



**2021-  
2022**

# **Graduate Student Handbook**

**PhD Program in  
Clinical Psychology**

University of North Dakota

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## OVERVIEW OF DEPARTMENT & PROGRAM

The University of North Dakota (UND) is the state's oldest and largest institution of higher learning with an enrollment of about 13,000 students. UND was founded in 1883, six years before North Dakota became a state. UND is accredited by the North Central Association of Colleges and Schools.

The Psychology Department, established in 1921, has a multidimensional mission to provide quality undergraduate and graduate education, student advisement at both the baccalaureate and post-baccalaureate levels, teacher education for graduate students pursuing higher education positions, and a high level of faculty and student scholarship. The department also commits to efforts to enhance mental health care service delivery in underserved populations by underrepresented emerging professionals via our Indians in Psychology Doctoral Education (INPSYDE) clinical training program. We ultimately assume broad commitments to both university general education (offering service and required coursework to other programs and departments within and outside our college) and psychology undergraduate training (nearly 500 majors and 400 minors), across robust on-campus and online degree programs. We maintain large graduate training commitments to our clinical Ph.D. (*on campus*), general/experimental Ph.D. (*on campus*), forensic M.S. (*on campus*), and forensic M.A. (*online*).

UND does not offer a terminal master's degree in clinical psychology. However, the department awards a MS degree (MA, prior to 2021) in general psychology after completion of the thesis (and remaining curriculum requirements) for students enrolled in one of our two Ph.D. programs. The department's graduate programs are designed for residential students who are enrolled full-time (part-time students are not admitted). The clinical Ph.D. program follows the Scientist-Practitioner training model, and offers intensive training in the scholarly research and applied aspects of applied health service psychology. The program is designed to produce respected scholars in the field as manifested in the generation of high quality research which is disseminated in lecturing, writing, and presentations. We also expect students to apply scientific findings in their respective area of specialization and to integrate scientific and applied activities as a method of further enhancing the quality of each.

The Clinical PhD program is a member of the Council of University Directors of Clinical Programs (CUDCP), and an affiliate of the Association for Psychology Postdoctoral & Internship Centers (APPIC)

## APA ACCREDITATION

The Clinical Psychology PhD program at UND has been continuously accredited by the American Psychological Association since 1969. The program was most recently re-accredited in Health Service Psychology (HSP) in 2018, under the newly-adopted (1/1/17) Standards of Accreditation (SoA), with the next site visit anticipated in 2027. Per Implementing Regulation C-

26D of the SoA, the program publishes annual data, of interest to current and prospective students, on its web page.

## **QUENTIN N. BURDICK AMERICAN INDIANS IN PSYCHOLOGY PROGRAM**

Our department was selected by the American Psychological Association and subsequently mandated by federal legislation (Indian Health Care Improvement Act, 1992) to be the home of the Quentin N. Burdick American Indians in Psychology Program. As a response to this legislation, our department has supported the INPSYDE (pronounced, inside) Program (Indians in Psychology Doctoral Educations) as a vehicle for meeting the objectives of the Quentin N. Burdick legislation. INPSYDE's objectives include: a) increasing awareness of, interest in, and motivation for training and careers in mental health among Native American students, b) building and maintaining pipelines between tribal colleges and the University of North Dakota, c) recruiting Native American students for undergraduate and graduate study in psychology (the clinical psychology program has committed to admitting two INPSYDE students each year), d) providing academic, financial, personal, and cultural support for Native American students, e) providing psychological services to underserved Native American communities, and f) developing new, and enhancing current, culturally-relevant courses and field-based experiences in clinical psychology. The INPSYDE program is an integral part of our clinical program and provides unique opportunities for all of our students. Financial support is available for undergraduate and graduate education in psychology for American Indian students showing interest and aptitude. INPSYDE also has available a number of tuition scholarships for students enrolled at tribal colleges.

The INPSYDE Program also aims to increase the number of non-Native psychologists who have at least an elementary knowledge of issues pertinent to rural, reservation American Indian communities. The program works with UND's Psychology Department to increase awareness, knowledge, and sensitivity of ALL clinical psychology doctoral students (Native and non-Native) to issues pertinent to the mental health of rural, reservation American Indian community members. Efforts are routinely made to develop new, and enhance current, culturally-relevant courses and field-based training experiences in clinical psychology. The program assists UND and other universities and colleges to develop course work on psychological development, mental health issues, behavior problems, and assessment and therapy issues pertinent to Native Americans. As part of this goal, we hope to be able to increase the knowledge base pertinent to mental health issues in Native American communities. The existing literature pertaining to psychology, mental health, and Native Americans is minimal and often inappropriately done. Most of the literature has been created by non-Native scholars, some of whom have little understanding of tribal differences and of the historical context which permeates Native American communities. The program encourages Native students and Native faculty to contribute to a greater understanding of psychology and mental health in specific Native American communities.

## **CORE, ASSOCIATED & ADJUNCT FACULTY**



The clinical psychology program is served by *Core*, *Associated*, and *Other* faculty members (see Appendix C.4).

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### Core Faculty

Core faculty members are centrally involved in program development, decision-making, and student training. Core faculty activities directly related to the doctoral program include program-related teaching, research, scholarship, and/or professional activities; supervision of students' research, students' dissertations, and students' teaching activities; mentoring students' professional development, providing clinical supervision; participating in program-level evaluation of clinical competencies; monitoring of student outcomes; grading clinical comprehensive exams; and developing, evaluating, and maintaining the program..

- 1) *Appointment*. Core faculty are appointed by an absolute 2/3 majority of the current core faculty.
  - a) Eligibility criteria for a membership vote by the core faculty include:
    - i) A Ph.D. in Clinical Psychology (or a closely related discipline within Psychology).
    - ii) Full time employment at UND
    - iii) Membership in the Psychology Department
    - iv) Licensure, or eligibility for licensure, as a Psychologist by the North Dakota Board of Psychologist Examiners, excluding Industrial-Organizational Psychologists.
- 2) *Removal*. Faculty may be removed from core faculty by an absolute 2/3 majority of the core faculty.
  - a) *Reasons for removal*. Faculty may be removed from core status for any reason and at any time, but, in particular, if they fail to:
    - i) Comply with comps grading assignments made by the DCT.
    - ii) Provide clinical supervision of clinical students as requested by the DCT.
    - iii) Participate in semiannual evaluation of students' clinical competencies (SECC).
    - iv) Attend regular program meetings.
    - v) Serve on program-level committees as assigned.
    - vi) Chair or serve on a clinical student's thesis or dissertation committee within the past three years.
    - vii) Meet the *eligibility* criteria listed above.
    - viii) Treat students and faculty in accordance with professional ethics

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### Associated Faculty

In addition to our core faculty the program is supported by a number of associated faculty who have doctoral degrees in other areas of psychology and make substantial contributions to the program in some of the areas identified above.

- 1) *Appointment*. Associated faculty are appointed by an absolute 2/3 majority of the core faculty.
  - a) Eligibility criteria for a membership vote by the core faculty include:
    - i) Full time employment at UND
    - ii) Membership in the Psychology Department
    - iii) A Ph.D. in Psychology, irrespective of the specialty.

- 2) *Removal*: Faculty may be removed from associated faculty by an absolute 2/3 majority of the core faculty.
  - a) *Reasons for removal*. Faculty may be removed from associated status for any reason and at any time, but, in particular, if they fail to:
    - i) Treat students and faculty in accordance with professional ethics
    - ii) Meet the *eligibility* criteria above.
    - iii) Comply with requests from the DCT to grade comps.
    - iv) Meet at least one of the following criteria:
      - (1) Teach one or more courses from the Clinical PhD curriculum, or has not taught one of these courses in the past five years.
      - (2) Chair the thesis or dissertation of a clinical student within the past 5 years.
      - (3) Co-author, with a clinical student, a funded grant or publication in a peer-reviewed journal within the past 5 years.
      - (4) Provide clinical supervision, in accordance with program standards for practicum ( PSYC 580, 587 or 594), to a clinical student within the past 5 years

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### “Other” Faculty

Finally, the program also benefits from the contributions of a number of other faculty (see Appendix C.4) who provide clinical supervision and research opportunities outside of the department on an adjunct basis. In the majority of cases, these faculty have either adjunct or clinical adjunct appointments. The DCT has the discretion to add or remove “other” program faculty. In most cases, these faculty are also Adjunct or Clinical Adjunct Faculty in the Psychology Department.

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## GRADUATE ADMISSIONS

The Ph.D. program in Clinical Psychology typically admits 5-8 new students each year. All department faculty are involved in admissions decisions for all programs (Clinical, General/Experimental, & Forensic). The program does not follow the typical “mentor model” in admissions; instead, students apply to the program, and are evaluated based on credentials and fit with the programs training mission, research opportunities, and available core/associated faculty.

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### Admissions Types

Applicants are considered for admission to the program in four different pools.

- **(“BAC”)**. Those admitted with a BA or BS, or a more advanced degree without supervised clinical practica, complete the typical five-year training sequence (4 years + predoctoral internship). Typically, the BA/BS is in Psychology, if not, then the applicant must have completed a set of undergraduate courses, specified in the published admissions requirements.
- **(“MAC”)**. Students admitted with an advanced post-baccalaureate degree (e.g., MA, MS, etc.) in the field of behavioral or applied behavioral sciences that did not require

supervised clinical practica (e.g., master's degree in general psychology, I/O psychology, MPH, etc.), complete the training sequence in the same time required for those entering with a BA/BS. However, these students may place out of several required courses if the relevant UND instructor, after review of the prior course syllabus, determines that the prior course is equivalent to the required UND course (see "critical votes and petitions" in this manual).

- **("MAC-P").** Students admitted with a degree beyond the bachelors which included supervised clinical practica as required component of the degree, are considered to have "advanced standing"; these students may advance more quickly through the training sequence, and may complete the program in four years (three years + predoctoral internship). In addition, these students have the opportunity to transfer graduate courses from their prior degree program.

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### Specific Requirements of Entering Students

All applicants will be asked to meet certain requirements before accepting an offer of admissions.

- **Completion of Prior Degree.** Applicants often apply while enrolled in another degree-granting program. Offers of admission to the program are contingent on the applicant completing any degree program in which they are currently enrolled.
  - If the applicant does not anticipate completing their degree before fall enrollment in the PhD program, then they are asked to authorize the program to contact the Chair (or equivalent) of their program/department, to verify that the applicant is in good standing.
- **Same-Year Fall Enrollment.** Applicants are required to enroll in the fall of the same year. Failure to enroll will result in revocation of and admissions offer, and the applicant would be required to re-apply in a future admissions cycle.
- **Residency Requirements.** Per CoA regulations and program training requirements, program students are expected to live in proximity to campus, usually in Grand Forks.
- **Background Checks.** Employment at UND as a GTA, and at many external clinical practica, will likely require a criminal background check. Applicants are notified that acceptance of an admissions offer signifies their understanding that such background checks will be likely.
- **Compliance with the APA Ethics Code.** Early in the first year, entering students will be required to verify, in writing that they will comply with the APA Code of Ethics.
- **Compliance with the Program's Clinical Competencies.** Applicants are informed that acceptance of an admissions offer indicates that they intend to comply with the program's clinical competencies, which are evaluated twice yearly.

Students entering the program with MAC or MAC-P status must have completed an empirical thesis project before "continuation" in the PhD program (see "critical votes and petitions"). Such students submit a copy of their thesis to the DCT for review by three faculty who confirm that the project is empirical. If no such project was completed, or faculty do not identify the project as empirical, the student must complete an empirical project, equivalent to a thesis, before a continuation vote can be held (see the section: "thesis Equivalency Project")

## CURRICULAR REQUIREMENTS FOR THE CLINICAL PSYCHOLOGY PH.D.

### THE CLINICAL PHD PROGRAM OF STUDY

The “program of study” refers both to the courses and learning activities required for the degree, and to the official document, filed with the Graduate School, which represents the courses completed enroute to the degree.

#### Required Coursework

Courses required for graduation are listed in the program’s Curriculum Summary (Appendix C.1). In addition, a PoS Worksheet is available on Bb (or by request to the DCT) to assist you and your adviser in planning the year and semester in which you will complete each of the required courses.

The Clinical PhD requires at least 92 graduate credits, successful completion of an empirical thesis and dissertation, and completion of an accredited clinical internship, along with numerous predoctoral clinical practica. By UND policy, 30 credits come from the master’s degree (see Appendix C.3 for more details).

In general, courses or specific activities that meet DSK or PWC requirements of the Standards of Accreditation and its associated IRs (as indicated in the program’s Curriculum Map) must be completed with a grade of A or B (or S if graded S/U) prior to graduation. Failure to meet this minimum level of achievement must be remediated, and remediation will typically require re-taking the course, re-doing the required activity, etc.

#### The Filed PoS

As soon as possible in the first year, students are required to complete and submit a formal program of study (PoS), via DocuSign. Students typically submit a Master’s PoS, but students entering with advanced standing should submit a Doctoral PoS. All DocuSign forms are available on the Graduate School’s webpage: <https://und.edu/academics/graduate-school/current-students/forms.html>. Note that the form for submitting your PoS is the same form for identifying (appointing) your thesis/dissertation committee members and your thesis/dissertation chair (typically the same as your academic adviser). Specific instructions, as well as templates/examples of the needed forms, are available in Appendix C.3).

#### Online Courses

The Psychology department teaches a number of online graduate courses with course numbers matching those of their on-campus counterparts (e.g., Behavior Pathology, 575, is taught both online and live). Because online graduate courses in the department are designed to meet the needs of the online Forensic Psychology MA program, online courses are not necessarily equivalent in content, evaluation, etc., with their on-campus counterparts, which are designed to meet the G/E PhD program’s requirements and the APA accreditation standards in the Clinical PhD program. Clinical students may opt to take **one**

such course online in order to meet requirements of the program of study, Students may take additional online courses as *electives*, but only one course that is specified in the PoS may be taken online.

## Requirements

A graduate student in the PhD program may take an online graduate course, from the UND psychology department, in lieu of a required on-campus course *with the same number and name*, under the following conditions:

1. The student successfully petitions the Clinical Program for approval to take the online course.
2. The student is in normal progress at the time of petition.
3. The instructor of the required on-campus course has determined, in writing, and after review of the online course syllabus and consulted with the online course instructor, that the online course is equivalent in content and rigor to the required on-campus course. This requirement is identical to the process for approving transfer of graduate course credits from prior graduate programs to the students PoS at UND (see the section on petitions in this handbook).
4. The student articulates clearly, and to the satisfaction of core faculty, the hardship alleviated by the substitution of the online course for the on campus course. Hardship will most typically involve significant distance from campus due to a *required* PSYC 587 practicum. In general, it is expected that students will complete courses on-campus, and exceptions to this expectation will not be granted for trivial or routine reasons.
5. The student's petition, if granted, would not result in more than one online course, that meets either a DSK or PWC requirement in the Program's Curriculum Map, appearing on their program of study.
6. The student has *already* met the CoA residency requirements, as stipulated in the SoA IR C-5D (see below). In particular, the student must have completed at least one year in Grand Forks, or near enough to Grand Forks to have facilitated regular attendance of required on-campus courses and any required meetings, seminars, orientations etc. Note that the program, by virtue of its NPCC training requirements, actually sets a higher minimum for "full time residency" than does IR C-5D (i.e., two years minimum versus the one-year minimum stipulated in c. below).

Students should be aware that no tuition waivers are granted for online courses. Students enrolled in online programs (e.g., online Forensic MA students) have FIRST PRIORITY for enrollment in online courses.

The program prioritizes on-campus courses, and limits the number of online courses, because it endorses the CoA's rationale for residency (see IR C-5D, below) as essential for development of competent Psychologists.

### IR C-5 D. Academic Residency for Doctoral Programs

The doctorate is the highest degree of educational accomplishment in health service psychology. The level of sophistication in thought and behavior required for the degree is attained in part through full-time study in residence at an institution of doctoral education. To this end, the Standards of Accreditation (Standard I.C.2) requires of each student

- a. A minimum of 3 full-time academic years of graduate study (or the equivalent thereof) plus an internship prior to receiving the doctoral degree;
- b. At least 2 of the 3 academic training years (or the equivalent thereof) within the program from which the doctoral degree is granted;
- c. At least 1 year of which must be in full-time residence (or the equivalent thereof) at that same program. Programs seeking to satisfy the requirement of one year of full-time residency based on "the equivalent thereof" must demonstrate how the proposed equivalence achieves all the purposes of the residency requirement

Residency has two primary purposes: student development and socialization, and student assessment. With regard to student development, residency allows students (1) to concentrate on course work, professional training and scholarship; (2) to work closely with professors, supervisors and other students; and (3) to acquire the attitudes, values, habits, skills, and insights necessary for attaining a doctoral degree in psychology. Full-time residence provides students other opportunities, including obtaining fluency in the language and vocabulary of

psychology as enhanced by frequent and close association with, apprenticing to, and role modeling by faculty members and other students; obtaining valuable experience by attending and participating in both formal and informal seminars; colloquia; discussions led by visiting specialists from other campuses, laboratories, or governmental research and/or practice organizations; and, obtaining support in thesis, dissertation, or doctoral project work through frequent consultations with advisors.

An equally important purpose of the residency requirement is to permit faculty, training staff, supervisors, and administrators to execute their professional, ethical, and potentially legal obligations to assess all elements of student competence. Executing these obligations is an essential aspect of assuring quality and protecting the public. These elements include not only student-trainees' knowledge and skills, but also their emotional stability and well-being, interpersonal competence, professional development, and personal fitness for practice. Through such student assessment, accredited programs can ensure—insofar as possible—that their graduates are competent to manage relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. This capacity for managing relationships represents one of the competencies that define professional expertise.

Programs seeking to satisfy the requirement of one year of full-time residency based on "the equivalent thereof" must demonstrate how the proposed equivalence achieves all of the purposes of the residency requirement, as articulated above. In evaluating whether the residency requirement is satisfied, the Commission will consider processes and indicators related to the elements of student development and socialization and student assessment detailed in paragraphs 2 and 3 of this Implementing Regulation.

*Note: The above statement on the purpose of full-time residency is drawn substantially from the Policy Statement of the Council of Graduate Schools titled "The Doctor of Philosophy Degree" (Council of Graduate Schools, 2005), the statement of the Council of Chairs of Training Councils (December, 2003) titled "Comprehensive Evaluation of Student Competence," and the APA Policy Statement on Evidence-Based Practice in Psychology (August, 2005).*

## SEQUENTIAL STEPS IN GRADUATE TRAINING

The Clinical PhD Program involves a sequence of training experiences, in applied clinical work, research, and the discipline-specific knowledge required for both. The majority of students have completed the program in five years or less, and the program emphasizes the value to students of progressing through the training sequence as quickly as possible. To aid in this, GRASP and the program have collaborated to develop a semester-by-semester timeline, which expands on the program's Normal Progress Guidelines. These expanded guidelines, found in Appendix C.2, provide suggestions on how best to plan for and meet the various requirements of the degree.

I Students should also refer to the School of Graduate Studies for a breakdown of important deadlines, access to required forms, etc. <https://und.edu/academics/graduate-school/current-students/index.html> . While your adviser may assist in planning, it is ultimately the student's responsibility to ensure completion of necessary forms, and compliance with written program, department, college and graduate school requirements.

## CLINICAL PROGRAM PHILOSOPHY, GOALS, & OBJECTIVES

### The Scientist-Practitioner Model

The UND clinical psychology program endorses a scientist-practitioner model of training that prepares students for careers as academicians, researchers, and/or clinicians. The program faculty have specifically endorsed the formulation of the scientist-practitioner model that emerged from the Gainesville Conference in 1990. Cynthia Belar and Nathan Perry (1992)



provide an excellent synopsis of the basic philosophy underlying the scientist-practitioner model as described at the Gainesville Conference:

*"The scientist-practitioner model of education and training in psychology is an integrative approach to science and practice wherein each must continually inform the other. This model represents more than a summation of both parts. Scientist-practitioner psychologists embody a research orientation in their practice and a practice relevance in their research. Thus, a scientist-practitioner is not defined by a job title or a role, but rather by an integrated approach to both science and practice. The model entails development of interlocking skills to foster a career-long process of psychological investigation, assessment, and intervention" (Belar and Perry, 1992, p. 72).*

It is our belief that the integration of science and practice is crucial to the maintenance and advancement of clinical psychology as a science and a profession. Accordingly, the clinical faculty have adopted and communicated a number of training goals and specific objectives, in-line with competency standards stipulated by the American Psychological Association's (APA) Commission on Accreditation (CoA), in its Standards of Accreditation (SoA; <https://www.apa.org/ed/accreditation/about/policies/standards-of-accreditation.pdf>) and associated implementing regulations (IRs; <https://www.apa.org/ed/accreditation/section-c-soa.pdf>). As such, these program goals and objectives (see below) map directly onto the program's evaluation of student competence, and, ultimately, readiness for internship and graduation. Per accreditation standards, the program is also obliged to track key data up to ten years after graduation.

The clinical psychology graduate program is designed to prepare students to function as scientist-practitioners in a variety of employment settings. Accordingly, emphasis is placed on the routine application of the scientific method, the acquisition of empirically-supported clinical assessment and intervention skills, and the integration of science and practice in addressing problems facing individuals, families, and communities. We encourage students to seek careers which support the application of behavioral science research in the delivery of psychological services. Although our program has the flexibility to allow students to tailor their training toward careers emphasizing either the science or practice of psychology, the faculty emphasizes the integration of science and practice (i.e., applying science to practice and practice to science) as the defining feature of our training model. Graduates are expected to manifest their scientist-practitioner identities in all aspects of their professional behavior no matter the career choices, job titles, role responsibilities, and/or daily activities that they subsequently embrace. Our program educates scholars, researchers, and clinicians who serve the people of North Dakota as well as the rest of the nation and world through our teaching, research, and application of behavioral science.

Clinical students in our program should anticipate and welcome exposure to a broad spectrum of issues and topics in the field of psychology that extend beyond their clinical specialization. Their level of knowledge regarding the field of general psychology should parallel that of graduates in other experimental specializations, and each student is expected to establish a firm theoretical and academic foundation that will support the later pursuit of more specialized clinical interests. First and foremost, graduates of our program should view themselves as behavioral scientists in the academic tradition.

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## Program Goals & Objectives: Discipline-Specific Knowledge (DSK)

The program has determined that a set of core knowledge is required for competence as a scientist-practitioner. Similarly, APA's Commission on Accreditation has arrived at the same conclusion, i.e., in their description of Discipline-Specific Knowledge (DSK). The Standards of Accreditation (li.B.l.a) indicate that "Discipline-specific knowledge represents the requisite core knowledge of psychology an individual must have to attain the profession-wide competencies." The program has elected to align its Goals and Objectives with these DSK, as specified in the SoA implementing Regulations (C-7D).

Students must demonstrate adequate knowledge in each of the following 10 DSK areas. In each case, the program has identified specific coursework or other evaluated activities/products which facilitate demonstration of knowledge. The program also specifies minimum levels of achievement (e.g., test or activity scores, course grades, etc.) in each case.

### Category 1: *History and Systems of Psychology*

- DSK 1. History and Systems of Psychology**, including the origins and development of major ideas in the discipline of psychology.

### Category 2: *Basic Content Areas in Scientific Psychology*

- DSK 2. Affective Aspects of Behavior**, including topics such as affect, mood, and emotion. Psychopathology and mood disorders do not by themselves fulfill this category.
- DSK 3. Biological Aspects of Behavior**, including multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior. Although neuropsychological assessment and psychopharmacology can be included in this category, they do not, by themselves, fulfill this category.
- DSK 4. Cognitive Aspects of Behavior**, including topics such as learning, memory, thought processes, and decision-making. Cognitive testing and cognitive therapy do not, by themselves, fulfill this category.
- DSK 5. Developmental Aspects of Behavior**, including transitions, growth, and development across an individual's life. A coverage limited to one developmental period (e.g., infancy, childhood, adolescence, adulthood, or late life) is not sufficient.
- DSK 6. Social Aspects of Behavior**, including topics such as group processes, attributions, discrimination, and attitudes. Individual and cultural diversity and group or family therapy do not, by themselves, fulfill this category.

### Category 3: *Advanced Integrative Knowledge in Scientific Psychology*

- DSK 7. Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas**, including graduate-level scientific knowledge that entails integration of multiple basic discipline-specific content areas identified in Category 2 (i.e., integration of at least two of: affective, biological, cognitive, social, or developmental aspects of behavior). Advanced integrative knowledge in Category 2 areas can be acquired in either of two ways: 1) an evaluated educational experience that integrates at least two Category 2 content areas that have been previously covered through other methods; or 2) an evaluated educational experience that provides basic coverage in two or more areas and integration across those areas.

### Category 4: *Research Methods, Statistical Analysis, and Psychometrics*



- DSK 8.** Research Methods, including topics such as strengths, limitations, interpretation, and technical aspects of rigorous case study; correlational, experimental, and other quantitative research designs; measurement techniques; sampling; replication; theory testing; qualitative methods; mixed methods; meta-analysis; and quasi-experimentation.
- DSK 9.** Statistical Analysis, including topics such as quantitative, mathematical modeling and analysis of psychological data, statistical description and inference, univariate and multivariate analysis, null hypothesis testing and its alternatives, power, and estimation.
- DSK 10.** Psychometrics, including topics such as theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization.

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### Program Goals & Objectives: Profession-Wide Competencies (PWC)

Profession-Wide Competencies (PWC) are operationalized in the program's Semiannual Evaluation of Clinical Competencies (SECC), i.e., in the items of the associated evaluation tool (see the section on program-level evaluation of students). With the exception of objectives listed under "**PWC.10. Additional**", these items are drawn, almost verbatim, from the Implementing regulations supporting APA's Standards of Accreditation (SoA), and therefore map directly onto the relevant accreditation requirements.

**PWC 1. RESEARCH.** Each student will demonstrate knowledge, skills, & competence sufficient to produce new knowledge, to critically evaluate & use existing knowledge to solve problems, & to disseminate research. This area of competence requires substantial knowledge of scientific methods, procedures, & practices. Each student will:

- 1.1. Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality & rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
- 1.2. Conduct research or other scholarly activities.
- 1.3. Critically evaluate & disseminate research or other scholarly activity via professional publication & presentation at the local (including the host institution), regional, or national level.

**PWC 2. ETHICAL & LEGAL STANDARDS.** Students are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training. *Each student will:*

- 2.1. Be knowledgeable of, & act in accordance with, the current version of the APA Ethical Principles of Psychologists & Code of Conduct.
- 2.2. Be knowledgeable of, & act in accordance with, relevant laws, regulations, rules, & policies governing health service psychology at the organizational, local, state, regional, & federal levels
- 2.3. Be knowledgeable of, & act in accordance with, relevant professional standards & guidelines.
- 2.4. Recognize ethical dilemmas as they arise, & apply ethical decision-making processes in order to resolve the dilemmas.
- 2.5. Conduct self in an ethical manner in all professional activities

**PWC 3. INDIVIDUAL & CULTURAL DIVERSITY.** Effectiveness in health service psychology requires that trainees develop the ability to conduct all professional activities with sensitivity to human diversity, including the ability to deliver high quality services to an increasingly diverse population. Therefore, trainees must demonstrate knowledge, awareness, sensitivity, & skills when working with diverse individuals & communities who embody a variety of cultural & personal background & characteristics. The CoA defines cultural & individual differences & diversity as including, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, & socioeconomic status. The CoA recognizes that development of competence in working with individuals of every variation of cultural or individual difference is not reasonable or feasible. *Each student will demonstrate:*

- 3.1. an understanding of how their own personal/cultural history, attitudes, & biases may affect how they understand & interact with people different from themselves;
- 3.2. knowledge of the current theoretical & empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, & service;
- 3.3. the ability to integrate awareness & knowledge of individual & cultural differences in the conduct of professional roles (e(G)., research, services, & other professional activities). This includes the ability to apply a framework for working effectively with areas of individual & cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- 3.4. Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals & groups, & apply this approach effectively in their professional work.

**PWC 4. PROFESSIONAL VALUES & ATTITUDES.** Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training. *Each student will:*

- 4.1. behave in ways that reflect the values & attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, & concern for the welfare of others.
- 4.2. engage in self-reflection regarding one's personal & professional functioning; engage in activities to maintain & improve performance, well-being, & professional effectiveness.
- 4.3. actively seek & demonstrate openness & responsiveness to feedback & supervision.
- 4.4. respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

**PWC 5. COMMUNICATION & INTERPERSONAL SKILLS.** Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training. The CoA views communication & interpersonal skills as foundational to education, training, & practice in health service psychology. These skills are essential for any service delivery/activity/interaction, & are evident across the program's expected competencies. *Each student will:*

- 5.1. develop & maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, & those receiving professional services.
- 5.2. produce & comprehend oral, nonverbal, & written communications that are informative & well-integrated; demonstrate a thorough grasp of professional language & concepts.
- 5.3. demonstrate effective interpersonal skills & the ability to manage difficult communication well.

**PWC 6. ASSESSMENT .** Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training. Trainees demonstrate competence in conducting evidence-based assessment consistent with the scope of Health Service Psychology. *Each student will:*

- 6.1. Demonstrate current knowledge of diagnostic classification systems, functional & dysfunctional behaviors, including consideration of client strengths & psychopathology.
- 6.2. Demonstrate understanding of human behavior within its context (e(G)., family, social, societal & cultural).
- 6.3. Demonstrate the ability to apply the knowledge of functional & dysfunctional behaviors including context to the assessment and/or diagnostic process.
- 6.4. Select & apply assessment methods that draw from the best available empirical literature & that reflect the science of measurement & psychometrics; collect relevant data using multiple sources & methods appropriate to the identified goals & questions of the assessment as well as relevant diversity characteristics of the service recipient.
- 6.5. Interpret assessment results, following current research & professional standards & guidelines, to inform case conceptualization, classification, & recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- 6.6. Communicate orally & in written documents the findings & implications of the assessment in an accurate & effective manner sensitive to a range of audiences.

**PWC 7. INTERVENTION.** Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training. Trainees demonstrate competence in evidence-based interventions consistent with the scope of Health Service Psychology. Intervention is being defined broadly to include but not be limited to psychotherapy. Interventions may be derived from a variety of theoretical orientations or approaches. The level of intervention includes those directed at an individual, a family, a group, an organization, a community, a population or other systems. *Each student will:*

- 7.1. establish & maintain effective relationships with the recipients of psychological services.
- 7.2. develop evidence-based intervention plans specific to the service delivery goals.
- 7.3. implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, & contextual variables.
- 7.4. demonstrate the ability to apply the relevant research literature to clinical decision making.
- 7.5. modify & adapt evidence-based approaches effectively when a clear evidence-base is lacking,
- 7.6. evaluate intervention effectiveness, & adapt intervention goals & methods consistent with ongoing evaluation.

**PWC 8. SUPERVISION.** Supervision involves the mentoring & monitoring of trainees & others in the development of competence & skill in professional practice & the effective evaluation of those skills. Supervisors act as role models & maintain responsibility for the activities they oversee. *Each student will:*

- 8.1. Demonstrate knowledge of supervision models & practices

**PWC 9. CONSULTATION & INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS .** Consultation & interprofessional/interdisciplinary skills are reflected in the intentional collaboration of professionals in health service psychology with other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities. *Each student will:*

- 9.1. Demonstrate knowledge & respect for the roles & perspectives of other professions.
- 9.2. Demonstrates knowledge of consultation models & practices.

