of the Master's research, typically including a review of relevant literature supporting hypotheses, a description of proposed study methods and procedures, and planned analyses, must be approved by the Master's committee. The Master's committee should receive a copy of the Master's proposal within two weeks (or before a deadline determined by the committee) before the proposal defense date. Students must successfully defend their Master's proposal to the Master's committee before November 1 of the second year of graduate training. Proposals and defenses must be scheduled during the academic year (i.e., not during holidays or summer). Successful completion of the Master's proposal satisfies the Master's "Comprehensive Exam" required by the Graduate School. The Master's Committee should sign the top portion of the Master's Comprehensive Exam document (<http://gradschool.unc.edu/documents/mform1.pdf>) following successful completion of the proposal, and this form should be filed with Kaitlin Blakemore.

*Master's Defense.* Once students and their primary research mentor mutually have agreed that the Master's thesis has been completed (or is near completion), students may schedule a time for the Master's defense. This defense is an oral examination scheduled for approximately 1.5 hours during



which the student offers a brief (15-minute) presentation of the research questions, methodology, and findings. The remainder of time is reserved for questions and deliberation among the committee members. The purpose of this evaluation is in part to review the quality of the Master's thesis; however, this portion of the defense also is meant to enhance the student's skills in critically evaluating their own work and recognizing the limitations inherent in all empirical work.

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

The decision will be one of the following options:

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

When approved, the committee signs the remaining portions of the Master's Comprehensive Exam document. This document should be submitted to Kaitlin Blakemore.

*Submission of the Thesis.* Following the Master's defense, students may submit their completed theses electronically to the graduate school. Students should follow the Electronic Thesis and Dissertation (ETD) guidelines and departmental specific instructions for preparing and submitting their theses and dissertations. Only final documents with full internal and external approvals should be submitted. For a copy of the ETD Guidelines and to submit an electronic Thesis or Dissertation visit: <http://gradschool.unc.edu/etd/index.html>.

*Students entering with a Master's degree.* In some cases, students entering with a Master's degree in psychology will not be required to complete a second Master's thesis during graduate training at UNC.



Students wishing to waive the Master's requirement should submit a copy of the completed thesis from the prior institution to the Director of the Clinical Program. The Director, the student's primary research mentor, and at least one additional member of the tenure-track faculty will review the thesis to determine its adequacy in meeting the UNC requirement. When possible, this decision will be discussed among and determined by the clinical faculty at a regular clinical faculty meeting.

#### 4. Poster and Oral Research Presentation Requirements

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

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

Oral presentations of research, as well as teaching, are an important part of the clinical psychologist's repertoire of skills. Competence in such presentations facilitates obtaining employment and gaining an audience for one's work. These presentation requirements are designed to ensure that students develop such skills before they leave the program.

#### 5. Dissertation

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

*Use of an Existing Dataset.* Please see the section above (Master's Thesis) regarding policies for the use of an existing dataset as the basis for a Dissertation project.

It may be that students wish to design a Dissertation that will represent an extension of their Master's research. The Dissertation must represent a distinct research effort that is unique both in theoretical conceptualization and in analyses and findings from prior work. Moreover, there may not be redundancy between the student's (and his/her research advisors') recently published work and the Dissertation project. However, often there are opportunities to conduct a new theoretical analysis and/or substantially different methodological (e.g., coding) or analytic approach to prior work. This may be appropriate for the Dissertation project if the work to be extended is the student's own (i.e., if the student is the primary author on the original work). A useful measure of distinctness would be to

determine whether two projects would yield two separate publications within the same APA-quality peer-reviewed journal. Projects meeting this standard should be adequate for use as a Dissertation project. The primary research mentor and the Dissertation committee will determine whether the proposed Dissertation project represents a unique contribution that qualifies as meeting the Dissertation requirement.

### Dissertation Formats

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

Students also may elect to complete their dissertation in an “Integrative” format. This format intended to help students think programmatically about their work, and allow the progress towards their dissertation to have maximal impact on their publication record. This format includes 1) an integrative Introduction section; 2) three empirical papers; and 3) a General Discussion that summarizes and integrates findings across all three publications, and discusses broad implications. The three empirical publications included in the Integrative dissertation should meet the following guidelines:

- a. The student should be the first author on each publication
- b. The publications may not represent hypotheses or aims that were the central focus of the Masters thesis
- c. The work published in each of the three papers must be based on work begun, performed and completed while a student in the clinical program at UNC Chapel Hill.
- d. No more than 1 of the 3 papers can be *accepted* for publication prior to the dissertation proposal meeting, and no more than 2 of the 3 papers may be *submitted* for publication prior to the proposal, which allows the committee the opportunity for substantive input and direction on the student’s program of research. No more than 1 of the 2 papers that may have been submitted/accepted for publication before the proposal meeting may be a brief report.
- e. Responses to dissertation committee members’ comments regarding submitted (but not published) papers should be submitted to the committee in writing at the time of the final defense. In addition, if the student includes a paper that has been submitted (but not published) at the proposal meeting, then it is likely that they will also receive comments from journal reviewers before the final defense. If responses to journal reviewers require additional changes to the document beyond required by committee, that the reviews and journal response letter should be included as an appendix. If the response to the journal reviewers requires changes that don't align with committee member suggestions, these also should be explained in the response letter to the committee.
- f. The three papers must, in the view of the student’s dissertation committee, be conceptually related to one another.
- g. The three papers included in an “integrated” dissertation need not reflect work that was conducted after the completion of Comps. It may reflect work done at any time during the students’ tenure at UNC, as long as it meets these other criteria.

Students may propose an Integrative Dissertation once they have completed the integrative Introduction section, and at least one of the three empirical manuscripts (note: although it is permissible for students to submit up to 1 paper for publication prior to the proposal meeting, it is not required that students do so). For papers that have not been submitted (or accepted) for publication prior to the proposal meeting, and for the paper(s) that has/have not yet been submitted, be sure the proposal document includes an Introduction and Methods section as well as the Integrative Introduction as part of the dissertation proposal package.

Students schedule the dissertation defense when the Integrative Introduction, all three papers, and the Integrative Discussion have been completed. The defense meeting will involve a discussion about “big picture” implications across the body of work.

*Dissertation Committee.* This Dissertation committee evaluates the Dissertation proposal and completed document. The Dissertation committee is comprised of five faculty members, one of whom is the Chair. The Dissertation committee must be approved by the Department Director of Graduate Studies at least two weeks prior to the Dissertation proposal date. The relevant form is available from Kaitlin Blakemore and also is provided at: <http://gradschool.unc.edu/pdf/wdcomm.pdf>.

The Chair of the Dissertation committee must be a tenure-track faculty member. Between three and four (but not all five) committee members must be faculty members in the Clinical Psychology Program. In addition, at least one member of the committee must be a Psychology Department faculty member who is in a program other than Clinical.

A majority of the committee must be full members of the UNC tenure-track Graduate Faculty. Note that not all faculty members are full members of the Graduate Faculty. A list of eligible individuals is available from Kaitlin Blakemore. In some cases the committee may include a faculty member who does not have a tenure-track appointment at UNC-CH. Before serving on a committee such an individual must be given a fixed-term appointment to the Graduate Faculty (see Kaitlin Blakemore).

### **Table 1. Checklist of Dissertation Committee Membership Requirements**

1. A dissertation committee consists of at least five people. Five is the usual number.
2. A majority of the committee must be tenured or tenure-track (T/TT) members of the Psychology Department.
3. One of these individuals serves as chair of the dissertation committee. Normally, the committee chair also serves as advisor, but this is not always the case. Talk with Kaitlin Blakemore or Mark Hollins for details.
4. Additional committee members may also be T/TT members of the UNC faculty, but this is not required. However, anyone who is not a T/TT faculty member must receive a fixed-term appointment to the Graduate Faculty from Psychology before he/she can serve on a dissertation committee. These appointments take time and are subject to certain restrictions; talk to Kaitlin or Mark Hollins for details.
5. At least four committee members—including T/TT Psychology faculty and individuals with fixed-term appointments to the Graduate Faculty from Psychology—must represent the Psychology Department on the committee.

6. At least three of these individuals must be from the student's program. At least one must be from a different program within the Department. For example, a student in the Cognitive Program would have to have at least three members of the Cognitive Program and one member from a different program on his/her committee.
7. If the student has a formal minor outside of Psychology (e.g. in Neurobiology), one member of the committee must be from the minor program. The same individual committee member cannot be used to satisfy requirements 6 and 7.

---

**Table 2. Defense Procedures Checklist for Doctoral and Master's Degrees**

<u>Task</u>	<u>Deadline</u>
I. Choose committee	At least 4 weeks before defense date
II. Meet with Kaitlin to discuss committee composition	3-4 weeks before defense date
III. Final deadline to submit form to Kristin for approval from Director of Graduate Studies	2 weeks before defense date
IV. Email Director of Clinical Program and Clinical Program Coordinator (Emmy) with information regarding the committee and date/time/location of the defense meeting	At least 2 weeks before defense
V. Obtain necessary forms from Kristin	At least 48 hours before defense meeting

*Dissertation Proposal (i.e., Preliminary Oral Examination).* The Dissertation proposal may not be scheduled until after the student has successfully completed "Comps" (i.e., the Doctoral Written Examination described below) and the student has been recommended for doctoral training by the clinical faculty (see Training Milestones under "Evaluation" below). The Dissertation committee should receive a copy of the Dissertation proposal within two weeks (or before a deadline determined by the committee) before the proposal defense date. The Dissertation proposal meeting typically includes a brief presentation of the theoretical rationale for study hypotheses, experimental methods, and planned analyses. Following this presentation, the committee will offer suggestions, comments, and inquiries designed to help maximize the potential for the success of the project. The intent is to ensure that the research is sufficiently original, methodologically sound, and important, and that the procedures planned are feasible and appropriate. The student can expect this to be a rigorous analysis of the project including its theoretical basis and its methodology. In many circumstances, data collection should not begin until after the Dissertation proposal meeting. Proposals and defenses must be scheduled during the academic year (i.e., not during holidays or summer). Students' completion of the Preliminary Oral Examination is required for admittance to doctoral candidacy and readiness for internship training. At the proposal the committee must complete the form found here: <http://gradschool.unc.edu/pdf/wdexam.pdf>

*Potential Outcomes.* Like the outcomes of the Master's defense, the committee's decision regarding the dissertation proposal and defense is based on the committee's determination that the student has demonstrated all of the competencies in the relevant section of the Research Skills Checklist (see Appendix D).

The decision will be one of the following options:

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

*Dissertation Defense (i.e., the Final Oral Examination)*. When the student and advisor mutually have agreed that a penultimate version of the dissertation is ready for evaluation by the committee, the Dissertation defense is scheduled. The committee should receive a copy of the Dissertation document two weeks (or by a deadline agreed by the committee members) prior to the scheduled defense. The defense typically lasts about 1.5-2 hours and is typically focused on such manageable issues as whether additional analyses are needed, whether results have been interpreted fairly, and whether conclusions drawn are appropriate. As in the case of the Master's thesis review, the Dissertation preliminary oral examination and final oral examination are intended to take place only during the academic year (i.e., not in the summer). The dissertation process, with the extensive input of committee members, tends to result in very thoughtfully conceived and carefully executed research. The finished product is usually a source of considerable pride for both the student and the committee members. We hope that most students will quickly prepare their Dissertations for publication.

**Table 3. Summary of Research Requirements**

	<u>Deadline</u>
I. Proposal for the Master's thesis	2 <sup>nd</sup> Year, Nov. 1.
II. Oral defense of the Master's thesis	3 <sup>rd</sup> Year, end of 2 <sup>nd</sup> semester
III. Poster presentation of Master's thesis	3 <sup>rd</sup> Year, end of 2 <sup>nd</sup> semester
IV. Preliminary oral examination of the dissertation proposal	Oct. 1 <sup>st</sup> , before applying for internship
V. Oral research presentation	Before internship
VI. Final examination for the dissertation	Before internship*

\* This deadline is not required but strongly advised.

## Clinical Training

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

### Practicum Training

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

1. Deliver a range of psychological services, including assessment, intervention and consultation, in a manner consistent with legal mandates, professional standards of clinical psychology practice, and the APA ethical principles.
2. Demonstrate the use of the clinical science model in a clinical setting including an understanding of the scientific evidence that supports the theory or procedures on which assessment and therapeutic techniques are based. For clinical practice procedures that are not evidence-based, a thorough understanding of related evidence, the limitations of available scientific evidence, and the theoretical or empirical basis for deviations from evidence-based practices should be demonstrated.

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

*Professional training liability insurance.* All students in the program must obtain professional liability insurance for the duration of their graduate training. Insurance for students is available through the university. The cost for students is \$15.00 per year. You will be sent a notice regarding insurance coverage as the renewal time approaches.

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

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



*Reference the Clinic Manual for Important Clinic Policy, Procedure, and Resource Information.* The reference document for student therapists using the Evergreen or Finley clinics is the Clinic Manual. The manual provides detailed information about clinic policy and procedures, use of Titanium, the client recordkeeping application, video recording protocol, guidelines for client documentation, client payment and collection, emergency procedures, and other information. Therapists are expected to follow the procedures and policies stated or referenced in the manual. Questions about manual content may be directed to Erica Wise (Clinic Director) or Dick Clark (Clinic Manager).

*Confidentiality and HIPAA.* Within the first semester in the clinical graduate program, all students should complete and sign a HIPAA Confidentiality and Security Agreement (see Appendix I). Students also must annually complete HIPAA training as announced via email to all clinical program students each Fall and strictly adhere to HIPAA protocol in handling all client related matters.

*Please Recycle.* We encourage recycling. Paper, batteries, cans, bottles – receptacles of various types are provided to help reduce needless waste. Besides recycling, the re-use of forms that are still good (current and unmarked) reduces the need to make unnecessary copies

*Practicum Selection.* All students enroll in the 2<sup>nd</sup> Year Didactic Practicum in their second year of graduate training (811; Adult or 812; Child/Adolescent). The 2<sup>nd</sup> year prac involves both a didactic component, lasting approximately 2.5-3 hours each week, and an applied component. This practicum is a 12-month course (enrollment is necessary in both Fall and Spring semesters). Students gradually will take an increasing number of cases over the course of year (up to a caseload of about 5 cases each), and cases should be carried over the summer. The 2<sup>nd</sup> year prac takes place in the UNC Department of Psychology Community Clinic (i.e., Davie Hall or Finley sites).

In subsequent years, practicum training occurs at a variety of possible sites. Some of these rotations are specialized experiences in the UNC Department of Psychology Community Clinic. Other rotations are available at Central Regional Hospital and at UNC Affiliated Sites, including the Center for Development and Learning (CDL), Clinical Child/Pediatric Psychology, Forensic Psychiatry Service, Counseling and Wellness Service (CWS, previously CAPS), UNC Hospitals Outpatient Clinic (DBT), and Schizophrenia Treatment and Evaluation Program (STEP).

Typically, in years 3 and/or 4 in the program, students register for Advanced Adult (817) or Child (818) Practica. Psych 817 and 818 always include at least 3 outpatient clients in a specialty rotation at the UNC Community Clinic (e.g., Couples Therapy, Anxiety Treatment, Advanced Child Therapy), and may also include one day each week at one of the additional sites listed above. It is expected that for at least one year students will spend at least one day at a site other than the UNC Community Clinic. The Advanced Adult or Child/Adolescent Practica are 12-month courses (enrollment is necessary in both Fall and Spring semesters).

A brief summary of many of the advanced practicum rotations can be found in the Appendix. Additional information will be reviewed with students in the Spring semester of each year, before students rank their practicum rotation preferences, and assignments are made. Student typically submit a list of practicum preferences each Spring, and the clinical faculty decides on suitable placements for each student at a regular clinical faculty meeting.

Students who wish to complete more than the required practicum training (i.e., more than three years) should consult with their primary research mentor and the Director of the Clinical Program regarding such plans. At a regular clinical faculty meeting, the clinical faculty will determine whether students

may participate in additional practica experiences beyond program requirements based on each student's progress in other program requirements (e.g., Dissertation, coursework, etc.). If additional practicum training is approved, students must enroll for these additional practica as a course (either Psych 817, 818, or 825) and arrange for supervision by an approved clinical supervisor through the Clinic Director and Director of the Clinical Program. Enrollment in Psych 817 or 818 includes outpatient casework in the UNC Community Clinic. As stated below, Psych 825 involves practicum training exclusively at a site other than the UNC Community Clinic. Students maintaining ongoing clients that require less than 1-2 hours of direct service each week do not need to submit a request for additional practica beyond three years of training.

Students who wish to spend a year engaged in practicum exclusively at a site outside of the UNC Community Clinic also should consult with their primary research mentor and the Director of the Clinical Program regarding such plans. Students register for this experience as Psych 825. If this experience is at one of the pre-approved practicum rotations, students only need to request this experience at the time of practicum selection (i.e., in the Spring semester).

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

If a student has identified such a clinical experience, s/he should request that a licensed Ph.D. psychologist at the site who will serve as the student's primary clinical supervisor complete the application form in Appendix F. The completed form may be returned to the Director of the Clinical Program. The faculty of the Clinical Program will review each request and determine the appropriateness of the training experience as a potential practicum rotation at a regular clinical faculty meeting. All practicum rotations begin at the start of the academic year. Applications for new practicum rotations must be submitted by January 1 prior to the start of the academic year in which the practicum rotation experience would occur.

Note that unlicensed students only are permitted to participate in clinical activities as part of a formal training experience as sanctioned by the Clinical Program. Moreover, only these clinical hours will count towards the doctoral training experiences that are documented within the internship application process. Students who have completed internship training but not the Dissertation (i.e., and therefore are unlicensed) also are only permitted to participate in clinical experiences that are sanctioned by the Clinical Program. All such requests must be made in writing, submitted to the Director of the Clinical Program, and approved by the clinical faculty at a regular clinical faculty meeting.

*Assessment Experience.* Students require additional training in assessment. In addition to the practicum requirements listed above, all students are expected to complete at least four comprehensive assessment batteries. Each battery should include 1) cognitive (i.e., intellectual ability and/or achievement), and 2) behavioral/symptom assessments including at least two reporters of behavior that have a long-standing relationship with the child/adolescent (e.g., parent, teacher). The battery should be integrative. The use of projectives could supplement, but not replace, the use of evidence-based approaches for understanding symptoms such as symptom checklists, structured diagnostic interviews,

etc. To satisfy this requirement, students in years 3 and 4 should register for the Assessment Practicum to document that supervision has been offered for each assessment battery (i.e., with Jen Youngstrom).

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

*Clinical Hours and Record Keeping.* As noted below, students are strongly encouraged to keep an ongoing record of their clinical hours throughout graduate training using the tracking form available from the DCT. The ongoing tabulation of hours will be helpful in determining the need for additional practica experiences. As noted within this form, clinical hours include: 1) Intervention and Assessment Direct Service, 2) Indirect “Support” Hours, and 3) Supervision. The Clinical Program recommends that students accrue a minimum of approximately 600 Intervention and Assessment Direct Service Hours before applying for internship. Beyond approximately 600 Direct Service hours, additional experience does not appear to substantially increase the competitiveness of the internship applicant.

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

*Practica Evaluations.* Prior to the start of practicum training (i.e., first-year evaluation) and following each practicum experience, students complete an evaluation of their clinical training, including the quality of their overall experience and supervision, as well as the extent to which their clinical training included attention to diversity issues. The clinical training evaluations are directly based on our clinical skills checklist (Appendix E).

### **Predoctoral Internship**

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

Students complete the predoctoral internship when all other program requirements have been completed with the possible exception of the final Dissertation defense. Upon completion of all remaining requirements, students’ progress is reviewed by the faculty of the Clinical Program, and their eligibility for internship training is determined. If the Dissertation proposal meeting has not been completed at the time of this review, students’ internship eligibility may be approved contingent on the satisfactory completion of the Dissertation proposal prior to October 1 of the internship application year.

Students will receive substantial instruction, guidance, and advice throughout the internship application procedure, typically beginning in the summer prior to the internship application year. The Association of Psychology Predoctoral and Internship Centers (APPIC: [www.appic.org](http://www.appic.org)) determines the timeline of the internship application procedure. Typically “Match Day 1” occurs on one of the last two Fridays in February. “Match Day 2” occurs about 6-8 weeks later.

## Multicultural Training

The UNC Clinical Psychology Program is very enthusiastic about opportunities to offer training in multicultural capability/competence. We believe that the development of multicultural is a lifelong process, and we hope to help guide that process during graduate training. Students enter the program with different levels of awareness, knowledge, and skills related to multiculturalism. We aim to meet students at their current levels of multicultural competence and help them grow during their years in the program. We have created a list of multicultural competencies we aim to train during graduate training. Following this list is a grid depicting our training sequence in multiculturalism and a glossary with explanations of each training activity.

## Multicultural Competencies

By the end of the training sequence in the UNC Clinical Psychology Program we hope students will have achieved:

### *Awareness*

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

### *Knowledge*

#### Cross-Cutting

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

Clinical

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

Research and Teaching

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

*Skills*

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

**Multicultural Training Sequence**  
UNC Clinical Psychology Program's Developmental Sequence of Diversity Training

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

This table illustrates the discrete experiences that students will have in relation to diversity training across their time in the Clinical Program, which works within a diversity training model of building awareness, knowledge, and skills related to multiculturalism. The table is organized to indicate which part of training is being emphasized with each experience.

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

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

## **Glossary of Multicultural Training Activities**

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

This event begins to orient students to the many layers of diversity and aims to increase awareness that we all have our own areas of diversity and our own perspectives and biases. This orientation also provides students with an overview of the diversity training in the program, the opportunities for personal growth, and the established program support for students as they work toward multicultural competence.

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

Cultural plunge = an experiential activity whereby students select and engage in an exposure to an experience that is unfamiliar to them and represents something significantly different from their own culture (e.g., via religion, race/ethnicity, socioeconomic status, ability status) Students will be involved in this in two ways throughout their time in the program – as “plungers” in the 2<sup>nd</sup> year of the program and as facilitators/guides in the 4<sup>th</sup> year. By serving as facilitators/guides during their 4<sup>th</sup> year, students practice facilitating discussions about diversity using a multicultural-sensitive approach to create a safe environment for students to explore their values and perspectives.

Multicultural case conference = presentations by more senior students of clinical cases where diversity played an important role, followed by a discussion among students, faculty, and supervisors

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

Diversity Journal Club = a clinical psychology program-wide lunchtime seminar that meets about four times a year to learn about topics related to diversity

The format of this seminar varies but aims to be interactive (e.g., discussion; practice of skills) and has included the discussion of journal articles, presentations from guest speakers, and presentations from our own students or faculty.



## **Comprehensive Area Paper (“COMPS”)**

### **Goals**

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

The comps should be completed after the defense of the Master’s thesis and must be completed before the Dissertation proposal is submitted. It is expected that there will not be substantial redundancy between the comps and the literature review for either the Master’s or Dissertation projects. Rather, the comps is a document much broader in scope, addressing an issue with a broader implication for clinical psychology than the specific hypotheses that are examined and supported in the Introduction section of the Master’s or Dissertation projects. In many cases the comps might end with a summary of future directions and needs for the field, and the Dissertation proposal may start by taking one of these future directions and developing/justifying a set of discrete hypotheses. Thus, the Dissertation proposal begins where the comps ends.

### **Timeline**

We strongly recommend that within one semester following the Masters defense students should submit their Comps outlines. We recommend that students submit their final comps document within one semester after the outline has been submitted.

### **Format**

The comps should be a scholarly review of theoretical and empirical literature in an area of clinical psychology. This review should be in the style of a manuscript for a major review outlet such as *Psychological Bulletin*, *Clinical Psychology Review*, *Clinical Psychology: Science and Practice*, *Annual Review of Psychology*, or *Psychological Review*. Submissions should be no more than 50 pages including all tables and references. Supplemental tables may be included if absolutely necessary. In most cases it is desirable if the finished product actually is submitted for publication. The comps should address a question that is relevant to students’ research and/or clinical interests. This may involve a traditional literature review of research literature or a “progress review” of the current state of the evidence on a specific assessment or intervention approach. See the examples below (\*Note: not all of these examples were used as comps papers and some were submitted before page limits were applied).

### **Literature Reviews:**

Kincaid, C. (2012). A Review of Parenting and Adolescent Sexual Behavior: The Moderating Role of Gender. *Clinical Psychology Review*.

Guerry, J.D. & Hastings, P.D. (2011). In search of HPA axis dysregulation in child and adolescent depression. *Clinical Child & Family Psychology Review*, 14, 135-60.

Sterrett, E., Jones, D.J., McKee, L., & Kincaid, C. (2011). Supportive non-parental adults and adolescent psychosocial functioning: An integration and review of recent findings. *American Journal of Community Psychology*, 48, 284-295.

Fitzsimmons-Craft, E. E. (in press). Social psychological theories of disordered eating in college women: Review and integration. *Clinical Psychology Review*. /doi:10.1016/j.cpr.2011.07.011

Heilbron, N., & Prinstein, M. J. (2008). A review and reconceptualization of social aggression: Adaptive and maladaptive correlates. *Clinical Child and Family Psychology Review*, *11*, 176–217.

Progress Reports:

Nock, M. K. (2003). Progress review of the psychosocial treatment of child conduct problems. *Clinical Psychology: Science and Practice*, *10*, 1-28.

Emmy will give you access to the Clinical Program Reference Materials folder on Google Drive where you can access “first drafts” of prior students’ Comps.

### **Submission Instructions**

Students should prepare an outline of their COMPS. The outline should be no more than 3-4 pages (12pt, double-spaced), maximum. Students are strongly encouraged to include within these 3-4 pages, a “long abstract” of their COMPS as part of this outline. This will be a 1 page summary of the argument that will be put forth in the comps and will offer good practice (and opportunity for feedback) for the type of integrative synthesis that COMPS is meant to test. It is expected that faculty will meet with students for about 30 min to discuss the outline and will offer “big picture” feedback about organization, direction, and integration.