**ADD 10. ADDITIONAL:** The program considers several more specific competencies critical to effective and responsible, professional behavior, **as a trainee, and that such behavior is fundamental to professional work post-graduation. Note that these “additional” requirements do not represent competencies distinct from those previously listed; rather, they provide more concrete, context-specific examples of behaviors expected under one or more of the prior PWCs. Each student will:**

- 10.1** Be available for, and responsive to, all professional communication, in whatever form commonly used by faculty, staff or others involved in the training or training-related work of the student.
- 10.2** Be cognizant of, and comply with, all program, department, college or university policies and procedures, as well as the policies and procedures of any organization, entity, etc. involved in any training activities.
- 10.3** Attend scheduled meetings and appointments. Meetings, where possible, are only rescheduled with adequate warning, and never for trivial reasons. This is particularly important when meetings involve clinical work.
- 10.4.** Complete required paperwork in a timely manner. Required paperwork includes, but is not limited to, all documentation related to clinical work, surveys requested by the program, IRB progress reports, etc.

All students must demonstrate these competencies at a level commensurate with work at the practicum level (i.e., “Practicum Ready”) before they will be allowed to complete supervised clinical work on clinical practica. All students must demonstrate these competencies at a level commensurate with internship training (i.e., “Internship Ready”) before they will be allowed to apply for their full-time, year-long, predoctoral internship (i.e., before they can secure an “internship readiness” vote).

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### Minimum Grades in DSK/PWC Courses & Graded Activities

Students should note that, where training activities that support a specific DSK or PWC goal include a formal course, or a specified graded activity, demonstration of competence in that goal will require a grade of A or B in that course or graded activity. Or a grade of S if the course/activity is graded S/U ; failure to meet this criterion will require remediation, which may require retaking the specified course. This means that, in most cases, *students must retake a required course in which they earn a C or below.*

## NORMAL PROGRESS REQUIREMENTS FOR CLINICAL STUDENTS

All students enrolled in the Clinical Program are expected to meet a set of milestones en route to the PhD. Because these were modified in the Fall of 2018, different normal progress guidelines apply to students, depending on their year of first enrollment.

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### “Old” NP Guidelines (enrollment prior to Fall 2019)

Students who first enrolled in the Fall of 2018 or earlier are held to the following normal progress guidelines:

1. Cumulative GPA > 3.5 at all times in the program;
2. Satisfactory grades in all PSYC 580 & 587 credits;
3. Master's Thesis proposal by September 7<sup>th</sup> of fall semester, second year;
4. Master's Thesis defense before first day of fall semester, third year;
5. \*\* Master's Thesis and degree completed within three years of enrollment;
6. Comps completed by March 1<sup>st</sup> of third year;
7. Dissertation proposed before first day of fall semester, fourth year;
8. Internship match before March 1<sup>st</sup> of fourth year;

\* Once benchmark met then student returns to normal progress.

\*\* A failure to meet this requirement would preclude enrollment past the M.A. degree.

Note. A student must petition the faculty to apply for a third year placement if his or her thesis has not yet been successfully proposed. A student must petition the faculty to apply for a fourth year placement if his or her thesis has not yet been successfully completed.

### **“New” NP Guidelines (enrollment after Fall 2018)**

Students who first enrolled in the Fall of 2019 or later are held to the following guidelines:

Normal Progress Milestone	Required for:	
	ASCE Application	PhD <sup>2</sup>
1. Cumulative GPA > 3.5	Yes	
2. Satisfactory grades in all PSYC 580 & 587 credits	Yes	
3. Master's Thesis proposal by September 7 <sup>th</sup> of fall semester, second year	Yes	
4. Master's Thesis defense before first day of fall semester, third year	Yes	
5. Master's Thesis and degree completed within three years of enrollment	Yes	Yes
6. Oral Comps completed by May 1 <sup>st</sup> of third year	Yes	
7. Dissertation proposed before October of fourth year	Yes	
8. Internship readiness within 5 years following the date of a successful continuation vote or enrollment (i.e., first official day of classes) with an advanced degree.		Yes
9. Internship match before March 1 <sup>st</sup> of fourth year		

<sup>1</sup> Students w/o First-Round status may not request a follow-up rotation at the same placement, unless no other student applies for that rotation.

<sup>2</sup> Failing to meet criterion 5 precludes continuation beyond the MA; Failure to meet criterion 8 would make the student ineligible for an internship readiness vote.

Note:

- A student must petition the faculty to apply for a third year placement if his or her thesis has not yet been successfully proposed.
- A student must petition the faculty to apply for a fourth year placement if her/his thesis has not yet been successfully completed.
- Once benchmark met then student returns to normal progress (cannot apply to Criteria 5 and 8).
- Students who have not completed their dissertation must meet minimal enrollment requirements following internship. Students engaged in approved clinical work prior to graduation following internship must enroll in

at least one clinical credit (usually PSYC 587); otherwise, upwards of two years of continuing enrollment credit are allowed, with any pre-internship CE credits included .

## PROGRAM VS. DEPARTMENTAL EVALUATIONS OF STUDENTS

Students are evaluated regularly by both the department and the program. Description of these separate evaluations, and the responsibilities of evaluated students in each process, are described below.

### Program-Level Evaluation: Semiannual Evaluation of Clinical Competencies (SECC)

Twice annually (at the end of the Fall and Spring semesters), the DCT distributes a Qualtrics survey inviting supervisors, research mentors, and course instructors to evaluate their students/supervisee's Profession-Wide Competencies (see "Program Goals & Objectives: Profession-Wide Competencies (PWC)" for specifics). Evaluators rate each PWC, depending on their opportunity to observe them, as either met at the pre-internship or internship-ready level, or as in need of remediation, as described below:

- **No Basis for Judgment;** The student had no opportunity to demonstrate this competency on this rotation, & cannot therefore be evaluated on this competency.
- a **Adequate for Practicum / Graduate-Level Work:** Demonstrates competence at a level expected for supervised, pre-internship, clinical practicum. Skill improvement will be necessary to qualify as Internship-Ready.
- RI **Ready for internship:** Demonstrates competence consistent with trainees on internship. Further skill development at the pre-internship level is not necessary for internship-level supervised work.
- X **Does Not Meet:** The student had an opportunity to demonstrate this competency; Student fell significantly short of expectations, & immediate remediation will be necessary. Student is clearly NOT internship/practicum ready with respect to this competency & must remediate before they may be considered so. If the student has already been voted internship ready, then their internship readiness will be re-evaluated by the program.

Evaluators may also contribute written comments on the student's performance.

The DCT compiles the data for program review. The program then meets (either in May or December) to review each student's data and progress in the program, and decide on any indicated requirements, recommendations, or remediation. The DCT then completes a semester SECC letter for each student, which is emailed to the student and their identified adviser. The student's semester letters are retained in their record.

### ***Student Responsibilities***

- Students are expected to review feedback with their clinical rotation supervisors, to clarify any comments or ratings that were not understood.
- Students are expected to review their semester SECC letters from the program, and report any errors or omissions to the DCT, so that the DCT may revise and re distribute the semester letter.
- The student is expected to track their PWC progress toward their next level of [practice, and coordinate with their supervisors, instructors, or advisers, as appropriate, to develop opportunities for demonstrating unmet competencies. E.g., students at the pre-practicum



level are expected to track progress toward practicum-ready status (i.e., ratings of “a” or “RI” in every PWC, with no “X” ratings following the “a” or “RI”). Students at the practicum-ready level are expected to ensure that all PWC are rated at the internship-ready level prior to their internship readiness vote (i.e., a rating of “RI” appears for every PWC, without any subsequent “x” ratings).

- Students are responsible for following up on any recommendations/requirements for remediation of number PWC (i.e., ratings of “X”). Note that one possible cause for dismissal from the program is failure to remediate (see “Reasons for Termination”).

The process is summarized in the table below:

	<u><i>Practicum-Level Evaluation</i></u>	<u><i>Program-Level Evaluation</i></u>
<b>Evaluator:</b>	Practicum Supervisor / Course Instructor / Research mentor	Core Clinical Program Faculty
<b>Purpose:</b>	<ol style="list-style-type: none"> <li>1. Offer direct feedback to student (formative) and program (summative) regarding performance on a specific rotation.</li> <li>2. Determine whether specific PWC were observable on the relevant rotation or in the relevant evaluation cycle (-),</li> <li>3. If PWC were observable, was each competency met at a level expected of a graduate trainee / practicum student (a) or an <i>internship-ready</i> graduate student (RI), or were skill deficits evident necessitating remediation (X)?</li> </ol>	<ol style="list-style-type: none"> <li>1. Offer direct feedback to student (summative) regarding performance across rotations and other PWC-relevant contexts in each evaluation cycle.</li> <li>2. Make recommendations as appropriate for remediation</li> <li>3. Iteratively determine level of practice (pre-practicum, practicum ready, internship ready).</li> <li>4. Identify specific PWC met (a/RI), and significant deficiencies, requiring immediate and significant remediation(X).</li> </ol>
<b>Data:</b>	Direct observation of student behavior and work product. Supervisors must directly observe student work with clients at least once per cycle (CoA requirements)	<ol style="list-style-type: none"> <li>1. Feedback from supervisors/instructors.</li> <li>2. other data as appropriate</li> </ol>
<b>Format:</b>	<ol style="list-style-type: none"> <li>1. <i>Summative</i>: Online (Qualtrics) survey of competencies, submitted electronically to the program</li> <li>2. <i>Formative</i>: Hardcopy/Emailed summary of semester ratings and associated supervisor comments. It is expected that the supervisor will review competencies with the student in person.</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Summative</i>: Semiannual program evaluation letter.</li> <li>2. <i>Summative</i>: Formal internship readiness vote, usually in the fall of 4<sup>th</sup> year in program (fall of 3<sup>rd</sup> year for students with advanced standing).</li> </ol>

## Department-Level Evaluation of Progress & Performance

The department has modified the annual graduate student assessment form and process to meet the School of Graduate Studies requirement that grad students and their advisors jointly participate in the student evaluation process and meet to discuss the student's evaluation on (at least) an annual basis. The assessment form is posted on the Psychology Graduate Students Blackboard site. Please follow the steps below to complete this process:

1. Students will complete their sections of the form (Step 1 & page 2) and send the form to their advisors prior to May 1st.
2. Advisors will collect feedback on the student at the last dept. meeting of the semester then complete the advisor section of the form.
3. Student and Advisor will meet to discuss the student's progress, goals for next year, and performance plan if needed.
4. After the meeting, the student and advisor will sign the form and route it via DocuSign to the dept. chair then graduate school.

## REASONS FOR TERMINATION

Students may be dismissed from the program for a variety of reasons, generally related either to serious performance deficits or significant behavioral excesses. In some cases, the dismissal process is more passive (e.g., forbidding a continuation or internship readiness vote), and, in others, more active (e.g., the department voting to remove a student). The table below displays the most common reasons for dismissal, and the mechanisms by which removal is usually achieved.

<i><b>Event Prompting Termination</b></i>	<i><b>Mechanism(s) of Removal</b></i>
<b>Incompetence/Unsuitability.</b> Student fails to adequately remediate clinical competencies identified as “Not Met” (X); if the student's behavior represents a sufficiently significant failure, such that remediation would not be reasonable (e.g., clear and egregious violations of the APA Code of Ethics or UND's Code of Student Life), the student could be dismissed without the opportunity to remediate. Re-emergence of a previously remediated concern would qualify as a failure to adequately remediate. At a minimum, failure to remediate is defined as failing, at least twice, to meet remediation requirements stipulated in the student's semiannual evaluation letter.	The student would be ineligible for a Continuation or Internship Readiness vote. Additionally, the program would no longer evaluate the student on the un-remediated competencies. However, depending on the circumstances, the program may see value in formally dismissing the student ahead of the readiness or continuance vote. The program reserves the right to remove a student authorization to practice when necessary to protect the public.
<b>Failure to Meet Applicable Normal Progress Guidelines.</b> Student fails to meet Normal Progress Guidelines that preclude completion of the PhD (e.g., the “three year rule”).	Students violating the three year rule for completion of Master's degree requirements would not be continued in the program, but would be allowed to enroll in order to complete the Master's degree. Students failing to meet the “five year rule” for attainment of Internship Readiness would be precluded from an Internship Readiness vote.
<b>Failure to Minimally Enroll.</b> Student fails to minimally enroll in a Fall or Spring term.	Dismissal would be by the program declining a re-enrollment application from the student, if one is presented. Otherwise, the student is unenrolled automatically by UND if they fail to minimally enroll.



## CLINICAL RESEARCH TRAINING

At a minimum, students complete a Thesis and Dissertation project, both relevant to Clinical Psychology. The program has committed itself in recent years to a renewed focus on completion of the thesis and dissertation in a timely manner. While we maintain a strong related interest in student scholarly productivity (publications and presentations), normal progress is essential with oversight responsibility falling heavily on the committee chairperson.

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### Requirements & Expectations

Graduate students are expected to work closely with at least one faculty member on research throughout their five years at UND, and programs of study typically require substantial thesis, dissertation, and sometimes individual research (PSYC 596) credit hours. All students complete an empirical thesis and dissertation that represents original work of a quality the faculty considers worthy of publication in a national or international peer-reviewed publication.

A detailed prospectus of all thesis and dissertation projects must be presented orally and accepted by the advisory committee prior to data collection. Final oral defenses are also mandatory, and open to the public as advertised in the campus newsletter. Thesis and dissertation defenses are predominantly focused on the results and interpretation of the completed project, but committee members do have the liberty to examine the student in regard to any aspect of their academic preparation. By Graduate School policy, advisors are required to assign satisfactory or unsatisfactory grades for incomplete thesis or dissertation credits at the end of each semester. Students are encouraged to discuss suitable progress on their thesis or dissertation project with their advisors at the beginning of each semester to assure satisfactory grades for all credits for which he or she enroll. Clinical students should similarly secure the approval of their thesis and dissertation advisor prior to committing to work on peripheral projects with other researchers in or out of the department.

As scientist-practitioners, students are expected to present and publish their research. A majority of the clinical students present their research at local (e.g., North Dakota Psychological Association), regional (e.g., Midwest Psychological Association), and national (e.g., Association for Behavioral and Cognitive Therapies) conferences each year. At the end of each semester students are asked to provide citations of their scholarly achievements which are used by the DCT to generate the Clinical Performance Summary Document for each semester. This document summarizes both applied work and research accomplishments for each student. It is important that you keep the program informed regarding all of your presentation and publications. This information is also used for our annual accreditation reports to APA; the program will routinely (every summer) circulate a survey where updates to scholarship may be entered.

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### Thesis/Dissertation Committee Selection

Thesis committees must be comprised of three clinical program faculty with at least one core member. Dissertation committees are comprised of at least three department faculty with at least two core members (plus one “outside” member appointed by the School of Graduate Studies). Thesis and dissertation committee can be chaired by either core or associated clinical program members (assuming appropriate membership on the Graduate School faculty). Although admissions are determined partially by the applicant’s match with faculty research interests, students are not required upon admission to work with a specific advisor. Incoming students are also expected to carefully investigate the research and mentorship opportunities made available by faculty members within the department. Students typically speak with faculty members about their research and professional interests, and it is common for them to also consult with upper-level peers who have had experience working with particular faculty members.

The Psychology Department and School of Graduate Studies have traditionally allowed students maximum latitude in selecting committee memberships. By the end of the Fall semester of their first year, most students have secured the commitment of a faculty member to serve as a thesis committee chairperson and mentor for their professional development. In most cases this mentor-student match is established during the admissions process, but students are encouraged to consider their decision early in the Fall semester of their first year prior to making a formal request to the School of Graduate Studies Dean (via the department chair) that a particular thesis committee be assigned. The department chairperson or DCT may occasionally suggest alternatives as a method to balancing committee memberships within the department. Thesis and dissertation committees are usually, but not always, chaired by the same faculty member. Dissertation committees are assigned through the same process described above, and students are at liberty to change to an alternative advisor once they are advanced into the doctoral program. Outside committee members are usually assigned at the discretion of the School of Graduate Studies Dean, but student preferences can also be advanced and are usually satisfied. The DCT communicates closely with non-program committee chairs to alert them of policies or issues raised which may affect the welfare of their advisees.

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### **Theses from Prior Degree Programs**

Students entering the program within advanced degree that required an empirical thesis should submit a PDF copy of their written project to the program prior to initial enrollment. A committee of at least three Core/Associated faculty will review the document to determine whether it meets the departmental standard for an empirical project worthy of peer-reviewed publication. If so determined, the student may be considered “continued” at initial enrollment, and no continuation vote will be required (assuming other requirements for continuation are also met, i.e., typically, having earned a prior degree consistent with the departments admission policy for classification as a MAC or MAC-P applicant). Otherwise, the student will be required to complete a thesis equivalency project (see below) prior to a continuation vote (see the section on Critical Votes & Petitions).

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## Thesis Equivalency Project

Given that the PhD PoS cannot contain thesis credits, and that the program requires students demonstrate their competency (per CoA Implementing Regulations) in research via successful completion of empirical thesis and dissertation projects, the thesis equivalency project allows students who enter the program with an advanced degree, but without an empirical thesis, to demonstrate their competency prior to the dissertation project. Such students will, in collaboration with their adviser, complete a research project that includes all of the typical contents of a written thesis project (e.g., relevant literature review, data analysis, conclusions and discussion of results, citations and references, etc.). A written document, in APA format and style, that summarizes the study (e.g., a manuscript for submission to a peer-reviewed journal, etc.) must be submitted to the DCT within one year of first enrollment in the program, and the student's adviser must verify that the completed project is, in their judgment, comparable to the typical thesis project. Note that because not all typical thesis projects require data collection, the thesis equivalency project will not necessarily include data collection.

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## Thesis: What Do I Do & When?

See <https://und.edu/academics/graduate-school/current-students/thesis-dissertation.html> on the Grad School web page for a checklist and time line of grad school requirements for the thesis project.

Also refer to the Grad School's "Guide to Graduation" at <https://und.edu/academics/graduate-school/current-students/resources.html>.

Regarding departmental/program requirements, the following timeline is recommended:

1. In your first year, have some discussions with your adviser regarding suitable projects, and begin looking in the literature for relevant prior research. This does not need to be done immediately, as the first year course load is quite demanding, but you should be moving incrementally toward a proposal date, using frequent consultation with your adviser as you progress.
2. At some point in the first year, form your committee. This consists of your adviser and two other Psychology faculty. Of the three members, at least one must be Core Clinical faculty.
  - a. Initiate a DocuSign "Master's Program of Study and Committee/Adviser Appointment" form at the grad school forms page: <https://und.edu/academics/graduate-school/current-students/forms.html>. This will require entering the names and contact info of your committee members and the DCT. You will need to submit your PoS on the same form. Note that this also constitutes the "official" appointment of your adviser.
3. Develop your proposal with guidance from your adviser. Note that this will typically require *many* drafts, and delays are common while advisers review your drafts. Once your adviser approves, you may circulate your proposal to your committee for review ahead of the proposal meeting. Your committee should be allowed at least one week to review your

proposal. The committee may approve the proposal or require changes before you can schedule your proposal.

4. Schedule your proposal meeting once the committee has approved the draft. You will need to reserve a room for the meeting (consult main office staff).
5. Propose your thesis by September 7<sup>th</sup> of year two, or earlier. Remember that if you plan to propose over the summer months, that most faculty will be off-contract, and committee members may not be available. If you propose slightly later, that's not the end of the world, but it is recommended that you endeavor to get back into normal progress as soon as you can.
  - a. Submit your IRB proposal as soon as possible, to expedite approval.
  - b. Once proposed successfully, complete a DocuSign "topic Proposal" form, available in the forms section of the grad school web page : <https://und.edu/academics/graduate-school/current-students/forms.html>. This will need to be signed by your committee and *requires you enter your IRB approval number*.
6. Complete data collection, analysis, etc. for your thesis project, typically in year 2. This will probably represent the lions share of your work, and you should stay in routine contact with your chair/adviser throughout the process, seeking consultation re any problems. Delays, etc.
7. Submit your finished thesis to your adviser for review (consult your adviser and/or the graduate school web page for formatting and structure). Multiple drafts will likely be needed before your document will be approved. Once approved, you may distribute your document for review by your committee. The committee may require multiple edits and is allowed at least one week to review each revision.
8. Once the committee approves of the document, schedule the defense meeting and then secure Preliminary Approval by initiating the DocuSign "Preliminary Approval & Notice of Defense" form at the grad school forms page: <https://und.edu/academics/graduate-school/current-students/forms.html> . Note that you must know the date and location of the defense before initiating this form. The meeting should require no more than 2 hours.
9. Defend your thesis before the first day of classes in year 3 (or, **absolutely no later than the first day of classes, year 4**; see Normal Progress Guidelines). Consult with your adviser regarding preparation for the defense meeting. Be prepared to answer any committee questions about your project. The committee may also ask broader questions to evaluate your understanding of research generally, including methodological or statistical concepts.
10. Once the thesis has been successfully defended, you should initiate a "Thesis Signature Page" DocuSign form at <https://und.edu/academics/graduate-school/current-students/forms.html>; note that you will have to input the contact info for each voting committee member. Second, ask your adviser to initiate a Final Report on Thesis DocuSign form at <https://und.edu/academics/graduate-school/current-students/forms.html>. You will need to supply your adviser with (a) your EMPL ID#, (b) the names and emails of your committee, (a) your date or anticipated date of graduation, and (a) the date you defended the project.
11. Submit an electronic copy of your thesis to the graduate school.
12. PUBLISH YOUR THESIS! Authorship is generally negotiated between you, your adviser, and your research collaborators, if any, but see the APA Ethics code for guidance on

authorship. E.g., the code does not mandate that you will necessarily be listed as first author when the project is published.

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### Dissertation: What Do I Do & When?

See <https://und.edu/academics/graduate-school/current-students/thesis-dissertation.html> on the Grad School web page for a checklist and time line of grad school requirements for the dissertation project.

Also refer to the Grad School's "Guide to Graduation" at <https://und.edu/academics/graduate-school/current-students/resources.html>.

Regarding departmental/program requirements, the following timeline is recommended (note that students entering with advanced standing may have accelerated deadlines; consult the Normal Progress Guidelines in this manual):

1. Once your thesis is defended (usually before the start of year 3), have some discussions with your adviser regarding suitable projects, and begin looking in the literature for relevant prior research. It is expected that the dissertation will require more direction and independent action from you than the thesis did. You should have at least a well-formed concept of the project before recruiting committee members. Note that you can begin work on your dissertation before your continuation vote, but that you will not be allowed to enroll in dissertation credits until after you are continued in the program.
2. Form your dissertation committee as soon as possible. The committee consists of three Psychology faculty, at least two of whom must be core clinical faculty, and one UND faculty from outside the department. The "at large" member must have grad faculty status.
  - a. Initiate a DocuSign "Doctoral Program of Study and Committee/Advisor Appointment" form at the grad school forms page: <https://und.edu/academics/graduate-school/current-students/forms.html>. This will require entering the names and contact info of your committee members and the DCT. You will need to submit your PoS on the same form. Note that this also constitutes the "official" appointment of your adviser.
3. Develop your proposal with guidance from your adviser. Note that this will typically require *many* drafts, and delays are common while advisers review your drafts. Once your adviser approves, you may circulate your proposal to your committee for review ahead of the proposal meeting. Your committee should be allowed at least one week to review your proposal. The committee may approve the proposal or require changes before you can schedule your proposal.
4. Schedule your proposal meeting once the committee has approved the draft. You will need to reserve a room for the meeting (consult main office staff).
5. Propose your dissertation before Fall of year 4 (earlier is always better). Remember that if you plan to propose over the summer months, that most faculty will be off-contract, and committee members may not be available; plan accordingly.
  - a. Submit your IRB proposal as soon as possible, to expedite approval.

- b. Once proposed successfully, complete a DocuSign “topic Proposal” form, available in the forms section of the grad school web page : <https://und.edu/academics/graduate-school/current-students/forms.html>. This will need to be signed by your committee and requires you enter your IRB approval number.
6. Complete data collection, analysis, etc. for your dissertation project. The timeframe will vary depending on your date of proposal and the complexity of your project, but it is highly recommended that you propose as early as possible and complete as much as you can before internship. Note that internships are typically very impressed with applicants who have defended their dissertation at the time they interview. If you are unable to complete data collection prior to internship, you should work with your adviser and colleagues to complete collection while you are on internship. Stay in close contact with your adviser to resolve delays, unexpected problems, etc.
7. Submit your finished dissertation to your adviser for review (consult your adviser and/or the graduate school web page for formatting and structure). Ideally, this should occur no later than January of your internship year. Multiple drafts will likely be needed before your document will be approved. Once approved, you may distribute your document for review by your committee. The committee may require multiple edits and is allowed at least two weeks to review *each* revision, so plan accordingly.
8. Once the committee approves of the document, schedule the defense meeting and then secure Preliminary Approval by initiating the DocuSign “Preliminary Approval & Notice of Defense” form at the grad school forms page: <https://und.edu/academics/graduate-school/current-students/forms.html> . Note that you must know the date and location of the defense before initiating this form. The meeting should require no more than 2 hours.
9. Defend your dissertation *well ahead of UND’s deadline for application for summer graduation*, to ensure the dissertation will not delay graduation. Recall that faculty are typically off-contract in the summer months, and some committee members may be unavailable. Consult with your adviser regarding preparation for the defense meeting. Be prepared to answer any committee questions about your project, but note that the committee may ask broader questions to evaluate your general understanding of statistical/methodological concepts, relevant research literature, etc.
10. Once the dissertation has been successfully defended, you should initiate a “Dissertation Signature Page” DocuSign form at <https://und.edu/academics/graduate-school/current-students/forms.html>; note that you will have to input the contact info for each voting committee member. Second, ask your adviser to initiate a Final Report on Thesis DocuSign form at <https://und.edu/academics/graduate-school/current-students/forms.html>. You will need to supply your adviser with (a) your EMPL ID#, (b) the names and emails of your committee, (a) your date or anticipated date of graduation, and (a) the date you defended the project.
11. Submit an electronic copy of your dissertation to the graduate school.
12. PUBLISH YOUR DISSERTATION! Consult with your adviser and any research collaborators, as well as the APA ethics code regarding authorship.



All enrolled students, prior to internship, are required to attend our professional development series which is held on Fridays from 4:00-5:00pm in COL1360, 1370, or 1550, depending on room availability. In some cases, these “live” sessions will be held via Zoom, or off-site and/or at different times, and locations will be indicated in the PDS schedule available on Bb.

PDS may also be presented as asynchronous online modules, to be completed within a specified timeframe. Refer to the PDS schedule on Bb for the most current schedule and due dates.

Compliance with the PDS requirement falls under the SECC competencies 2.2, 10.2, & 10.3. As such, compliance is evaluated at the semester clinical evaluation meeting, and bears on the faculty evaluation of readiness for practicum work and/or clinical internship.

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### Attendance & Remediation.

Attendance is mandatory, and absences must be remediated.

- **Remediation for Absence(s).** All absences, excused, “allowable” (see below), or otherwise, must be made up by reviewing materials (video, audio, PowerPoint, etc.) from the session which can be found on the *Graduate Students in Clinical Psychology* Blackboard page, usually under *UND Yuja* in the *Tools* menu. All absences described below must be remediated.
  - *Note that supervisors are at liberty to require additional make up activities, such as summary reports; as a result, requirements for remediation of missed sessions will differ from team-to-team, but will include, at a minimum, review of materials from the session.*
- **Allowable Absences.** A student may miss up to 2 “live” sessions in a semester (Fall or Spring) without explanation. The program considers internship interviews, formal professional conferences, and comprehensive exams as excused absences that *will not count toward this maximum number of missed sessions*. All other circumstances such as illness, family problems, personal travel, or other routine scheduling conflicts do not constitute excused absences.
  - Note that no absences are allowable for asynchronous online trainings, all of which must be completed by all enrolled students.
- **Petitions for Additional Absences.** Students retain the option of petitioning the faculty for more than 2 absences per semester in unavoidable circumstances, e.g., needing to travel more than 100 miles to a remote 587 placement). Supporting materials—e.g., a letter from a placement supervisor—may be required by faculty in order to approve a petition.
- **Timeframe for Remediation:** All remediation must be completed before reading and review day of the semester in which sessions were missed.
- **False reports of attendance or remediation** would be viewed as academic dishonesty, and appropriate action will be taken by faculty in such cases.

## CLINICAL PRACTICUM TRAINING

The program maintains a separate list of currently approved clinical rotations, including NPCC, PSYC 587, and any ASCE experiences approved for each student, on the program’s Bb site. Students should be aware that this list constitutes the approved rotations for each student in the

current year and term. ***Clinical work not represented on this page is, by policy, not approved***, and students should seek approval immediately if a clinical rotation does not appear on this list. In all cases, **program approval must be secured BEFORE work at a practicum may begin.**

### Eligibility for Assessment & Intervention Practica

While supervised clinical practice is essential to development of future scientist-practitioners, the program is obliged to safeguard the public throughout the provision of these services, consistent with ethics and law, while offering a set of clinical experiences that progress logically with respect to complexity and difficulty, consistent with each student's classroom training, developing skill base, and competence. Thus, the program specifies sequential levels of eligibility for more increasingly complex and independent clinical work throughout the student's training.

Students entering the program with a BA or BS, or with a MA or MS that did not include a supervised clinical practicum (BAC/MAC), are automatically considered to be training at the "Pre-Practicum" level, and are not allowed independent supervised practice, except under conditions specified in the table below. These students are evaluated twice yearly until they have demonstrated all Pre-Practicum competencies (see APPX J), usually at the end of the fall semester of year two. Once the student has been declared "Practicum Ready" by the program, they enter the "pre-Internship stage of training, and are allowed to practice under supervision as specified below and by other program policies and practicum syllabi.

Students entering the program with a MA/MS and some graduate-level supervised clinical practica (MAC-P) may be considered "Practicum-Ready" if their pre-practicum competencies can be formally verified by their prior clinical supervisor(s); otherwise, they enter the program at the Pre-Practicum level until they can demonstrate all Pre-Practicum competencies (usually at the end of fall semester of year one), at which point the program will begin to evaluate them at the Pre-Internship level of training (see the relevant section of this handbook for information on "Internship Readiness").

### Summary of Readiness/Eligibility Timeline

	Pre-Practicum			Pre-Internship/Practicum-Ready			Internship-Ready					
	Year 1			Year 2			Year 3			Year 4		
	Fall	Spring	Sum	Fall	Spring	Sum	Fall	Spring	Sum	Fall	Spring	Sum
BAC/MAC	CA I	CA II	594 (1) Optional	580 (1)	580 (1)	580 & maybe 587 (1)	580 (1) & 587 (3)	580 (1) & 587 (3)	580 (1) & maybe 587 (1)	580 (1) & 587 (3)	580 (1) & 587 (3)	optional
MAC-P	580 (1)	580 (1)	580 (1) & maybe 587 (1)	580 (1) & 587 (3)	580 (1) & 587 (3)	580 (1) & maybe 587 (1)	580 (1) & 587 (3)	580 (1) & 587 (3)	Optional	UNIV 994 (1)	UNIV 994 (1)	UNIV 994 (1)



<sup>1</sup> MAC-P student could immediately practice as “practicum ready”, if former supervisor from MA/MS program endorses all pre-practicum competencies. If not, then the student defaults to “pre-practicum” status, while outstanding pre-practicum competencies are evaluated.

Competency Level	Intervention Work	Assessment Work
Pre-Practicum	Allowed only with <i>direct supervision</i> .	<ul style="list-style-type: none"> <li>If 570 &amp; 571 Completed: Allowed with or without <i>direct supervision</i>. Assessment work without direct supervision in the summer of year 1 must be approved by the program as an ASCE, with enrollment under 1cr of PSYC 594.</li> <li>If 570 &amp; 571 Not Completed: Allowed only with <i>direct supervision</i>.</li> </ul>
Pre-Internship & “Internship-Ready”	Allowed with or without <i>direct supervision</i> .	Allowed with or without <i>direct supervision</i> .