We offer three review cycles for submissions of COMPS outlines. Submission dates are September 15, December 15, or March 15. Please submit both an outline and a list of preferred reviewers on one of these dates to the DCT and Emmy. Reviewers do not include your advisor, and to the extent possible we strive to include faculty within your track who have research interests relevant to your COMPS topic. Reviewer assignments also take into account the reviewer workload of each faculty member, and preferences are not always able to be accommodated.

Submission of final COMPS documents also should occur on one of the standard submission dates (September 15, December 15 or March 15). Please submit electronic copies to the DCT, Emmy, and your two reviewers.

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

### **Role of Mentor**

The COMPS should be completed independently; this is an evaluation of students’ conceptual/critical thinking, knowledge of clinical psychology, and methodological acumen. However, students strongly are encouraged to later submit a revised version of their COMPS for publication. To ensure that the work conducted on the COMPS ultimately will be fruitful for generating a publication or funding submission, the mentor should be regarded as a Consultant, rather than a Co-author or Collaborator on the COMPS. In common practice a consultant may be asked to provide broad, general feedback regarding the topic and scope of a project, they may be asked to provide some general input as to work

and areas that may be incorporated in a paper, and they may provide some general feedback in response to an outline of the paper. This outline also can be shared with the two COMPS reviewers for oral, consultant-style feedback. The consultant role is substantially limited in scope as compared to a co-author or collaborator role. In contrast, co-authors/collaborators typically make a scientific contribution to papers by offering their scientific input including their own ideas, and/or by helping to write the document. For the COMPS, therefore, it is perfectly reasonable for a mentor to suggest some authors or resources and offer some general suggestions of the theories or arguments that would be helpful in guiding the COMPS. However, the mentor should not provide substantial input in these areas, should not construct hypotheses or arguments for the student, and should not provide any comments (“track changes,” corrections/revisions) regarding the text of the COMPS whatsoever.

### **More Specific Guidance on How Faculty May Assist Students with their Comps**

<b>DOs</b>	<b>DON'Ts</b>
Faculty can discuss students' area of interests.	Faculty cannot offer models and hypotheses that are primarily the faculty member's idea and encourage students to write about it.
Faculty can offer suggestions for areas of the literature to cover.	Faculty cannot read a draft of the written document (or sections thereof) to make broad comments/suggestions.
Faculty can offer suggestions for specific articles to include.	Faculty cannot read a draft of the written document (or sections thereof) to make specific writing (wording, grammar) suggestions.
Faculty can guide students towards an area that is likely to fill a gap in the literature.	Faculty cannot write the COMPS with the student collaboratively (i.e., write significant parts of the document).
Faculty can help (assist, guide) students formulate new hypotheses and models.	
Faculty can review a very detailed outline provided by the student.	
Faculty can help edit the outline (i.e., suggest how to move, add, delete sections).	
Faculty can review and help edit a second draft of the outline.	
Once the student has started writing, faculty should continue to answer questions the student raises about COMPS.	
Once the student has started writing, faculty can continue to answer questions about the outline or a revised version of the outline.	
If the student does not pass on the first submission, faculty can read the first draft in full and offer comments just as the two reviewers did.	

AFTER the COMPS process is over, faculty can work with the student to help him/her revise the document into publishable quality.	
--	--

### **Evaluation**

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

Second, reviewers will provide substantive feedback to the student either in writing or verbally during a 30 minute meeting with the student. Students should initiate this meeting with their reviewers if they did not receive written feedback about their COMPS when they received their scores.

Reviewers will provide their scores within 30 – 45 days of submission.

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

### **Remediation**

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

The revised COMPS should be resubmitted for further consideration within 45 days of the initial decision. The revised COMPS will be reviewed by the same reviewers if possible. Students may only revise and resubmit the COMPS once. Second submission evaluation is pass/fail.

## COMPS Rating Form

Use the following scale:

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

Conceptual Skills		
1	Can integrate and evaluate literature area - more broadly than for just 1 specific set of hypotheses; evidence of critical thinking	1 2 3 4 5 6 7 8 9 10
2	Can recognize current state of knowledge and theory in a broad area of research	1 2 3 4 5 6 7 8 9 10
3	Can generate and apply novel ideas, theories, methods, or a new "spin" to a current body of literature	1 2 3 4 5 6 7 8 9 10
4	Can connect the findings to other literatures or broad, evidence-based theoretical perspectives (e.g., CBT or Developmental Psychopathology theories more broadly)	1 2 3 4 5 6 7 8 9 10
<b>COMPUTE CONCEPTUAL SKILLS SUM:</b>		_____
Methodological Skills		
5	Can scrutinize the Methods across studies in a broad research area and determine the common strengths and limitations within a body of work	1 2 3 4 5 6 7 8 9 10
6	Can conceive of methodological advances that would help to strengthen a body of research	1 2 3 4 5 6 7 8 9 10
<b>COMPUTE METHODOLOGICAL SKILLS SUM X 2:</b>		_____
Writing Skills		
7	Can produce a document that seems like a reasonable submission to a quality journal	1 2 3 4 5 6 7 8 9 10
8	Can integrate findings by theme and idea; not simply abstract stacking	1 2 3 4 5 6 7 8 9 10
<b>COMPUTE WRITING SKILLS SUM X 2:</b>		_____

SUM OF Conceptual, Methodological, and Writing Subscales: \_\_\_\_\_  
 Sum/120\*100 = GRADE \_\_\_\_\_

## **Training in Teaching**

Many clinical students' initial teaching experience comes as a Teaching Assistant in the undergraduate Laboratory Research Methods (Psychology 270), Abnormal Psychology (Psychology 245), Intro to Clinical Psychology, or General Psychology (Psychology 101) classes during the first or second year. Many students choose to teach their own undergraduate class as a Teaching Fellow during the fall and spring semesters of their third or fourth year in the program. Before they do this, they complete a one-hour course, Laboratory in College Teaching, typically during the spring of their second year. This course covers the major topics in college teaching with special emphasis on the skills needed to stimulate and involve students, to motivate them to work outside of class, and to evaluate them accurately and fairly. All graduate students in the UNC Department of Psychology and Neuroscience must complete this course before teaching independently.

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

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

## Evaluation

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

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

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

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

The UNC Graduate School specifies that a single grade of "F" will render a student ineligible to continue graduate training. In addition, a grade of "L" for nine or more semester hours of coursework (i.e., typically corresponding to three graduate courses) will necessitate the termination of graduate training.

*Progress Evaluations.* Evaluations of a student's progress are conducted twice each year for each student enrolled in the Clinical Program. A student experiencing difficulties in the program may have evaluations completed at different times as well, to monitor progress. These evaluations can be a particularly good measure of student progress because they often reflect the student's performance in research, clinical, and/or teaching (if applicable) endeavors, as well as classroom performance; general professionalism; adherence to professional ethics; multicultural development; lifelong learning attitudes; and the student's ability to work in an effective, cooperative, and timely manner. Evaluations also can include a review of program "technical requirements," that are included in this section.

Evaluations typically include a review of a student's progress towards specific Clinical Program and Departmental requirements (e.g., Master's thesis, completed practicum rotations, Dissertation, etc.) as well an assessment and discussion of a student's acquisition of specific skills and competencies that are thought to be essential and necessary for functioning as a clinical psychologist in all roles and respects. Students receive written documentation regarding their progress, professional strengths, and weaknesses if applicable. Historically the vast majority of graduate students in the Clinical Program receive highly favorable evaluations indicating satisfactory or exemplary professional performance.

If either professional weaknesses or conditions that significantly compromise the potential for a student to successfully perform as a psychology trainee are defined, students are offered strategies for potential

remediation. It is expected that most all students will be capable of excelling in the graduate program with remedial guidance or referral for additional support and resources. However, it is possible that students may evidence continual difficulties meeting program requirements and expectations and/or failed attempts at remediation. In these rare circumstances, students may be given grades that threaten academic eligibility as specified by the UNC Graduate School. UNC Graduate School Policy indicates that there are three ways a student becomes “academically ineligible” (terminated from the program).

1. A single grade of F;
2. A grade of L on 9 or more credit hours; or
3. Two unsuccessful attempts (failures) on a written or oral exam (i.e., either Comps, a proposal or defense meeting).

Students’ difficulties in research or clinical domains are reflected in their grades on courses that capture their research or practicum experiences.

*Grievance and Due Process Procedures.* If a student believes that he or she has been treated unfairly or inappropriately by faculty, staff, or other students either on an academic or interpersonal matter, the student is encouraged to address the matter according to the following procedures. In most cases, the first action would be to address the concerns with the other person(s) involved and attempt an informal resolution of the area of concern. If the student is not satisfied with the resolution of the problem, the student should next contact his or her advisor for assistance. Lack of satisfactory resolution at this point should be followed by discussion with the following persons, in order, as needed: the Director of the Clinical Program, the Chairperson of the Psychology Department, and the Dean of the Graduate School. Even if the student is able to satisfactorily resolve the concern through informal conversation with the other person involved, the Director of the Clinical Program should be informed of any serious incidences or infractions that have occurred (e.g., sexual or other forms of harassment). There may be circumstances in which the student feels that he or she cannot discuss the issue with one of the parties described above (e.g., fear of retaliation from the other person; one of the persons in the chain above is the basis of concern, etc.); in such instances, the student is encouraged to discuss the matter with the next person in the chain outlined above. Our hope is that your stay at UNC will be constructive and prepare you for your career as a clinical psychologist free from such incidences; however, should they arise, we want you to have the freedom to address them with our support and without fear of retaliation.



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

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

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

**I. Attitudinal, Behavioral, Interpersonal, and Emotional Attributes**

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

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

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

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

## **II. Intellectual Skills**

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

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

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

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

### **III. Communication Skills**

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

### **Commitment to Non-Discrimination**

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

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

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

### **V. References**

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

North Carolina Psychology Practice Act.  
<http://www.ncpsychologyboard.org/office/pdffiles/pracact.pdf>

UNC Clinical Psychology Program Handbook.  
<http://clinicalpsych.unc.edu/clinical-program-handbook/>

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

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

## Funding

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

*Tuition Remission.* Students may receive a tuition remission from the Psychology Department and UNC graduate school for up to five years (i.e., 10 semesters) of graduate training; all 10 semesters must be in residence. A tuition remission is available only for students who also have assistantship funding. Some external sources (e.g., NIH National Research Service Award) of funding may be used as assistantship funding or to assist students with payment of tuition beyond these five years. Students who complete their Dissertations (including the final oral examination; i.e., defense) prior to internship training do not need to register for classes or pay tuition while on internship. However, to retain UNC privileges, maintain an ONYEN, and to facilitate application for graduation, these students should become “affiliates” of UNC prior to departure for internship. Students who have not completed their Dissertations before internship should continuously register for three credits of Psychology 994 (Dissertation Research) each semester and pay tuition for these credits. Some students on (or after) internship may elect to register for Psychology 994 only in the semester that they plan to defend the Dissertation. It should be noted that following one semester in which students are not registered for classes at UNC, they must file for reinstatement at the UNC Graduate School. Following a semester lapse, students also may lose their NC residency, which also has implications for tuition costs. All doctoral degree requirements must be completed within eight years of first enrollment as a UNC graduate student. In some rare circumstances, students may apply for an extension, but this is not guaranteed.

*Assistantships.* Students may serve as a Research Assistant or a Graduate Teaching Assistant (including an Instructional Assistant, Teaching Associate, or Teaching Fellow) during their graduate training. Research assistantships typically are arranged directly between a member of the faculty and the student. A research assistantship most often includes an opportunity to engage in research activities for a minimum of 15-20 hours per week; however, the responsibilities and salary associated with this position, as well as the length of this position, are determined by the faculty member providing the assistantship funding (in accordance with Department and University requirements). Funding sources must include the stipend, tuition waiver, and benefits associated with this position. Clinical graduate students may accept a research assistant position from a faculty member who is not a member of the Clinical Program, but this should be discussed with the primary research mentor before accepting such a position. The hours dedicated towards the research assistant position *may* encompass the Clinical Program requirement of consistent (i.e., 10 hours) research activity. This is determined by the primary research mentor.

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

Instructional Assistants/Teaching Associates (IA/TA) and Teaching Fellow (TF) positions are determined by the Department of Psychology and Neuroscience in coordination with the Clinical Program. An IA is typically required to assist in the teaching or coordination of a course instructed by

a member of the faculty. TAs may also be asked to attend lectures, conduct library research, assist with grading, lead a discussion or lab section, or guest lecture. The specific responsibilities of the IA/TA are defined by the course instructor and typically involve a maximum of 15 hours each week.

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

A Teaching Fellow is a graduate student course instructor. Students assigned a TF position will have primary authority and responsibility for all aspects of the course including the selection of course curricula and textbooks, preparation of the course syllabus, readings, assignments, exams, as well as the preparation and delivery of all class lectures. TFs also are responsible for all grading. More information on training available within the Clinical Program to assist with the TF assignment is provided in this handbook (see p.30). As noted below, before assignment as a TF, students must complete Psychology 793.