“Direct Supervision” occurs only if the supervised contact is approved by the licensed supervisor, and either or both of the following conditions apply:

- *Co-Therapy/Co-Assessment*, where the co-therapist or co-assessor is both (a) an approved senior student or clinical supervisor, and (b) present *throughout* all client contacts. An approved senior student co-therapist is designated by the clinical supervisor, and must also (a) be concurrently designated as “practicum-ready” or “internship-ready” by the program, and (b) have completed graduate-level coursework in clinical supervision.
- *Direct Observation*; the student is *directly* observed, in real time, *throughout all clinical contacts* by a designated peer supervisor or team/placement supervisor. Direct observation could include live viewing of the intervention or having the supervisor present in the room throughout the contact. Peer supervisors would be designated by the clinical supervisor, and must also (a) be concurrently designated as “practicum-ready” or “internship-ready” by the program, and (b) have completed graduate-level coursework in clinical supervision

### PSYC 580: Northern Prairie Community Clinic (NPCC).

Each year you will be assigned to one of the four NPCC supervision teams. These teams are primarily supervised by program faculty, and students should expect to work with as many different NPCC supervisors as possible during their time in the program. You will be assigned to a team during your first year, but, in subsequent years, your preferences will be taken into consideration during team assignments (see Appendix C.7). This process usually occurs late in the spring semester. 580 teams ideally consist of one or two students from each class. Student responsibilities, duties, and opportunities will vary from team to team.

The clinical curriculum provides requirements regarding the number of Clinical Practice (PSYC 580) credit hours in which you should enroll each semester. In total, 8 credits are required for the Ph.D. (see Appendix C.1). In special cases (see “Practicum Course Enrollments”, below) students will not serve on a NPCC team for all of these semesters. Even in these cases, an *absolute minimum* of 6 semesters’ service on a NPCC team is required.

### NPCC Privileges

The importance of earning and maintaining privileges to work at NPCC and other facilities in the future warrants close attention. You will be given an opportunity to *apply* for annual privileges at NPCC during the orientation meeting held on the Monday that precedes the first day of fall classes. During that orientation meeting you will be given training in NPCC policy with special emphasis on federal HIPAA (Health Insurance Portability and Accountability Act) and FERPA (Family Educational Records Privacy Act) laws, with all of the associated privacy and

confidentiality requirements. Additional online training may be required. Professional privileges can be rescinded at any time by the NPCC or program director, with deferral to the clinical faculty, in response to concerns about service delivery quality, professionalism, or ethical lapses, should they occur.

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### PSYC 587: External Placements

The clinical program also maintains agreements with a variety of institutions within and beyond the Grand Forks community to provide more extensive training opportunities. PSYC 587 rotations are completed in the typical 3<sup>rd</sup> and 4<sup>th</sup> year sequence, and may include either clinical practica (the default), or applied clinical research, if such opportunities are available and the student makes a successful petition. Clinical students are required to complete *at least 7* PSYC 587 credits (one full year at 16-20 hrs/wk + 1 summer semester) in clinical practice prior to internship, with most students completing two years to enhance their internship competitiveness (see PSYC 587 syllabus in Appendix C.6).

Upper-level students compete for these positions in spring of each year. The program has established guidelines which are used to direct the application & assignment process (see Appendix C.8).

Descriptions of available PSYC 587 rotations are available on the Graduate Students in Clinical Psychology Bb page, and are updated annually. These available rotations change yearly. In some cases, descriptions will include caveats regarding availability of one or more positions at a site, the likelihood of funding in any given year etc. It should be noted that, while students are allowed to apply to listed sites (unless otherwise indicated in the description for that year), students may not accept an unpaid placement without a successful petition to the program

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### Additional Supervised Clinical Experiences (ASCE)

All clinical program PSYC 587 practicum placements pay students for supervised direct assessment and/or therapy services for 16 to 20 hours a week. Students often wish to supplement their NPCC (PSYC 580) and external practicum (PSYC 587) training experiences with additional hours of supervised work in other settings. Students are allowed to petition the clinical program to permit a commitment to do additional outside work that extends beyond NPCC or our placements. For example, clinical students are presently earning additional supervised practicum training hours at a number of sites around the region.

***Special Petitions from First Year Students.*** While 1<sup>st</sup> and 2<sup>nd</sup> year students do not typically engage in external practicum work beyond their PSYC 580 obligations, owing to demands of thesis and coursework, the program will consider external practicum work (ASCE) on a student's first summer, or year two fall/spring semesters. Faculty consideration of student petitions will be restricted to assessment work with intervention experiences precluded until all pre-practicum competencies have been met. Please refer to the above section, *Summary of Readiness/Eligibility Timeline*, for more general eligibility requirements for all students. In all cases, students must meet the requirements described under "Petitions and Program Approval".

- First year students are permitted to petition the faculty for additional supervised practicum work to begin as early as the summer of their first year. Only assessment work will be authorized, and only if performance in PSYC 570 & 571 is deemed adequate for entry-level assessment work.
- In some cases, students may elect, with program approval, to complete a ½-time paid rotation in their second year. In such cases, the practicum must be paid and ½-time, and the student may accept no more than a ¼-time GTA from the department.

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## Petitions and Program Approval

Please see the section on critical votes and petitions for policies regarding petitioning for these additional experiences.

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## “Finders Keepers” Policy

Eligible students are encouraged to make initial overtures and try to seek out potential new ½-time practicum placement opportunities for themselves and future students. The DCT should be kept informed of anticipated contacts and will get actively involved in closing any deals (e.g., seeking program approval, memoranda of agreement, etc.) that emerge with outside institutions. In the past our placement assignment policy required that a student who successfully initiated the development of a new placement would still have to compete with peers who may also be interested in applying for the new position. This policy has now been changed to permit the DCT to assign, assuming approval by the new supervisor, the entrepreneurial student for the first year of the new rotation. This reward system has been referred to as our “finder’s keepers” policy.

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## VA Practica: TCQVL Requirements

It should be noted that students participating in VA-based internships or practica, irrespective of course type, may be required to submit additional data to the DCT before starting practicum work. For details on these “TCQVL” requirements, please see Appendix C.13. You are strongly encouraged to review these requirements *before* deciding to pursue a VA-based practicum/internship.

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## Practicum Course Enrollments

Students must be enrolled in at least one credit hour of PSYC 580 or 587 for **all** practicum work completed during their time in the program (paid or unpaid, ½-time placement or additional supervised experience). On occasion (e.g., students allowed to complete practicum work during their first summer in the program) the DCT might authorize enrollment in PSYC 594 (special topics) credits to sanction and grade the applied activity. It is ultimately the responsibility of the student, however, to assure proper enrollment each semester in the practicum credit hours that are required in the curriculum.

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## Enrollment in PSYC 580

**PSC Team.** Students serving on a NPCC clinical team beyond their first year in the program must register for one credit of PSYC 580 in each semester they serve (Spring, Fall, or Summer). Appendix F displays the required 8-credit sequence for students entering with various prior graduate training experience, e.g., students entering with a graduate degree and prior supervised clinical experience may enroll in 580 earlier than other students, and may therefore move more quickly through the clinical training sequence. .

**Substitutions for NPCC-Related PSYC 580 Credits/Experiences.** The program considers NPCC team participation the primary and training-essential goal of PSYC 580 enrollments, because this experience, distinct from any external practica, facilitates *direct* oversight and evaluation of clinical competencies by core program faculty. However, exceptions to the required 8-semester NPCC team experience are possible, up to a maximum of 2 credits/semesters (i.e., under no circumstances will a student be permitted to serve on a NPCC team for fewer than six semesters):

- In cases of hardship (e.g., remote 587 placements) students may petition faculty for up to a two-semester release from NPCC team responsibilities. In such cases, the student will engage in additional clinical activity at their placement site to make up for the lost NPCC clinical activity, and will register for the usual 1 cr of 580 to reflect this additional work. A majority of core faculty must approve the substitution, and the release from NPCC team obligations.
- Students entering the program with advanced standing may transfer up to two semesters of 580-equivalent practicum course credits as substitution for PSC-related 580 activities. As the entire core faculty “grade” these experiences, a majority of core faculty must approve the transfer.

**Additional Supervised Clinical Experiences (ASCE).** Additional supervised clinical experiences will usually be evaluated as part of the student’s PSYC 580 semester enrollment. Thus, students enrolled in PSYC 580 for their NPCC team experience need not register for any additional credits if they also participate in an ASCE. Students who are not concurrently enrolled in PSYC 580 for their NPCC team activities must register for 1 cr of 580 to cover their ASCE participation.

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## Enrollment in PSYC 587

Enrollment in PSYC 587 is limited to students serving on ½-time (16-20 hours per week) paid placements. Students on these placements (usually procured through the annual placement selection process) should enroll in 3 cr of 587. Placements that are less than ½ time or unpaid generally require enrollment in PSYC 580 (see above)

A subset of third and fourth year students each year may be unsuccessful in competing for one of our approved paid ½-time placement positions. Students in that position may, however, be able to find ½-placement work elsewhere that would be acceptable to the program. In that event, the program may authorize for one year enrollment in PSYC 587 credits for that unpaid

placement activity. PSYC 587 enrollment would not be permitted for unpaid placement work if one of our paid ½-time placements remained unfilled and the student could not justify, to the satisfaction of a majority of clinical faculty, refusal to accept that assignment.

### Examples of Typical Enrollment by Practicum Type

<u>Practicum Experience</u>	<u>Time/Week</u>	<u>Years</u>	<u>Course</u>
PSC Clinical Team (Unpaid)	Variable	Fall & Spr: Years 2-4 Summer: Years 2&3	580 (1cr)
Supervised Field Work (Paid)	16-20 hours (1/2-time)	Fall & Spr Years 3&4	587 (3 cr)
Optional: Additional Supervised Clinical Experience (Paid or Unpaid)	2-15 hours (1/4 Time)	Years 2-4	580 (1cr)*
Optional: First Year Summer Assessment (Paid or Unpaid)	2-15 hours (1/4 Time)	Summer: Year 1	594 (1cr)
Optional: 5 <sup>th</sup> Year 587 Placement Procured via 2 <sup>nd</sup> -Round Application	16-20 hours (1/2-time)	Fall & Spr Year 5+	587 (1 cr)

\* Note that one credit of 580 "covers" any ASCE; 2 cr are not necessary where the student both serves on a NPCC and participates in an ASCE

A student may take a ½-time paid placement after their 4<sup>th</sup> year, e.g., they find a paid placement to fill an unanticipated fifth year following an unsuccessful internship match in year 4, or procure a surplus 587 paid placement through the 2<sup>nd</sup> round of practicum application in the spring. Assuming that the student has already completed the required number of 587 credits, they may enroll in 1 credit of 587, rather than the usual 3 credits.

### Weekly Practicum Monitoring Requirement.

Please note that the clinical program requires all students to submit clinical hours for review on a weekly basis. There are two options for doing this (you need only do one):

- **Time2Track Software:** Enter clinical hours earned during the week into your Time2Track account. If you have set up your account to identify you as a student in our program, the DCT can access your data as needed to review clinical activities. Subscriptions to Time2track may be purchased annually for about \$30 (slightly cheaper, per year, if you subscribe for more than one year), and you may contact Time2Track for an additional group discount when you subscribe. Clinical hours should be updated on a weekly basis.

- **Weekly Practice Monitoring Forms:** Alternatively, you may print out and fill in the Weekly Practice Monitoring Form (see APPX C.M), available on the GSICP Bb page. These must be submitted weekly to the DCT.

A failure to comply with this requirement will result in a rating of “Does Not Meet (“X”) for the relevant SECC competency, and may result in an “Unsatisfactory” grade for your respective PSYC 580 and/or 587 credit hours. The routine compliance with this requirement will enhance program oversight of practicum activities while facilitating your eventual completion of internship applications. Verification of weekly clinical experiences is an explicit requirement for Internship Readiness (see the section on critical votes and petitions). Each student is encouraged to develop a weekly routine that allows for compliance. The T2T option, above, is recommended, As clinical hours can easily be entered from a mobile device.

## CLINICAL INTERNSHIP TRAINING

Students complete (typically, in their final year) a full-time, year-long clinical internship, intended as a capstone experience in clinical practice and a Scientist-Practitioner. In the vast majority of cases, students maintain their full time enrollment status by enrolling in 1 credit of UNIV 994 in Fall, then Spring and then Summer of their internship year (i.e., NOT the Summer, Fall and then Spring of that year). The application process, facilitated by APPIC ( <https://www.appic.org/> ), begins in the Fall of the previous year, which is typically the fourth year in the program (third year for students with advanced standing). Before they are allowed to apply for internship, students must be voted “internship ready” by the program (see below); students who apply without internship readiness will be required to withdraw their applications, and will likely suffer the financial loss of an aborted search.

The clinical program has historically enjoyed a great deal of success in matching our intern applicants with accredited internship on APPIC uniform notification day, and, to date, no student has failed to graduate from the program because they were unable to procure an internship on their first or second attempt.

Recognizing the importance to later career success of student completing APA-accredited (or equivalent) internships, the program does not allow application to unaccredited internships. Exemptions may be granted in unusual circumstances, and only under the conditions described below.

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### Unaccredited Internships

There are significant risks associated with taking an unaccredited internship. Completion of an unaccredited internship may preclude employment in certain sectors, particularly the federal government, and there is a probability that licensing boards will look more closely at internship training experiences when they are not accredited. In some jurisdictions, licensure is impossible without an accredited internship. Otherwise, the program believes that an unaccredited internship, under some conditions, would meet our curriculum requirement for completion of the



clinical doctorate. *However, it is the responsibility of the applicant to demonstrate to the program that an unaccredited internship meets these standards.*

We have established a set of stipulations for authorization to apply for an unaccredited internship:

1. Must be second year application;
2. Must be an APPIC member and/or CPA accredited;
3. Must be outside of UND;
4. Each application site must be approved by his or her advisor.

In addition, the applying student must demonstrate to the program that the unaccredited internship meets CoA standards by describing the following, in writing, and in detail:

1. the nature and appropriateness of the training activities;
2. frequency and quality of supervision;
3. credentials of the supervisors;
4. how the internship evaluates student performance;
5. how interns demonstrate competency at the appropriate level;
6. documentation of the evaluation of its students in its student files.

We believe that this policy provides a few more degrees of latitude for students trying to meet the challenges posed by Ph.D. training in contemporary clinical psychology. The program will continue to provide mock interview practice and other individualized support in future years to enhance applicant success in the internship competition. We will remain receptive to any other ideas as well regarding ways to maintain and expand our program's track record of success.

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### Internship Readiness Eligibility

*Before you can stand for an internship readiness vote, you must have:*

1. Met all SECC competencies at the "RI" level, with no subsequent ratings requiring remediation.
2. Met the PSYC 580 (6cr) and 587 (7cr) practicum requirements; i.e., you must have *completed* these credits, all *with a grade of S, prior* to the vote.
3. Successfully completed all areas of your doctoral comprehensive examination. *Contact the Graduate School to ensure that the proper documentation is on file there.*
4. Proposed your dissertation (i.e., *filed approved dissertation outline with the School of Graduate Studies*).
  - By the proposal meeting, you must have an IRB proposal under review, if not approved, by the UND IRB (verified by your adviser), or have a draft IRB proposal ready for submission (verified at the meeting by your adviser).
  - You must also attest that before ranking internship in the spring, you have, or will have, made demonstrable progress toward data collection; at a minimum, this requires at least one complete case be in a database

accessible by you and your adviser at UND (verified by your adviser). *Note that failure to meet this requirement will preclude you from submitting ranks in the spring, effectively forcing a withdrawal from that year's application process.*

5. Had your adviser **review, approve, and upload** your internship application materials to the departmental shared drive (*Please note that this must occur **no later than October 1<sup>st</sup>** of the year you are applying*). These materials include:
  - Current CV, including current list of presentations and publications
  - Copies of all AAPI essays
  - AAPI clinical hour totals for intervention, assessment, and supervision. These hours must meet the definitions described on the APPIC website, under instructions for completing the AAPI; The DCT must verify these hours using the hours listed in your SECC letters.

*Note:*

    - (a) The AAPI will ask you to list the hours earned between time of first enrollment in the PhD program and 11/1 of the year you apply for internship.
    - (b) You will also be asked to *estimate* the hours you *will* earn between 11/1 of the year you apply for internship and the start of internship, and these are different than the hours described in (a), above.
    - (c) if you entered the program with a terminal masters that included practicum, you will be asked to list the hours earned in that program separately from the hours described in (a) above.
  - A list of the internship sites you intent to apply to. ***At a minimum, you must apply to at least seven placements.***

**\*\*\* NOTE: All eligibility requirements must be met no later than October 15<sup>th</sup>**  
. Failure to meet this deadline, or earlier deadlines specified above, will preclude you from an internship readiness vote in the current year.

The conditions listed above are prerequisites to, but not sufficient for, a positive internship readiness vote. "Internship readiness" represents the program's determination that you are competent for internship-level work. Because of this, clinical faculty will review your clinical competencies, as represented by your sequence of semester clinical evaluations, including the most recent evaluation. Any competencies that have not, over the course of your training, met the program's definition of "Internship Ready" (i.e., those that have not been demonstrated at the "RI" level, have been rated as "X" in prior evals and not satisfactorily remediated, or rated as "X" in the most recent evaluation) will, excepting very unusual circumstances, likely preclude a positive vote. Note that behavior inconsistent with practicum readiness, observed or



reported since the last evaluation cycle, may also merit scrutiny as the faculty decides how they will vote. It should also be noted that clinical competencies are further evaluated in the fall and spring semesters following the readiness vote; failure to demonstrate internship readiness in any competencies may be grounds for the revocation of “internship readiness”.

Clinical faculty will review your application materials and offer feedback and suggestions. The program does not evaluate your application materials as part of the internship readiness decision, but having made a *final* and *adviser-approved* copy of these materials available to the program is a pre-requisite for the readiness vote. *It is strongly recommended that you make these materials available as early as possible, and request that as many faculty as possible review your materials and provide feedback before you submit applications to internship sites.*

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### Applying for an Internship Readiness Vote

See the section on critical votes and petitions, below.

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### APPIC Registration

The program does not dictate the timeframe for registering with APPIC. However, be aware that there is a cost associated with registration, and your eligibility for application is not assured until after your readiness vote has been held. Registration before the readiness vote may cause you to forfeit the registration fee if your vote is not successful. Because of these issues, we ***strongly recommend that you do not register until after your successful internship readiness vote.***

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### Submitting the AAPI for DCT Approval (i.e., “Clicking”).

Once you have completed your AAPI, you will be required to submit to the DCT for approval by clicking the associated button. Note that once you have submitted the AAPI for approval, you will not be able to edit the AAPI. Therefore, ***the program requests that you do NOT submit for DCT approval until you have met with the DCT to REVIEW and APPROVE your declared hours.***

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### Submitting Ranks

Internship applicants submit a rank-ordered list of internship sites in the spring before internship (usually in late January or early February). Note that the program has additional **prerequisites for ranking**, i.e., you must have successfully completed, with a grade of S, ten 587 credits and seven 580 credits. Additionally, you must have made

*demonstrable progress* in data collection for your dissertation, which, at a minimum, includes having at least one complete case entered in a database which is accessible by you and your adviser at UND. If these prerequisites have not been met, then submitting ranks would only be allowed if you successfully petition the program for permission to do so.

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### VA Internship Applications; Additional Requirements (TCQVL)

***Students intending to apply for VA system internships should be aware of an additional requirement that will arise should you decide to accept an offer from a VA-based internship.*** VA-based internships require that the DCT submit a *Trainee Qualifications and Credentials Verification Letter* (TCQVL), which requires verification of personal information not typically available to the program for training purposes. In such cases, students are required to submit the information required by the VA to the DCT. Because the student may consider this information sensitive (e.g., information related to gender at birth as pertinent to Selective Service registration, medical/vaccination records, etc.), it is important to review the program's TCQVL attestation policy (see Appendix C.13) *before* deciding whether to pursue a VA-based internship.

Once the student accepts a VA-based internship, the program will require the student to submit a TCQVL attestation form (see Appendix C.13.2), and any indicated supporting materials. These materials will be securely stored by the DCT in the manner and retention period specified in the policy (Appendix C.13).

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### Internship Application: What do I Do & When?

Below is a description of the various tasks and requirements for the APPIC process, at various phases of the application. This is a brief summary only, linking requirements to specific timeframes. For detailed information on all requirements, refer to the appropriate section of the manual above. In addition, you should rely on the information and requirements listed on the APPIC website at APPIC.org.

#### **TIMEFRAME: IN THE SUMMER BEFORE YOU APPLY (MAY 1 – SEPTEMBER 1)**

- **Review the rules for the internship match**, available on the APPIC website.
- **Review the current APPIC definitions of clinical hours** (Intervention, Assessment, and Supervision), and ensure that your accounting of these hours to date are in-line with the APPIC definitions.
- **Begin review of the AAPI** and the available internships on the APPIC website.
- **Develop your list of sites.** This will typically be between 12 and 18, but you might choose, depending on your preferences and available sites. The program will require you apply to at least seven. **DO NOT SELECT** sites on the basis of geographical preferences, closeness to family, or other factors apart from *the match between your training goals and experiences and the offerings of the site*.
- **Write your AAPI essays.** Consult with your adviser and/or core clinical faculty to review your drafts and make suggestions.

- **Collect and prepare any supplementary materials** specific sites may require (e.g., a site may require you submit a de-identified psychological evaluation report).
- **Start identifying potential recommenders** (you'll need at least 3, in some cases more, depending on the site). These may be clinical supervisors, research advisers, etc. Contact these potential letter writers and verify that they would be willing to write a strong letter of support. Check the APPIC web page for any required forms or formatting and ensure these are set to your recommenders well ahead of their letter's due date. Inform your recommenders of the due dates and remind them periodically until the recommendations have been submitted.
- **Review your SECC data** to ensure that all competencies have been rated as Internship Ready (RI), and that there is no rating subsequent to the most recent IR in any competency that required remediation (i.e., no ratings of X). If a competency has required remediation, ensure that remediation is indicated in the SECC (i.e., an RI appears at some point after the X). *All competencies must have been met or satisfactorily remediated prior to 10/15.*
- **Ensure that you have proposed your dissertation**, or that you will have proposed your dissertation, prior to October 15<sup>th</sup> of the upcoming fall. Ensure that you have met, or are prepared to meet, all IRB requirements stipulated as prerequisites for internship readiness. *All dissertation-related prerequisites must be met prior to 10/15.*
- **Verify that you have completed comps.** Your Doctoral Comprehensive Exam form MUST be on file at the graduate school (contact the Graduate School for verification). *See the section on comprehensive exams in this manual, and APPX C.12 for instructions on completing & verifying comps.*
- **Review all other internship readiness** prerequisites to ensure you have met, or will be able to have met, all prerequisites before 10/15 of the upcoming fall.
- **Attend any planning meetings scheduled by the program.**

#### **TIMEFRAME: BY OCTOBER 1**

- **By the policy, your adviser must upload, to the shared drive, most of your application materials by 10/1**, so that the faculty may review and make suggestions for improvement prior to submission of your applications, and the DCT may review your AAPI materials prior to the DCT meeting (see below). So, prior to 10/1. You'll want to send your adviser (a) your CV, (b) your AAPI essays (see the AAPI on the APPIC web page for details), (c) your list of intended sites (at least 7; descriptions of sites are available through APPIC), and the number of clinical hours you intend to declare on your AAPI (i.e., Intervention, Assessment, Supervision from Time2Track). The faculty are not required to review your materials, and you are not required to accept faculty suggestions for edits/changes.
- **Check in with recommenders** to ensure they are on-track to submit your recommendation letters well ahead of the deadline. Remind them of any APPIC-mandated formatting.

#### **TIMEFRAME: SEPTEMBER 1 – OCTOBER 15**

- **By October 15<sup>th</sup>, you must have met all prerequisites for an internship readiness vote.** Your formal readiness vote may occur before or after this date (if before, you still must have met all prerequisites, including the upload of materials to the shared drive by your adviser). However, you may not submit an application until after you have been declared internship ready.
- **Make sure you can schedule a vote.** Remember that the program only holds formal meetings, at most, every other Thursday and that, in some cases their meeting schedule can be disrupted by unanticipated events. Check with the DCT for the anticipated program meeting dates prior to your first application deadline, and, if possible, apply for a vote as early as possible in the semester.

**TIME FRAME: BEFORE FIRST APPLICATION DEADLINE**

- **Readiness Vote:** You must secure an internship readiness vote, held at a regular meeting of the Clinical program, before you can submit applications for internships (you can secure this vote at any point before your first application is due, but note that you must have met all of the *eligibility requirements* by 10/15, AND must have had your adviser upload materials by 10/1, to be eligible). The prerequisites for a readiness vote are listed above, and in the grad handbook on Bb. **APPX C.10 in the online Psych Grad Handbook, Clinical Section** provides a sheet you can submit to the DCT to request a vote. Please note that if you intend to apply to, and potentially accept an offer from, a VA site, you must attest that you will be required to submit TCQVL information to the program so the DCT can verify you prior to start of internship (see the Handbook for further details). Make sure you carefully review all the readiness prerequisites before submitting your request for a vote.
- **DCT Meeting:** Prior to submitting your AAPI, you must get DCT approval through the portal. Before the DCT can approve your AAPI (special, your clinical hours), they will need to meet with you for about ½-1 hour to discuss your hours, career goals, training experience and Wishlist, etc., so that the DCT letter attached to your application is in sync with, and best supports, your application. **This meeting can occur any time before your first application deadline**, can even occur before your formal internship readiness vote; however, if it occurs *after* 10/15, the DCT could decline approval if all prerequisites for the readiness vote have not been met, and your uploaded AAPI materials **MUST** be available for review at the meeting. Note also that if changes are needed to your declared hours, you will need enough time to revise and resubmit for DCT approval ahead of your first application deadline.
- **APPIC Registration:** There is a fee associated with registering for the Match process and paying this fee constitutes registration. While you are free to register at any point, it is recommended that you do not register until you are assured that you will get a positive internship readiness vote. Should you have to withdraw from the process because you are not declared internship ready, you would forfeit the registration fee.

**TIMEFRAME: BEFORE APPIC RANKS ARE DUE (FEBRUARY)**

- **Additional 580 & 587 Credits:** Prior to submitting ranks to APPIC, you must have completed a total of ten 587 credits and seven 580 credits (these additional credits typically represent successful completion of practicum credits in the fall of Year 4, or the fall of year 3 for MAC-P students). Students who have already completed all of their PoS-required PSYC 580 & 587 credits with a grade of S meet this requirement.
- **Data Collection for Dissertation:** Prior to ranking sites in February, you must demonstrate substantive progress on data collection for your dissertation. Absent this, you will not be authorized to rank sites, which will result in a failed search for that year. See details in this section of the handbook.
- **Prepare to meet any TCQVL requirements,** if you intend to rank one or more VA sites. Refer to the relevant text in this section for details.

**CLINICAL COMPREHENSIVE EXAMS**

*The entire comprehensive exam policy, including timeframes, procedures, etc., are provided in Appendix C.12.*

Clinical students are required to complete comprehensive exams that evaluate knowledge and critical thinking in five areas (Assessment, Applied Methods, Therapeutic Interventions, Psychopathology, and Ethics & Professional Issues). Comprehensive exams are an opportunity for the student to demonstrate their basic and applied knowledge in behavioral science, health service psychology, applied social research, and their integration (i.e., consistent with the Scientist-Practitioner model of training).

There are two broad requirements for comps. First, students prepare a detailed written clinical case summary, which is reviewed and approved by a committee of three core faculty (distinct from the student's thesis/dissertation committees), and then defends their case before this same committee, members of which may ask questions relevant to any of the five comps areas. Second, the student demonstrates their ability to produce meaningful research by presenting evidence (a) of having presented research at a professional conference, and (b) that an empirical article, submitted to a peer-reviewed journal, has either been accepted for peer review (student as first author), or accepted for publication (student as either first author *or* co-author).

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### **Comps Eligibility**

You will not be eligible to take comprehensive exams until you successfully complete all of your Master's degree requirements and are permitted by the department to continue on for your Ph.D. degree (i.e., by a successful continuation vote). A cumulative graduate grade point average of 3.5 and timely completion of the thesis (within three years of enrollment) are prerequisites for the faculty vote which must earn majority support from both the core and combined core + associated faculty. You would be permitted to remain enrolled in either thesis or continuing enrollment credits to complete your Master's degree in general psychology if unsuccessful in meeting this Ph.D. continuation requirement.

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### **Comps Verification**

It is STRONGLY recommended that you verify with the Graduate School that your Doctoral Comprehensive Examinations form is completed and on file there. This form is circulated via DocuSign, and must be initiated by the student once all areas of comps have been completed. Once initiated, the form will be circulated to the DCT and Chair of Psychology for signatures.

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### **Comps Orals Exam; What Do I Do & When?**

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## **CLINICAL PROGRAM DOCTORAL GRADUATION REQUIREMENTS**

The PhD is awarded when all program requirements are met. This includes (at a minimum) all coursework, the dissertation, and the doctoral internship (UNIV 994). The Commission on Accreditation specifies that accredited programs include "a minimum of 3 full-time academic

years of graduate study (or the equivalent thereof) plus an internship *prior to receiving the doctoral degree* (Standards of Accreditation, p. 10, Section C.2.a; emphasis added).

At the University of North Dakota, degrees are conferred three times each year, at the end of Spring, Summer and Fall Semesters. The **conferral** of a degree refers to the date of commencement for a given semester. The **award** or **completion** of a degree indicates that all degree requirements have been successfully completed.

All PhD candidates must apply for graduation at the beginning of the term in which they plan to graduate. This can be done online, through the link on the School of Graduate Studies webpage: <https://apps.und.edu/graduationonline/>. All graduate students must be enrolled in at least one credit during the semester in which they will graduate.

There are several points pertinent to doctoral graduation that you should keep in mind as you near this point in our program...

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### Enrollment in UNIV 994

First, it is necessary that you enroll in one credit hour of UNIV 994 (*internship*, see clinical curriculum) for the fall, spring and summer (total of 3 credit hours). This one credit course will constitute full academic enrollment. Ensure to verify your enrollments to avoid delays and/or additional expense prior to graduation.

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### You Must Be Continually Enrolled

Second, students who have completed all credit hours in their M.A. or Ph.D. program of study other than the thesis/dissertation or internship must enroll in Continuing Enrollment ("CE"; PSYC 996) credits each semester **until** they officially complete the graduate degree that is in progress. You could potentially be dismissed by the School of Graduate Studies if you fail to enroll each semester throughout your time in the M.A. or Ph.D. program. You could not legitimately represent yourself as a graduate student in the program without continued enrollment. Note that enrollment may, in some cases, be necessary after the summer semester in which your internship concludes (e.g., if continuing enrollment is necessary while you complete your dissertation, etc.). Continuing Enrollment and Minimal Enrollment are typically identical, but see "*Post-Internship Pre-Graduation Clinical Work*" below for an exception.

Enrollment in CE credit hours should reflect your level of effort in research or other essential activity necessary to complete the degree track in which you are enrolled, e.g., you and your advisor should be able to justify your enrollment as essential in the advancement of your completion.