IA/TA and TF positions for each year should be requested in the Spring semester of the prior academic year. To the full extent possible, specific course or section requests will be accommodated; however, given the large number of graduate students requesting positions in the Department of Psychology and Neuroscience, it is important to be as flexible as possible. Graduate students may not be assigned a TF position until their third full year of graduate training at times. Graduate student requests for an IA/TA or TF position following the fifth year of training cannot be guaranteed; these students typically are included on a Wait List for available positions.

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

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

#### Department Guidelines for IA, TA, or TF Positions

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

1. Unless otherwise requested by the course instructor, TAs need to attend every class for courses to which they are assigned. If a student's own course schedule, practicum assignment, or research lab

meeting conflicts with the time of their TA Course Assignment, students should notify Trent Hopper immediately to be reassigned.

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

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

Students in the Clinical Program most often have pursued the National Institute of Health (NIH) “NRSA” National Research Service Award (F31 Award). The application for this award is written in collaboration with a member of the faculty. More information can be found at: <http://grants1.nih.gov/grants/guide/pa-files/PA-04-032.html> or <http://grants1.nih.gov/grants/guide/pa-files/PA-00-069.html> or <http://grants1.nih.gov/grants/guide/pa-files/PA-00-068.html>.

In addition to the NRSA, funding opportunities can be found at the National Science Foundation: [http://www.nsf.gov/publications/pub\\_summ.jsp?ods\\_key=nsf05601](http://www.nsf.gov/publications/pub_summ.jsp?ods_key=nsf05601) and smaller awards may be found at many APA division websites or through the American Psychological Association of Graduate Students (APAGS) <http://www.apa.org/apags/programs/scholarships/>

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

## Other Training Opportunities

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

The majority of clinical students attend the Association for Behavioral and Cognitive Therapies (ABCT) each year as well as other conferences. Several resources are available to assist you with travel expenses.

*Travel Grants.* Transportation grants from the Graduate School, for travel expenses only, are available for Doctoral and Master's students presenting research papers at international, national, regional academic conferences, or meetings of professional societies. Students may receive this grant only once. Applications are considered throughout the year and must be submitted prior to your travel. For the Transportation Grant Application and Frequently Asked Questions, visit: <http://gradschool.unc.edu/funding/gradschool/transportationgrant.html>.

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

## **First Year Primer from the Second Year Class**

Welcome First Years!

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

Good luck from the Second Year class!

### **1. Things to Do Your First Week on Campus**

#### **1.1 Get Keys**

Rachael Hall, the Internship Manager will have your keys in Davie 235. You’ll need to have your student ID before you can get them though, so make sure to take care of that first. The student ID at UNC is called the OneCard, and you can get yours at the OneCard office located adjacent to the Student Stores, on the ground level. Go to [www.onecard.unc.edu](http://www.onecard.unc.edu) for more information. You will also need to give Rachael a deposit of \$5.00 for each key (office, lab, and front doors).

#### **1.2 Get a copy of SAS**

SAS and SPSS are the two common statistics programs you will be using at UNC.

**SAS → You will need this IMMEDIATELY! ORDER RIGHT AWAY!** Outside of class, your use of SAS is dependent upon you and your advisor’s preference. Many students use SPSS for their own research, but no formal instruction is offered on using SPSS in the program (there are workshops available through Odum Institute)

SAS is free to graduate students. To get it:

- 1) Go to: <http://its.unc.edu>
- 2) Click on: “Software Acquisition” (in the right sidebar of the webpage)
- 3) Click on “Student Online Ordering” (on the right of the webpage)
- 4) Type in your ONYEN and password
- 5) Click “OK”
- 6) Type in your full name
- 7) Type in software title “SAS 9.4”
- 8) Type in your Operating System (Windows)
- 9) Type in your UNC email address using your ONYEN (e.g., [ajfreem@email.unc.edu](mailto:ajfreem@email.unc.edu) and not [Andrew.Freeman@unc.edu](mailto:Andrew.Freeman@unc.edu))
- 10) In comments, tell them you need it in a hurry
- 11) Click “Place Order”
- 12) Wait for them to let you know they have the discs, go pick it up from ITS in the basement of the Undergraduate Library
- 13) Install SAS on your computer.
- 14) During installation, SAS will ask you for something called “SAS SID” or “setinit”, go to: <http://software.unc.edu/sas>
- 15) Type in your ONYEN and password, click “OK”
- 16) Select “SAS” and more options appear
- 17) Select your operating system (most people will be on Windows Desktop... not Windows 64)



- 18) Select version “9.4.x”
- 19) In primary usage, select “Student in a course at UNC-CH”
- 20) In course name type: “Psych 830”
- 21) In instructor name type: “Castro-Schilo”
- 22) Agree to terms/conditions
- 23) Click “Next”
- 24) Click “Download” (hidden at bottom of page)
- 25) Save to your desktop...delete once installation is finished

\*\*If you have any questions regarding the download of SAS, please contact Hugh Meriwether in Room 359 Davie. Hugh does have multiple sets of discs to download SAS, but you will have to stop by his office to see if any are available. Download time utilizing the discs will take 1-2 hours.

For SPSS: You will need an individual license of SPSS 23.0. Speak with your advisor about if they are able to purchase a license for you or if you should go a different route. You can go to <https://vcl.unc.edu> for more instruction and information about this. If you have any questions, reach out to Hugh Meriwether in Room 359 Davie.

## **2. Things to Do in Your First Month on Campus**

### **2.1. IRB Ethics Training**

You need to complete the online modules immediately. These are located at: [www.citiprogram.org](http://www.citiprogram.org)

### **2.2 HIPAA Training**

The Health Information Portability and Accountability Act of 1996 sets forth patient confidentiality guidelines that we adhere to as healthcare providers. You will need to complete HIPAA training, which is separate from the CITI training that you complete for research purposes.

### **2.3 VPN and Mapping Drives**

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

### **2.4 Put Money on Your OneCard**

You probably will only need money on this for the rare occasions when you want to photocopy something at the library. You might want to go ahead and put some money on it, as it is no fun when

you are in the library and have no cash to add. You can use credit cards online (MasterCard and Diners Club only), but it is cash only in the library machines. For more info on putting money on your OneCard and what can be purchased on campus with it, visit: [www.onecard.unc.edu](http://www.onecard.unc.edu).

### **2.5 Access to Web Calendar**

**You'll need access to scheduling the rooms for your interview class.**

Please check with Dick Clark (Clinic Manager) for these instructions.

### **2.6 Desk Duty at Finley Clinic**

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

## **3. General Department Information**

**3.1 Photocopiers and scanners** are in the Davie Hall mailroom. You will need a copy code. Ask a member of your lab for the code or the professor for whom you TA.

### **3.2 Software (other than SAS/SPSS)**

A) For common software:

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

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

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

### **3.1 Party Planning Responsibilities**

Each class is responsible for certain social events throughout the school year. 1<sup>st</sup> years plan the interview day party and the end of year party (which usually has a color theme). You will need to plan and assign duties for the interview party. It has been traditional to have the 1<sup>st</sup> years be responsible for planning the entrees and then assign salads, desserts, drinks, paper goods, etc. to other classes. Apparently, alcohol is traditionally assigned to the most advanced students (5<sup>th</sup> years and beyond). Some food may be reimbursed by the department/clinic—see Emmy Mallasch for details—

but alcohol is not. You aren't required to host the party at one of your homes, just find someone who can accommodate a large group.

#### **4. Campus Resources**

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

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

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

**4.4 Stats Consultant in Davie**—We are fortunate enough to be provided with a stats consultant through the Quant program. Look for emails about his/her current office hours early in the semester, or head upstairs and look for the sign on the office door. S/he has office hours, but you can schedule specific appointment times.

**4.5 Psychological Services**—Emmy Mallasch maintains a list of local mental healthcare referrals and a copy is available in the Clinical Program Resources Google folder.

## Appendices

- A. [Curriculum Worksheet](#)
- B. [Sequence of Required Courses for Students Entering in Even Numbered Years](#)  
[Sequence of Required Courses for Students Entering in Odd Numbered Years](#)
- C. [Graduate Courses in the Psychology Department](#)
- D. [Research Skills Checklist and Forms](#)
- E. [Clinical Skills Checklist and Forms](#)
- F. [Current Practicum Rotations and Practicum Application Form](#)
- G. [About Professional Societies in Psychology](#)
- H. [Helpful University Resources](#)
- I. [HIPAA Confidentiality and Security Agreement](#)
- J. [Overall Summary and Checklist](#)
- K. [Options for locating an affordable therapist in the area](#)
- L. [UNC- Chapel Hill Student Evaluation](#)
- M. [Graduation Guide](#)

Name \_\_\_\_\_

Semester: \_\_\_\_\_

Coursework Requirements		Requirements	List Your Training	Date Completed
1. Breadth of Psychology				
1a.	Biological Aspects of Behavior	Required: PSYC 701, 702, or 402		
1b.	Cognitive Aspects of Behavior	Required: PSYC 739 or 740 or 743		
1c.	Affective Aspects of Behavior	Required: PSYC 870		
1d.	Social Aspects of Behavior	Required: PSYC 864 or 869		
1e.	History and Systems of Psychology	Required: PSYC 790		
1f.	Psychological Measurement	Required: PSYC 806 and 828 and 829		
1g.	Research Methodology	Required: PSYC 806		
1h.	Data Analysis	Required: PSYC 830 and 831		
2. Science/Methods/Theories of Practice				
2a.	Individual Differences in Behavior	Required: PSYC (809 or 810) and 829		
2b.	Human Development	Required: TBD		
2c.	Psychopathology/Dysfunctional Behavior	Required: PSYC 809 or 810		
2d.	Ethics and Professional Standards	Required: PSYC 815 and (811 or 812)		
3. Assessment and Intervention				
3a.	Theories/Methods of Assessment/Diagnosis	Required: PSYC (813 or 814) and 828 and 829		
3b.	Effective Intervention	Required: PSYC (803 or 804) and (811 or 812)		
3c.	Consultation and Supervision	Required: PSYC 822		
3d.	Evaluating Efficacy of Intervention	Required: PSYC 806 and 829 and (803 or 804)		
4. Cultural and Individual Diversity		Required: PSYC 827		

Research Requirements	Requirements/Deadlines	Anticipated Completion Date	Date Completed
Master's Proposal	<b>DUE</b> Nov 1 of 2 <sup>nd</sup> Year		
Master's Defense	<b>DUE</b> end of 3 <sup>rd</sup> Year		
Master's Poster	Must be at Clinical Lunch Poster Day; <b>DUE</b> end of 3 <sup>rd</sup> Year		
Research Presentation	Must be at Clinical Lunch or Peer Reviewed Conference; <b>DUE</b> before Start of Internship		
Comps	Must Pass before before Dissertation Proposal; Allow 6 weeks for grading; no grading over summer		
Dissertation Proposal	<b>DUE</b> Oct 1 of Internship Application Year		
Dissertation Defense	Try to Defend Before You Leave for Internship!!!		

Clinical Requirements		
Number of Direct Intervention and Assessment Hours to Date		
Number of Supervision Hours to Date		
Number of Assessment Batteries (as defined by APPIC) WITH ADULTS		
Number of Assessment Batteries (as defined by APPIC) WITH YOUTH		
Prac(s) in Year 3		
Prac(s) in Year 4		
Prac(s) in Year 5		
Prac(s) in Year 6		

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Advisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**DCT Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Appendix B.** Sequence of Required Courses for Students Entering in **Even** Numbered Years.

*All italicized courses are ones that the Program Coordinator will register you for.*

**Adult Track**

## Year 1

## Fall

Adult Therapy (804)  
 Statistics (830)  
 Adult Psychopathology (809)  
 Clinical Lunch (807)

## Spring

Research Methods (806)  
 Ethics and Practice (815)  
 Statistics (831)  
 Clinical Lunch (807)

## Year 2

## Fall

Clinical Assessment (829)  
 Master's Research (993)  
*2<sup>nd</sup> Year Practicum (811)*  
 Clinical Lunch (807)

## Spring

Breadth Course\*  
*2<sup>nd</sup> Year Practicum (811)*  
 Master's Research (993)  
 College Teaching (793; 1 hr), if TF next year  
 Clinical Lunch (807)

## Year 3

## Fall

Multiculturalism (827)  
 Psychology of Emotions (870)  
*Advanced Practicum*  
 Dissertation Research (994)  
*Assessment Practicum (828)*  
 Clinical Lunch (807)

## Spring

Adult Assessment (813)  
 Breadth Course\*  
 Dissertation Research (994)  
*Advanced Practicum*  
*Assessment Practicum (828)*  
 Clinical Lunch (807)

## Year 4

## Fall

*Advanced Practicum*  
 Dissertation Research (994)  
 Supervision of Supervision (823)  
 Clinical Lunch (807)

**Child/Family Track**

## Year 1

## Fall

Child/Family Therapy (803)  
 Statistics (830)  
 Developmental Psychopathology (810)  
 Clinical Lunch (807)

## Spring

Ethics and Practice (815)  
 Research Methods (806)  
 Statistics (831)  
 Clinical Lunch (807)

## Year 2

## Fall

Clinical Assessment (829)  
 Master's Research (993)  
*2<sup>nd</sup> Year Practicum (812)*  
 Clinical Lunch (807)

## Spring

Breadth Course\*  
*2<sup>nd</sup> Year Practicum (812)*  
 Master's Research (993)  
 College Teaching (793; 1 hr), if TF next yr  
 Clinical Lunch (807)

## Year 3

## Fall

Multiculturalism (827)  
 Psychology of Emotions (870)  
*Advanced Practicum*  
 Dissertation Research (994)  
*Assessment Practicum (828)*  
 Clinical Lunch (807)

## Spring

Child/Family Assessment (814)  
 Breadth Course\*  
 Dissertation Research (994)  
*Advanced Practicum*  
*Assessment Practicum (828)*  
 Clinical Lunch (807)

## Year 4

## Fall

*Advanced Practicum*  
 Dissertation Research (994)  
 Supervision of Supervision (823)  
*Assessment Practicum (828)*  
 Clinical Lunch (807)

Spring  
Supervision/Consultation (822)  
Breadth Course\*  
Clinical Lunch (807)

Year 5

Fall/Spring  
*Advanced Practicum*  
Dissertation Research (994)  
Clinical Lunch (807)

Spring  
Supervision/Consultation (822)  
Breadth Course\*  
Clinical Lunch (807)

Year 5

Fall/Spring  
*Advanced Practicum*  
Dissertation Research (994)  
Clinical Lunch (807)

**Notes:**

\*Designates a course to fulfill APA breadth requirements (i.e., 1a-1d and 2b on the Curriculum Worksheet).

\*\*All students should see the Director of Clinical Training for information about when the next “History of Psychology” (PSYC 790) course and the next course fulfilling the Human Development breadth curriculum requirement will be offered.

**Appendix B** (cont'd). Sequence of Required Courses for Students Entering in **Odd** Numbered Years.

*All italicized courses are ones that the Program Coordinator will register you for.*

**Adult Track**

## Year 1

## Fall

Psychology of Emotions (870)  
 Statistics (830)  
 Clinical Assessment (829)  
 Clinical Lunch (807)

## Spring

Research Methods (806)  
 Statistics (831)  
 Ethics and Practice (815)  
 Clinical Lunch (807)

## Year 2

## Fall

Adult Psychopathology (809)  
 Adult Therapy (804)  
*2<sup>nd</sup> Year Practicum (811)*  
 Master's Research (993)  
 Clinical Lunch (807)

## Spring

Adult Assessment (813)  
*2<sup>nd</sup> Year Practicum (811)*  
 Master's Research (993)  
 College Teaching (793; 1 hr), if TF next year  
 Clinical Lunch (807)

## Year 3

## Fall

Breadth Course\*  
 Breadth Course\*  
*Advanced Practicum*  
 Dissertation Research (994)  
*Assessment Practicum (828)*  
 Clinical Lunch (807)

## Spring

Dissertation Research (994)  
*Advanced Practicum*  
*Assessment Practicum (828)*  
 Breadth Course\*  
 Clinical Lunch (807)

## Year 4

## Fall

Multiculturalism (827)  
*Advanced Practicum*  
 Dissertation Research (994)  
 Supervision of Supervision (823)  
*Assessment Practicum (828)*

**Child/Family Track**

## Year 1

## Fall

Psychology of Emotions (870)  
 Statistics (830)  
 Clinical Assessment (829)  
 Clinical Lunch (807)

## Spring

Research Methods (806)  
 Statistics (831)  
 Ethics and Practice (815)  
 Clinical Lunch (807)

## Year 2

## Fall

Developmental Psychopathology (810)  
 Child/Family Therapy (803)  
*2<sup>nd</sup> Year Practicum (812)*  
 Master's Research (993)  
 Clinical Lunch (807)

## Spring

Child/Family Assessment (814)  
*2<sup>nd</sup> Year Practicum (812)*  
 Master's Research (993)  
 College Teaching (793; 1 hr), if TF next yr  
 Clinical Lunch (807)

## Year 3

## Fall

Breadth Course\*  
 Breadth Course\*  
*Advanced Practicum*  
 Dissertation Research (994)  
*Assessment Practicum (828)*  
 Clinical Lunch (807)

## Spring

Dissertation Research (994)  
*Advanced Practicum*  
*Assessment Practicum (828)*  
 Breadth Course\*  
 Clinical Lunch (807)

## Year 4

## Fall

Multiculturalism (827)  
*Advanced Practicum*  
 Dissertation Research (994)  
 Supervision of Supervision (823)  
*Assessment Practicum (828)*



Clinical Lunch (807)  
Spring  
Supervision/Consultation (822)  
Clinical Lunch (807)

Year 5

Fall/Spring  
*Advanced Practicum*  
Dissertation Research (994)  
Clinical Lunch (807)

Clinical Lunch (807)  
Spring  
Supervision/Consultation (822)  
Clinical Lunch (807)

Year 5

Fall/Spring  
*Advanced Practicum*  
Dissertation Research (994)  
Clinical Lunch (807)

**Notes:**

\*Designates a course to fulfill APA breadth requirements (i.e., 1a-1d and 2b on the Curriculum Worksheet)

\*\*All students should see the Director of Clinical Training for information about when the next “History of Psychology” (PSYC 790) course and the next course fulfilling the Human Development breadth curriculum requirement will be offered.

**Appendix C. Graduate Courses in the Psychology Department (Clinical courses in Blue)**

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

702 Behavior and its Biological Bases II (NBIO 702A) (3). A survey of psychological and biological approaches to the study of basic learning and higher integrative processing.

703 Advanced Biological Psychology: Central Nervous System (NBIO 703) (3). Prerequisite, PSYC 402. Equivalent experience for students lacking the prerequisite. Each fall one special topic will be covered in depth (e.g., neural bases of memory storage, homeostasis and perception). Format includes lectures and seminar meetings with student presentations.

704 Applications of Experimental Psychology to Health Research (NBIO 704) (3). This course provides a critical analysis of interdisciplinary research within experimental psychology, including such topics as psychopharmacology, psychoneuroimmunology, psychophysiology and animal models of brain/behavior disorders.

705 Behavioral Pharmacology (NBIO 705, PHCO 705) (3). Prerequisite, PSYC 404. Permission of the instructor for students lacking the prerequisite. Basic principles of pharmacology and behavior analysis are considered in relation to drugs that affect the central nervous system.

707 Clinical Psychopharmacology (3). Examinations of the clinical efficacy, side effects and neuropharmacological actions of drugs used in the treatment of behavioral disorders. Additional topics include the behavioral and neuropharmacological actions of drugs of abuse.

708 Seminar in the Biological Foundations of Psychology (NBIO 708) (3). Permission of the instructor. Limited to graduate students in psychology and neurobiology. Lectures and seminar presentations on a wide range of topics in the area of physiological psychology.

709 Seminar in Theoretical-Experimental Psychology (1–3).

719 Seminar in Experimental Health Psychology (3). An in-depth treatment of research topics in behavioral and biological aspects of health psychology.

720 Research Seminar in Experimental Psychology (3). Graduate standing in psychology required. Students design and conduct a supervised research project and engage in critical discussion of research performed by other students and faculty.

721 Research Seminar in Experimental Psychology (3). Graduate standing in psychology required. Students design and conduct a supervised research project and engage in critical discussion of research performed by other students and faculty.

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

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

740 Seminar in Cognitive Psychology (1–3). Permission of the instructor. Discussion and critical evaluation of various theories of thinking; theories of concept formation, problem solving and reasoning.

741 Professional Development for Careers in Research (3). Graduate standing required. This course covers: research strategies, research collaboration, giving talks, writing review papers, writing research reports, the peer-review editorial process, the grant-proposal process, the academic job search process, and non-academic career.

742 Attention (3). Graduate standing in psychology required. This course will introduce the major issues in attention research and highlight recent work examining the neural mechanisms of attention and its interactions with other cognitive and social-cognitive processes.

744 Psycholinguistics (3). Graduate standing in psychology required. This seminar addresses the mental processes underlying human's ability to use language at a number of levels. Specific topics vary.

756 Seminar in Cognitive Psychology - Human Memory (3). Selective overview of topics in the study of human memory. Course will examine the findings from laboratory research to gain a better understanding of memory structure and organization.

750 Research Seminar in Cognitive Psychology (3). Graduate standing in psychology required. Students conduct a supervised research project in cognitive psychology, and participate in discussion of current research and related ethical and methodological issues.

751 Research Seminar in Cognitive Psychology (3). Graduate standing in psychology required. Students conduct a supervised research project in cognitive psychology, and participate in discussion of current research and related ethical and methodological issues.

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

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

762 Developmental Psychology: Methodology I (3). Philosophical and sociological perspectives on research in developmental psychology, with specific applications to ongoing projects.

763 Developmental Psychology: Methodology II (3). Techniques and research designs appropriate for the study of the development of behavior. Supervised experience in the planning of experiments and data analysis.

764 Developmental Assessment (3). Introduction to instruments used for the assessment of development and cognition in infants, preschoolers and school-aged children, with primary focus on research issues. Practice administration of instruments in field settings.

765 Developmental Psychology: History and Theory (3). Drawing upon materials presented in the previous content and method courses, this class examines in-depth various types of developmental theories.

766 Developmental Psychobiology (3). Provides an introduction to psychobiological research, focusing on early development in animals. Topics include embryology, developmental neurobiology, the development of sensory and communication systems and social behavior. As announced.

767 Advanced Family Theory and Research (3). Research related to family processes, especially regarding the developmental consequences of varying family environments on children. Topics include divorce, cognitive development, single parents, parental employment, discipline, cultural context.

768 Seminar in Developmental Psychology (3). Permission of the instructor. Intensive study of selected topics in developmental psychology.

780 Developmental Psychology Forum. Permission of the instructor. Presentations of research by faculty, students and visitors; discussion of professional topics.

781 Proseminar in Developmental Science (3). Permission of the instructor. Intensive study of selected topics in human development that are being explored by members of the Carolina Consortium on Human Development staff.

790 History of Psychology (3). Review of the history of major areas of psychology, with special emphasis on the conceptual and methodological underpinnings of the discipline.

791 Special Readings in Psychology (3). Permission of the instructor. Intended for advanced graduate students.

792 Professional Problems in Psychology (1). Permission of the instructor. Consideration of problems facing academic psychologists.

793 Laboratory in College Teaching (1–3). Specific training in presentational and interpersonal skills needed by college teachers, such as planning, lecturing, discussing, motivating and evaluating.

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

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

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

807 Clinical Research Seminar (2). Prerequisite, PSYC 256. Graduate standing in clinical psychology required. Designing and presenting research proposals in individual students' research areas in oral and written form. Critiquing research proposals. Research ethics and preparing and evaluating protocols for ethical review.

809 Adult Psychopathology (3). First-year graduate status in clinical psychology required. The major forms of psychopathology are examined within a development framework.

810 Developmental Psychopathology (3). First-year graduate status in clinical psychology required. The major forms of psychopathology are examined within a development framework.

811 Adult Practicum (3). Second-year graduate status in clinical psychology required. Supervised experience in psychological assessment and psychotherapy. Six to eight laboratory hours a week.

812 Child and Adolescent Practicum (3). Second-year graduate status in clinical psychology required. Supervised experience in psychological assessment and psychotherapy. Six to eight laboratory hours a week.

813 Advanced Adult Assessment (3). Graduate standing in clinical psychology required. Consideration of how various forms of assessment data can be utilized in understanding the structure and dynamics of adult personalities; problems of differential diagnosis, brain damage, etc., are also considered. Two lecture and two laboratory hours a week.

814 Advanced Child Assessment (3). Prerequisite, PSYC 808. Theory, research and application of objective and projective techniques for behavioral, emotional, psychiatric, interpersonal and social cognitive assessment of children and adolescents. Two lecture and two laboratory hours a week.

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

816 Advanced Clinical Practicum and Professional Ethics (3). Prerequisites, PSYC 254 and 255. Supervised clinical work in an area of particular interest to the student. Clinical activity is coordinated with reading and discussion of literature or professional ethics.

817 Advanced Adult Practicum and Professional Ethics (3). Prerequisites, PSYC 254 and 255. Supervised clinical work in an area of particular interest to the student. Clinical activity is coordinated with reading and discussion of literature or professional ethics.

818 Advanced Child/Adolescent Practicum and Professional Ethics (1–3). Prerequisite, PSYC 817. Individualized clinical practicum for advanced doctoral students in clinical psychology. Supervised experience in psychotherapy, psychological assessment and consultation. May be repeated for credit.

822 Seminar in Clinical Psychology (1–3).

825 Advanced Clinical Practicum (1–3). Prerequisite, PSYC 817. Individualized clinical practicum for advanced doctoral students in clinical psychology. Supervised experience in psychotherapy, psychological assessment and consultation. May be repeated for credit.

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

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

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

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

831 Statistical Methods in Psychology II (4). Prerequisite, PSYC 830. Statistical estimation and hypothesis testing for linear models (ANOVA, ANCOVA, regression analysis); statistical models in the design and analysis of experiments.

840 Computational Statistics (3). Prerequisite, PSYC 831. Permission of the instructor for students lacking the prerequisite. Current computational environments for data analysis and visualization are taught and used as a basis for understanding current (and creating new) methods of computational statistics and dynamic statistical graphics.