- **Post-Internship Pre-Graduation Clinical Work.** Please note that any clinical work conducted prior to graduation is subject to the same laws and program requirements as clinical work that occurs prior to internship. Any clinical work, prior to graduation, must be program-approved (including the identified supervisor). You must also **enroll in at**



**least 1 credit of PSYC 587** in any semester (fall, spring or summer) that you are engaged in such work. Failure to meet these requirements could result in removal from the program (see “reasons for termination” in this handbook). The clinical credit, in such cases, would suffice for minimal enrollment, and obviate the need for an additional PSYC 996 credit.

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### Your Internship Director Must Verify Completion

Third, to officially graduate, your internship will need to provide official verification of completion, in the form of an official letter mailed to the program. A preliminary FAX or email verification may be provided to the DCT if you are facing any urgency regarding Graduate School deadlines for commencement, etc., but must be followed-up by a mailed verification letter. Upon verification of internship completion, the DCT notifies the School of Graduate Studies which then directs the Registrar to update the official transcript to indicate successful completion of the internship.

*Verification from the internship director must include (a) the name of the internship placement, (b) the location of the internship placement, (c) the accreditation status of the internship completed, and (d) the start and end date of the internship completed.*

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### August Graduation Caveats

It is frequently the case that students will have completed all requirements for graduation except internship. Internship dates are not always consistent with the end dates of semesters. Therefore, the following timelines and procedures apply for students who have completed all requirements (including successful defense of the dissertation) but the internship (UNIV 994).

1. When internship is successfully completed shortly before and **up to 30 days after** a conferral date, the student will be identified as having graduated in the most recent semester. For example, if commencement is on August 1 and internship is completed on August 31, the student's diploma and transcript will indicate that the student graduated on August 1. This action will require only that the student has applied for graduation by the deadline for August graduation – no additional forms or applications are necessary.
  - a. Although the conferral date for the student in the above scenario is August 1, the student's individual file will indicate that the degree was completed and awarded on or shortly after August 31 (the date on which their *final* degree requirement, the internship, was met). This may be verified if needed by an employer, licensure board, the Commission on Accreditation, or other qualified inquiries.
2. When internship is successfully completed **more than 30 days after** commencement, the student will be identified as having graduated on the following commencement day. For example, if a student completes internship on September 30, the student's degree will be conferred at Winter graduation, typically mid-December.
  - a. In this instance, the student may have a post-doctoral or employment position that requires that the degree be verified prior to December. For example, the student may be scheduled to start a post-doc on October 5. The Training Director is authorized to write a letter verifying that the student has completed all degree requirements and is eligible to start accruing post-doctoral hours. The student should contact the DCT to request this verification letter be sent.

- b. In rare instances, students may need to have a degree actually conferred in order to meet the needs of employment or licensure. This necessitates a formal request for early graduation, which involves the university setting up a special term for the individual student. The university will entertain these requests **ONLY** when students provide evidence that an employer or licensure board requires conferral of a degree. If this is the case, the student must complete the Doctoral Student Request for an Early Graduation Date (available via the School of Graduate Studies) and submit it, along with a letter from the employer, licensure board, or similar entity, for consideration by the University Senate Executive Committee. This process can take 4 – 6 weeks to complete, so it should be initiated as soon as the requirement is confirmed.

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### “Walking” vs. Official Graduation

Students participating in summer commencement prior to completion of the internship or other degree requirements have not officially graduated from the University. It is important that you request your internship director to verify completion (see above) with our DCT on the day your internship is completed. Once verification is received, the DCT will then authorize the registrar's office to update your transcript indicating completion of all of the Ph.D. requirements.

## CRITICAL VOTES & PETITIONS

This section describes specific votes, events, etc., critical to your advancement through the program. Many of these are described in other sections, where relevant.

### CRITICAL VOTES

The program will hold several votes throughout your training process. Routinely, the most important votes relate to *continuation* and *internship readiness*.

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#### Continuation Vote (Formerly, “Doctoral Advancement”)

The continuation occurs once you have completed all MS degree requirements. Your adviser is responsible for petitioning the Department Chair to schedule your vote, declaring your eligibility for continuing in the PhD program. This vote occurs at a regularly scheduled meeting of the *full departmental faculty*. It is in your best interests to verify with your adviser that a vote has been scheduled, and the ultimate outcome. You should also contact the DCT to ensure that your continuation vote outcomes has been registered in program records. A positive vote is a prerequisite for training activities required for the PhD beyond the MS, including further enrollment, comprehensive exams, proposal of the dissertation, etc.

Note that students entering the program in the MAC or MAC-P category, with an empirical thesis, are considered “continued” at the point of first enrollment, and do not require a

continuation vote. Students entering with an advanced degree but no empirical thesis must complete a thesis project, or equivalent, before they may stand for a continuation vote.

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### Internship Readiness Vote

You must secure a positive Internship Readiness Vote before you will be allowed to submit internship applications to APPIC. You must petition the DCT for a Readiness Vote, and the vote may only occur at regular meetings of the Core Clinical Faculty. The prerequisites that must be met, and verified in your petition, are listed above, in the sections relevant to internship training. These sections should be reviewed to ensure you understand the requirements and timelines.

In the summer before, or *early* in the fall semester in which you intend to apply for internship you should inform the DCT of your intention to stand for a readiness vote, usually by a letter attached to an email (see Appendix C.10). *Please indicate:*

1. The date of your dissertation proposal meeting. Note that while you may indicate a future proposal date (a date falling after the date of the email), the readiness vote cannot be scheduled until after the defense.
  - a. Verification that your IRB proposal is, at a minimum, under review by the UND IRB.
2. The number of PSYC 580 and 587 credits you have completed to date with a grade of S.
3. The year and semester in which you successfully completed all areas of comps.
4. Confirmation that your T2T hours are up-to-date and ready for review by the program.
5. Confirmation that your most current evaluation letter from the program supports you having met all pre-internship clinical competencies.
6. Date that your internship application materials were uploaded by your adviser to the departmental shared drive for review by program faculty (Note that these materials must be uploaded prior to the readiness vote, but **no later than October 1<sup>st</sup>** in the year you intend to apply for internship).
7. Attestation that you intend to apply for at least seven internship placements.
8. Attestation that you understand the pre-ranking requirements, i.e., (a) that you must have completed 7 580 and 10 587 credits with a grade of S, and (b) you must have made demonstrable progress on data collection for your dissertation before you will be allowed to rank sites (note that failing to rank sites will result in a failed internship match for that year).

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## COMMON PETITIONS

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### Graduate Course Transfer Request

For a course transfer to be successful, the UND course's instructor of record must review the prior course's syllabus and determine whether (a) the prior course is equivalent to the course required in the PhD PoS, (b) the prior course is partially equivalent, but not fully equivalent, or (c) the prior course is not equivalent. If partially equivalent, the instructor must indicate what additional activities the student must complete in order to meet the UND course requirements.

Students requesting this determination should submit (a) a copy of their prior course syllabus and (b) a *completed* course transfer memo (see Appendix C.5) to the DCT, who will request review by the current course instructor. Please note that an incomplete petition (e.g., one lacking a syllabus, or one with unfilled cells in the transfer memo) will not be forwarded for review. Once approved, you should be cc'd on an email to graduate school, transmitting the approved petition and syllabus.

*Prior graduate courses must have been completed with a grade of A or B in order to petition, though the course instructor may require a higher grade than B for approval.*

Please contact the graduate school to determine the maximum number of credits that may be transferred from prior institutions. Please note that only post-baccalaureate courses may qualify for course equivalence and transfer.

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### Comps Committee Formation

Please consult the program's comps exam policy before requesting formation of the orals committee. While you are asked to specify the term in which you intend to sit for the oral exam, you are not obligated to do so in that term.

To request a committee assignment, email the DCT to indicate the term in which you intend to take oral comps. Include the following information in the email:

- Your thesis/dissertation chair(s); i.e., your current academic adviser(s)
- The supervisor(s) of the case you intend to present.

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### ASCE

Petitions for Additional Supervised Clinical Experiences (ASCE) are considered and approved for up to one year at a time, and re-approval must occur, at a minimum, prior to the start of each fall semester. Students must submit (a) an application for ASCE, signed by the student's adviser, and (b) an appropriate syllabus, completed by the student, and signed and initialed by both the student and the rotation supervisor. Template syllabi and the ASCE application are available in Appendix C.11.

The DCT will be authorized to approve additional supervised practicum work for second year students (and above) without a program vote, assuming that none of the following conditions are evident:

- (a) A paid PSYC 587 placement remains available and unfilled;
- (b) The setting and/or supervisor have not been approved previously by the program
- (c) Total workload would exceed  $\frac{3}{4}$ -time (see the section on workload restrictions in this manual) if the ASCE were approved
- (d) The student has not yet reached the fall semester of his or her second year
- (e) The student is not in normal progress
- (f) The student's thesis or dissertation chair does not approve of the assignment
- (g) The student's knowledge of the APA code of ethics has not been assured by successful completion of PSYC 579 (i.e., grade of A or B) or a written statement of confirmation from a core faculty member
- (h) The student is not willing to commit at least 2-3 hrs/wk for the rotation.

The program must approve all requests that involve one or more violations of these above criteria. The core faculty will review the following information provided by the student:

- (a) One paragraph description of the hours and activities required in the rotation;
- (b) Written notice from supervisor (if requested) indicating awareness of the student's training history and range of competence;
- (c) Written student petition making a case as to why one or more exceptions should be made in regard to the above standards.

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### **Additional Excused Absences from PDS**

Students seeking additional excused absences from PDS (refer to the section on PDS for more details) must do so in an email to the DCT. The email must indicate the reasons for the additional excused absences, and an assurance from the student that they will complete any and all remediation as directed by the program. The student should cc their adviser(s) on this email.

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### **Requesting a Second or Third Year at a 587 Placement**

*Before making a petition, please review the sections of this handbook containing policies regarding repeated rotations at the same placement.* Students should submit an email to the DCT, with their adviser(s) and the practicum supervisor(s) cc'd, indicating the reasons for the request and verification that both the academic adviser and practicum supervisor(s) consent to the petition.

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## **GRIEVANCES AND DUE PROCESS**

### **DUE PROCESS**

Students placed on conditional status are expected to provide the faculty in their program with a written plan for addressing all identified performance concerns. Alleged training concerns or rule

infractions will be documented in writing, and students whose status is in question will be provided with all information contained in his or her department file. Students placed on conditional status may be scheduled for a special meeting with the program faculty to account for their difficulties and describe possible steps to remediate the identified concern(s). A motion to dismiss a student from the program must be passed by the core program faculty to terminate a student from the program. The program faculty may require conditions for continued enrollment subsequent to lifting the conditional status of a student. Students have the right to appeal dismissal decisions to the Department Chairperson, School of Graduate Studies Dean, or Graduate Committee as specified in the UND Academic Catalog and Academic Concerns section of the Code of Student Life.

## GRIEVANCE PROCEDURES

In the event that a student has a grievance regarding a department policy, department personnel, or department/program decision, that student should take the following steps:

1. First, the student should bring the matter to his or her advisory committee chairperson. The committee chairperson may decide to bring the matter to the attention of the members of the advisory committee, the faculty of a particular program (e.g., the clinical faculty) and/or the full faculty as he or she deems appropriate. In other cases the committee chairperson may decide to consult with the department chairperson or program director.
2. Second, if the student is dissatisfied with the actions of his or her committee chairperson or in the event that the issue involves his or her committee chairperson, the student may seek out the departmental chairperson or the program director directly to present his or her concerns.
3. Finally, if still dissatisfied, the student may follow the grievance procedure outlined in the UND Code of Student Life, which is received prior to registration. If you don't receive one, you may acquire one at the Admissions office in Twamley Hall. Section Three of the UND Code of Student Life specifies procedures related to academic grievances.
4. If the student prefers an alternative to the above procedure, the student should contact the department ombudsperson.

## DEPARTMENT OMBUDSPERSON

If you have concerns about how you are treated in class, you are encouraged to try to resolve the matter with your instructor. If you feel unable to meet with your instructor or if attempted resolution with your instructor does not produce an acceptable solution, you are encouraged to consult the Psychology Department ombudsperson. The ombudsperson's role is currently filled by Dr. Ruthig. The role of ombudsperson is to assist students in reaching a satisfactory solution to complaints relating to their functioning within the Psychology Department. The UND



Affirmative Action Office in Twamley Hall (Sally Page at 777-4171) should be contacted if complaints involve possible discrimination or equal opportunity concerns. Affirmative Action also represents an entity outside of the department that may protect students from fears of possible reprisals by an individual. Please note the various avenues available to resolve concerns and grievances which may occur during your training in our department. Personal and academic complaints of one form or another are not uncommon in university life, and it is the department's intention to facilitate the procedures necessary to lodge and resolve sources of discontent which may surface at times in the future.

## THE ROLE OF STUDENTS IN THE DEPARTMENT

### EXPECTATION OF STUDENT INVOLVEMENT

Students are responsible to make active efforts to become aware of all program policies and functions (for clinical students, this includes policies and functions pertaining to PSC). Your active participation in department functions provides a measure of commitment that is central to the program's identity and long-term interests. Some examples of important department functions include our annual colloquium series, the Northern Lights Psychology Conference, our Friday afternoon Professional Development Series (for clinical students), the annual admissions open house weekend, faculty candidate interviews, and many others. Most events are advertised via flyers posted around the department.

Clinical students are required to attend, prior to internship, all meetings of the professional development series. Clinical students are also expected to attend colloquia, workshops, and conferences as part of the assessment of clinical competency (see Appendix J).

G/E students are expected to attend all colloquia and faculty candidate interviews and to attend and participate in the Northern Lights Psychology Conference. Participation in these events will be considered when students are evaluated by G/E faculty.

Some students may receive invitations to serve on department committees from the Department Chair. Although this form of service is not required, students are encouraged to take advantage of such opportunities, especially if they are preparing for employment in an academic setting.

Students in general may be contacted directly by faculty for assistance or for information of one sort or another. Whenever this occurs, students are expected to respond to requests for information in a timely and conscientious manner. Of particular importance to the clinical and G/E programs is that students respond to annual surveys used to monitor program quality. For the clinical program this information is also used in accreditation documents, and it is particularly important that the opinions expressed anonymously in this annual survey are representative of the student body.

## STUDENT REPRESENTATIVES

Department faculty typically meet every other Thursday from 11-12, while core clinical faculty meet at the same time on the alternate Thursdays. Student representatives are encouraged to attend these meetings, except where an executive session is called or where individual student issues (e.g., evaluations, petitions, etc.) are considered. Student representatives bear a special responsibility of keeping their peers involved in the governance process and well-informed about program developments.

Each cohort of the combined Clinical, G/E and Forensic graduate programs should meet immediately in the fall semester of each year to elect a student representative to the meetings of the general faculty. Clinical students from each cohort should also elect a student representative to the meetings of the clinical faculty. These positions are important because they provide a direct mechanism for students' voices to be heard in departmental and program governance (each student representative has a ½ vote). One prior national survey indicated that graduate student voting privileges were infrequently (< 10%) permitted in scientist-practitioner clinical training programs.

## GRADUATE RESOURCE ALLIANCE FOR STUDENTS IN PSYCHOLOGY

One of the best examples of active student efforts to improve the clinical program and department is the Graduate Resource Alliance for Students in Psychology. The acronym GRASP was coined by the student leaders who began this organization and provided the following description for inclusion in this handbook as a means to inform, and encourage the involvement of, all future incoming students:

Although previous classes had considered the idea of a graduate student organization, the idea was put into action by the incoming class of 2004-2005. The first official meeting was held on April 6, 2004 with four people in attendance. Since that time we have been slowly growing with more students getting involved in the formation of this organization. GRASP continues to hold annual elections, holds fundraisers, organizes workshops, and provides useful orientation assistance to incoming graduate students as a formally recognized student organization on campus.

As described in its missions statement, GRASP was founded with the intent of organizing a formal dissemination of academic information between graduate students in psychology, fostering solidarity and collegueship among graduate students in psychology, creating a centralized lobbying effort for graduate student issues, actively generating revenue to supplement financial resources for graduate student scholarly and academic activities, promoting student morale, and encouraging critical thinking and productive discussion about current issues in the field of psychology. Students are also encouraged to contribute intellectually and critically evaluate ways in which to revolutionize the field of psychology. These opportunities for student involvement and advocacy represent the core benefit of GRASP membership.

It is easy for students to get involved in the proactive agenda set by GRASP for the graduate programs and department. Students can become involved primarily by regularly attending organizational meetings, serving on committees and subcommittees, and assisting with activities such as the coordination of fundraising, social events, and training workshops. Student involvement is the foundation of GRASP and the hope is that all graduate students will capitalize on their opportunity to participate.

For more information, please see the GRASP website at:

[www.und.nodak.edu/org/grasp/index.htm](http://www.und.nodak.edu/org/grasp/index.htm)

## WORKLOAD RESTRICTIONS

Students enrolled in the clinical program must balance competing coursework, research, and practicum demands. Students in the first two years are usually assigned a ½ GTA which requires up to 15 hours a week. Upper-level students will be afforded equivalent ½ community placements. NPCC supervision team requirements can range from 1 to 5 or more hours a week depending on circumstances. These obligations often leave limited remaining time to meet other academic and research requirements of the program. Additional training opportunities are often afforded clinical students above and beyond these basic expectations. The program discourages the tendency for students to become overextended with obligations that detract from student progress in meeting program requirements. UND Legal Counsel also requires the program to formally identify all training activities that are eligible for university malpractice insurance.

The DCT must be clearly informed of all of your paid or unpaid clinical and assistantship activities. The program accepts responsibility to restrict time commitments that are under our control (assistantships and/or practicum work) when a determination is made that they are detracting from the student's ability to maintain normal progress in completing all of our program requirements. The conditions and approval process described in this section do not apply to work commitments that extend beyond those under department and program control, e.g., non-clinical work is viewed a personal matter that falls beyond program control.

The program has developed an application form for additional supervised clinical experiences (see Appendix M) to assist in the oversight process. It is available on the clinical program's Blackboard site for download. The clinical faculty have authorized the DCT to approve requests for up to ¾ time (25 hours a week) of combined GTA/GRA/GSA/practicum work providing that the following conditions are met:

- (a) The student is presently maintaining normal progress (thesis defended past the second year and proposed past the first);
- (b) The request is supported by the student's advisory chair; and
- (c) There appears to be salient training value to the activity.

The clinical faculty must approve work hours provided by the program or department that extend beyond these limits.

## TEACHING EXPERIENCES FOR GRADUATE STUDENTS

### GRADUATE TEACHING ASSISTANTSHIPS

The department expects all students to be involved in undergraduate teaching during their graduate training. Students generally receive Graduate Teaching Assistantships (GTA) during their first two years in our department. A student with a GTA is usually responsible for four, small (about 25) laboratory or discussion sections each semester. These sections are part of larger courses such as Developmental Psychology, Introductory Psychology, Statistics, Abnormal Psychology, or Research Methods. Students are supervised by the professor assigned to the larger course. In addition, some students (usually all experimental and some clinical students) are involved in teaching beyond their first two years. These students may continue on a GTA and/or they may take advantage of other teaching opportunities, as described below.

GTA assignments are made by the department chair, and students will learn about their course assignments and responsibilities through the instructors of the course(s) to which they have been assigned.

Students have a variety of responsibilities depending on the course and the instructor. For example, students may be required to attend lectures, write and grade tests (see Appendix N for information on how scantron exams are processed), grade assignments, lead discussions, and supervise computer or laboratory assignments and experiments (among other possibilities). In addition, students must enroll in the Department's Teaching Assistant Seminar during the first semester they hold a teaching assistantship.

At the end of each semester, teaching assistants will be evaluated on their performance by their students and by the faculty they assist. The students will complete the Student Assessment of Teaching form (see Appendix O); the instructor of record will determine whether the graduate teaching assistant met the objectives described in the GTA Performance Evaluation document (see Appendix P).

### INSTRUCTIONAL SKILLS TRAINING TRACK

Competition for academic positions is very intense and the department wants to give new UND Ph.D.s the strongest credentials possible. Opportunity has often been equated with research experience and publication frequency. There is a growing realization that other skills and experiences need to be emphasized. The department has established a track to increase the emphasis placed on training graduates to be effective instructors. The program consists of two content courses and a supervised teaching experience. When open courses are available (e.g.,

an open faculty position), preference will be given to students who have completed the teaching track in the form of a teaching placement. The intent is to provide experiences that develop skills and allow the faculty to document that our students have unique training. The sequence includes:

1. **PSYC501/EFR 501-Psychological Foundations of Education**  
and *at least one* of the following:

T&L 539 - College Teaching

T&L 544 – Assessment in Higher Education

T&L 545 – Adult Learners

These two courses must precede the supervised teaching experience (Psyc 594).

2. **PSY 594 – Special Topics in Psychology: Teaching Practice – 1 credit**

Small pull-out groups of 25 from Intro, Abnormal, Statistics, Developmental or other course for which there are large number of students and for which the grad student has adequate background. Supervision by faculty volunteers. A skill list will be developed along with oversight of lecture, test construction, syllabus, grading procedure, and classroom discussion content.

## INDEPENDENT TEACHING

Students that have completed the instructional skills training track may receive one or more offers to teach a full course from the Department Chair. Students are compensated with a graduate teaching assistantship. Whether students receive such offers depends, in part, on the availability of teaching assistantships for upper level students. Students completing the teaching track program may also pursue additional teaching experiences by teaching courses at other institutions of higher learning in the Grand Forks region.

## RESOURCES AND SUPPORT SERVICES FOR STUDENTS

### CLINICAL STUDENT FINANCIAL SUPPORT

The psychology department is committed to funding all of our incoming and second year clinical students with ½-time Graduate Teaching Assistantships (GTAs) as well as tuition waivers, and endeavors to waive tuition for more senior students. However, because the department does not have direct control over the funds that cover GTAs and tuition waivers, these cannot be guaranteed in every term. In general, the department prioritizes funding for junior students in the clinical PhD program over more senior students in cases where resources are insufficient to cover all students fully. Our department secretary and/or the department chairperson can be consulted about the amount of the GTA stipend or tuition waivers for an upcoming year or term.

It should be noted that the Clinical PhD program does not have its own funds for tuition remission, nor its own GTA lines; both are controlled at the Department level by the Chair.

There are also a variety of support mechanisms through the department and elsewhere (see below), including monetary support for travel, research, merit, etc.

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### Tuition Waivers

An attempt is made to cover all tuition expenses (with the exception of enrollment fees which must always be paid by the student) for *credit hours included* in the student's Program of Study (see Appendix C.1). Please note the following about limitations to tuition waiver coverage:

1. The Department endeavors to cover tuition costs of credits that are *required* for the degree. Credits for non-required courses (e.g., "teaching track", electives, etc.) will typically not be covered. This could also apply to any non-required course substituted for a required class (i.e., deemed "equivalent by the required course's instructor).
2. The Department prioritizes junior students over senior students when assigning tuition waivers
3. The department assumes that students eligible for ND residency, as defined by the Registrar, will become residents after their first year in the program. Therefore, after the first year, tuition waivers will only cover up to the in-state rate for students eligible for ND residency. It is possible that students who elect to relocate outside of ND for reasons other than predoctoral internship could be reclassified as a non-resident and, as a result, required to cover the difference between the applicable out-of-state rate and the ND in-state rate.
4. It is recommended that you respond promptly and accurately to any inquiries regarding your anticipated tuition waiver needs, as the department must submit these numbers to the College ahead of the term in which waivers are awarded.

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### Planning for Coverage Limitations

It should be noted that tuition waiver coverage may vary from term to term, and there is no guarantee that all credits will be funded in all terms. This has been especially true over the last few years, and, particularly in the summer terms. Students are advised to plan ahead for terms in which they may not have full tuition coverage, and, especially, in the summer terms.

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### GTA Support

Typically, the department funds first and second year students (first year only for students entering with advanced standing) in the program with ½-time (maximum of 20 hours per week) in the fall and spring terms. Pay varies from year to year and differs for pre- and post-masters



students. In some cases, the department assigns GTAs in summer terms. Typically, students in their third year or beyond do not receive GTAs.

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## Clinical Placements

Students in their third and fourth years (second and third years for those entering with advanced standing) complete paid 9- or 12-month external practica

There are limits, however, on our control of practicum funding leading us to caution incoming students that no assurance can be given that *funded* practicum training will be available during the third and fourth years. It is also important to note that funded placements do not always extend through the summer months, and clinical practica do not typically pay as well as a GTA. . Thus, students are encouraged to plan ahead in the event that support is lacking in those final pre-internship years.

Currently (as of Fall 2021), the program has a surplus of paid clinical practica.

***Paid ASCEs.*** Students sometimes secure paid Additional Supervised Clinical Experiences beyond their first year. Please refer to the section on ASCEs for relevant policies and procedures.

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## Instructor of Record

Students who have completed the teaching track may teach an undergraduate course as the instructor of record, with commensurate pay. These assignments are made at the discretion of the Chair, and must be approved by the program and your adviser. Please refer to the sections related to instructor of record employment and the teaching track.

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## FINANCIAL ASSISTANCE

The following is a brief synopsis of some of the different types of financial support available to you as a UND graduate student. However, it is wise to periodically check with the School of Graduate Studies (701-777-2784) or Student Financial Aid (701-777-3121) to keep abreast of new sources of aid.

**Chester Fritz Scholarships.** \$1,000 each are awarded to North Dakota students with an outstanding academic record who are continuing graduate work.

**Federal Work Study Program (FWSP).** Provides jobs for students demonstrating financial need to further their education. Students must be enrolled for at least 6 credits, and typically work about 15-20 hours per week.

**Diversity Tuition Waiver.** The University of North Dakota has a number of undergraduate (approximately 80) and graduate (approximately 20) tuition waivers available to increase diversity. Special emphasis of this policy is to recruit, assist, and retain members of federally recognized American Indian tribes and Alaska Natives and villages, American Indian graduates of tribally controlled community colleges in North Dakota, and economically disadvantaged students. Recipients shall be limited to a maximum of two years. Deadline is April 15th for Fall.

**Federal Stafford Loans.** The Federal Stafford Loan is available to students who are enrolled at least half-time and demonstrate financial need. Financial need is determined by subtracting the expected family contribution (calculated from income information on the *Free Application for Federal Student Aid*—FAFSA) from the estimated cost of attendance. The Federal Government pays the interest while you are enrolled at least half-time. Stafford Loans cannot exceed your financial need or the \$8,500 annual loan limit for graduate students. The Federal Unsubsidized Stafford Loan is also available to students, however, financial need is not required to be eligible for this loan. You must pay the interest on the loan during in-school periods, the grace period and any deferment period. The combined amounts borrowed under the Stafford and Unsubsidized Stafford Loan programs cannot exceed the cost of attendance or the \$18,500 annual loan limit for graduate students. The FAFSA must be processed prior to applying for these loans. Forms are available in the Student Financial Aid Office.

**Summer Doctoral Fellowships.** These scholarships are awarded to students who are pursuing the Ph.D. and are willing to work full-time on dissertation research over the summer months. A committee comprised of faculty members along with the School of Graduate Studies determines whose projects are worthy. Application procedures are outlined on a regular basis in the Grad Grapevine (the graduate student newsletter).

## LOAN REPAYMENT OPPORTUNITIES

State and federal loan repayment programs are described at: <http://ndhealth.gov/pco/slrp.asp>

## DEPARTMENTAL & PROGRAM AWARDS

The department & program offer a variety of monetary awards for the purposes, of travel, research, etc., or, in some cases, to reflect meritorious work as a graduate student. Some of these are listed below.

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### Departmental Travel & Research Awards

Please note that the information below reflects the departmental policies and procedures related to travel and research awards, but that these are subject to change with little warning. Please refer to semiannual announcements from the Chair for changes/updates.

- ❖ **Graduate Research Award.** Open to MA, MS, and PhD students in any year of their respective program. Eligible students must have a graduate GPA of 3.5 or higher and eligibility will be determined by Program Director. The Student Award Committee requires a current CV, the name of the faculty member supervising the research, a brief synopsis (1-2 pages) of what award would be used for (e.g., purchasing software, paying participants, etc.), and a budget. Award amounts will not exceed \$350. *PLEASE NOTE THAT THE APPLICATION FOR THIS award REPRESENTS AN OBLIGATION BY TO INITIATE THE PROJECT IF FULL OR PARTIAL FUNDS ARE awarded.*
- ❖ **Graduate Travel Award.** Open to MA, MS, and PhD students in any year of their respective program. Eligible students must have a graduate GPA of 3.5 or higher and eligibility will be determined by Program Director. The Student Award Committee requires a current CV, evidence of travel, a description of the purpose of travel (i.e., conference presentation, workshop), and a budget. Preference will be given to students presenting research at national/international conferences. Award will not exceed \$1000. Application should be submitted prior to travel if possible.
- ❖ **Other important details:**
  - Deadlines for applications for the above awards (Research/Travel) are November 1st/April 1st.
  - Priority for awards will be given to new applicants (i.e., those who have not received one previously). Students may only receive each type of award once per academic year (i.e. students can get travel funds once per academic year and research awards once per academic year).
  - Regarding research awards, the department encourages students to submit a final report that details how the money you received was spent. This final report should include your name, project title, the name of the faculty member who supervised this project, and dates that you worked on the project. You should describe how the money was spent as well as the status of your project. Even if your project is not yet complete, we would like to know how the money you received was spent. The supervising faculty member for the project should be included on the email when the final report is sent to the resource committee. Students who do not submit final reports will not be eligible for future research award funding.

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### The Kyle Kassman Award

GRASP holds an annual research celebration dedicated to the memory of former G/E student, Kyle Kassman. A small monetary award is associated with a faculty-refereed research presentation contest.

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### The Walker Award

\$500 awarded to a graduate student in any program (MS, MA, PhD) who displays outstanding overall performance in teaching, research and service to program, department, and university.

Eligible student must a graduate GPA of 3.5 or higher and eligibility will be determined by Program Director. Nominations should be made by a faculty member and should include 1) a letter of nomination describing the student's performance in teaching, research, and service, and 2) the student's current CV. Deadline for the Walker award is December 1<sup>st</sup>.

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### **The Elizabeth Abraham Award for Excellence in Applied Clinical Scholarship**

As a Scientist-Practitioner program, we find students who conduct applied clinical research involving actual recipients of, and those in need of, clinical services, as particularly meritorious in their scholarship. The program holds that, because clinical research with actual patients is sometimes prohibited by the cost of accessing participants, and that such research projects are indicative of a significant investment in real-world applied research, students engaged in such inherently valuable and challenging work should be meaningfully recognized.

The program therefore makes a single \$2500 annual award to a student whose record to date, exemplifies diligence in pursuit of the PhD, and, in addition, whose proposed research best exemplifies, as judged by faculty, excellence in applied clinical research and science-practice integration.

#### ***Eligibility Requirements:***

1. The applicant must be currently enrolled in the Clinical Program
2. The applicant must not be on, nor have completed, internship.
3. The applicant must be In "Normal Progress" at the time of application

***Annual Application Deadline:*** November 15<sup>th</sup>. This deadline allows sufficient time for students defending their thesis in spring/summer of the prior AY sufficient time to develop a competitive project. The intent is, secondarily, to encourage quick transition to proposal of the dissertation in the spring/summer of year 3.

#### ***Application Process:***

- Applicants will submit an application packet, including:
  - (1) Verification of their eligibility for consideration, as listed above.
  - (2) Verification, by signature, that the applicant, if awarded, will submit an abstract of the completed project to the program for publication on the programs web page.
  - (3) A brief synopsis of the proposed project, including;
    - a. The real-world clinical relevance of the research.
    - b. How the research will involve actual patients/clients, or community members suffering from one or more psychological disorders.
    - c. Whether the project will or will not be their dissertation.

#### ***Evaluation of Applications***

- A committee of at least two volunteer core/associated program faculty, none of whom may be the identified academic adviser of an applicant in that year, will review the applications, and identify an awardee no later than December 1<sup>st</sup>. If volunteer faculty are insufficient, the award will be determined by the DCT.

- Preference will be given to students whose research involves actual patients/clients, and have the greatest potential to meaningfully impact clinical practice (i.e., reflect science-practice integration).
- Preference will be given to students whose proposal involves their dissertation project.
- Where more than one student is judged equally meritorious by the committee, preference will be given to female applicants and to applicants representing one or more aspects of diversity, as defined by the CoA in the accreditation standards (SoA and its supporting IRs).

## TEACHING A COURSE AS INSTRUCTOR OF RECORD

At the discretion of the Chair, graduate students may teach undergraduate courses as the instructor of record, with appropriate compensation. Students should declare their interest in teaching to the Department chair.

In order to be eligible to teach within the department, graduate students must:

1. Have completed all components of the teaching track (including a 25-student break out course)
2. Have defended their Masters thesis and be within normal progress in their program
3. Attend one mandatory TtADA course/instructional design workshop arranged by the department (mid-April and mid-November) per semester, starting with the semester prior to them teaching their first full course
4. Arrange to have the undergraduate director, their advisor, or the dept. chairperson enrolled in the Blackboard site for each course they teach

## LIBRARIES

**Chester Fritz Library.** Contains over 2 million print and non-print items. The Chester Fritz is also a depository for state and federal government documents, the ERIC (Educational Resource Information Center), and has a rather large special collections department. A variety of online search engines are available.

**Medical and Law Libraries.** The Harley E. French Health Sciences Library, housed in the Medical Science Building, consists of 61,000 volumes, 1,666 current serials, and 1,316 audiovisual programs, and services the Medical Center which includes the School of Medicine, the College of Nursing, and Allied Health programs. The Thormodsgard Law Library consists of 186,000 volumes and 3,600 annual subscriptions and is located adjacent to the Law Building.

**Grand Forks Public Library.** Open seven days a week. The library is relatively well-stocked and can serve as a nice diversion. They often have speakers come in for colloquiums. A calendar of the month's events can be picked up at the main desk.

**Computer Services.** The Department has computer labs for graduate students (via INPSYDE funds) and for undergraduate instructional needs (see Appendix Q for policy statement).

Students also have the opportunity to use computer labs maintained elsewhere around the University.

**Counseling Services.** The Counseling Center in McCannel Hall provides counseling, testing, addiction prevention services, academic skills development, and career development services to UND students. (All at a nominal fee or free of charge.)

## HOUSING

All students are free to choose their own housing arrangement. Student living facilities at UND include residence halls and apartments for single students and families.

**Residence Halls.** UND has 15 residence halls. Hancock Hall is reserved for graduate students and older than average (21+ years old) students. The building has mostly single and some double occupancy rooms with private baths in community clusters. Laundry facilities, a kitchenette with microwave is located on each floor. Individual rooms have wireless access and in-room hard-wired internet connection, as well as cable TV hookup. All residence hall rooms include a desk, chair, single bed, and dresser. A meal plan is required and several options are available.

**University Single Student/Family Housing.** UND manages more than 850 apartments (1, 2, and 3 bedroom units) for single students and students with families. The advantages of University apartment housing include location, reasonable rent, access to DSL, and subsidized utilities (i.e., utility bills are about 1/3 of off campus utility bills). There is rather a long waiting list (3 months at best) to acquire apartment housing on campus, so apply early.

There is a non-refundable application fee that must be paid at the time of applying for housing. Complete information about the residence halls and apartments including eligibility and application forms are available on the web at [www.housing.und.edu](http://www.housing.und.edu) or by contacting the Housing Office, University of North Dakota, 525 Stanford Road, Stop 9029, Grand Forks, ND 58202-9029.

**Off-Campus Housing.** Students who wish to live off campus must contract for such facilities themselves.

## CHILDCARE

The University Children's Center (UCC) provides quality care and education for children 2-12 years of age, and for those needing care before and after all public school programming including Head Start. The Children's Center is open to UND student and employee families and also families of the Greater Grand Forks Community, welcoming children from a variety of ethnic, cultural, socio-economic and educational backgrounds and is committed to integrating children with special needs. Children do not need to be toilet trained to attend the center.



The Children's Center strives to maintain high quality early childhood programming such as those put forth by the National Academy of Early Childhood Education, and is licensed by the North Dakota Department of Social Services. This license indicates compliance with State Health, Safety and Fire Codes, as well as State Guidelines for Center based childcare and pre-school.

A day at the University Children's Center includes a USDA approved breakfast; lunch, snack and opportunities for quiet as well as active times. UCC is proud of its qualified teachers with degrees in early childhood education or a related field; its toddler program that has completed the North Dakota quality Enhancement Project; family style programming and a long tradition of stable staff who are committed to best practices in early childhood education.

The Center is open year round, Monday-Friday, 7:00 a.m. – 5:30 p.m., and is located on the UND campus at 525 Stanford Road, Community Center Building. Childcare rates and additional information about UCC can be found by visiting [www.childrenscenter.und.edu](http://www.childrenscenter.und.edu) or by calling: 701-777-3947.

Those individuals needing care for children under two can visit the North Dakota Resource and Referral website at [www.ndchildcare.org](http://www.ndchildcare.org) and connect with a referral specialist to obtain a listing of available providers.

## HEALTH SERVICES & INSURANCE

Student Health Services, located in McCannell Hall, provides low cost medical care for students.

### Health Insurance: Domestic College Students

Domestic students who are looking for insurance options can access affordable health care insurance through [healthcare.gov](http://healthcare.gov) or call the SHS Insurance Coordinator at 701.777.3457.

### Health Insurance: International College Students

International students at UND (with the exception of Canadian and Norwegian students) are required to carry the NDUS health insurance per State Board of Higher Education policy. International students will be enrolled upon registration for insurance coverage.

For more information on health insurance: <https://ndus.edu/student-services-overview/health-insurance/>

## MENTAL HEALTH SERVICES

Mental health counseling is provided at no cost to students at the University Counseling center, also in McCannell Hall, room 200 (777-2127). Students may also seek services from providers/agencies outside of the University, though this may be at the student's own expense. Some of these resources are listed below, though others may be identifiable online. Clinical

students may want to note that the clinical program may offer occasional ASCE through one or more of these practices/facilities; if currently, then they should appear on the list of active practica available on Bb.

Northeast Human Service Center	(701) 795-3100	<a href="http://www.nd.gov/dhs/locations/regionalhsc/northeast/">http://www.nd.gov/dhs/locations/regionalhsc/northeast/</a>
Altru Psychiatry Center	(701) 780-6697	<a href="http://www.altru.org/services/psychiatry-center/">http://www.altru.org/services/psychiatry-center/</a>
Assessment & Therapy Associates of Grand Forks	(701) 780-6821	<a href="http://www.grandforkstherapy.com/">http://www.grandforkstherapy.com/</a>
Lipp, Carlson, Witucki & Associates, Ltd.	(701) 746-8376	<a href="http://www.lclwpsychologists.com/">http://www.lclwpsychologists.com/</a>
Agassiz Associates, PLLC	(701) 746-6336	<a href="http://www.agassizassociates.com/">http://www.agassizassociates.com/</a>
Community Violence Intervention Center (CVIC)	(701) 746-0405	<a href="http://cviconline.org/">http://cviconline.org/</a>

## APPENDIX C.1. CURRICULUM SUMMARY

### C.1.1. COURSEWORK & NORMAL PROGRESS GUIDELINES

**Curriculum Summary:** The typical PoS requires 5 years -- 4 years of coursework, research, and clinical practica, and a fifth-year clinical internship.

Yr 1	<table><tr><td>Fall</td><td>cr</td></tr><tr><td>PSYC 575: Behavior pathology (King)</td><td>3</td></tr><tr><td>PSYC 570: Clin Assessment 1 (Miller)</td><td>4</td></tr><tr><td>PSYC 541: Univariate Stats (Petros)</td><td>3</td></tr></table>	Fall	cr	PSYC 575: Behavior pathology (King)	3	PSYC 570: Clin Assessment 1 (Miller)	4	PSYC 541: Univariate Stats (Petros)	3	<table><tr><td>Spring</td><td>cr</td></tr><tr><td>PSYC 543: Methods (Petros)</td><td>3</td></tr><tr><td>PSYC 571: Clin Asses II (Miller)</td><td>4</td></tr><tr><td>PSYC 573/574 (Legerski)</td><td>3</td></tr></table>	Spring	cr	PSYC 543: Methods (Petros)	3	PSYC 571: Clin Asses II (Miller)	4	PSYC 573/574 (Legerski)	3	<table><tr><td>Summer</td><td>cr</td></tr><tr><td>None</td><td>0</td></tr></table>	Summer	cr	None	0				
Fall	cr																										
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PSYC 570: Clin Assessment 1 (Miller)	4																										
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PSYC 571: Clin Asses II (Miller)	4																										
PSYC 573/574 (Legerski)	3																										
Summer	cr																										
None	0																										
Yr 2	<table><tr><td>Fall</td><td>cr</td></tr><tr><td>PSYC 542 Multivariate Stats (Poltavski)</td><td>3</td></tr><tr><td>PSYC 579: Ethics(McDonald)</td><td>3</td></tr><tr><td>PSYC 580: Clin Prac (NPCC)</td><td>1</td></tr><tr><td>Thesis or PSYC 537: Physio (Poltavski)</td><td>3</td></tr></table>	Fall	cr	PSYC 542 Multivariate Stats (Poltavski)	3	PSYC 579: Ethics(McDonald)	3	PSYC 580: Clin Prac (NPCC)	1	Thesis or PSYC 537: Physio (Poltavski)	3	<table><tr><td>Spring</td><td>cr</td></tr><tr><td>PSYC 573/574 (Legerski)</td><td>3</td></tr><tr><td>PSYC 580: Clin Prac (NPCC)</td><td>1</td></tr><tr><td>Thesis/Foundation Course</td><td>6</td></tr></table>	Spring	cr	PSYC 573/574 (Legerski)	3	PSYC 580: Clin Prac (NPCC)	1	Thesis/Foundation Course	6	<table><tr><td>Summer</td><td>cr</td></tr><tr><td>PSYC 594 (Miller) <sup>1</sup></td><td>2</td></tr><tr><td>PSYC 580: Prac (NPCC)</td><td>1</td></tr></table>	Summer	cr	PSYC 594 (Miller) <sup>1</sup>	2	PSYC 580: Prac (NPCC)	1
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PSYC 579: Ethics(McDonald)	3																										
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PSYC 580: Prac (NPCC)	1																										
Yr 3	<table><tr><td>Fall</td><td>cr</td></tr><tr><td>PSYC 587: Field Work</td><td>3</td></tr><tr><td>PSYC 580: Prac (NPCC)</td><td>1</td></tr><tr><td>Thesis or PSYC 537: Physio (Poltavski)</td><td>6</td></tr></table>	Fall	cr	PSYC 587: Field Work	3	PSYC 580: Prac (NPCC)	1	Thesis or PSYC 537: Physio (Poltavski)	6	<table><tr><td>Spring</td><td>cr</td></tr><tr><td>PSYC 587: Field Work</td><td>3</td></tr><tr><td>PSYC 580: Prac (NPCC)</td><td>1</td></tr><tr><td>Diss/Foundation Course</td><td>6</td></tr></table>	Spring	cr	PSYC 587: Field Work	3	PSYC 580: Prac (NPCC)	1	Diss/Foundation Course	6	<table><tr><td>Summer</td><td>cr</td></tr><tr><td>PSYC 587: Field Work</td><td>1</td></tr><tr><td>PSYC 580: Prac (NPCC)</td><td>1</td></tr></table>	Summer	cr	PSYC 587: Field Work	1	PSYC 580: Prac (NPCC)	1		
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Diss/Foundation Course	6																										
Summer	cr																										
None																											
Yr 5	<table><tr><td>Fall</td><td>cr</td></tr><tr><td>UNIV 994: Internship</td><td>1</td></tr></table>	Fall	cr	UNIV 994: Internship	1	<table><tr><td>Spring</td><td>cr</td></tr><tr><td>UNIV 994: Internship</td><td>1</td></tr></table>	Spring	cr	UNIV 994: Internship	1	<table><tr><td>Summer</td><td>cr</td></tr><tr><td>UNIV 994: Internship</td><td>1</td></tr></table>	Summer	cr	UNIV 994: Internship	1												
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Spring	cr																										
UNIV 994: Internship	1																										
Summer	cr																										
UNIV 994: Internship	1																										

*Note:* Students are required to complete a minimum of 6 cr for the Master's thesis and 13 cr for the doctoral dissertation.

**Foundation Courses** (Offerings of courses listed below are subject to change at the discretion of the responsible departments/Chairs.)

<i>Foundation Areas</i>	<i>Courses</i>	<i>Instr</i>	<i>Offered</i>
<i>Social Foundation</i>	PSYC 560 - Adv Social Psychology	Variable	Every Spr
<i>Cognitive Foundation</i>	PSY 539 - Adv Cognitive Psychology	Ferraro	Even Spr
<i>Affective Foundation/ Integration</i>	PSYC 594 – Affect & Cognition	Miller	Every Sum
<i>Biological Foundation</i>	PSYC 537 – <i>Physiology of Behavior</i> *	Poltavski	Every Fall
<i>History &amp; Systems Foundation</i>	COUN 505 – History of Psychology	Variable	Every Spr
<i>Developmental Foundation</i>	PSYC 551 - Advanced Developmental	Ferraro	Every Spr
<i>Diversity Foundation</i>	PSYC 521 - Diversity Psychology	McDonald	Odd Spr
<i>Teaching Track:</i>	(a) EFR 301 – Ed Psych	TBA	Every Spr
(a) is required for the Teaching Track, as is at least 1 of (b). See the Handbook for more details.	(b) CTL 539, 544, or 545	TBA	Variable
Culminates in 1 cr of PSYC 594 – Teaching Practice	(c) PSYC 594 – Spec Topics: Teaching Practice	variable	As needed

Normal Progress Expectancies (Once benchmark met then student returns to normal progress.)	Required for:	
	ASCE App	PhD <sup>2</sup>
1. Cumulative GPA > 3.5	✓	
2. Satisfactory grades in all PSYC 580 & 587 credits	✓	
3. Master's Thesis proposal by September 7th of fall semester, second year	✓	
4. Master's Thesis defense before first day of fall semester, third year	✓	
5. Master's Thesis and degree completed within three years of enrollment	✓	✓
6. Oral Comps completed by May 1st of third year	✓	
7. Dissertation proposed before October of fourth year	✓	
8. Internship readiness within 5 years following the date of a successful continuation vote or enrollment (i.e., first official day of classes) with an advanced degree.		✓
9. Internship match before March 1st of fourth year		

<sup>1</sup> Students w/o First-Round status may not request a follow-up rotation at the same placement, unless no other student applies for that rotation.

<sup>2</sup> Failing to meet criterion 5 precludes continuation beyond the MA; Failure to meet criterion 8 would make the student ineligible for an internship readiness vote.

**Notes:** A student must petition the faculty to apply for a third year placement if his or her thesis has not yet been successfully proposed. A student must petition the faculty to apply for a fourth year placement if her/his thesis has not yet been successfully completed. Students who have not completed their dissertation must meet minimal enrollment requirements following internship. Students engaged in approved clinical work prior to graduation following internship must enroll in at least one clinical credit (usually PSYC 587); otherwise, upwards of two years of continuing enrollment credit are allowed, with any pre-internship CE credits included.

## C.1.2. SUMMARY OF CLINICAL TRAINING REQUIREMENTS & TIMELINE

- **Residency Requirements:** APA accreditation regulations require a minimum number of years in the program, and "in residence", to facilitate adequate training, oversight, and evaluation. In most cases, the program requires four years of full time coursework, with a fifth year accredited predoctoral internship, though students entering the program with "MAC-P" status (see below) may conceivably complete the program with three years of coursework and a fourth-year internship. *By policy, three years of on-site practicum through our training clinic (PSYC 580) are required*, though, with a successful petition, up to one year of this requirement may be met off-site. Thus, ***an absolute minimum of two years spent on or near the UND campus will be required***. Most students discover that, practically speaking, living in or near Grand Forks will be necessary to complete their required training, as all required courses are taught "live" and on campus.

### Clinical Practicum Requirements

**All clinical work must be represented by clinical practice credits, and must be approved by the program:**

- **PSYC 580** (exactly 1 credit) for NPCC practicum or Additional Supervised Clinical Experiences (ASCEs are clinical experiences that are not both ***paid*** and ***at least ½ time***). Typically, these experiences are above and beyond the usual NPCC or 587 practica in a given semester; regardless, only 1 cr of 580 is needed per any semester, and student should not typically enroll in more than one cr of 580.
- **PSYC 587** (3 credits Fall/Spring, 1 credit summer) for any practica that are ***both (a) paid and (b) at least ½ time***. Students who have completed their 13 required 587 credits (6 of these 13 may be PSYC 596 credits, see above) may enroll for only 1 cr of 587 in Fall/Spring, as long as the practicum meets the requirements of (a) paid and (b) at least ½ time.
  - **Note.** A student must petition the faculty to apply for a third year placement if his or her thesis has not yet been successfully proposed. A student must petition the faculty to apply for a fourth year placement if his or her thesis has not yet been successfully completed.
- **Optional: PSYC 594** (1cr, summer of year 1). With approval, 1<sup>st</sup> year students may do assessment work in the summer of their first year.

**Satisfactory Practicum Credit Minimums:** the following number of PSYC 580 & 587

credits must be completed with a grade of "S", to meet the following sequential milestones:

	PSYC 580	PSYC 587
1. To Stand for an Internship Readiness Vote (typically, in fall of year 4):	6	7
2. To Submit January APPIC Internship Rankings (typically, in spring of Year 4):	7	10
3. To Graduate (after completing all other requirements, including internship):	8	13

### Practice Readiness Sequence

The timeline for eligibility to do supervised, direct clinical work (intervention and/or assessment) is determined, in part, by the student's status in their first year entering the program:

1. **MAC-P (with Practicum)** students enter with an advanced degree and formal, program-mandated clinical practicum under the supervision of a licensed mental health professional. These students have the potential for accelerated clinical training, and could apply for internship in year 3. These students are eligible for assessment and/or intervention work as early as fall of year 1.
2. **MAC (without practicum)** students enter with an advanced degree but no prior program-approved clinical practicum under the supervision of a licensed mental health professional. These students are ineligible for accelerated clinical training, and could apply for internship no earlier than year 4. Clinical readiness timeline is the same as for BAC students. They may, however, transfer in courses that may free them up to pursue ASCE later in their program, and therefore have greater flexibility in crafting clinical experiences pertinent to their unique training goals. The program would request that these students receive an additional year of GTA support in their second year of training.
3. **BAC** students enter with a bachelor's degree, and could apply for internship no earlier than year 4. All pre-prac competencies are evaluated by UND supervisors and course instructors. These students may be eligible for assessment work as early as summer of year 1 (with program approval and enrollment in 1 cr of PSYC 594), and for intervention work no earlier than spring of year 2, unless the work is *directly supervised*.

Pre-Practicum
  Pre-Internship/Practicum-Ready
  Internship-Ready

	Year 1			Year 2			Year 3			Year 4		
	Fall	Spring	Sum	Fall	Spring	Sum	Fall	Spring	Sum	Fall	Spring	Sum
BAC/ MAC	CA I	CA II	594 (1) Optional	580 (1)	580 (1)	580 & maybe 587 (1)	580 (1) & 587 (3)	580 (1) & 587 (3)	580 (1) & maybe 587 (1)	580 (1) & 587 (3)	580 (1) & 587 (3)	optional
MAC -P	580 (1)	580 (1)	580 (1) & maybe 587 (1)	580 (1) & 587 (3)	580 (1) & 587 (3)	580 (1) & maybe 587 (1)	580 (1) & 587 (3)	580 (1) & 587 (3)	Optional	UNIV 994 (1)	UNIV 994 (1)	UNIV 994 (1)

<sup>1</sup> MAC-P student could immediately practice as "practicum ready", if former supervisor from MA/MS program endorses all pre-practicum competencies. If not, then the student defaults to "pre-practicum" status, while outstanding pre-practicum competencies are evaluated.

Competency Level	Intervention Work	Assessment Work
Pre-Practicum	Allowed only with <i>direct supervision</i> .	<ul style="list-style-type: none"> <li>• If 570 &amp; 571 Completed: Allowed with or without <i>direct supervision</i>. Assessment work without direct supervision in the summer of year 1 must be approved by the program as an ASCE, with enrollment under 1cr of PSYC 594.</li> <li>• If 570 &amp; 571 Not Completed: Allowed only with <i>direct supervision</i>.</li> </ul>
Pre-Internship & "Internship-Ready"	Allowed with or without <i>direct supervision</i> .	Allowed with or without <i>direct supervision</i> .

“Direct Supervision” occurs only if the supervised contact is approved by the supervisor, and either or both of the following conditions apply:

- *Co-Therapy/Co-Assessment*, where the co-therapist or co-assessor is both (a) an approved senior student or clinical supervisor, and (b) present *throughout* all client contacts. An approved senior student co-therapist is designated by the clinical supervisor, and must also (a) be concurrently designated as “practicum-ready” or “internship-ready” by the program, and (b) have completed, with a grade of A, the program’s required coursework in clinical supervision.
- *Direct Observation*; the student is *directly* observed, in real time, *throughout all clinical contacts* by a designated peer supervisor or team/placement supervisor. Direct observation could include live viewing of the intervention or having the supervisor present in the room throughout the contact. Peer supervisors would be designated by the clinical supervisor, and must also (a) be concurrently designated as “practicum-ready” or “internship-ready” by the program, and (b) have completed, with a grade of A, the program’s required coursework in clinical supervision.

### Oral Comprehensive Exams

Students demonstrate knowledge of empirically-based practice and integration of basic knowledge in scientific psychology by preparing and presenting a written and oral clinical case summary to a committee of three core clinical faculty. This component of comps serves as a capstone project to the pre-internship phase of clinical training, and is a prerequisite to internship readiness.

## C.1.3. SUMMARY OF MINIMAL RESEARCH EXPECTATIONS

To earn the PhD, students must complete two empirical research projects under advisement of program faculty. In both cases, students are responsible for a formal written and oral proposal of the project, preparing a properly formatted report of the results, and presenting their findings to a committee of faculty.

- *The thesis* typically requires more direction from the faculty adviser and the thesis committee. This project is usually proposed by the end of the first year, and completed by the end of year two to remain in “normal progress” (see Normal Progress Requirements, above). The thesis must be completed by the end of year three.
- *The dissertation* is generally conducted more independently, and is typically a more complex project. The dissertation must be formally proposed before a student may be considered “internship ready” (allowed to apply for a predoctoral internship) in year four. The dissertation must be successfully defended before the PhD can be conferred.

The program’s Comprehensive Examination, another prerequisite for “internship readiness”, establishes two additional scholarship requirements for graduation:

- The student must have submitted an empirical manuscript to a peer-reviewed journal as first author, and the manuscript must have been accepted for review. The manuscript is most likely to be based on the student’s thesis project, but other projects may meet this requirement.
- The student must have presented research in the form of a poster or paper presentation at a professional/research conference as first author of the paper/poster.



## APPENDIX C.2. *WHAT DO I DO, AND WHEN?: SEMESTER-BY-SEMESTER CLINICAL PHD TIMELINE*

Requirements are spelled out, by topic, throughout the Clinical Psych grad Handbook. Students should also refer to the Grad School's "guide to Graduation" at:

<https://und.edu/academics/graduate-school/current-students/resources.html>.

### FIRST YEAR

#### **Beginning of Fall Semester**

- ☐ Record the date you moved to North Dakota, so you can apply for residency (a bill, your lease agreement, driver's license, etc.).
- ☐ Return your Grad School and Payroll paperwork (such as I-9 form, GTA contract, etc.).
- ☐ Complete online Human Resources training for teaching assistantship.
- ☐ Get office keys (required—ask front office) and PSC keys (optional). Claim your office desk early!
- ☐ Attend Clinical program orientation. You will receive information via email from the DCT about the date/time of orientation.
- ☐ Get your Parking Pass ("A" PASS or "S" PASS). Order online or stop by the parking office.
- ☐ Get your UCard (lower level of the Union).
- ☐ Sign-up for courses via Campus Connection. Talk to Pam Bethke or Lauri Hanson in the psychology office if you have questions about signing up for courses. You will receive a course schedule at program orientation, and your spots are reserved in the necessary courses, but you will need to officially register for them.
- ☐ Check Campus Connection and campus email.
- ☐ Check GTA assignment in the psychology office.

See [Academic Calendar](#) for important dates and deadlines.

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#### **Fall Semester**

**Classes:** C.A. I, Behavior Pathology, Univariate Statistics

Select an advisor/committee (Paperwork: [Advisor or Committee Appointment Request](#))

Fill out and submit a [Program of Study](#)—template can be found in the documents section of the Graduate Students in Clinical Psychology organization site on Blackboard (documents → forms → Ph.D. POS template).

Start brainstorming thesis ideas!

Note: Prior to your internship readiness vote (typically, Fall of Year 4), you will need to have presented a poster/paper at a conference, and submitted a manuscript for publication. Be working/planning with your adviser and other faculty to meet these comps requirements in the next few years!

Keep on top of filling out weekly hour-tracking forms for supervision and support hours at the PSC (turn in to Dr. Miller via email) OR look into Time2Track.com—a method of keeping track of APPIC hours for later applications.

- Supervision hours – “Group supervision – licensed clinical psychologist”
- PDS hours – “professional development” OR “seminar/didactics”

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## Spring Semester

**Classes:** C.A. II, Experimental Design, Foundation Course

Start thesis research (e.g., literature review).

Plan for proposal writing and presentation in the summer after Spring semester.

Note: Prior to your internship readiness vote (typically, Fall of Year 4), you will need to have presented a poster/paper at a conference, and submitted a manuscript for publication. Be working/planning with your adviser and other faculty to meet these comps requirements in the next few years!

Keep on top of filling out weekly hour-tracking forms for supervision and support hours at the PSC (turn in to Director of Clinical Training via email) OR look into Time2Track.com—a method of keeping track of APPIC hours for later applications.

- Supervision hours – “Group supervision – licensed clinical psychologist”
- PDS hours – “professional development” OR “seminar/didactics”
- Intake with senior student – “co-therapy”, “report writing”, “supervision – other”

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## Summer Semester

**Classes (OPTIONAL):** History of Psychology, Thesis Credits

Thesis Proposal: [Topic Proposal](#) form, [IRB approval](#), [Human Subjects](#) training (online)

**\*\*Note that:**

- (a) you must give your committee members a copy of your proposal two weeks prior to your proposal date.
- (b) to remain in normal progress, your thesis must be proposed by September 7<sup>th</sup> of your 2<sup>nd</sup> year.

**Clinical work** (594 credit - assessment only): If you have successfully completed your assessment sequence (570/571), you may do assessment work (no intervention) in the community at a maximum of ¼-time (8-10 hrs per week), and only at program-approved placements under program-approved supervisors (e.g., Dr Petros at CPEA, Dr Yeager at ATADF, etc.). This work must be approved by the DCT and your advisor well in

advance (Paperwork for an “ASCE” may be found on the program Bb page: documents → forms → Application for Additional Clinical Experience). Note that any clinical experience must be approved for each academic year; i.e., continuing in an ASCE from summer to fall requires a formal re-approval of the activity (using the same forms mentioned above).

Note: Prior to your internship readiness vote (typically, Fall of Year 4), you will need to have presented a poster/paper at a conference, and submitted a manuscript for publication. Be working/planning with your adviser and other faculty to meet these comps requirements in the next few years!

## SECOND YEAR

### Fall Semester

**Classes:** Multivariate, Psychotherapy, Professional Ethics, PSC (580), Thesis (optional), Physio Psych 537 (optional—this foundation course is usually taken in year 3, but is offered every fall)

**Thesis:** If you have not proposed, do so prior to deadline (September 7<sup>th</sup>) for staying in normal progress, which, among other things, means being “first round” placement choice.

Begin collecting/analyzing data.

Note: Prior to your internship readiness vote (typically, Fall of Year 4), you will need to have presented a poster/paper at a conference, and submitted a manuscript for publication. Be working/planning with your adviser and other faculty to meet these comps requirements in the next few years!

### Clinical:

- Work with your clinical supervisor(s) to ensure exposure to experiences that can allow you to meet any remaining pre-practicum competencies; the goal is to be declared “practicum ready” at the end of this semester. Note that prior to being “practicum ready”, you may engage in assessment work, and intervention only if under *direct supervision*.
- *Optional external (outside of PSC) clinical work:* Any and all clinical work must be pre-approved each academic year (the AY begins at the start of fall semester and ends at the end of the following summer semester). These experiences must be approved by both your adviser and the DCT/Program in advance; please complete an ASCE application form, and an ASCE syllabus (co-signed by your intended clinical supervisor), both of which must be submitted to the DCT well in advance of the start of the practicum.
- PSC assessment and, potentially, intervention cases under “direct supervision”, with department approval.

Begin looking for or doing additional clinical work and creating relationships with potential supervisors, with department approval.

IMPORTANT: Keep logging all clinical and supervision hours in T2T!

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## Spring Semester

**Classes:** Adv. Therapeutic Interventions, PSC Practice, Foundation Course, Thesis (optional)

Practicum applications: update your curriculum vita, write cover letters, prepare for interviews. Applications for 587 practica are usually due at the end of January or beginning of February.

**Thesis:** Finish collecting/analyzing data, Prepare to defend. Note that to remain in normal progress, you must defend prior to the start of classes in fall of year 3 (i.e., by the end of the upcoming summer)

Note: Prior to your internship readiness vote (typically, Fall of Year 4), you will need to have presented a poster/paper at a conference, and submitted a manuscript for publication. Be working/planning with your adviser and other faculty to meet these comps requirements in the next few years!

Continue with previous clinical work.

Continue looking for opportunities/forming relationships with potential supervisors, with department approval.

IMPORTANT: Keep logging all clinical and supervision hours in T2T!

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## Summer Semester

**Classes:** Professional Issues, Thesis (optional), History of Psychology (optional), 1 cr of Clinical Field Work (587; optional; see below)

Defend thesis: [Preliminary Approval](#), [Final Report on Candidate](#)

\*\* You must send out a copy of your thesis to your committee members at least two weeks prior to your defense date.\*\*

To remain in normal progress, your thesis must be defended before the start of classes in the fall.

More information about [completing and submitting your thesis](#) can be found at the Graduate School site.

Application for graduation.

Note: Prior to your internship readiness vote (typically, Fall of Year 4), you will need to have presented a poster/paper at a conference, and submitted a manuscript for publication. Be working/planning with your adviser and other faculty to meet these comps requirements in the next few years!

Comprehensive Exams: If you will be ready to take oral comps in the fall (i.e., you will have a continuation vote in early fall), then you will probably want the DCT to constitute your committee, and prepare your case presentation document for committee review. It

is recommended that you submit your case presentation document to your committee 2-3 weeks before the fall testing period (September and October), and that you contact the DCT early in the summer session to request formation of a committee. Recall that you will not be eligible to sit for comps until after your successful continuation vote.

### **Clinical Work:**

- Begin placement, if required; Note that you will need to register for 1 cr of 587 either this summer or in the next summer, but not both.
- PSC Cases, Petros Clinic, other ASCE as available and approved.
- Continue working at or looking for additional clinical experience, with department approval.

## **THIRD YEAR**

- Select doctoral [Advisor and Dissertation Committee](#).
- Submit a Ph.D. POS to the graduate school. A template is available on the Clinical Bb site.
- Fill out [Application to Take Comprehensive Exams](#)—it must be completed and submitted to the Graduate School at least 3 weeks prior to the first day of comps.