841 Introduction to Multivariate Techniques for the Behavioral Sciences (3). Prerequisite, PSYC 831. Permission of the instructor for students lacking the prerequisite. An introduction to linear regression and multivariate statistical techniques as employed in the behavioral sciences, with particular emphasis on analytic techniques and interpretation of results.

842 Test Theory and Analysis (3). Prerequisite, PSYC 831. Survey of classical test theory and more recent developments in item analysis and test construction.

843 Factor Analysis (3). Prerequisite, PSYC 831. Permission of the instructor for students lacking the prerequisite. Advanced topics in factor analytic models, multivariate correlational models and analysis of covariance structures as applied in behavioral research.

844 Structural Equation Models with Latent Variables (3). Prerequisite, PSYC 831. Permission of the instructor for students lacking the prerequisite. Examination of a wide range of topics in covariance structure models, including their history, underlying theory, controversies and practical use with major computer packages.

845 Latent Curve Modeling (3). Prerequisite, PSYC 844. Equivalent experience or permission of the instructor for students lacking the prerequisite. Latent curve modeling is a structural equations-based method for analyzing longitudinal data. Equal emphasis is placed on the statistical model and applications to real data.

846 Multilevel Modeling (3). Prerequisites, PSYC 830 and 831. Equivalent experience for students lacking the prerequisites. This course demonstrates how multilevel models (or hierarchical linear models) can be used to appropriately analyze clustered data (i.e. persons within groups) and/or repeated measures data in psychological research.

850 Quantitative Psychology Forum (1). Presentations of research by faculty, students and visitors; discussion of professional topics such as ethics, the publication process, research funding and the reviewing of articles.

851 Multidimensional Scaling (3). Prerequisites, PSYC 831 and 854. Equivalent experience for students lacking the prerequisites. Survey, with application to dissimilarity data, of the algebraic, geometric and computational bases of multidimensional scaling methods, with emphasis on individual differences models and nonlinear transformation.

852 Mathematical Psychology (3). Permission of the instructor. Development and applications of mathematical models in theoretical and experimental psychology. Topics selected from learning, memory, perception, thinking, attention, decision making.

853 Analysis of Frequency Tables in Behavioral Research (3). Prerequisite, PSYC 831. Permission of the instructor for students lacking the prerequisite. An introduction to the analysis of frequency data (including measures of association) and the use of log-linear models and logit models in the behavioral sciences.

854 Quantitative Research Synthesis (3). Prerequisite, PSYC 831. Permission of the instructor for students lacking the prerequisite. Survey of research synthesis including history, problem formulation, statistical concerns, describing and combining studies, combining p-values, testing for heterogeneity, accounting for moderator variables, fixed, mixed, and random effects models, publication bias.

859 Seminar in Quantitative Psychology (1–3).

860 Directed Research Seminar in Social Psychology (3). First-year graduate status in social psychology or permission of the instructor. Directed research problems and seminar discussion of related issues.

861 Directed Research Seminar in Social Psychology (3). Prerequisite, First-year graduate status in social psychology or permission of the instructor. Directed research problems and seminar discussion of related issues.

862 Advanced Social Psychology (3). Prerequisite, PSYC 867. Permission of the instructor for students lacking the prerequisite. Intensive study of interdependence theory and research of interpersonal relationships.

863 Methods of Social Psychology (3). Prerequisite, PSYC 867. Permission of the instructor for students lacking the prerequisite. Methods of investigation in social psychology, with primary emphasis upon experimental design and the nature of the experimental situation.

864 Topics in Attitude Research (3). Prerequisite, PSYC 867. Permission of the instructor for students lacking the prerequisite. A critical examination of selected topics in attitude theory and change.

865 Methods of Applied Social Psychology (3). Graduate standing required. Supervised research experience in an applied setting and accompanying methods of non-laboratory research, including nonquantitative methods of social psychology and evaluation of quasi-experimental and non-experimental designs.

866 Interpersonal Processes and Close Relationships (3). Prerequisite, PSYC 238. Permission of the instructor for students lacking the prerequisite. Intensive study of the processes by which adult close relationships are initiated and developed.

867 Advanced Survey of Social Psychology (3). Graduate standing or permission of the instructor. Survey of research and theories of attitude change, interpersonal relations and small groups.

868 [328] Seminar in Social Psychology (3). Prerequisite, PSYC 867. Permission of the instructor for students lacking the prerequisite.

869 Advanced Social Cognition (3). Prerequisite, PSYC 867. Permission of the instructor for students lacking the prerequisite. Advanced theory and research in social psychology that explores the cognitive processes underlying social phenomena. Specific topics include attributions, emotions, heuristics, self, goals, motives and others.

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

871 Advanced Group Processes (3). Prerequisite, PSYC 867. Permission of the instructor for students lacking the prerequisite. Discusses both classic and contemporary theory and research related to group processes, including group performance, motivation, decision-making, social dilemmas, social justice, and other intragroup and intergroup phenomena.

872 Seminar in Political Psychology (3). Graduate standing required. This course surveys research in political psychology. Topics may include personality and politics, political values and attitudes, voter behavior, candidate evaluation, and the role of emotion in political decision-making.

873 Seminar on Prejudice and Stereotyping (3). Graduate standing required. Seminar reviews classic and current literature on the psychology of stereotyping and prejudice. Focus is on causes, consequences, and mental processes that maintain social biases.

874 Social Judgment and Decision Making (3). Prerequisite, PSYC 863. Permission of the instructor for students lacking the prerequisite. Discusses both classic and contemporary theory and research related to social judgment and decision making, including basic psychological processes, heuristics and biases, models of decision making, and social influences.



875 Advanced Seminar in Positive Psychology (3). Prerequisite, PSYC 870. Discusses both classic and contemporary theory and research related to social judgment and decision making, including basic psychological processes, heuristics and biases, models of decision making, and social influences.

890 Case Formulation and Psychotherapy Integration (3). Required preparation, 3rd year or beyond in Clinical Psychology Doctoral Program. This advanced seminar provides clinical psychology graduate students with case formulation skills in the context of exposure to psychotherapy integration and contemporary evidence based treatment models.

891 Dialectical Behavior Therapy (3). Prerequisite, PSYC 803 or 804. Graduate standing in clinical psychology required. This course will introduce advanced clinical psychology graduate students to Dialectical Behavior Therapy, a cognitive-behavioral treatment for borderline personality disorder, including DBT's theoretical basis, empirical support, and treatment strategies.

904I Aging and Health (DENT 604I, EPID 620I, HMSC 904I, MEDI 604I, NURS 782I, PHCY 604I, PHYT 904I, SOCI 824, SOWO 604I) (3). See SOWO 604I for description.

907I Aging and Public Policy (DENT 607I, FMME 607I, HMSC 951I, HPM 961I, MEDI 607I, NURS 783I, PHCY 607I, SOWO 607I) (3). See SOWO 607I for description.

991 Advanced Research (3). Six laboratory hours a week.

993 Master's Thesis (3-6)

994 Doctoral Dissertation (3-9)

## Appendix D. Research Skills Checklist

	Conceptual	Methodological	Writing Skills	Oral Skills	
	<b>MASTERS</b>				
SPECIFIC	Understands their specific hypotheses; which variables are IV, DV, moderators/mediators, etc	Can articulate how their hypotheses are examined methodologically	Uses appropriate tone and level of detail in writing their thesis	Can develop a 15-20 minute talk that appropriately summarizes all aspects of their study	WITH ASSISTANCE
	Familiar with overall literature in their area of research	Clearly understands strengths and weaknesses of their study	Professionalism in writing: No typos, correct use of APA Style	Slides are appropriately detailed, professional	
	Can connect their hypotheses and findings to the overall literature in their area	Can articulate different research designs to study their hypotheses	Can clearly articulate all aspects of a research report: theory, hypotheses, methods, statistics, results, discussion, and limitations	Can clearly articulate ideas verbally in talk	
	Can identify limitations in the prior research and justify the incremental value of their own study	Familiar and comfortable with the statistics used to test their hypotheses		Can respond to questions about their study thoughtfully	
				Can answer questions regarding the strengths and weaknesses of their work	
	<b>COMPS</b>				
	Can integrate and evaluate literature area - more broadly than for just 1 specific set of hypotheses; evidence of critical thinking	Can scrutinize the Methods across studies in a broad research area and determine the common strengths and limitations within a body of work	Can produce a document that seems like a reasonable submission to a quality journal	TBD?	
	Can recognize current state of knowledge and theory in a broad area of research	Can conceive of methodological advances that would help to strengthen a body of research	Can integrate findings by theme and idea; not simply abstract stacking		
	Can generate and apply novel ideas, theories, methods, or a new "spin" to a current body of literature				
	Can connect the findings to other literatures or broad, evidence-based theoretical perspectives (e.g., CBT or Developmental Psychopathology theories more broadly)				
	<b>DISSERTATION</b>				
	Can independently generate research hypotheses	Can select measures appropriate for study questions; can justify the selection of these measures	Can produce a document that likely would receive a Revise and Resubmit at a quality journal	Can develop and deliver a talk that is appropriate for a national conference presentation	
	Emerging expertise in an area of research - can speak with authority about the state of the literature	Competent in human subjects process and all relevant issues		Can engage in a scholarly discussion of their field and how their work fits into the field	
	Excellent grasp of the theories that are relevant to the chosen area of research	Can train and supervise research staff to help conduct research and assist with data collection		Can discuss theoretical rationale for their work	
	Can articulate a series of studies that would be beneficial to the research area and how their own study fits within this research program	Can conduct all analyses independently (with consultation if analyses are especially complex)		Can acknowledge/articulate strengths, weaknesses of their work	
BREADTH	Can discuss how their study would fit within an overall program of research	Can choose an optimal study design to answer important resource questions, while appropriately acknowledging resource constraints and timing issues			AUTONOMOUS

## Appendix E. Clinical Skills Checklist

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

### Case Conceptualization/Theoretical Orientation

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

### Assessment

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

11. Conduct an assessment or screening to investigate possible child maltreatment, and be knowledgeable regarding the specific protocol to follow when reporting suspected maltreatment.
12. (Child Track). Completes (administer, score, interpret, write) at least four assessment batteries including 1) both cognitive and behavioral assessments; and 2) information from multiple reporters.
13. (Child Track). Can screen and identify psychopathology in adults, when relevant to child and adolescent treatment cases.

Intervention: specific techniques

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

Intervention: nonspecific skills

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

## **Appendix F. Current Practicum Rotations and Practicum Application Form**

### **UNC DEPARTMENT OF PSYCHOLOGY CLINICAL PROGRAM PRACTICUM REQUIREMENTS**

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

1. Deliver a range of psychological services, including assessment, intervention and consultation, in a manner consistent with legal mandates, professional standards of clinical psychology practice and the ethical principles put forth by the American Psychological Association.
2. Demonstrate the use of the clinical science model in a clinical setting, including an understanding of the scientific evidence that supports the theory or procedures on which assessment and therapeutic techniques are based. For clinical practice procedures that are not evidence-based, a thorough understanding of related evidence, the limitations of available scientific evidence, and the theoretical or empirical basis for deviations from evidence-based practices should be demonstrated.

#### **Course/General Practicum Requirements**

1. Completion of practicum activities outlined in the Psychology Department's agreement with the site at a level appropriate to the student's training.
2. Professional conduct. Students are required to adhere to the ethical principles and standards guiding the practice of clinical psychology while in their field placement. They are also required to conduct themselves professionally, use good judgment, and successfully establish and maintain relationships with personnel.
3. At least one-hour of weekly individual supervision by a licensed health services provider psychologist.
4. Clinical practicum sites will be routinely evaluated to ensure that students are receiving appropriate clinical training and supervision. If there is any evidence of inadequate supervision, ethical violations on the part of the setting and/clinical supervisors, including any pending investigations by licensing boards, then the practicum arrangement between the UNC department of psychology and the setting can be immediately terminated.

#### **Application Procedures**

1. The site practicum coordinator must complete the attached application form by December 1 of the year preceding the spring semester in which students are matched.
2. The application is reviewed by the faculty of the Clinical Psychology Program at UNC.

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

**Name:** \_\_\_\_\_

Practicum Title and Location: \_\_\_\_\_

Training Track (select one):                      ADULT                      CHILD/FAMILY

Number of Hours Required of Practicum Students: \_\_\_\_\_

(Note: Students are encouraged to dedicate between 5 – 15 hours/wk at the practicum site)

Specific Days/Times Required for Weekly Participation: \_\_\_\_\_

(If presence at a specific weekly meeting is required, students' course schedules are designed accordingly)

Practicum Contact Person: \_\_\_\_\_

Contact Person Phone Number and Email: \_\_\_\_\_

**Description of Training Activities**

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

**ASSESSMENT (\_\_\_\_%)**

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

**INTERVENTION (\_\_\_\_%)**

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

**CONSULTATION (\_\_\_\_%)**

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

**SUPERVISION** (hours/week) \_\_\_\_\_

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

**THEORETICAL ORIENTATION(S)**

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

**PROFESSIONAL DEVELOPMENT** (of trainee)

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

**LEARNING OBJECTIVES FOR PLACEMENT** (please list)

1.