### **Fall Semester**

**Classes:** Foundation Course (most likely, Bio Bases w/ Poltavski), PSC (580), Supervised Field Work (587), Dissertation Credits

**Continuation Vote:** In order to take comps in the fall, you must first be formally “continued” in the PhD program (after you have completed all MA requirements including thesis defense). Ask your adviser to petition the department Chair ASAP, so that the full faculty may vote on your continuation *before* you sit for the oral exam.

**Comprehensive Exams:** The oral component of Comprehensive Exams may occur in September or October. Please remember that prior to meeting with your committee to take the oral exam, (a) your committee must have previously been assigned by the DCT, and (b) must have approved your written document (i.e., the case study). This means that you should allow sufficient lead time for your committee to approve the document before scheduling the orals meeting. It is recommended that you submit your completed document at least 2-3 weeks before September 1<sup>st</sup>, to ensure adequate time for your committee to review, suggest changes, and, ultimately, approve. Similarly, you will want to inform the DCT of your intent to sit for orals even earlier, allowing sufficient time to assign the committee.

**Dissertation:** Begin brainstorming ideas, discuss with advisor and committee members. In order to stay in normal progress, your dissertation must be proposed before October 1<sup>st</sup> of next year. More importantly, by policy, the program must formally vote on your “internship readiness” before you apply for internship in year 4, and dissertation proposal is a prerequisite for this vote.

Note: Prior to your internship readiness vote (typically, Fall of Year 4), you will need to have presented a poster/paper at a conference, and submitted a manuscript for publication. Be working/planning with your adviser and other faculty to meet these comps requirements in the next few years!

Clinical Work: begin placement if not started, continue additional clinical experience work, PSC

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### Spring Semester

**Classes:** Foundation Course, PSC (580), Supervised Field Work (587), Dissertation Credits

Practicum applications: update your vita and write cover letters.

Clinical work: Continue placement, PSC, continue additional clinical experience work (if opted).

Early in semester, review met and unmet pre-internship competencies, and discuss means for meeting any outstanding competencies in this semester. *Note that this spring offers the last opportunity to meet all competencies prior to the internship readiness vote next fall.*

Note: Prior to your internship readiness vote (typically, Fall of Year 4), you will need to have presented a poster/paper at a conference, and submitted a manuscript for publication. Be working/planning with your adviser and other faculty to meet these comps requirements in the next few years!

Start researching internship sites. Start developing essays for AAPI.

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### Summer Semester

**Classes:** PSC (580), Dissertation Credits

Continue looking at internship sites & winnowing down to your top 12-20, refine essays using feedback from a variety of faculty reviewers, and gather information for the AAPI Propose dissertation: [Topic Proposal](#), [IRB Approval](#). In order to stay in normal progress, your dissertation must be proposed before October 1<sup>st</sup> of next year. More importantly, by policy, the program must formally vote on your “internship readiness” before you apply for internship in year 4, and dissertation proposal is a prerequisite for this vote. \*\*Must send proposal to committee members at least two weeks prior to proposal date.

Clinical Work: PSC clients, placements, Assessment clinic, any additional approved work.



**Comprehensive Exams:** If you will be ready to take oral comps in the fall (i.e., you will have a continuation vote in early fall), then you will probably want (a) the DCT to constitute your committee, and (b) to prepare your case presentation document for committee review. It is recommended that you submit your case presentation document to your committee 2-3 weeks before the fall testing period (September and October), and that you contact the DCT early in the summer session to request formation of a committee. Recall that you will not be eligible to sit for comps until after your successful continuation vote. This early notification and preparation will be especially important if you plan to apply for internships in the fall of year 4, because you will not be allowed to apply for internships until after your internship readiness vote, which has comps as a prerequisite.

**Note:** Prior to your internship readiness vote (typically, Fall of Year 4), you will need to have presented a poster/paper at a conference, and submitted a manuscript for publication. Be working/planning with your adviser and other faculty to meet these comps requirements!

## FOURTH YEAR

### Fall Semester

**Classes:** Foundation Course if necessary, PSC (580), Field Work (587), Dissertation Credits

**Dissertation:** must be proposed in time to participate in internship readiness vote (i.e., no later than 10/15) which occurs at faculty meetings throughout October and early November)

Collect data throughout the fall semester

*Internship Readiness Vote:* See the relevant section off the handbook for requirements/prerequisites.

- Before the DCT can approve your AAPI, you must meet with the DCT to verify AAPI hours, review your application, discuss training goals and experiences for the DCT letter, etc.

*Internships:* Application deadlines vary by site but are usually November or early December; the very earliest are in October.

**Clinical Work:** PSC clients, placements, Assessment clinic, any additional approved work. Begin making arrangements for client coverage while out on internship interviews.

### Spring Semester

**Classes:** Foundation Course if necessary, PSC (580), Field Work (587), Dissertation Credits

Internship interviews are generally in January.

**Dissertation:** Continue data collection. If possible, begin analyzing and writing up results. The more you do now the less you must do while on internship.

**Internship:** Match date is usually the end of February (check APPIC). Plan for the possibility that you may not match, i.e., preparation for Phase II and development of plans for an extra year in the program, including financial, clinical and research work for the next year, etc.

Clinical Work: PSC clients, placements, Assessment clinic, any additional approved work. Make arrangements to ensure that clients are not harmed by your travel schedule for internship interviews!

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### Summer Semester

Pack up and go on internship, or alternative plan if you did not match.  
Continue work on Dissertation.

## FIFTH YEAR

Dissertation: [Preliminary Approval](#), [Notice of Defense](#), [Final Report on Candidate](#).

**\*\***You must send a copy of your dissertation to your committee at least two weeks prior to defense date. Note that many of the forms must also be completed in advance of defense date.

**\*\***For more information regarding [dissertation submission](#), see the Graduate School site. Once internship has been successfully completed and your dissertation successfully defended and accepted by the grad school you can apply for graduation. Make sure that your internship training director send written notice to the DCT of your completion; this notice must include the start and end dates of the internship, the name and address of the site, and its accreditation status. In most cases, it will behoove you to have the TD send the DCT an email notification immediately on completion, as this may speed up graduation procedures.

Note that, in many cases, internship concludes AFTER the deadlines established for summer Graduation. Please review the "fact sheet" on early fall graduation under Graduation Information on the clinical Bb page to determine (a) whether you are eligible for summer or early fall graduation, and (b) procedures for graduating.

*Congratulations doctor!*

## APPENDIX C.3. MS & PHD PROGRAM OF STUDY & COMMITTEE APPOINTMENT

### C.3.1. COMPLETING MS AND PHD PROGRAMS OF STUDY (POS) & APPOINTING THESIS/DISSERTATION COMMITTEE

As early as is practicable, students should submit a Program of Study & Committee Appointment form. The grad school form (DocuSign) requires that you officially appoint your academic adviser & thesis/dissertation chair, and your thesis/dissertation committee members, on the same form (at the same time) you declare your program of study. The following should give you the guidance necessary to complete this process quickly. Please refer to the sections of the Handbook for any other policies/requirements relevant to your thesis/dissertation committee, selection of a Chair/adviser, and program of study relevant to the MS or PhD degree.

All students enroll *directly* into the PhD program, even if they do not yet have a masters degree, and must therefore complete all coursework and activities required for the doctorate. The required courses (92 credits total) reflect the training activities that meet CoA accreditation requirements. However, the graduate school requires a total of 90 credits for the PhD, with 30 of these from the MS and at least 60 beyond the MS PoS. Because the graduate school does not allow courses that were listed on the MS PoS to be listed again on the PhD PoS, *it behooves the student to list as few credits as possible on their MS PoS while still meeting the 30-credit minimum.* i.e., to the extent that the student can declare exactly 30 credits on the MS PoS, this is strongly recommended; if exactly 30 credits is impossible, it is recommended that the student declare as few credits above 30 as possible.

*Note:*

- **Students entering with Master's Degrees.** Students entering with a MA/MS do not typically need to declare a MS PoS at UND and can skip the MS altogether. Students entering with applicable MA/MS may apply up to 30 credits toward their PhD credit total on their PhD PoS, in the same way that students who entered with a BA/BS may eventually count their UND MS degree on their PhD PoS. *however, they must still complete ALL of the program's required coursework (or transfer equivalent prior coursework in substitution), irrespective of the total number of credits.*
- **Transfer credits.** Both the MS and PhD forms provide separate spaces for listing transferred courses. Please consult the Graduate School for the maximum number of credits that may be transferred from a prior master's program to your PhD Program of Study. Please see other policies on graduate course transfer credits in the appropriate section(s) of this Handbook.
  - *Under no circumstances* will the graduate school allow prior undergraduate courses to transfer.
  - By Program policy, all transferred courses **MUST** have been completed at the prior institution with a grade of A or B.

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## PoS and Committee Appointment for the Psychology MS degree

- Access the form “Master’s Program of Study”, by going to <https://und.edu/academics/graduate-school/current-students/forms.html#d34e163--3> and clicking *Advance to Candidacy Forms*

### **Psychology MS PoS**

Because the MS is simply earned enroute to the PhD, and no CoA regulations dictate its contents, the program has fewer stipulations for the program of study. In brief, the graduate school simply requires 30 graduate credits, which must include those required for the Thesis project. The program requires these credits, plus PSYC 541, 542, and 543. The remaining credits (adding up to at least 30), should be drawn from the courses completed in the program, starting in the first Fall of enrollment in the program. Because you cannot count these MS courses again when you submit your PhD PoS, ***it is strongly recommended that you list as few credits as possible in the MS PoS.*** The contents are summarized below:

1. The MS PoS must contain at least 30 graduate credits, and should contain as few credits as possible.
2. These 30 credits must include all thesis (PSYC 998) credits.
3. These 30 credits must also include PSYC 541, 542, and 543.
4. Credits listed in the MS PoS must also be credits ***required for the PhD in Clinical Psychology*** (approved graduate transfer credits from prior institutions can be used to meet PhD curriculum requirements).

The sample MS PoS form (see this Appendix) indicates how to fill in important blanks and gives an example of the courses that could be used to meet the MS requirements. Note that courses REQUIRED for the MS appear in red, and these *must* appear on your MS PoS. Apart from these courses, your actual PoS may contain a different list of courses (though these must be required for the Clinical PhD, or must be transferred courses that do so).

Though not immediately relevant to the PoS approval, note that the GPA based on the identified MS coursework must meet the graduate school, Department, and Program minimums for graduation.

### **Thesis Committee Appointment**

To complete the portion of the form (see above) relevant to committee and Chair/Adviser appointment, please note Program policies in this handbook regarding constitution of committees (e.g., number of required members, how many members must be core Clinical faculty, etc.). For each member, you will need to enter (a) their name, and (b) their UND email address, so you should have this information handy prior to starting the form. In addition, you will need to enter the name and email of the current DCT, who will be required to approve the form after the committee/adviser.

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## PoS & Committee Assignment for the Clinical Psychology PhD

- Access the form “Doctoral Program of Study”, by going to <https://und.edu/academics/graduate-school/current-students/forms.html#d34e163--3> and clicking *Advance to Candidacy Forms*

### ***Clinical Psychology PhD Program of Study***

The PhD PoS is much more rigidly regulated and designed to meet the requirements stated in the CoA Implementing Regulations. At a minimum, it must contain ALL of the coursework required for the PhD by the program. If additional coursework is listed *outside* of the required courses, these are considered in excess of the minimum requirements, and their addition will increase the total number of credits in the student’s individual PoS, irrespective of Program or Graduate School minimum credits requirements. In other words, completing the minimum *number* of course credits is *not sufficient* for the PhD – the exact courses specified by the program must appear in the PoS, irrespective of whatever courses appear in it. Moreover, the student’s course grades and GPA must meet all Program, Department, and Graduate School minimums in order to graduate, e.g., by program policy all required credits must be completed with a grade S, or A or B, depending on the course. Transferred courses must likewise have been completed with a grade of A or B; where graduate courses have been transferred, there must be a transferred course for each UND course listed in the PhD PoS.

Please refer to the Sample PhD PoS (below) for a complete listing of the degree-required courses, and for tips on filling in other required blanks in the DocuSign form.

Note:

- ***All courses required by the program must appear either on your MS PoS, or your PhD PoS*** (i.e., you must declare and complete all required courses, not just the minimum number of credits required).
- ***Courses that appear on your MS PoS should NOT appear on your PhD PoS.***
- ***“Applied Credits” section.*** List prior master’s degrees here, even if you earned a MS in Psychology as part of the PhD program at UND.
- ***“Transfer Work” section.*** If you have successfully transferred prior graduate coursework that replaces a UND course listed as required for the PhD, this is where you will list those courses. If you did not take a listed UND course (i.e., a course transfer allowed substitution with a prior graduate course from another institution), then do not list the UND course as completed. Instead, indicate the transferred course where prompted, and indicate the required UND course it replaces, where indicated.

Though not immediately relevant to the PoS approval, note that the GPA based on the identified PhD coursework must meet the graduate school, Department, and Program minimums for graduation. In addition, the graduate school and Program stipulate minimum grades for individual courses in the PoS (e.g., by Program policy, almost all courses must be completed with a grade of A/B, or S, as applicable, in order to graduate).

### ***Dissertation Committee Appointment***

To complete the portion of the form relevant to committee and Chair/Adviser appointment, please note Program policies in this handbook regarding constitution of committees (e.g., number of required members, identification of “external” member, how many members must be core Clinical faculty, etc.). For each member, you will need to enter (a) their name, and (b) their UND email address, so you should have this information handy prior to starting the form. In addition, you will need to enter the name and email of the current DCT, who will be required to approve the form after the committee/adviser.



### C.3.2. SAMPLE MS POS & COMMITTEE/ADVISER TFORM



**Master's Program of Study and  
Committee/Advisor Appointment**

<b>StudentID:</b>	<u>12345678</u>	<b>FirstName:</b>	<u>Student</u>	<b>LastName:</b>	<u>McStudentson</u>
		<b>Program:</b>	<u>Psychology M.S.</u>	<b>Option:</b>	<u>Thesis</u>
		<b>Subplan:</b>		<b>Minor:</b>	

**UND Courses Only**[illegible]

**Note:**

- (a) Courses in red are **REQUIRED** for the MS;  
(b) The total number of credits equals 30;  
(c) any courses can be used to satisfy the minimum 30 credits, but these courses must be required for the PhD by the program's curriculum.

**Transfer Work**

Institution	Course Dept Number	Credit	Grade	Title of Course	UND Course Replaced
<i>(If Applicable)</i>					

**Student Approval**

Student	Date

**Committee/Advisor Appointment and Approval**

This section of the form is used to notify the School of Graduate Studies of your committee or permanent advisor. All faculty must hold UND Graduate Faculty Status. If a proposed new member does not hold UND Graduate Faculty status or is at another University or profession, please attach their Curriculum Vitae (or Resume) to be reviewed by the Dean of the School of Graduate Studies.

Changes to advisors or committee members should be submitted on the Change Form.

Faculty signing this section are 1) agreeing to serve on your committee or as your advisor, and 2) approving the Program of Study document.

		<i>(only if applicable)</i>	
Chair/Advisor	Date	Co-Chair/Co-Advisor	Date
Committee Member	Date	Committee Member	Date
Minor Dept/Additional Member	Date	Graduate Director	Date

**SGS Review**

School of Graduate Studies	Date

Transfer Credits:	
UND Credits:	
Total:	

☐ Approved

☐ Denied

Notes:

### C.3.3. SAMPLE PHD POS & COMMITTEE/ADVISER TFORM



**Doctoral Program of Study and  
Committee/Advisor Appointment**

<b>Student ID:</b>	<u>12345678</u>	<b>FirstName:</b>	<u>Student</u>	<b>LastName:</b>	<u>McStudenton</u>
		<b>Program:</b>	<u>Clinical Psychology PhD</u>	<b>Option:</b>	<u>Dissertation</u>
		<b>Subplan:</b>		<b>Minor:</b>	

**UND Courses Only**[illegible]

**NOTE: ALL program-required courses appear above. HOWEVER...**

- (a) Not all the above courses will appear on your PhD PoS—those listed on your MS PoS will not appear here.
- (b) To meet grad school minimums, at least 60 credits must be listed here (above the 30 from the MS); however, additional credits may also appear in excess of grad school minimums.
- (c) Note that irrespective of the total number of credits, *all required courses, with the required minimum numbers of credits, must appear in either the PhD or (where applicable) MS PoS.*

**Your MS degree, which will contribute upwards of 30 credits to the PhD, is listed on the next page.**

**Applied Credits**

Up to 30 credits from a completed master's degree may be applied toward your doctoral degree. International master's degrees – a signed POS states the committee has reviewed the degree/coursework and approve the credits. Do not list any of your master's courses on the doctoral program of study.

Degree: \_\_\_\_\_ Date Awarded: \_\_\_\_\_ Institution: \_\_\_\_\_ Credits: \_\_\_\_\_

**Transfer Work** \*Do not list applied credits from your master's degree

Institution	Course		Credit	Note	Title of Course	UND Course Replaced	
	Dept	Number					

**Student Approval**

Student	Date

**Committee/Advisor Appointment and Approval**

This section of the form is used to notify the School of Graduate Studies of your committee or permanent advisor. All faculty must hold UND Graduate Faculty Status. If a proposed new member does not hold UND Graduate Faculty status or is at another University or profession, please attach their Curriculum Vitae (or Resume) to be reviewed by the Dean of the School of Graduate Studies.

Changes to advisors or committee members should be submitted on the Change Form.

Faculty signing this section are 1) agreeing to serve on your committee or as your advisor, and 2) approving the Program of Study document.

Chair/Advisor	Date	Co-Chair/Co-Advisor	Date
Committee Member	Date	Committee Member	Date
Committee Member	Date	Minor Dept/Additional Member	Date
Member at Large	Date	Graduate Director	Date

## APPENDIX C.4. CURRENT CORE, ASSOCIATED, AND “OTHER” FACULTY

### C.4.1: CORE PROGRAM FACULTY

<u>Faculty</u>	<u>Education</u>	<u>Research/Clinical Interests</u>
Joseph Miller (Director, Clinical program/“DCT”)	B.S. College of William & Mary, 1993 M.A. University of South Dakota, 2000 Ph.D. University of South Dakota, 2002 Clinical Internship: Hines VA Hospital, Chicago Postdoc: University of Minnesota, Minneapolis	Applied Psychometrics & test development, Disability, Psychological Assessment, Couples Therapy
John Paul Legerski, (Director, NPCC)	B. S., Brigham Young University, 2004 M. A., University of Kansas, 2007. Ph.D., University of Kansas, 2010	Emotional development, autobiographical memory, posttraumatic stress, developmental psychopathology, and mental health interventions for children and adolescents.
Doug McDonald (INPSYDE Director)	B.S., University of South Dakota, 1987 M.A., University of South Dakota, 1988 Ph.D., University of South Dakota, 1992	Cross-cultural issues in clinical assessment, research, and graduate training
Alan King	B.A., Nicholls State University, 1977 M.S., University of Southwestern Louisiana, 1979 Ph.D., Louisiana State University, 1984	Personality appraisal and development, alcohol research, adult psychopathology, and professional training issues
Richard Wise	J.D., Cleveland-Marshall College of Law, 1979 Ph.D., Catholic University, 2003	Forensic psychology and eye witness testimony
RaeAnne Anderson	BA – University of KS 2009 Phd – University of Wisconsin-Milwaukee 2015	Basic psychological processes in sexual violence – victimization, perpetration, measurement, risk reduction and prevention.

### C.4.2: ASSOCIATED PROGRAM FACULTY

<u>Faculty</u>	<u>Education</u>	<u>Research</u>
Joelle Ruthig (Department Chair)	B.A., University of Manitoba, 1997 M.A., University of Manitoba, 2001 Ph.D., University of Manitoba, 2005	Health psychology; longitudinal analyses of optimism & health, attribution retraining
Adam Derenne (Director, G/E Program)	B.A., University of Wisconsin-Whitewater, 1996 M.A., University of Wisconsin-Milwaukee, 1998 Ph.D., University of Wisconsin-Milwaukee, 2003	Experimental analysis of behavior, behavioral genetics

<u>Faculty</u>	<u>Education</u>	<u>Research</u>
Andre kehn (Director, Forensic Program)	B.S. Mount Olive College, Mount Olive, NC M.S. University of Wyoming, Laramie WY Ph.D. University of Wyoming, Laramie WY	Social cognition and psychology and law: eyewitness identification accuracy, cross-race effect, emotion and juror information processing, perception of witnesses.
Heather Terrell (Director, Undergraduate Program)	B.A., Arizona State University, 2002 M.A., Arizona State University, 2006 Ph.D., Arizona State University, 2009	Social and personality psychology; gender roles, stereotyping and prejudice, aggression, evolutionary psychology.
Cheryl Terrance	B.A., Carleton University, 1991 M.A., Carleton University, 1993 Ph.D., Carleton University, 2000	Social psychology, gender issues, and perceptions of victims within the courtroom
Thomas Petros	B.A., Kent State University, 1975 M.A., Kent State University, 1978 Ph.D., Kent State University, 1981	Reading processes and learning disabilities; alcohol, caffeine & nicotine effects on cognitive functioning
Dmitri Poltavski	B.A., University of North Dakota, 1998 Moscow State Pedagogical University, 1998 M.A., University of North Dakota, 2000 Ph.D., University of North Dakota, 2003	cognitive effects of nicotine, alcohol; visual perception in sports and learning; psychophysiological recording
Ric Ferraro	B.A., SUNY at Potsdam, 1982 M.A., University of Kansas, 1986 Ph.D., University of Kansas, 1989	Cognitive aging and gerontology, Alzheimer's Disease; Parkinson's disease; Cognitive neuropsychology and neuroscience; older men's and older women's health; visual word recognition; inhibitory processing in cognitive performance.
Alison Kelly	B.A., University of North Dakota, 2000 M.A., University of North Dakota, 2004 Ph.D., University of North Dakota, 2006	Social psychology & the law; perceptions of violent crime scenarios.
Jeffrey Holm	A.B., Hope College, 1981 M.S., Ohio University, 1983 Ph.D., Ohio University, 1987	Assessment/measurement & treatment of headache & other psychophysiological disorders; development and expression of sexual aggressive behaviors; multivariate statistics.

### C.4.3. "OTHER" FACULTY

Updates pending 9/1/19

<u>Faculty</u>	<u>Credentials</u>	<u>Other Affiliations</u>
Sara Durbin	PhD, LP	ND Department of Corrections & Rehabilitation
Erin Haugen	PhD, LP	Assessment & Therapy Assoc, Grand Forks
Nicola Herting	PhD, LP	
Dave Jackson	PhD, LP	Assessment & Therapy Assoc, Grand Forks



<u><i>Faculty</i></u>	<u><i>Credentials</i></u>	<u><i>Other Affiliations</i></u>
Michal Jorgens	PhD, LP	Northwestern Mental Health Center
Paul Kolstoe	PhD, LP	ND Life Skills Transition Center
Shyla Muse	PhD, LP	Assessment & Therapy Assoc, Grand Forks
Heidi Paulson	PsyD, LP	ND Life Skills Transition Center
Lisa Peterson	PhD, LP	ND Department of Corrections & Rehabilitation
Amy Veith	PhD, LP	ND Department of Corrections & Rehabilitation
Chuck Welke	PhD, LP	Assessment & Therapy Assoc, Grand Forks
Meryl Willert	PhD, LP	Dakota Family Services
Jonathan Whalen	PhD, LP	Lipp, Carlson & Witucki
Susan Wood	PhD, LP, ABPP	Assessment & Therapy Assoc, Grand Forks
Catherine Yeager	PhD, LP	Assessment & Therapy Assoc, Grand Forks

## APPENDIX C.5. COURSE TRANSFER/EQUIVALENCY PETITION TEMPLATE



UND.edu

Department of Psychology  
Columbia Hall, Room 2000  
501 N Columbia Rd Stop 8380  
Grand Forks, ND 58202-8380  
Phone: 701.777.3451

## MEMO

DATE: 4/28/2022

FROM: Joe Miller, Director of Clinical Training

TO: [ENTER INSTRUCTOR NAME HERE], Instructor of Record for PSYC [ENTER COURSE NAME HERE]

RE: Determination of Course Equivalence

Petitioning Student:

The indicated student is requesting a transfer of course credit from coursework completed at their prior institution. They are asking that the following required UND course:

UND Course Number:

PSYC

UND Course Title:

# of Credits:

Semester/Year:


Be declared equivalent to their prior coursework (syllabus attached):

Course Number:

Course Title:

# of Credits:

Prior College/University:


- *The student attests that the prior course was graduate level:* Initials: \_\_\_\_\_
- *The student attests that they earned at least a B grade in their prior graduate course:* Initials: \_\_\_\_\_

Our guidelines specify that you should make a recommendation regarding the appropriateness of this course in terms of equivalence to the one you teach at the graduate level. I will then forward your recommendation to the student's doctoral committee and the graduate school.

The student's eligibility to make this substitution has been verified by majority vote of the core clinical faculty, per program policy.

**Please place a check next to the statement, which reflects your opinion about a transfer:**

☐ I *approve* the transfer.

☐ I *do not approve* the transfer.

☐ I approve the transfer under the attached stipulations.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX C.6. CLINICAL COURSE SYLLABI (PSYC 580, 587, AND ASCE)

Please note that for each course completed, you should file a signed syllabus with the program. Syllabi may be modified by your supervisor to reflect requirements above and beyond those stipulated in the standard syllabi prior to signing. In most cases, signed copies of syllabi should be returned to the program within 3 weeks of the start of practicum.

### C.6.1. SUPERVISED FIELD WORK (PSYC 587) SYLLABUS (REV 1/27/16)

Student Trainee:

Placement Site:

Supervisor:

Evaluation Period:

Course Credit Hours:

Program Coordinator: Joseph Miller, Ph.D. (Director of Clinical Training)

Contact Information: [joseph.miller@und.edu](mailto:joseph.miller@und.edu) (777-3451)

**COURSE DESCRIPTION:** The clinical program distinguishes between practicum work completed as a team member at our Psychological Services Center, paid half-time practicum work placed in the community during our annual assignment process, and optional ¼-time supervised additional clinical experiences (ASCEs). External placement rotations and supervision arrangements must be approved annually by the clinical program. You have been assigned to the external placement and supervisor(s) designated above. This half-time assignment is intended to provide practical supervised experience in the delivery of assessment and/or psychotherapy services to clients in the community.

Graduate students in the clinical psychology training program are required to successfully (*satisfactory grades*) complete 7 credit hours of PSYC 587 to be eligible to stand for an internship readiness vote by the clinical faculty. Students must then successfully complete 10 and 13 credit hours of PSYC 587 respectively to submit APPIC internship rankings (usually in January) and to graduate from the Ph.D. program. External practicum placements require enrollment in 3 credit hours (no more or less) for Fall and Spring semesters and 1 credit hour (maximum) for summer work.

**COURSE REQUIREMENTS:** Satisfactory completion of this practicum rotation will require evidence that the student has met the *minimum* requirements established below and shown progress in achieving an expected level of performance regarding the additional criteria set forth in our standard supervisory evaluation (reflecting *Pre-Internship Clinical Competencies*, see APPX S.2 in the Grad Student Handbook. Our *minimum* necessary but not alone sufficient) requirements for a viable practicum rotation have been identified as follows:

- (1) Weekly supervision of 1 or more hrs/wk with a program-approved doctoral psychologist;
- (2) Direct observation, as defined by CoA (IR C-14 D), consisting of either (a) in-person live observation of the student's clinical work in direct contact with clients, or (b) review of audiovisual recording of same, occurring regularly and, minimally, once per semester (evaluation cycle).
- (3) APPIC direct service delivery hours (as broadly specified on the APPIC web page) of 5 or more hrs/wk
- (4) Documentation of placement activity via Time2Track online, or Weekly Practicum Monitoring Forms (WPMF) that are submitted to the DCT each week;

- (5) Diligent review of any assigned readings or multimedia educational materials assigned by the supervisor to enhance the training experience;
- (6) Timely attendance and active participation at all scheduled practicum meetings and events, including supervision and all client contacts;
- (7) Timely completion of all reports, charting, and other paperwork as required by the site;
- (8) An average of at least 15 hours and two days of practicum site-related work per week.

**ADDITIONAL REQUIREMENTS:** The following are specified, by the supervisor, as additional requirements for this placement.

- (None specified)

**GRADING:** Grades will be assigned by the program for all credit hours in PSYC 587 earned during the Fall, Spring and Summer sessions. The process for grade assignment and standards for evaluation are specified below.

*Grading Process.* All clinical program faculty will be given an opportunity to contribute equally to the assignment of your grade in the designated practicum rotation identified in this course outline. You will be assigned a grade of either *Satisfactory* or *Unsatisfactory* for these credit hours. Each faculty member in attendance at the semester evaluation meeting can either abstain (without explanation) from the vote or motion in favor of one of the two grading options (final grade based on majority of non-abstaining votes). Students earning "U" grades will be given the opportunity, if requested within two weeks of notification of grade assignment, to meet with the clinical faculty at one of the next two regularly-scheduled meetings to request that the grade be changed. An Incomplete grade will be filed in cases where inadequate supervisory feedback is available for faculty consideration. Students will be notified at least a week in advance of the evaluation meeting if their supervisor fails to complete the required evaluation. This will allow time for both the student and DCT to again attempt to secure formal evaluative feedback. Students will retain the option of filing appeals with the department and college as well (see *Graduate Student Handbook*) in the event that they remain dissatisfied with the program decision.

*Grading Criteria.* The faculty will first consider whether the seven *minimum* requirements specified above for a meaningful placement rotation were met. Assuming so, the faculty will then review documented and sometime direct verbal feedback from supervisor(s) regarding the performance of the student during the designed evaluation period.

*Department Ombudsperson:* Dr. Joelle Ruthig volunteers to be available to any student who has concerns about faculty or psychology department issues. If you have a concern, Dr. Ruthig asks that you first try to resolve the matter with your instructor. If you feel unable to meet with your instructor or if attempted resolution with your instructor does not produce an acceptable solution, you can consult with Dr. Ruthig (777-3451) regarding your options. Her intent is to assist students in reaching a satisfactory solution to complaints which arise during their time within the Psychology Department.

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## STUDENT & SUPERVISOR CONFIRMATION

*My signature below verifies that I have read the above syllabus, and understand the minimum requirements, as specified by the clinical program, and any additional requirements, as specified by the clinical supervisor.*

\_\_\_\_\_  
Supervisor Signature\_\_\_\_\_  
Date\_\_\_\_\_  
Student Signature\_\_\_\_\_  
Date**C.6.2. CLINICAL PRACTICE AT NPCC (PSYC 580) SYLLABUS (REV 12-10-20)**

Student Trainee:

Placement Site: Northern Prairie Community Clinic

Supervisor:

Evaluation Period:

Course Credit Hours: 1

Program Coordinator: Joseph Miller, Ph.D. (Director of Clinical Training)

Contact Information: *joseph.miller@und.edu* (777-3451)

**COURSE DESCRIPTION:** The clinical program distinguishes between practicum work completed as a team member at our Psychological Services Center, paid half-time practicum work placed in the community during our annual April assignment process, and optional ¼-time supervised additional clinical experiences (ASCEs). External placement rotations and supervision arrangements must be approved annually by the clinical program. You have been assigned to the PSC team and supervisor designated above. This assignment is intended to provide practical supervised experience in the delivery of assessment and/or psychotherapy services to clients at UND and in the community.