**SUPERVISION AGREEMENT**

Primary site supervisor’s name, title, degree, & license number

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

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

**Signatures**

\_\_\_\_\_  
Practicum Site Supervisor

\_\_\_\_\_  
Date



## **Appendix G. About Professional Societies in Psychology**

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

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

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

### Graduate Students: Why Should You Join a Professional Society?

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

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

#### *Identity*

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

#### *Advocacy*

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

support this advocacy. By joining a professional society, you are literally making it possible for the field to advocate for these, and many more issues that are critical for our field.

### *Networking*

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

### *Information Dissemination*

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

### *Discounted Expenses*

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

### *Eligibility for awards, grants*

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

### *I'm Convinced! Now Which Society Should I Join?*

There are many, many professional societies in psychology, including several national organizations (some listed below) as well as regional and state psychological associations. This list offers a quick review of some groups you may want to consider.

### **APA**

The largest psychology organization, APA is very actively involved in advocacy for the science and practice of psychology. Student dues (**\$43/annually**) automatically confer membership in APAGS, the graduate student organization within APA, governed by students, advocating specifically for student issues, with substantial benefits for student members (e.g., subscription to gradPsych). APA has one of the largest conventions in the field (approximately 15,000 attendees each year). APA offers major discounts on APA journals and APA books. More info can be found on their website (<http://www.apa.org/index.aspx>) and on the APAGS website ([www.apa.org/apags](http://www.apa.org/apags)). Free journal: *American Psychologist*. Free Newsletters: The Monitor and gradPsych.

### **APS**

The American Psychological Society (<http://www.psychologicalscience.org>) emerged about 15 years ago as a response to the perception that APA was not dedicating enough attention to the science of

psychology. APS dedicates many resources to advocacy of psychological science, and its membership is more representative of the various subdisciplines of psychology (i.e., cognitive, experimental, etc.) than is APA (which has a higher percentage of clinical psychologists). APS has a student section as well (<http://www.psychologicalscience.org/apssc>) and current membership dues are **\$56/annually**. Free journals: *Psychological Science*, *Current Directions in Psychological Science*, and *Psychological Science in the Public Interest*.

### **ABCT/Formerly AABT**

Specifically focused on and advocating for evidence-based treatments, including predominantly cognitive and behavioral approaches to psychopathology and treatment, ABCT's (<http://www.abct.org/Home/>) membership is comprised of a close network of faculty and students from some of the best doctoral and internship programs. Although somewhat adult focused many regard AABT as “the” conference to attend because its relative small size makes it easier to see old friends and meet new ones. The ABCT Conference also is known to provide some of the most valuable continuing education experiences, as well as high profile statistical institutes and “Master Clinician” training experiences. ABCT has many special interest groups related to specific areas of research and clinical interest. Membership dues are currently **\$40/annually**. Free Newsletter: the Behavior Therapist.

### **SRCD**

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

### **SRA**

The Society for Research on Adolescence (SRA; <http://www.s-r-a.org/>) is one of the “break-out” groups of SRCD, comprised of many of the same members and holding its convention on the alternate years of SRCD's convention. The Society is focused specifically on research and policy relevant to adolescence. Membership dues are currently **\$53/annually**. Free Journal: *Journal of Research on Adolescence*. Also offers a Free Newsletter.

### **SBM**

The Society of Behavioral Medicine ([www.sbm.org](http://www.sbm.org)) is “the” organization to join if you are interested in health psychology. The Society and its convention is to health psychology what AABT and its convention are to adult clinical. Membership dues are **\$80/annually**. Free Journal: *Annals of Behavioral Medicine*

### **Society of Clinical Child and Adolescent Psychology (Division 53)**

SCCAP is the only child clinical association open to student membership. The society ([www.clinicalchildpsychology.org](http://www.clinicalchildpsychology.org)) is strongly invested in the development and promotion of evidence-based treatments for child and adolescent psychopathology as well as developmental psychopathology research. SCCAP offers several student awards, outstanding convention program at the APA convention, and excellent opportunities to network with the leaders in clinical child. It is

recommended as a “must” for child students (\$20/annually). Free Journal: *Journal of Clinical Child and Adolescent Psychology*. Free Newsletter: *In Balance*.

#### **Society of Pediatric Psychology (Division 54)**

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

#### **Society of Clinical Psychology (Division 12)**

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

#### **North Carolina Psychological Association (NCPA)**

Each state has a psychological association that helps to advocate for training and practice needs within the geographic area. NCPA is a particularly active state psychological association with substantial input to the state legislature on psychology-related issues. By joining NCPA, students can attend conferences and continuing education workshops for low student rates – NCPA also has a free sponsorship program for student members. Students also may participate in the spring poster session, and can become involved in advocacy including lobbying activities at the state legislature. Students also may become involved in numerous committees on NCPA, and dues are only \$25! More information is available at: <http://www.ncpsychology.com/>.

## Appendix H. Helpful University Resources

1. The UNC home page is: <http://www.unc.edu/>
2. The UNC Libraries home page is: <http://www.lib.unc.edu/>
3. To register, check grades and billing info, update address, and more, visit Connect Carolina at: <https://connectcarolina.unc.edu/>.
4. At MyUNC, you can access your class schedule, required books, grades, transcripts, and the availability of courses you are interested in. Financial options include financial aid, library fees and fines, and more. The Buy@UNC page includes links to a variety of places, including the RAM shop and the Bull's Head Bookshop. Because the MyUNC portal "recognizes" you when you log in with your Onyen and password, only you will have access to your own class schedule, finances, and other personal information. Visit MyUNC at: <http://connectcarolina.unc.edu/>
5. Sakai provides a listing of all the courses students are enrolled in and provides access to course materials provided by the professors. To access Sakai, visit: <https://www.unc.edu/sakai/>
6. To find out about UNC Campus Recreation, visit: <http://campusrec.unc.edu/>
7. The Odum Institute offers short statistical courses throughout the academic year and maintains a statistical consulting service. Staff members offer individual consultations at all stages of the research process. For more information, visit: [www.odum.unc.edu/](http://www.odum.unc.edu/)
8. The UNC Graduate and Professional Student Federation (GPSF) advocates for improved resources for graduate and professional students; promotes active participation in university, local, state, national, and international issues; and collaborates with university administration faculty, staff, and undergraduate students to create policies that reflect the interests of all graduate and professional students. For more information, visit: <http://gpsf.unc.edu/student-resources/gpsf-resource-guide/>.



**THE UNIVERSITY  
of NORTH CAROLINA  
at CHAPEL HILL**

**UNC Department of Psychology Community Clinic**

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

**HIPAA CONFIDENTIALITY & SECURITY AGREEMENT**

**1. Confidentiality:**

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

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

**2. Security:**

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

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

- Client files are not to leave their designated Davie (adult) or Finley (child) HIPAA storage areas – other than individual forms that need to be signed by clients or supervisors.

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

Signature	Date
Printed Name	

## Appendix J. Overall Summary and Checklist

### First Year

- Download and read:
  - APA Ethical Standards of Psychologists:  
<http://www.apa.org/ethics/code2002.pdf>
  - APA Guidelines for Multicultural Competence:  
<http://www.apa.org/pi/multiculturalguidelines.pdf>
  - The NC Psychology Practice Act:  
<http://www.ncpsychologyboard.org/Office/PDFfiles/PRACACT.pdf>
  - APA Guidelines for Psychotherapy with Sexual Minorities:  
<http://www.apa.org/pi/lgbt/resources/guidelines.aspx>
- Complete the online Human Subjects course (with HIPAA module) – **renew annually**  
<https://www.citiprogram.org/default.asp>.  
Also complete the HIPAA Training on  
<https://www.unc.edu/sakai/> (course name: hipaclinicalpsych).
- Obtain Professional Liability Insurance – **renew annually** (see Jason Kutchma)
- Sign the HIPAA Confidentiality and Security Agreement
- Enroll in at least 9 semester hours each semester. Enroll for classes at:  
<https://connectcarolina.unc.edu>
- After 10 months in NC, apply for state residency. See:  
<http://gradschool.unc.edu/residency/>
- Select a primary research mentor and become involved in ongoing research activities

### Master's Thesis

- The Master's thesis proposal meeting should be completed by November 1 in the 2<sup>nd</sup> year of graduate training
- The completed Master's thesis should be submitted by the final day of the academic year in the 3<sup>rd</sup> year of graduate training

### Second Year

- Complete and submit a Curriculum Worksheet **annually** (see Appendix A)
- Propose Master's thesis by November 1.
- Participate in the 2<sup>nd</sup> Year Practicum; begin record-keeping of clinical hours
- If teaching in the third year, take Psychology 793 (on Teaching) for one semester.
- Submit rankings for possible 3<sup>rd</sup> year practicum placements

### Third Year

- Participate in an Advanced Practicum
- Complete Master's thesis before the end of the year
- Present a poster in Clinical Research Forum before the end of the year
- Complete CAP (Comps)
- Some students will serve as a TF during this year
- If a 4<sup>th</sup> yr practicum placement is desired, submit request. If approved, submit rankings.

### Dissertation

- Select a Dissertation committee of five members (see Table 1). Using this form:  
<http://gradschool.unc.edu/pdf/wdcomm.pdf>, have the Committee approved at least two weeks before the Dissertation Proposal Date
- The Diss proposal meeting must occur before October 1 in the internship application year.



Fourth Year and Beyond

1. Complete a new practicum placement, if applicable. \_\_\_\_\_
2. Complete Dissertation requirements listed above. \_\_\_\_\_
3. Apply for internship, beginning in the Fall. \_\_\_\_\_

## **Appendix K. Options for locating an affordable therapist in the area**

Graduate school can be a difficult time financially for many students, so if a student is interested in psychotherapy, finding a therapist who is willing to offer reduced rates is helpful. Below are some methods for locating affordable mental health care in the Chapel Hill area:

### ***Finding an in-network Blue Cross provider:***

As part of the health insurance that students receive when funded as a RA or IA/TA/TF, psychotherapy is reimbursed at 80% for in-network providers. This means that the co-payment (out of pocket expense) for students is only \$17.62/session when they see an in-network provider.

If you are seeing a therapist who is out-of-network, you are responsible for paying the difference between what the therapist charges over the \$88.11 allowed amount per session. So, if a therapist charges \$100, and the allowed amount is \$88.11 per session, you would pay: 20% of \$88.11, \$17.62, PLUS the amount of the per-session fee that is above and beyond the allowed amount, in this case \$11.89, for a total cost of \$29.52 per session. Therefore, unless you find an out-of-network provider who is willing to offer you a reduced rate, they will likely be more expensive to see than an in-network provider.

To find an in-network provider, once you are set up with the UNC RA/TA health care plan, go to: [www.bcbs.com](http://www.bcbs.com), click on "Find your Blue Company", and log in to the Members page (you have to register your account the first time you do this). Within your member page, there is an option for doctor look-up, which includes a filter for looking up area psychologists. This will provide you with a list of psychologists in the area who are in-network. However, there won't be much more information than a name and phone number for each psychologist, the list does not provide information about specialties (e.g., anxiety disorders, couples therapy, etc.) or theoretical orientation. This Blue Cross doctor look-up page is a great way to get a long list of names of psychologists in the area, but you will have to do some work in contacting people to get more detail on whether they would be a good match for you.

### ***Finding a therapist using Counseling & Psychological Services resources:***

Students in clinical psychology programs are in a bit of a unique position when it comes to obtaining affordable mental health care for themselves, as some commonly referred resources are unavailable to us due to conflict of interest with practicum opportunities. For example, because the Counseling Center is a popular practicum site, it typically isn't a good option for us (as we might be speaking with future clinical supervisors). However, we have a contact at CWS, Amy Leach, who can help out with referrals if needed. CWS maintains a referral database with information about specialties and insurance status of therapists in the community. You can either call the main phone line for the CWS (919-966-3658) anonymously and ask for Amy Leach, or you can e-mail her directly at: [aleach@email.unc.edu](mailto:aleach@email.unc.edu), and explain that you are a graduate student in clinical psychology looking for a community referral. Because their referral database has a good amount of detail, you could send an e-mail requesting, for example: "female providers who are in-network for the student health insurance, who are on a bus line, and who specialize in anxiety and trauma treatment", and Amy would be able to send you a list of names and their contact information.

***Finding a therapist from our program's Reduced Rate Therapist List:***

Our program maintains a list of community therapists who have been recommended by faculty and students over the years, available as an excel spreadsheet on our clinic's Sakai site. These therapists have agreed to be on this list as a resource for students. Some offer reduced rates, and some are in-network for Blue Cross and willing to work with students and are understanding of their financial situation. Some of the therapists on this list were students at UNC-Chapel Hill themselves, and would like to give back to the UNC community as alumni. The list includes information on specialty, theoretical orientation, hours of practice, and whether they accept Blue Cross insurance or if they offer reduced rates to students. However, the best approach is to call or meet with the therapist and discuss session fees in person, as some therapists are willing to negotiate rates based on your financial situation (i.e., work on a sliding scale basis).

## Appendix L. UNC- Chapel Hill Student Evaluations

All evaluations are conducted online. Links to each evaluation form are listed below.

These are evaluations of your progress.

First Year: <http://clinic.web.unc.edu/first-year-evaluation>  
Research: <http://clinic.web.unc.edu/research-skills-evaluation>  
Clinical: <http://clinic.web.unc.edu/clinical-skills-evaluation>

These are evaluations of your supervisors and pracs that you will complete

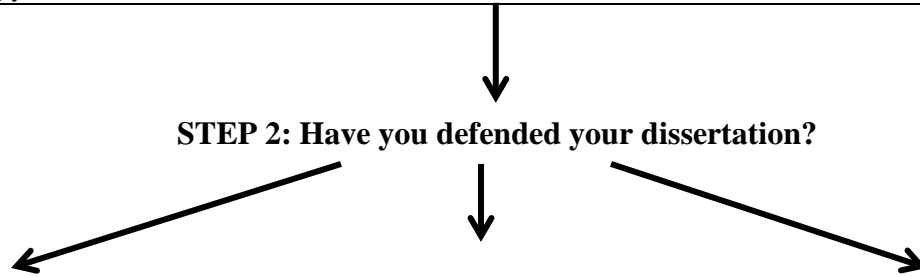
Supervisor Feedback: <https://clinic.unc.edu/supervisor-feedback/>  
Practicum Feedback: <https://clinic.unc.edu/practicum-feedback/>  
Graduate Student  
Supervisor-in-Training (GSSIT): <https://clinic.unc.edu/student-supervisor-feedback/>  
Supervisor Feedback (anonymous) <https://clinic.unc.edu/supervisor-feedback-anon/>

### Appendix M. Graduation Guide

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

#### STEP 1: What do I need to do before I leave for internship?

TASK(S)	DONE?
• Meet with Student Services Manager to ensure you have completed all necessary coursework for department and for Arts & Sciences	YES NO
• Complete final Curriculum Worksheet and meet with Program Director to discuss	YES NO
• <b>Note about Health Insurance Coverage:</b> Your health insurance coverage will end on <b>July 31<sup>st</sup></b> during the summer that you leave for internship, regardless of the status of your dissertation, so plan accordingly.	N/A



TASK(S)	DONE?
• Complete 3 affiliation paperwork forms: Since you will not be taking any more courses at UNC and are therefore no longer considered an official on-campus UNC student, you will need to complete paperwork to maintain your “affiliation” with the University (i.e., your UNC email and ONYEN), at least until the end of your internship. Around April, you will receive an email from the Student Services Manager with information about how to complete and submit these forms. Once completed, give electronic or hard copies of the forms to the Human Resources Manager	YES NO

• **IMPORTANT:** If you have taken out any student loans and are defending your dissertation prior to internship, these loans will start to be due following your defense.

**YES, I have already defended**




**NO, defending during Fall semester**

TASK(S)	DONE?
<ul style="list-style-type: none"> <li>Register for PSYC 994 for the upcoming Fall semester</li> <li><b>NOTE:</b> The student is financially responsible for any tuition costs <u>and</u> student fees during semesters following his/her 5<sup>th</sup> year in the program and/or while on internship.</li> </ul>	YES NO
<ul style="list-style-type: none"> <li>After the dissertation defense date is finalized, email the Program Coordinator this date and a list of all dissertation committee members.</li> <li>The Program Coordinator will reserve a room for the defense and email the committee members a memorandum with information regarding dissertation evaluation policies</li> </ul>	YES NO
<p><b>After Defense:</b></p> <ul style="list-style-type: none"> <li>Complete 3 affiliation paperwork forms: Since you will not be taking anymore courses at UNC and are therefore no longer considered an official on-campus UNC student, you will need to complete paperwork to maintain your “affiliation” with the University (i.e., your UNC email and ONYEN), at least until the end of your internship. After you have defended, email the Student Services Manager, who will provide you with more information about these forms. Once completed, give electronic or hard copies of the forms to the Human Resources Manager</li> </ul>	YES NO
<p><b>After Defense:</b></p> <ul style="list-style-type: none"> <li>Submit your final dissertation online by deadline listed here: <a href="http://gradschool.unc.edu/academics/resources/graddeadlines.html">http://gradschool.unc.edu/academics/resources/graddeadlines.html</a></li> <li><b>NOTE:</b> The current system should allow you to upload your completed dissertation</li> </ul>	YES NO

**NO, defending during Spring semester**

TASK(S)	DONE?
<ul style="list-style-type: none"> <li>Complete 3 affiliation paperwork forms: Since you will not be taking any courses during the fall semester and are therefore not considered an official on-campus UNC student, you will need to complete paperwork to maintain your “affiliation” with the University (i.e., your UNC email and ONYEN), at least until the end of your internship. Around April of your last semester before leaving for internship, you will receive an email from the Student Services Manager with information about how to complete and submit these forms. Once completed, give electronic or hard copies of the forms to the Human Resources Manager</li> </ul>	YES NO
<ul style="list-style-type: none"> <li>Since you are not registered for any credits during the fall semester, you must complete an “Application for Readmission” and submit it to the Graduate School by <b>December 1<sup>st</sup></b>: <a href="http://gradschool.unc.edu/pdf/readmission.pdf">http://gradschool.unc.edu/pdf/readmission.pdf</a></li> <li><b>NOTE:</b> Even though you may no longer reside in North Carolina, there is a 12-month “grace period” following your last semester in the program (before leaving for internship) during which you can still receive in-state tuition. Therefore, you will still be eligible for in-state tuition during the semester that you defend.</li> </ul>	YES NO
<ul style="list-style-type: none"> <li>Register for PSYC 994 for the upcoming Spring semester</li> <li><b>NOTE:</b> The student is financially responsible for any tuition costs <u>and</u> student fees during semesters following his/her 5<sup>th</sup> year in the program and/or while on internship.</li> </ul>	YES NO

<p>to the Graduate School as soon as you defend, but do <b>NOT</b> click the last button that would officially <b>SUBMIT</b> your document until the time that you apply for graduation.</p>		<ul style="list-style-type: none"> <li>• Email the Program Coordinator this date and a list of all dissertation committee members.</li> <li>• The Program Coordinator will reserve a room for the defense and email the committee members information regarding dissertation evaluation policies.</li> </ul>	<p>YES NO</p>
		<p><b><u>After Defense:</u></b></p> <ul style="list-style-type: none"> <li>• Submit your final dissertation online by deadline listed here:  <a href="http://gradschool.unc.edu/academics/resources/graddeadlines.html">http://gradschool.unc.edu/academics/resources/graddeadlines.html</a></li> <li>• <b>NOTE:</b> The current system should allow you to upload your completed dissertation to the Graduate School as soon as you defend, but do <b>NOT</b> click the last button that would officially <b>SUBMIT</b> your document until the time that you apply for graduation.</li> </ul>	<p>YES NO</p>

**STEP 3: What do I need to do while I am on internship?**  
(i.e., during summer that internship ends)

TASK(S)	DONE?
<ul style="list-style-type: none"> <li>• Apply for graduation in Connect Carolina</li> <li>• The exact deadlines for applying for graduation for each semester are listed here: <a href="http://gradschool.unc.edu/academics/resources/graddeadlines.html">http://gradschool.unc.edu/academics/resources/graddeadlines.html</a>. Approximate graduation application deadlines for each semester are below:               <ul style="list-style-type: none"> <li>• May Graduation Application Deadline: around mid-February</li> <li>• August Graduation Application Deadline: around the first week of July</li> <li>• December Graduation Application Deadline: around mid- to late-September</li> </ul> </li> <li>• <b>NOTE:</b> If you have defended your dissertation and your internship ends <u>before</u> the August commencement date, you will apply for August graduation and your transcript will indicate an August graduation date. If your internship ends <u>after</u> the August commencement date, you will apply for December graduation and your transcript will indicate a December graduation date.</li> </ul>	<p align="center">YES    NO</p>
<ul style="list-style-type: none"> <li>• When internship has ended, request that internship site email or mail the UNC Clinical Program Director a <u>signed</u> letter providing confirmation of student’s completion of internship. This letter cannot be forward-dated or written in future tense about expected completion of internship. It has to be signed and sent <b>AFTER</b> the last day of internship.</li> <li>• <b>NOTE:</b> Once the Program Director has received your internship completion letter, he/she will write and sign a “Graduation Letter” indicating that you have completed all requirements for the doctoral program. The Student Services Manager will then forward this letter, along with your internship completion letter and your completed “Program Certification of Degree Requirements” form to the Graduate School. After the Graduate School has reviewed this paperwork and confirmed that you have submitted your final dissertation <u>and</u> applied for graduation, you will be “approved” for graduation.</li> </ul>	<p align="center">YES    NO</p>



**STEP 4: What if I want “early clearance” for graduation?**

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

**NOTE: If you do not need a “Proof of Awarded Degree” letter, skip to STEP 5.**

TASK(S)	DONE?
<ul style="list-style-type: none"> <li>• Once you have been approved for graduation, submit a request online for a “Proof of Awarded Degree” letter from the UNC Registrar’s Office: <a href="http://registrar.unc.edu/academic-services/diplomas/proof-of-awarded-degree/">http://registrar.unc.edu/academic-services/diplomas/proof-of-awarded-degree/</a></li> </ul>	<p align="center">YES    NO</p>
<ul style="list-style-type: none"> <li>• Follow-up with post-doc institution, state licensing board, etc. to ensure that they received the letter.</li> </ul>	<p align="center">YES    NO</p>



**STEP 5: Commencement/Hooding Ceremony**

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



**NOTE:** The December commencement/hooding ceremony tends to be quite small, so most alumni wait until the May event to walk. Keep in mind that if your official graduation date is not within the semester that you are walking, your name will not be included in the commencement program.



**DECEMBER**

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

**MAY**



TASK(S)	DONE?	
<ul style="list-style-type: none"> <li>You will not need to formally RSVP for the December commencement. You may “walk” as long as you have applied for and are approved for December <u>or</u> August graduation.</li> <li><b>NOTE:</b> The names of graduates are not announced during the December commencement. However, the Dean of Arts &amp; Sciences will individually recognize all doctoral candidates as they walk across the stage.</li> </ul>	YES	NO
<ul style="list-style-type: none"> <li>Purchase your cap and gown at the UNC Student Stores at the beginning of December <u>or</u> order them online at the Student Stores website during mid-November: <a href="http://store107.collegestoreonline.com/ePOS/form=cat.html&amp;cat=125&amp;store=107">http://store107.collegestoreonline.com/ePOS/form=cat.html&amp;cat=125&amp;store=107</a>.</li> </ul>	YES	NO
<ul style="list-style-type: none"> <li>If you plan on attending the December Commencement, let the Program Director and the Program Coordinator know, so that they can inform current students and faculty who may be interested in attending.</li> </ul>	YES	NO
<p><b>Other Important Notes:</b></p> <ul style="list-style-type: none"> <li>The Commencement will take place in the Dean E. Smith Center on UNC’s campus</li> <li>All guests are welcome to attend the Commencement. No tickets are necessary for guests to attend and there is no restriction on the number of guests invited per graduate student.</li> <li>For much more detailed information about the Commencement ceremony, directions to the Dean E. Smith Center, parking, FAQs, etc., visit <a href="http://gradschool.unc.edu/events/">http://gradschool.unc.edu/events/</a> and click on “December Commencement Ceremony” under “Upcoming Events.”</li> </ul>	YES	NO

TASK(S)	DONE?	
<ul style="list-style-type: none"> <li>In March during the Spring semester <u>following</u> your official graduation from the Clinical program, you will receive an electronic invitation from the Graduate School to the May Hooding Ceremony. Be sure to RSVP by the deadline posted within that email.</li> <li><b>NOTE:</b> By RSVPing to the Hooding Ceremony, your name will be announced as you walk across the stage.</li> </ul>	YES	NO
<ul style="list-style-type: none"> <li>Purchase your cap and gown at the UNC Student Stores or through the Student Stores website <u>before</u> <b>March 31<sup>st</sup></b>. You can purchase your regalia online at: <a href="http://store107.collegestoreonline.com/ePOS/form=cat.html&amp;cat=125&amp;store=107">http://store107.collegestoreonline.com/ePOS/form=cat.html&amp;cat=125&amp;store=107</a>.</li> </ul>	YES	NO
<ul style="list-style-type: none"> <li>If you plan on attending the May Hooding Ceremony, let the Program Director and the Program Coordinator know, so that they can inform current students and faculty who may be interested in attending.</li> </ul>	YES	NO
<p><b>Other Important Notes:</b></p> <ul style="list-style-type: none"> <li>The Hooding Ceremony will take place in the Dean E. Smith Center on UNC’s campus</li> <li>All guests are welcome to attend the Hooding Ceremony. No tickets are necessary for guests to attend and there is no restriction on the number of guests invited per graduate student.</li> <li>For much more detailed information about the Ceremony schedule, directions to the Dean E. Smith Center, parking, ordering photos, FAQs, etc., visit <a href="http://gradschool.unc.edu/events/">http://gradschool.unc.edu/events/</a> and click on “Doctoral Hooding Ceremony” under “Upcoming Events.”</li> </ul>	YES	NO