Graduate students in the clinical psychology training program are required to successfully (*satisfactory grades*) complete 6 credit hours of PSYC 580 to be eligible to stand for an internship readiness vote by the clinical faculty. Students must then successfully complete 7 and 8 credit hours of PSYC 580, respectively, to submit APPIC internship rankings (usually in January) and to graduate from the Ph.D. program. PSC practice requires enrollment in 1 credit hour (no more or less) for Fall, Spring, & Summer semesters.

**COURSE REQUIREMENTS:** Satisfactory completion of this practicum rotation will require evidence that the student has met the *minimum* requirements established below and shown progress in achieving an expected level of performance regarding the additional criteria set forth in our standard supervisory evaluation (reflecting, as appropriate, *Pre-Practicum* or *Pre-Internship Clinical Competencies*, see APPX J.1 and J.2 in the Grad Student Handbook. Our *minimum* necessary but not alone sufficient) requirements for a viable practicum rotation have been identified as follows, and failure to meet these may result in a grade of U for the relevant semester:

- (1) *Minimum Availability:* Students will maintain at least 10 hours of availability in the clinic schedule in any semester they are enrolled, and will be prepared to be on-site during those hours if a session is scheduled for them. If a student is unable to make 10 hours available in any given week, they must make an equal number of hours available in other weeks in that semester, in order to compensate.
  - a. Note; a “semester” is defined by the first and last day of classes indicated in the academic calendar, and excludes any days the clinic is not open for clients.

- (2) *Maximum Caseload*: Enrolled students may not have more than five active assessment + intervention cases at any time. The team supervisor will operationally define an “active case”. Students may not have more than two *assessment* cases in their caseload at any given time, unless they have explicit permission from their supervisor to exceed this number.
- (3) *Minimum Supervision*: Weekly supervision of 1 or more hrs/wk with a PSC Supervisor;
- (4) *Direct observation*, as defined by CoA (IR C-14 D), consisting of either (a) in-person live observation of the student’s clinical work in direct contact with clients, or (b) review of audiovisual recording of same, occurring regularly and, minimally, once per semester (evaluation cycle).
- (5) *Weekly* documentation of placement activity via Time2Track online, *or* Weekly Practicum Monitoring Forms (WPMF) that are submitted to the DCT each week;
- (6) Diligent review of any assigned readings or multimedia educational materials assigned by the supervisor to enhance the training experience;
- (7) Timely attendance and active participation at all scheduled practicum meetings and events, including supervision and all client contacts;
- (8) Timely completion of all reports, charting, and other paperwork. Given the importance of this requirement, failure to meet either of (a) or (b) below would warrant a grade of U in the relevant semester of PSYC 580.
  - a. Documentation of Therapy or other intervention activity should occur immediately after each session. In those rare cases where this is not possible, documentation must occur at the clinician’s first opportunity.
  - b. At a minimum, feedback sessions for assessments must be scheduled within 30 days of the last testing session, and the final, signed, version of the report available to disseminate as needed (e.g., ready to give to the client). Deviations from this timeline must be approved by the supervisor, and the client informed of the revised timeline within the same 30-day timeframe.

**ADDITIONAL REQUIREMENTS:** The following are specified, by the supervisor, as additional requirements for this placement.

- (None specified)

**GRADING:** Grades will be assigned by the program for all credit hours in PSYC 587 earned during the Fall, Spring and Summer sessions. The process for grade assignment and standards for evaluation are specified below.

*Grading Process.* All clinical program faculty will be given an opportunity to contribute equally to the assignment of your grade in the designated practicum rotation identified in this course outline. You will be assigned a grade of either *Satisfactory* or *Unsatisfactory* for these credit hours. Each faculty member in attendance at the semester evaluation meeting can either abstain (without explanation) from the vote or motion in favor of one of the two grading options (final grade based on majority of non-abstaining votes). Students earning “U” grades will be given the opportunity, if requested within two weeks of notification of grade assignment, to meet with the clinical faculty at one of the next two regularly-scheduled meetings to request that the grade be changed. An Incomplete grade will be filed in cases where inadequate supervisory feedback is available for faculty consideration. Students will retain the option of filing appeals with the department and college as well (see *Graduate Student Handbook*) in the event that they remain dissatisfied with the program decision.

*Grading Criteria.* The faculty will first consider whether the five *minimum* requirements specified above for a meaningful placement rotation were met. Assuming so, the faculty will then review documented and sometime direct verbal feedback from supervisor(s) regarding the performance of the student during the designed evaluation period.

*Department Ombudsperson:* One or more Psychology faculty volunteer to be available for any student who has concerns about faculty or Psychology department issues. If you have a concern, The Department ombudsperson asks that you first try to resolve the matter with your instructor, or, if necessary, the DCT (per UND policy). If you feel unable to meet with your instructor/DCT, or if attempted resolution with your instructor/DCT does not produce an acceptable solution, you can consult with the ombudsperson, identified in the Department's graduate student handbook, regarding your options. Their intent is to assist students in reaching a satisfactory solution to complaints which arise during their time within the Psychology Department.

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### STUDENT CONFIRMATION

*My signature below verifies that I have read the above syllabus, and understand the minimum requirements, as specified by the clinical program, and any additional requirements, as specified by the clinical supervisor.*

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Student Signature

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Date

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Supervisor Signature

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Date

*A copy of this signed syllabus must be submitted to the program within three weeks of the start of the semester.*

### C.6.3. ASCE (PSYC 580/587/594) SYLLABUS (REV 1/27/16)

Student Trainee:

Placement Site:

Supervisor:

Evaluation Period(s):

Course Credit Hours:     *Enrolled Course:*   ☐ 580   ☐ 587   ☐ 594

Program Coordinator: Joseph Miller, Ph.D. (Director of Clinical Training)

Contact Information:   *joseph.miller@und.edu* (777-3451)

**COURSE DESCRIPTION:** The clinical program distinguishes between practicum work completed as a team member at our Psychological Services Center, paid half-time practicum work placed in the community during our annual April assignment process, and optional ¼-time supervised additional clinical experiences (ASCEs). External placement rotations and supervision arrangements must be approved annually by the clinical program; i.e., a new approval must be secured for the Fall, Spring, and/or Summer semester of each new academic year, which begins in the Fall. You have been assigned to the external placement and supervisor(s) designated above. This 1/4-time assignment is intended to provide



practical supervised experience in the delivery of assessment and/or psychotherapy services to clients in the community.

ASCEs are considered optional by the program, but the professional commitment of the student to the site and clients served, as for any required clinical training experience, is expected. Students should note that their competencies will be evaluated by ASCE supervisors, and any significant skill deficits observed will be considered targets for remediation; significant ethical, legal, or professional breaches may result in a grade of "U" for the credits enrolled, even if performance of other duties, or in other settings, under that enrolled course are considered satisfactory. Students completing ASCEs must be registered for 1 credit hour of PSYC 580 for each semester of practice; if the student is enrolled in PSYC 580 for concurrent service on a PSC Team, then no additional credits are required in that semester. With program approval, a first year student may complete an assessment-related (intervention is not allowable) ASCE in their first summer semester, and must enroll in one credit of PSYC 594. If a senior student (i.e., past year 4) has completed all 580 and 587 required credits, they may enroll in 1 cr of 587 to represent an ASCE up to ½-time (16-20 hours per week).

**COURSE REQUIREMENTS:** Satisfactory completion of this practicum rotation will require evidence that the student has met the *minimum* requirements established below and shown progress in achieving an expected level of performance regarding the additional criteria set forth in our standard supervisory evaluation (reflecting *Pre-Practicum* or *Pre-Internship Clinical Competencies*, see APPX S.2 in the Grad Student Handbook). Our *minimum* necessary (but not alone sufficient) requirements for a viable ASCE rotation have been identified as follows (Please initial each below):

<u>Student's</u> <u>Initials</u>	<u>Supervisor</u> <u>Initials</u>	<u>Requirement</u>
_____	_____	1. Supervision equal to 25% of time per week spent in direct service, as defined by APPIC (e.g., 1 hour of group or individual supervision, per week, for every 4 hours of direct service delivery in a week), averaged over the course of the ASCE. Supervision for the ASCE must be specific to the ASCE identified, and cannot occur simultaneously with supervision of another activity (e.g., PSYC 587 practicum, another ASCE, PSYC 580 PSC Team supervision, etc.)
_____	_____	2. APPIC direct service delivery hours (as broadly specified on the APPIC web page) of at least 1 hr/wk, and no more than 8 hrs/wk, on average.
_____	_____	3. Documentation of placement activity via Time2Track online, <i>or</i> Weekly Practicum Monitoring Forms (WPMF) that are submitted to the DCT each week;
_____	_____	4. Diligent review of any assigned readings or multimedia educational materials assigned by the supervisor to enhance the training experience;
_____	_____	5. Timely attendance and active participation at all scheduled practicum meetings and events, including supervision and all client contacts;
_____	_____	6. Timely completion of all reports, charting, and other paperwork as required by the site;
_____	_____	7. Clinical supervisors will be asked to evaluate the clinical competencies of the student under their supervision, near the conclusion of the fall and spring semesters.

<u>Student's</u> <u>Initials</u>	<u>Supervisor</u> <u>Initials</u>	<u>Requirement</u>
_____	_____	1. Direct observation, as defined by CoA (IR C-14 D), consisting of either (a) in-person live observation of the student's clinical work in direct contact with clients, or (b) review of audiovisual recording of same, occurring regularly and, minimally, once per semester (evaluation cycle).

**ADDITIONAL REQUIREMENTS:** The following are specified, by the supervisor, as additional requirements for this placement.

<u>Student</u> <u>Initials</u>	<u>Supervisor</u> <u>Initials</u>		<u>Additional Requirement(s)</u>
		1.	
		2.	
		3.	

**GRADING:** Grades will be assigned by the program for all credit hours in PSYC 580 earned during the Fall, Spring and Summer sessions. The process for grade assignment and standards for evaluation are specified below.

**Grading Process.** All clinical program faculty will be given an opportunity to contribute equally to the assignment of your grade in the designated practicum rotation identified in this course outline. You will be assigned a grade of either *Satisfactory* or *Unsatisfactory* for these credit hours. Each faculty member in attendance at the semester evaluation meeting can either abstain (without explanation) from the vote or motion in favor of one of the two grading options (final grade based on majority of non-abstaining votes). Students earning "U" grades will be given the opportunity, if requested within two weeks of notification of grade assignment, to meet with the clinical faculty at one of the next two regularly-scheduled meetings to request that the grade be changed. An Incomplete grade will be filed in cases where inadequate supervisory feedback is available for faculty consideration. Students will be notified at least a week in advance of the evaluation meeting if their supervisor fails to complete the required evaluation. This will allow time for both the student and DCT to again attempt to secure formal evaluative feedback. Students will retain the option of filing appeals with the department and college as well (see *Graduate Student Handbook*) in the event that they remain dissatisfied with the program decision.

**Grading Criteria.** The faculty will first consider whether the seven *minimum* requirements specified above for a meaningful placement rotation were met. Assuming so, the faculty will then review documented and sometime direct verbal feedback from supervisor(s) regarding the performance of the student during the designated evaluation period.

**Department Ombudsperson:** Dr. Joelle Ruthig volunteers to be available to any student who has concerns about faculty or psychology department issues. If you have a concern, Dr. Ruthig asks that you first try to resolve the matter with your instructor. If you feel unable to meet with your instructor or if attempted resolution with your instructor does not produce an acceptable solution, you can consult with Dr. Ruthig (777-3451) regarding your options. Her intent is to assist students in reaching a satisfactory solution to complaints which arise during their time within the Psychology Department.

*My signature below verifies that I have read the above syllabus, and understand the minimum requirements, as specified by the clinical program, and any additional requirements, as specified by the clinical supervisor.*

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Student Signature

---

Date

---

Supervisor Signature

---

Date

## APPENDIX C.7. NPCC TEAM ASSIGNMENT POLICY (PSYC 580)

### 1. PRIORITIES

The PSC committee, consisting of the PSC Director and team supervisors, will assign students each year to a PSC team for the following year, starting in that fall semester. Team assignments will be made no later than April 15<sup>th</sup>, and no sooner than March 1<sup>st</sup>. Final team assignments will meet the following list of priorities, in the order listed (i.e., lower-numbered priorities take precedence over higher-numbered priorities).

- 1.1. *Team Rotation.* The program holds that rotation through as many PSC teams as possible is essential to adequate generalist training. Therefore, the committee will strive to assign students to teams that they have not previously served on, and will avoid assigning a student to the same PSC team two years in a row.
- 1.2. *Team Constitution.* The program agrees that different cohorts should be represented within each team, as less experienced students often benefit from exposure to the cases of more senior students, senior students may seek the opportunity to peer-supervise, etc. Therefore, the committee will assign students so that each PSC team contains at least one student, and no more than three students, from each cohort.
- 1.3. *Team Size Equivalence.* The committee will try to assign students so that teams are roughly the same size. Exceptions to this priority may be made in the interest of practicality or training needs (e.g., where a team includes first-year students enrolled under 570/571).
- 1.4. *Student Preference.* Because students, in consultation with their advisers and other knowledgeable faculty, develop training plans to meet their career goals and interests, the committee will attempt to place students on teams that they have identified as preferred for the upcoming year.

*Note: Where a clear individualized training need (e.g., a formal remediation plan) has been recognized by the program, team assignments made to meet these needs will supersede the priorities listed above.*

### 2. STUDENT PREFERENCES

The PSC Committee will invite students, by email, to express preferences for team assignment in the upcoming year. Students will be encouraged to justify strong preferences in writing, and these explanations will be taken into account when the committee makes team assignments; however, students will not be required to explain their preferences, or express a preference, in any given year. The invitation for preferences will be made by email at least one week prior to the committee meeting to assign teams.

### 3. TEAM ASSIGNMENT PROCEDURE

The PSC committee will follow the steps described below, in order, when making team selections.

- 3.1. Initial team assignments will be made based on student preferences. If no preference is given, that student will be initially assigned to a team at random.
- 3.2. Students who have previously served on their assigned team, will be reassigned, either to a team on which they have not yet served, or, if they have previously served on all available teams, to the team that they have served on least recently.
- 3.3. Teams will be balanced, to the extent possible, by cohort, with students reassigned to accomplish this. Typically, this will mean that each team will contain (a) at least one member from each cohort (excluding first year), and (b) no more than three students from any given cohort. To the extent possible, this stage of reassignment will preserve the aims of the previous stage (i.e., students are assigned to teams on which they have not previously served), or, at a minimum, will not result in any student serving on the same team in two consecutive years.
- 3.4. If any team has 2 or more students in excess of another team, an effort will be made to equalize team size, unless doing so inevitably results in (a) a student serving on the same team twice in consecutive years, or (b) any one team containing less than one or more than three students from the same cohort.

### 4. SWITCHING TEAMS

Students may request transfer to another team after they have been assigned to a team by the usual process. A change in assignment may be requested for a variety of reasons, including scheduling conflicts. Students should seek a written agreement, signed by both students, both PSC supervisors, the PSC Director, and both students' academic advisers. In most cases, students will need to "swap" teams with a student from their own cohort, and students may not swap into a team on which they served in the previous year. If the student is unable to convince a colleague to swap teams with them, they may transfer to the desired team if the supervisor of that team is willing to take on the additional student without swapping out one of their assigned supervisees; a written agreement to this effect must be procured by the student.

## APPENDIX C.8. EXTERNAL PLACEMENT ASSIGNMENT POLICY (PSYC 587) REV 12-12-19

### ELIGIBILITY

Only upcoming third and fourth year clinical students will be allowed to compete for a paid ½-time placement. This rule will apply to upcoming second and third year students who enroll with a Master's degree *and* advanced standing (MAC-P). The program will therefore provide opportunities for students to compete for a paid ½-time placement for *only these two successive years*\*. No additional first round opportunities will be provided for *any* reason including, but not limited to, an unsuccessful attempt to land a paid placement in one of the two years, sitting out for a year to meet other personal or career objectives, insufficiency in the number of available paid placements, restrictions in ability to accept offers from distant sites, complaints about inadequate prior or future department GTA/GSA/GRA/tuition waiver support, or other factors that might contribute to any loss of funding during these two years of practicum training. Students unable to secure a funded ½-time rotation may petition the program to commit to an unfunded placement with PSYC 587 credits as specified in our policy statement (***Practicum Course Enrollments***). They may also be given an opportunity to compete for a paid placement as a second round applicant if excess positions are available.

\* Hours of practicum training that were completed as additional (either paid or unpaid) supervised practicum experience (ASCEs, graded as PSYC 580 or 594 credits) do not affect the eligibility of applicants during their third and fourth year. This policy only applies to funded ½-time rotations graded as PSYC 587 credit.

### Adviser Approval of Applications

The student's faculty adviser ***must approve all applications*** to 587 practicum sites, irrespective of the site, the student's normal progress status, or 1<sup>st</sup> – vs. 2<sup>nd</sup>– Round application status. It is the student's responsibility to confer with their adviser prior to submission of any 587 application.

### Number of Applications Permitted

Students may apply to as many available sites, for which they are eligible (see individual placement descriptions for site-specific requirements), as they wish. Students are strongly encouraged to apply for as many sites at the outset of the process as possible.

### FIRST VS SECOND-ROUND APPLICANTS.

First round applicants are those (described above) as upcoming 3<sup>rd</sup> and 4<sup>th</sup> year students or upcoming 2<sup>nd</sup> and 3<sup>rd</sup> year students with advanced standing. Second round applicants are all other applicants who would otherwise be eligible for external placements, but do not meet the timeline criteria described above. Typically, second round applicants include those students whose rotation would occur after year 4, including after internship.

Placements that remain open after all first round students have been placed may be made available to second round applicants. The DCT will decide when it is acceptable for upper-level students to apply for remaining open placement position(s).

## TIMELINE FOR SUBMISSIONS

Early in the spring semester, the DCT will announce the deadline for application submission; this deadline will likely be in February or early March. Students may apply to additional sites later, through the DCT, but they will assume responsibility for any competitive disadvantage that occurs. The DCT will forward applications to each of the placement supervisors no later than (but more typically well in advance of) March 15<sup>th</sup>.

## SUBMISSION FORMAT

All applications must be routed through the DCT, and submitted electronically in pdf format. For *each* site applied to, the student must submit, to the DCT, a single pdf document containing (a) a cover letter, addressed to the placement supervisor, expressing the student's interest in applying, and (b) a copy of the student's CV e.g., if you are applying to 7 placements, you should submit 7 pdfs to the DCT). Note that some placements (e.g., UND UCC) require *additional materials*, and these should be included in your submission.

- *Naming PDF Files.* All PDF files should be labeled with your last name and the name of the site. For example, an application to the ND School for the Blind might be labelled "NDVSSB\_Smith".
- *Email Subject Line.* To ensure proper routing of your applications, make the subject line "587 Applications" for all PDF submissions.

## SECOND YEAR AT THE SAME PLACEMENT

*By default, students apply for different placements each year; this is intended to encourage a broad range of training experiences. A student will be permitted to complete a second year of a placement if a supervisor, DCT, student, and her/his advisor all approve the repeat assignment. Repeat placement offers should always be initiated by the placement supervisor. Students should seek confirmation from the DCT as soon as possible once a repeat offer is extended, accepted, and approved by his or her supervisor. Students may not apply for a third rotation at the same placement, unless no other student expresses an interest in that placement.*

## "FINDERS KEEPERS" POLICY

Sometimes, students are able to secure new paid ½-time placements, based on their own clinical interests. In such cases, the student may take the placement in its first year of operation, pending approval of the faculty, student's adviser, and the placement supervisor.

## HOLDING MULTIPLE OFFERS

Students are not permitted to hold more than one offer at a time. If a second offer is extended they must reject at least one of the two that they are holding.

## HIRING DECISIONS



Placement supervisors will make all decisions regarding interviews, decision timeline, and job offers based on their own criteria. Hiring decisions are always left entirely to the discretion of the site supervisor with no explanation required.

## ACCEPTING OFFERS

Once accepted, placement offers cannot be withdrawn without the approval of the placement supervisor and DCT.

## KEEP THE PROGRAM IN THE LOOP!

Please email the DCT to report any of the following:

- An offer *extended*
- An offer *“held”*
- An offer *rejected*
- An offer *accepted*

Note that these do not necessarily need to be reported in separate emails. E.g., if you are extended and offer from site B, and are currently holding an offer from site A, and you decide to now reject the held offer from A and hold the offer from B, a *single* email indicating all of these changes to your status would be helpful.

### Notes & Miscellaneous

1. **Other 587 Experiences:** Program policy regarding paid clinical placements as described above covers only the practicum selection process typically occurring for upcoming 3<sup>rd</sup> and 4<sup>th</sup> year students (and eligible upcoming 2<sup>nd</sup> and 3<sup>rd</sup> year students who enter the program with advanced standing). For most students, these will be the only two practica graded as 587 credits. However, it should be noted that, in the graduate student handbook, 587 credits are defined as those representing practica that are both (a) paid and (b) at least ½-time. In some cases, students beyond year 4 are able to secure placements that satisfy both these requirements, either as “second round” applicants as described under “Eligibility” above, or having located and secured their own placements. The Handbook also states that students may take an unpaid ½-time placement to satisfy their 587 requirements if no paid placements are left unfilled and the program faculty and the student’s adviser approve.
2. **ASCEs:** In *most* cases, additional supervised clinical experiences (ASCEs) fall outside of this process, and are graded under 580 credits, as they do not typically meet the requirements for 587 credits of (a) paid and (b) at least ½-time.

## APPENDIX C.9. WEEKLY PRACTICE MONITORING FORM

Name \_\_\_\_\_

Recording Week \_\_\_\_\_

**Assessment Hours** (objective/projective personality testing, behavioral assessment, psychophysiological assessment, intelligence/neuropsychological assessment, etc.)

# HRS Client Characteristics

_____	_____
_____	_____
_____	_____
_____	<b>Please total</b>

\*\*\*\*\*

**Therapy Hours** (any direct individual, family, couples, or group therapeutic contacts)

# HRS Client Characteristics

_____	_____
_____	_____
_____	_____
_____	<b>Please total</b>

\*\*\*\*\*

**Support Hours** (report writing; charting of progress notes; test administration, scoring, & interpretation; staffings, treatment planning, chart reviewing, etc.)

# HRS Total: \_\_\_\_\_

\*\*\*\*\*

**Supervision Hours** (any and all supervised clinical work; distinguish between individual & group supervision)

Supervisor	Placement Site	Individual HRS	Group HRS
_____	<u>PSC</u> _____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

## APPENDIX C.10. REQUEST TO STAND FOR INTERNSHIP READINESS

**DATE:**

**TO:** Joe Miller, DCT

**FROM:**

**I am requesting an internship readiness vote from the Clinical Program.**

- |    | <i>Student<br/>Initials</i> | <i>Advisers<br/>Initials</i> |  |
|----|-----------------------------|------------------------------|--|
| 1. | _____                       | _____                        | I successfully proposed my dissertation on the following date:<br>_____  |
|    | _____                       | _____                        | As of my dissertation proposal date, my IRB proposal is, at a minimum, under review by the IRB; otherwise my adviser verifies it is ready for submission to the IRB.   |
| 2. | _____                       | _____                        | To date I have completed at least 6 credits of PSYC 580 with a grade of S<br>To date I have completed at least 7 credits of PSYC 587 with a grade of S   |
| 3. | _____                       | _____                        | I completed ALL areas of comps on: _____, and have verified with the Graduate School that my comps paperwork is on file.   |
| 4. | _____                       | _____                        | My T2T hours are updated and ready for program review.   |
| 5. | _____                       | _____                        | My most current evaluation letter from the program indicates that I have met all pre-internship clinical competencies.   |
| 6. | _____                       | _____                        | My internship application materials, including Current CV, copies of all AAPI essays, AAPI clinical hour totals for intervention, assessment, and supervision, and a list of the internship sites I intend to apply for, have been reviewed and approved by my adviser. My adviser has uploaded my materials to the departmental shared drive for program review and feedback. |
| 7. | _____                       | _____                        | I verify that I intend to apply to at least seven different APA-approved placements.   |
| 8. |                             |                              | <i>I acknowledge that the following will be required before I will be allowed to submit internship rankings this spring:</i>   |

*Student  
Initials*

*Advisers  
Initials*

\_\_\_\_\_

\_\_\_\_\_

**I will have successfully completed (i.e., with a grade of “S”) 7 credits of PSYC 580 and 10 credits of PSYC 587.**

\_\_\_\_\_

\_\_\_\_\_

**Progress on data collection for my dissertation must be demonstrable (i.e., at a minimum, at least one case must be in a database, and this database must be available to, and modifiable by, me and my dissertation chair at UND)**

*(Note that all prerequisites **MUST** be met prior to October 15<sup>th</sup>)*

**Student Signature:** \_\_\_\_\_

**Adviser's Signature:** \_\_\_\_\_

## APPENDIX C.11. APPLICATION FOR ASCE; REV 6-18

University malpractice insurance is provided for clinical graduate students who are engaged in training activities sanctioned by the program. The clinical program annually recognizes practicum activities conducted under the direction of approved supervisors who are usually adjunct faculty members. The clinical faculty formally adopted a policy on 10/11/01 that requires students to receive program approval to work in any and all practicum settings. Students providing direct clinical services absent program approval are in violation of this policy, and of the relevant clinical competencies; their professional work will not be covered by university malpractice insurance, and their hours may not be listed on their AAPI. Violations of this policy could result in disciplinary action by the program.

Student:  Year Enrolled in Program:  Date of Application:

\* Application is for work in ☐ Fall ☐ Spring ☐ Summer of Academic Year:

Name of Placement/Site:  Location:

Name of Supervisor:  Licensed Psychologist? (Y/N)

Supervisor email:  Supervisor phone #:

Briefly describe the nature of clinical work to be performed:

**Workload:** Total clinical practicum work should not exceed  $\frac{3}{4}$  time. E.g., if you are already working a  $\frac{1}{2}$  time 587 placement (16-20 hours/week), then no more than 8-10 hours/week should be dedicated to additional clinical experiences. If the proposed experience exceeds  $\frac{3}{4}$ -time overall limit, then a program vote will be necessary to approve; otherwise, the DCT may approve the experience without a program faculty vote.

Anticipated Clinical Hrs./Wk from ASCE:

Expected Supervision Hrs./Wk @ ASCE:

Program Vote needed (*total workload* >  $\frac{3}{4}$ -time)? ☐

**Enrollment:** Students must also be enrolled in the proper number of practicum credits (1 cr of PSYC 580 is the default) that are identified in the curriculum and their POS (see the Handbook section on Clinical Practicum Training for more details on required enrollments). Contact the SCT if you have questions about the proper enrollment.

I will be enrolled in  Credits of PSYC  for each of the semesters indicated above.

**Course Syllabus:** Please verify each of the following by checking the box:

- ☐ A completed ASCE syllabus, for enrollment under the above credits, is attached to this application.
- ☐ The supervisor has added any requirements above and beyond those stipulated in the standard program syllabus
- ☐ All course requirements have been reviewed and initialed by both the student and the ASCE supervisor.
- ☐ The syllabus has been signed by both the student and the supervisor

**Normal Progress:** By program policy, additional clinical experiences may be approved by the DCT if you are in normal progress & otherwise eligible for supervised clinical work. If you are not in normal progress, a program faculty vote will be required for approval. Please check the NP requirements below and verify that you are not currently in violation of any, then verify your status below.

1. Cumulative GPA > 3.5 *currently*

5. Thesis & degree completed w/i 3 years of enrollment

- |  |  |
|--|--|
| 2. Satisfactory grades in all PSYC 580 & 587 credits                           | 6. Comps completed by March 1st of third year;                   |
| 3. Master's Thesis proposal by Sept 7th of fall semester, 2 <sup>nd</sup> year | 7. Dissertation proposed before October of 4 <sup>th</sup> year; |
| 4. Master's Thesis defense before first day of fall semester, third year;      | 8. Internship match before March 1st of fourth year.             |

\*\*\*\*\* *I verify that I am in Normal Progress:*      Yes ☐      No ☐

If NO, reason(s) for being out of NP:

**Petitions:** If any of the following conditions are violated, please write a brief explanation of why the program should approve an ASCE, despite the violation: Requirements are: (a) A paid PSYC 587 placement remains available and unfilled; (b) Workload restrictions would be violated; (c) You have not yet reached the fall semester of your 2<sup>nd</sup> year; (d) You are not in normal progress; (e) your knowledge of the APA code of ethics has not been assured by successful completion of PSYC 579 (a written statement of confirmation from a core faculty member will suffice); (f) You are not willing to commit at least 2-3 hrs/wk for the rotation.

(enter petition here, if needed)

**Approvals:** Both your adviser and the program must review and approve this application

Adviser's Name (Typed)

Adviser's Signature

Date

Approved by DCT

Approved by Program Vote

☐  
☐

DCT Signature

Date

## APPENDIX C.12. CLINICAL COMPREHENSIVE EXAM PROCEDURE (REV 9-21-21)

### Overview

The purpose of doctoral comprehensive examinations (comps) in the clinical program is for the student to demonstrate: (a) mastery of content in each area of the comprehensive exam listed below, (b) an ability to integrate basic psychological and clinical science into routine clinical practice and to develop applied research informed by clinical practice, i.e., *science-practice integration*, and (c) the ability to critically examine and comment upon the pertinent literature in each of the specified areas.

There are two components to the comps process. The first consists of a written and oral clinical case presentation demonstrating clinical work representative of *empirically-based practice*. The second component consists of at least two scholarly products with *demonstrable clinical relevance*.

The content of each of the five areas tested in clinical comprehensives is described below:

1. **Assessment and Measurement.** Students are expected to demonstrate expertise in the assessment and prediction of human behavior in relation to intellectual indices, interviewing skills, personality assessment, behavioral assessment, and neuropsychological assessment. Students are also expected to be familiar with and able to discuss basic and applied issues relevant to psychological testing and administration and interpretation of widely-used assessment instruments. Relevant courses where some of this material is discussed include PSY 570 (Clinical Assessment I) and PSY 571 (Clinical Assessment II).
2. **Applied Methodology, Data Analysis, & Program Evaluation.** Students are expected to be familiar with and able to apply various research designs to the study of human behavior in applied settings. Students are also expected to be able to discuss the appropriate use of data analytic strategies when examining information obtained from studies of human behavior in applied settings. Relevant courses where some of this material is discussed include PSY 541 (Advanced Univariate Statistics), PSY 542 (Multivariate Statistics for Psychology), & PSY 543 (Experimental Design).
3. **Ethics and Professional Issues in Clinical Psychology.** Students are expected to be familiar with and able to discuss and comment upon current professional issues facing clinical and general psychology. Students are also expected to be able to demonstrate knowledge of the ethical standards of psychologists and be able to apply this knowledge to various contexts found in the science and practice of clinical psychology. Relevant courses where some of this material is discussed include PSY 579 (Professional Issues and Ethics in Psychology) and PSY 594 (Science and Practice in Clinical Psychology).
4. **Psychopathology.** Students are expected to demonstrate expertise in the differential diagnosis and etiology of a wide range of psychopathologic conditions. Knowledge should include current research in the etiology and differential diagnosis of psychological disorders, as well as theories pertinent to our understanding of psychopathology. Relevant courses where some of this material is discussed include PSY 575 (Behavior Pathology) and PSY 594 (Child Psychopathology and Intervention).
5. **Therapeutic Interventions.** Students are expected to demonstrate an ability to discuss and compare major theoretical viewpoints in psychotherapy. In addition, students are expected to be able to discuss and comment upon data pertinent to the effectiveness of various forms of psychotherapeutic intervention with specific disorders and problems. Relevant courses where some of this material is discussed include PSY 573 (Theories of Psychotherapy) and PSY 574 (Advanced Therapeutic Interventions).



## 1. Clinical Case Presentation: Written and Oral

### 1.1. Overview

The student will produce a written document describing an actual, de-identified, clinical case, submit this document to a two-person committee for review and approval, and then appear before that same committee to briefly present the case and respond to any questions asked by committee members. Committee members will rate the oral exam performance, and make recommendations, which could include pass, remediation of one or more areas, or failure/retake.

In both the written and oral portions, students are expected to articulate salient aspects of their case, from initial assessment, diagnosis and treatment plan development, to course of therapy and termination. The case chosen may be drawn from external clinical placements or the NPCC. The case chosen must have been supervised by either a core clinical faculty member or approved external supervisor.

### 1.2. Committee Constitution

The DCT will assign all comps committee memberships, drawing from current core clinical faculty. Committees may not include the student's adviser or supervisor(s) who provided oversight on the case presented. In cases where there are not enough core clinical faculty to meet the requirements above, the DCT may appoint a qualified associated program faculty or clinical adjunct faculty to a committee. Students may petition for a change in committee membership, but should be aware that only very extreme circumstances (e.g., concerns about violation of client confidentiality, etc.) will be considered reasonable grounds for altering committee membership.

### 1.3. Scheduling & Timelines

The oral/case presentation component of comprehensive exams in clinical psychology will be offered during the months of September and October of the Fall Semester, and February and March of the Spring Semester. Students are expected to take comps within six months of their favorable continuation vote in the doctoral program.

Students are advised to inform the DCT of their intent to sit for oral comps as soon as possible, and to inform the DCT of their current adviser and the clinical supervisors responsible for the case to be presented. The DCT will then constitute the student's committee.

Once the committee is constituted, and all parties informed by the DCT, the committee will appoint a chair who will be responsible for coordinating the orals process, i.e., (a) ensure proper documentation of the preliminary approval process, including any required redrafts and subsequent approval of these drafts, (b) leading the orals meeting, aggregating the ratings, and submitting the results to the DCT and any others identified by the policy, and (c) coordinating any required remediation or retakes.

The student will prepare a case document and submit it to their committee. The committee will have one week to review the document and determine whether the case is ready to be presented orally, or whether the case will require additional work by the student. The committee will also have up to one week to review any subsequent drafts prior to approval. This approval will be communicated formally by each committee member's completion of a **Preliminary**

**Approval Of Comprehensive Exams Orals Document** form. Both committee members must approve the document before the student will be allowed to schedule their oral presentation. Note that the written document must be *approved* by the student's comps committee *before* an oral presentation can be scheduled (similar to thesis/dissertation) within one of the two 2-month windows each year. It is the student's responsibility to ensure sufficient time prior to this two-month period, for review by the committee, and, if needed, revision of the written document and resubmission to the committee before the oral presentation. The approval process may require several revisions, each requiring up to one week of review by the committee.

*After the document is approved*, it will be the student's responsibility to coordinate the time and place for the oral presentation with the committee members. The committee should schedule a *minimum of 2 hours* for the presentation, although more time in some cases may be needed.

Should **remediation** for the oral presentation be required, the student's committee will develop and submit a remediation plan to the student no later than one week following the oral presentation. The student will have no more than 4 weeks after receiving the plan to successfully remediate.

Should a **retake** of oral comps be required, the student must present a new case no sooner than 3 months and no later than 6 months after the committee officially determines that a retake will be required. This new window for oral case presentation is not constrained by the usual 2-month biannual windows for initial presentation.

#### 1.4. Written Case Presentation

Students will produce a written clinical case study, and present it to their committee. It is expected that the case presented will reflect empirically-based practice, and *that appropriate citations to the relevant literature* will be included. To protect client confidentiality, the document will be *de-identified*.

The oral comps document should be in MSWord and/or PDF format, depending on the preference of each committee member. The document will be single-spaced, and otherwise adhere to the current APA Style Guide. Each page will be numbered. The title page will contain the student's name, the date presented, and the title: "Oral Comprehensive Examination for the Ph.D. in Clinical Psychology". *The committee will not approve a document that does not conform to these formatting requirements.*

**1.4.1. Contents.** The case document will describe an *intervention*, performed by the student in a real clinical setting, and should include assessment data (psychometric and otherwise). The following outline should be followed when writing the case study.

- **Referral Issue.** e.g., list referral type & source. Briefly describe the presenting problem(s) and symptom(s). Comment on critical indicators (e.g., suicide risk, substance use, mood, anxiety, sleep, appetite, etc.).
- **Behavioral Observation & Mental Status.** e.g., Offer a basic mental status exam and behavioral observations (formal testing of attention, memory, etc., not required).
- **Background.** Brief summary of relevant client Hx, including relevant individual/cultural characteristics, current family / family of origin (e.g., genogram, description of traumatic events, etc.), education, employment Hx, dating Hx, legal Hx, etc.
- **Medical & Psychiatric Hx.** Brief Hx of medical & psychiatric Hx, including any hospitalizations, chronic illnesses, past treatments, significant injuries, past and current medical/MH providers, current Rx.

- **Psychometric Data.** Present any test data used to develop case conceptualization and Dx.
- **Case Conceptualization & DSM-V Diagnosis.** Make *inferences* re factors (e.g., biopsychosocial, cognitive, behavioral, individual and cultural differences, etc.) initiating and perpetuating pathology. Support with *observations* previously presented. Explain factors that may mitigate against relevant pathology, and how these might be of use in an intervention. Make a differential Dx. Explain reasoning and evidence. Provide empirical support for clinical inferences & cite relevant literature; explain any limitations or qualifications of support for clinical inferences.
  - Note that the case conceptualization should clearly support the diagnosis, and legitimize the treatment plan and interventions selected (e.g., if cognitive therapy is used, there should be a clear explanation, in the conceptualization, of how maladaptive thoughts perpetuate distress/dysfunction); how the conceptualization “drives” the entire case.
- **Treatment Plan.** Describe the intervention attempted. Tx plan should follow logically from case conceptualization & Dx. Provide evidence for anticipated (*a priori*) effectiveness of the proposed intervention(s).
- **Treatment Implementation.** Provide evidence of clinical expertise and treatment fidelity by submitting the following:
  - Selected excerpts from written transcripts of the therapy sessions, selected by the student, that displays the student’s effective use of a treatment techniques or skills.
  - A few samples of therapy tools used during the course of treatment. Examples may include session agendas, worksheets, handouts, mood rating logs, genograms/sociograms, diaries/narratives, behavioral contracts, etc.
 Note any deviations from, or modifications to, typical practice, and provide rationale for these deviations/modifications.
- **Treatment Outcomes.** Describe means used for tracking progress in Tx (present data as appropriate). Describe outcomes. Describe any complications in or barriers to Tx, especially those requiring reassessment/modification of the treatment plan, case conceptualization, diagnosis, etc. Describe any such modifications. Make recommendations for future treatment (e.g., future monitoring or assessment; Tx for related or complicating issues, other referrals, follow-up, etc.). If relevant, provide summary termination (including final diagnosis).

### 1.5. Oral Case Presentation.

Students will make a formal clinical case presentation to their comps committee, composed of two core clinical faculty members (see above for more details). Because the committee, having approved the case document, will already be familiar with the case, the case presentation should be brief (i.e., *no more than 20 minutes*). Committee members may ask questions relevant to any of the five areas of comps and the case document/presentation in order to sample the student’s theoretical and applied knowledge of the five areas. It is expected that lion’s share of the defense meeting will be spent responding to the committee’s questions. Students may elect to record their comps oral defense meeting, but will need to provide their own equipment.

#### 1.5.1. Preliminary Approval of the Case Document

*Before* the student may schedule a defense meeting (see below), each member of the committee must approve the case document (i.e., “preliminary approval”). If either member

denies preliminary approval, the student must revise the document and resubmit to all committee members for approval, and this process continues until a draft is approved by both committee members. Committee members will be allowed one week (i.e., five *full* consecutive *business* days, not including federal, state, or university holidays/breaks) from the time of submission to review the initial draft, and all subsequent drafts, of the document. It is generally expected that drafts will be submitted for preliminary approval within the specified fall/spring testing timeframe (i.e., September-October or February-March); if the student intends to submit outside of these times, they must first get permission from both committee members.

### 1.5.2. Comps Case Presentation Scoring.

The following scale and anchors will be used by committee members to score each of the five areas of comps (i.e., Applied Methods, Ethics & Pro Issues, etc.). Scores will be derived by calculating an average across raters for each domain and the total score. If the average score for a given area is < 1.5, that specific area will require **remediation** (see below). If the total score (derived from first averaging all raters' area scores, and then averaging the area scores) is < 0, the case presentation portion of the comps process will require a full **retake** (see below).

#### *Area Rating Scale for Oral Comps Presentation*

Extremely Inadequate. Needs Extensive Remediation.		Very Inadequate. Needs Substantial Remediation.		Inadequate. Needs Some Remediation.		Adequate But May Need Minor Remediation		Very Good		Excellent	
-6	-5	-4	-3	-2	-1	1	2	3	4	5	6

### 1.5.3. Remediation vs. Retake

Required tasks differ for area remediation(s) and full retakes.

#### 1.5.3.1. Remediations

Remediation may be recommended by the committee due to errors, omissions, and/or unclear responses made during the case presentation. Remediation shall be required for individual sections that earned an averaged score less than 1.5. In this case, any committee members who rated the student below 3 in that section shall be responsible for collaboratively developing, and presenting to the student, a remediation plan. This plan should be relevant to the material judged, by the committee, to have not been mastered by the student. The plan must be presented to the student no later than one week following their oral presentation. Tasks assigned must be completed by the student and presented (live—individually or collectively, or via email, etc., as determined by the remediation plan) to all three raters no later than four weeks (28 calendar days) after the plan is presented by the committee to the student.

Examples of possible remediation tasks include:

- The committee assigns a list of readings to the student, and each grader meets individually with the student to discuss the readings and assess the student's comprehension of the material.
- The committee assigns a list of journal articles, and requires the student to prepare an annotated bibliography or summary paper, which is submitted to all committee members, who then evaluate the student's comprehension based on their written product.
- The committee tasks the student with completing a literature review, submitting their review to the committee, and then answering questions about the content of the review in front of the assembled committee.

Remediation plans are documented, and successful remediation verified, using the **Comprehensive Exams Remediation Plan**.

**Remediation Outcomes.** Remediation activities are rated by the committee members, using the evaluation scale shown above. Students must satisfactorily complete all remediation plan tasks within 4 weeks of receiving the plan from their committee. Satisfactory remediation occurs when any committee member who originally rated that area <3 rates the remediation products at ≥1.5. Failing this, the student must retake the oral case component of comps (see “Retakes” below). Satisfactory remediation of all sections under remediation will result in a passing grade for this component of comprehensive exams. In some cases (e.g., where only one committee member rated the student below 3.0, etc.), the committee may appoint one member to evaluate the remediation effort.

### 1.5.3.2. Retakes

Retakes shall be coordinated by the comps committee. The Retake case presentation must be an entirely new/different case than the original case, and will proceed in the same manner as the original case (i.e., the student is simply repeating the entire oral case comps process, using a new case). Students designated to retake must do so within three-to-six months following the committee’s decision to require a retake, irrespective of the two 2-month windows for an initial take. If the student is rated as needing a third retake, dismissal from the program would be the default response, though the student could petition the Graduate School for an additional attempt at the oral case presentation component of comps.

Note that a retake of the oral component abrogates the requirement for remediation of any given area(s). However, the student is strongly encouraged to seek remediative consultation, in all areas rated below 1.5 by the committee, with any faculty, but especially their comps committee members, to prepare for their retake.

### 1.6. Documentation of Completion / Verification

At the conclusion of the oral defense meeting, the committee chair will email a PDF copy of the student’s completed and signed **Oral Comps Results Form** to the student, the DCT, and the student’s adviser. If the student required remediation, then, following successful remediation, the committee member(s) developing the remediation plan(s) will email a PDF copy of the completed **Comprehensive Exams Remediation Plan** to the student, their adviser, and the DCT. The student will submit this form, along with evidence that the student has completed the other requirements of comps, to the DCT, once all requirements have been met (see Section 3, below).

## 2. Scholarly Products

Students will work, typically, with their advisors, but may also work with core or associated program faculty, to generate scholarly products that will demonstrate their ability to contribute to the body of scientific knowledge in Psychology.

Graduate students are required to give a research presentation and submit an empirical research manuscript for publication; depending on the option selected by the student, the manuscript must either be published or simply accepted for peer review. .

The presentation and manuscript may be from different projects. Using data collected for a thesis is permissible; however, students may be encouraged by their advisors to use data from other sources if circumstances suggest publication of thesis data is unlikely. The program recommends that students involve themselves early in a variety of projects to ensure they will have viable submissions prepared within a timeframe to meet normal progress milestones.

## **2.1. Research Presentation.**

Students may present a poster or oral presentation at a local, regional, national, or international conference to fulfill this requirement, though the program strongly recommends that the presentation occur at a regional, national, or international meeting. The following conditions must be met:

1. The student must make sufficient contributions to this project to warrant the distinction of first author.
2. Students must be present during their presentation.
3. The student's UND Psychology advisor must approve the project prior to submission, and is responsible for verifying the presentation (see below)
4. Research for this project must be conducted at UND under the supervision of core or associated clinical program or UND Psychology adjunct faculty. Typically, it will be the student's UND Psychology program advisor. We strongly encourage students to involve their advisors early and often in this project because the advisor will be required to determine whether the project is adequate for submission.
5. The research project cannot be submitted prior to the date of first enrollment in the UND Clinical Psychology Ph.D. program.
6. The project must have demonstrable clinical relevance.

## **2.2. Manuscript Submission/Publication.**

The manuscript should be submitted to a *peer-reviewed academic journal*, and must include a review of related background literature, the rationale for the research, the empirical procedures and methodology, an analysis of the results, and a discussion section. The project must have demonstrable clinical relevance. There are two options for fulfilling this requirement.

### **2.2.1. (Option A) Manuscript *under Peer Review*, First Authored**

The student submits a first-authored manuscript for publication, and the manuscript is accepted for peer review by the journal editor.

Students must submit their manuscript for publication after the date of first enrollment at UND, and the submission must be approved and eventually verified by their adviser in the Clinical Psychology Ph.D. program at UND, even if the manuscript submitted was based on data collected for a thesis or similar project in a prior program or at an institution attended previously by the student (e.g., a student enters UND with a MA/MS, and then attempts to publish a manuscript based on the thesis completed as part of their prior degree, etc.).

### **2.2.2. (Option B) Manuscript *Publication*, Any Author**

The student is an author (though not necessarily first author) of an empirical manuscript that is "in-press" or published in a peer-reviewed academic journal. The manuscript must have been



published after the first day of enrollment in the program. If “in press” currently, it must have been submitted after the first day of enrollment in the program.

### 2.3. Verification of Scholarly Products.

To demonstrate completion of the two requirements above, the student must

- 1) Provide evidence (e.g., a conference program) to their advisor documenting completion of the presentation. A citation, in APA format, must be included.
- 2) Provide documentation of either option A or B (see 2.2 above) to their advisor that:
  - (*Option A*) their *first-authored* manuscript is currently under review from the journal to which it has been submitted. This documentation may include an email confirmation that the article is under review or printed information for the journal's website notifying that the manuscript has been uploaded. Order of authorship (i.e., evidence that the student is the first author) must be included in this conformation.
  - (*Option B*): their *authored or co-authored* manuscript has been accepted for publication or has been published. This documentation may include an email confirmation that the article is “in press”, first page of the published work, etc.

The student's adviser will provide the formal verification that the student has completed the scholarly product requirements. This verification will be in the form of a letter, signed by the adviser, and addressed to the DCT. An email from the adviser will suffice. The letter shall:

1. Verify that the student has met the requirements, based on the evidence provided by the student.
2. Verify that the projects cited by the student as evidence have been approved by the adviser, and that they meet the requirements stated in 2.1 and 2.2 (see above).
3. Include, where feasible, the evidence provided to the adviser by the student, as an attachment.

The student will retain this verification letter until submission of all comps verification materials to the DCT (see Section 3, below).

## 3. Verification of Completed Comps Requirements

Because comps represents a summative assessment of the student's graduate-level knowledge and skills, the student will present evidence of requirement completion prior to the program's determination of internship readiness, i.e., that the student is adequately prepared to pursue training at the internship level.

To demonstrate completion of comps, the student will present, to the DCT, the following. These materials should be submitted as attachments to the same email, with the exception of (e), which will be initiated as a DocuSign document by the student after the other materials have been submitted to the DCT for review. ***These materials should only be submitted after ALL comps requirements (Oral Exam and Scholarly Products) have been met.***

- (a) A final copy of the orals case document in PDF format.
- (b) An **Oral Comps Results Form**, signed by their oral comps committee members (see section 1.6 above).
- (c) *If applicable*, a completed **Comprehensive Exams Remediation Plan**, along with any work product required by the plan.



- (d) A letter from the student's adviser verifying they have received evidence that the student has completed the scholarly product requirement (see Section 2.3 above). The evidence supporting completion of these requirements should be included in the letter (e.g., as an attachment to an email, scanned PDF, etc.).

### **Graduate School Verification**

A **Doctoral Comprehensive Examination form**, available on the Graduate School's webpage: <https://und.edu/academics/graduate-school/current-students/forms.html> **should be initiated** by the student, or their adviser (see below). This is a DocuSign document, and the student/adviser will need to identify the sections, or "examination areas" of comps completed and the associated dates (see "A." below) and set up the signatories / routing information (see "B." below). A sample is available at: [https://und.edu/academics/graduate-school/files/forms/s\\_doctoral\\_comps\\_sample.pdf](https://und.edu/academics/graduate-school/files/forms/s_doctoral_comps_sample.pdf).

- A. Where the form asks for "examination areas", enter (a) "Oral Exam" in the first line, and the date you completed orals (if remediation was necessary, then enter the date you successfully completed remediation), and (b) "Scholarly Products" in the second line, and the date your adviser verified completion of this requirement to the DCT.
- B. Enter the DCT's contact info as "**Program Director**"; for "**Chair**", enter the contact info of **your Dissertation Chair (adviser)**.
- C. Note that **if your adviser initiates the form**, you must provide them with the relevant information, including the instructions from "A." and "B." above and your EMPL ID#.

The DCT will review the submitted material to ensure that requirements for comps have been met, prior to signing the DocuSign form. As needed, the DCT may confer with the student, their adviser, the student's comps committee, and the core/associated clinical faculty to make this determination. The student's receipt of the completed DocuSign form (via email) will serve as verification that they have completed all comps requirements. Students may also contact the graduate school for verification.

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### **Verification Template for Advisers**

*Your adviser can use this template to submit their verification of comps requirements to the program; this can be pasted into an email to the DCT, and the required materials added or attached to the email.*

As the student's adviser, I can verify that that \_\_\_\_\_ has met the scholarship requirements for comps:

#### **1. Poster/Paper Presentation Requirement.**

The student has presented at least one **first-authored** paper (oral presentation) or poster at a local, regional, national, or international conference. **The student was present** during this presentation. As the adviser, I approved the submission of this project, and the relevant research was conducted at UND under the supervision of Psychology faculty (Core or Associated program faculty, or a Psychology Adjunct). The project was submitted after the date of first enrollment in the PhD program. The project had demonstrable **clinical relevance**.

- **Verification Material:** Please provide the APA-formatted reference below.

**2. Manuscript Submission or Publication.** The student did either of the following:

**(Option A) Manuscript *under Peer Review, First Authored.*** The student submits a first-authored manuscript for publication, and the manuscript is accepted for peer review by the journal editor. Students must submit their manuscript for publication after the date of first enrollment at UND, and the submission must be approved and eventually verified by their adviser in the Clinical Psychology Ph.D. program at UND, even if the manuscript submitted was based on data collected for a thesis or similar project in a prior program or at an institution attended previously by the student (e.g., a student enters UND with a MA/MS, and then attempts to publish a manuscript based on the thesis completed as part of their prior degree, etc.).

- **Verification material:** Letter from the journal indicating that the manuscript has been forwarded for peer review, either in an attachment to this email or forwarded as part of this email.

**(Option B) Manuscript *Publication, Any Author.*** The student is an author (though not necessarily first author) of an empirical manuscript that is “in-press” or published in a peer-reviewed academic journal. The manuscript publication date must be after the student’s date of first enrollment in the program; if “in press” currently, it must have been submitted after the first day of enrollment in the program.

- **Verification Material:** Please provide the APA-formatted reference below.

## APPENDIX C.13. TCQVL ATTESTATION REQUIREMENTS FOR STUDENTS ATTENDING A VA-BASED INTERNSHIP OR PRACTICUM

### C.13.1. PROGRAM TCQVL ATTESTATION POLICY

#### **TQCVL Verification Process for the Clinical Psychology Doctoral Program at the University of North Dakota**

The *Trainee Qualifications and Credentials Verification Letter* (TQCVL) is a letter that DCTs are required to sign and submit to the VA on behalf of each trainee that will be working at the VA. The letter contains personal and medical information (e.g., vaccination status) to which the DCT is customarily not privy.

The following is a set of guidelines for handling this VA requirement to protect the privacy and respect the self-determination of clinical psychology students as they decide if they wish to pursue VA training opportunities. This process is also in place to ensure that the DCT feels comfortable signing a document that attests to information not appropriate for a DCT to review or evaluate (e.g., vaccination records). For this documented policy, the term *DCT* refers to the current Program Director of the Clinical Psychology Ph.D. Program at UND or an acting DCT who has been appointed the role of acting Program Director in the absence or unavailability of the current DCT.

1. The TQCVL VA requirement will be made transparent to all program students, including the option not to pursue VA training if students wish not to disclose information required by the TQCVL letter; this information, including this written policy, will be included in detail in the departments Graduate Student handbook.
2. Students pursuing VA training and for whom the VA has requested a DCT-endorsed TQCVL must, per the VA, complete the following steps:
  - a. obtain a tuberculosis screening (with a formal physician note and signature attesting to this screening)
  - b. satisfy one of the following: i) obtain a hepatitis B vaccine, ii) show formal documentation of having already received such a vaccine (with a formal physician note and signature attesting to this vaccination), or iii) a signed declination waiver.
  - c. satisfy one of the following: by November 30<sup>th</sup> of the preceding year i) obtain an influenza vaccine, ii) show formal documentation of having already received such a vaccine (with a formal physician note and signature attesting to this vaccination), or iii) a signed declination waiver and a written acknowledgement that declining this waiver requires wearing a face mask at VA facilities during the entirety of the influenza season.
  - d. sign a program-specific statement that
    - i. permits the DCT to screen your name against the Health and Human Services' list of Excluded Individuals

- ii. acknowledges that should your name show up on the Health and Human Services' list of Excluded Individuals, the DCT will be unable to endorse your TQCVL
  - iii. sign a program-specific statement that, if assigned to male<sup>i</sup> at birth, a US citizen or immigrant, and between 18 and 25 years old (inclusive of 18 and 25), you have registered with Selective Service or will provided a Status Information Letter.
- e. For non-US citizen trainees,
  - i. provide the DCT with documented proof of current immigrant or non-immigrant status. This may include visa status documents, permanent resident card, Deferred Action for Childhood Arrivals (DACA) trainee Employment Authorization Document (Form I-766), and other forms as requested by the VA during this process
  - ii. sign a statement that permits the DCT to provide this documented proof of current immigrant or non-immigrant status along with the TQCVL to the VA.

*The foregoing are mandatory requirements set by the VA. The DCT has no ability to waive or modify them. Of course, the decision to pursue training at the VA is at the sole option of the student, and a student who does not wish to comply with these requirements may seek training at a non-VA facility.*

3. To protect the privacy and security of the information required to be collected for the TQCVL, the following protocols will be followed:
  - a. Any information collected by the DCT for the purposes of completing your TQCVL will be reviewed only by the DCT for purposes of completing the TQCVL or verifying information on the TQCVL. No other faculty will have access to this information.
  - b. The information for completing the TQCVL will be stored in a locked filing cabinet in the office of the DCT. Other than the DCT, no other faculty, staff, or students will have access to the TQCVL information at IIT.
  - c. Information for the TQCVL will be stored for 1 year passed the date of earning the Ph.D. or otherwise discontinuing from the program. At this time, the TQCVL will be destroyed by the DCT.

**C.13.2. TCQVL ATTESTATION FORM****TQCVL Attestation for the Clinical Psychology Doctoral Program  
at the University of North Dakota**

I, \_\_\_\_\_ (“I,” “me,” or “my”), am enrolled in the Clinical Psychology Doctoral Program of the Department of Psychology at the University of North Dakota (the “Academic Program”). I have freely sought, and knowingly made the decision, to participate in a practical training program at \_\_\_\_\_ (the “Training Program”), a facility operated by the Department of Veteran Affairs (the “VA”). In connection therewith, I acknowledge the VA mandates, as a condition of my participation in the Training Program, that I satisfy certain health requirements and confirm certain personal information. I further acknowledge that I have received information regarding these requirements and that I have read and understand them. I am aware that the VA mandates that my program director (hereinafter referred to as the “DCT”) endorse and submit a *Trainee Qualifications and Credentials Verification Letter* regarding these matters (the “TQCVL”), and I understand that the information needed for the DCT to do so is not information that the DCT or my Academic Program possesses or would otherwise request of me. Accordingly, in order to enable the DCT to endorse and submit the TQCVL, I knowingly and freely am providing the information below. I represent and warrant that all of the information below is true and accurate, and I acknowledge and agree that it may be relied upon by the DCT in connection with the endorsement and submission of the TQCVL.

Tuberculosis Screening

I agree to supply a copy of tuberculosis screening results and a formal physician note and signature endorsing these results to the DCT for verification and storage to comply with the TQCVL process.

Hepatitis B Vaccination

I agree to supply evidence of one of the following regarding the Hepatitis B vaccination to the DCT for verification and storage to comply with the TQCVL process (initial one only):

\_\_\_\_\_ Evidence of obtaining a Hepatitis B vaccine or having already obtained a Hepatitis B vaccine in the past (with a formal physician note and signature attesting to this vaccination); or

\_\_\_\_\_ A signed formal declination of the Hepatitis B vaccine.

Influenza Vaccination

I agree to supply evidence of one of the following to the DCT for verification and storage to comply with the TQCVL process (initial one only):

\_\_\_\_\_ I will obtain an influenza vaccine before November 30<sup>th</sup> of the current year;

\_\_\_\_\_ I will supply evidence of having already obtained an influenza vaccine for the upcoming influenza season to the DCT for verification and storage to comply with the TQCVL process; or

\_\_\_\_\_ I will decline an influenza vaccine for the upcoming influenza season, and I will wear a facemask at VA facilities during the entirety of the influenza season.

### HHS List of Excluded Individuals

I permit the DCT to screen my name against the Health and Human Services' list of Excluded Individuals and acknowledge that should my name show up on the Health and Human Services' list of Excluded Individuals, the DCT will be unable to endorse my TQCVL.

### Selective Service

Federal law requires that most males living in the US between the ages of 18 and 25 (inclusive of 18 and 25) register with the Selective Service System. This includes individuals who are US citizens, non-US citizens and dual nationals, regardless of their immigration status. *Male* for this purpose is defined as those individuals born male on their birth certificate regardless of current gender. Only male, non-US citizens on a student or visitor visa are exempt from registration. Males required to register, but who fail to do so by their 26th birthday, are barred from any position in any Executive Agency.

I state that I (initial one only):

\_\_\_\_\_ Am not a male assigned at birth, am not a US citizen or immigrant, or am not between 18 and 25 years old (inclusive of 18 and 25);

\_\_\_\_\_ Have registered with the Selective Service;

\_\_\_\_\_ Have not registered with the Selective Service despite being a US citizen or immigrant, assigned as a male at birth, and between the ages of 18 and 25 years old (inclusive of 18 and 25); however, I can provide the DCT with a Status Information Letter; or

\_\_\_\_\_ Have not registered with the Selective Service despite being a US citizen or immigrant, assigned as a male at birth, and between the ages of 18 and 25 years old (inclusive of 18 and 25); I cannot show proof of a Status Information Letter.

### Citizenship and Immigrant Status

I state that I (initial one only):

\_\_\_\_\_ Am a US Citizen

\_\_\_\_\_ Am not a US Citizen but can provide the DCT with documented proof of current immigrant or non-immigrant status that may include visa status documents, permanent resident card, Deferred Action for Childhood Arrivals (DACA) trainee Employment Authorization Document (Form I-766), and other forms as requested by the VA during this process; and I permit the DCT to provide this documented proof of my current immigrant or non-immigrant status along with the TQCVL to the VA.

### TQCVL Process for the Academic Program

I acknowledge that the TQCVL and the subject matters thereof are mandatory requirements set by the VA. Neither the Academic Program nor DCT has the ability to waive or modify these requirements. I also acknowledge that the decision to pursue training at the VA is my option, and if I do not wish to comply

with these requirements, I may seek training at a non-VA facility. With respect to my Academic Program, whatever decision I make will have no consequential impact. I understand that this information provided herein and to be provided pursuant hereto will be used, stored, safeguarded and destroyed consistent with the Department of Psychology's *TCQVL Verification Process for the Clinical Psychology Doctoral Program*. Finally, I acknowledge and agree that the DCT will not, and cannot, endorse and submit a TCQVL for me so that I may participate in the Training Program until I have provided all information required herein.

I confirm that I am knowingly and freely agreeing to assume and take on all of the risks and responsibilities in any way associated with my participation in the Training Program, including, without limitation, providing the information necessary for the DCT to endorse and submit the TCQVL. In consideration of and return for the Academic Program permitting the DCT to do so, I, as and to the full extent allowed by law, hereby release UND, its academic units, and/or its governing boards, employees and agents from any and all liability, claims and actions, excluding those arising from willful and wanton misconduct, that may arise from any injury or harm to me or from damage to property in connection with my participation in the Training Program, including, without limitation, providing the information necessary for the DCT to endorse and submit the TCQVL. I understand that this release covers liability, claims and actions caused entirely or in part by any acts or failure to act of UND, its academic units, and/or its governing boards, employees or agents, including, but not limited to, negligence, mistake or failure to supervise, but excludes willful and wanton conduct.

I understand and agree that should any of the information that I provide or submit pursuant hereto be untrue, false, forged or inaccurate that my Academic Program will promptly inform the Training Program and that the Academic Program will pursue disciplinary action against me under applicable policies and procedures, which could ultimately result in my dismissal or expulsion from the Academic Program.

**I HAVE CAREFULLY READ THIS AGREEMENT AND FULLY UNDERSTAND ITS CONTENTS. I AM AWARE THAT, AMONG OTHER THINGS, THIS IS A RELEASE OF LIABILITY. I HEREBY SIGN THIS AGREEMENT OF MY OWN FREE WILL, ACKNOWLEDGING THAT, PRIOR TO DOING SO, I HAD THE RIGHT TO CONSULT WITH AN ADVISOR, COUNSELOR OR ATTORNEY OF MY CHOOSING.**

By my signature below, I represent and warrant that any and all of the information provided or submitted pursuant hereto is or will be true, complete and accurate, and I am freely and knowingly agreeing to the terms and provisions hereof.

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Signature

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Date

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Note: <sup>i</sup>Federal law requires that most males living in the US between the ages of 18 and 25 (inclusive of 18 and 25) register with the Selective Service System. This includes individuals who are US citizens, non-US citizens and dual nationals, regardless of their immigration status. *Male* for this purpose is defined as those individuals born male on their birth certificate



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regardless of current gender. Only male, non-US citizens on a student or visitor visa are exempt from registration. Males required to register, but who fail to do so by their 26th birthday, are **barred from any position in any Executive Agency.**