

Time to completion for all students entering the program

Outcome	Year in Which Degrees were Conferred																				Total	
	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		2022-2023			
Total # of students w/ Ph.D. conferred on their transcript	9	5	8	6	4	4	10	4	6	7	63											
Mean # of years to complete the program	5.3	6.2	5.1	5.8	5.3	6.5	6.2	6.5	5.33	5.0	5.7											
Median # of years to complete the program	5	6	5	5.5	5.5	7	6	6	5	5	6											
Time to Degree Ranges	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students in less than 5 years	1	11.4	0	0	1	12.5	1	16.7	1	25	0	0	1	10	0	0	0	0	2	29	7	11
Students in 5 years	4	44.4	1	20	5	62.5	2	33.3	1	25	0	0	2	20	1	25	4	67	3	43	23	37
Students in 6 years	4	44.4	2	40	2	25	2	33.3	2	50	2	50	3	30	2	50	2	33	2	29	23	37
Students in 7 years	0	0	2	40	0	0	0	0	0	0	1	25	2	20	0	0	0	0	0	0	5	8
Students in more than 7 years	0	0	0	0	0	0	1	16.7	0	0	1	25	2	10	1	25	0	0	0	0	5	6

Time to Completion for Students entering the program with Advanced Standing

Note that students entering the program with *advanced standing* (with prior relevant graduate work) may complete the program more rapidly than typical students, who require at least five years to complete. Currently, advanced standing is defined as having completed prior graduate work that included supervised clinical practicum (see 2. *Summary of Clinical Training Requirements & Timeline* in the program’s online Curriculum Summary: [Clinical Psychology | University of North Dakota \(und.edu\)](http://arts-sciences.und.edu/psychology/clinical/admission.cfm)). For a complete description of the admission requirements, including those for advanced standing admission, visit: <http://arts-sciences.und.edu/psychology/clinical/admission.cfm>. In brief, students who meet the advanced standing criteria may shorten their stay in the program by a year.

The table below displays completion times for these advanced standing students, distinct from all other students graduating in a given year.

Outcome	Year in Which Degrees were Conferred																							
	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
Total # of students w/ Ph.D. conferred on their transcript	1	0	3	0	2	1	1	1	1	1	1	1	1	1	0	1	4							
Mean # of years to complete the program	4	-	5	-	4.5	4	4	9	4	-	6	4.5												
Median # of years to complete the program	4	-	5	-	-	4	4	9	4	-	6	4.5												
Time to Degree Ranges	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students in less than 5 years	1	100	0	-	1	33.3	0	-	1	50	1	100	1	100	0	0	1	100	0	-	0	0	2	50
Students in 5 years	0	0	0	-	1	33.3	0	-	1	50	0	0	0	0	0	0	0	0	0	-	0	0	2	50
Students in 6 years	0	0	0	-	1	33.3	0	-	0	0	0	0	0	0	0	0	0	0	-	1	100	0	0	
Students in 7 years	0	0	0	-	0	0	0	-	0	0	0	0	0	0	0	0	0	0	-	0	0	0	0	
Students in more than 7 years	0	0	0	-	0	0	0	-	0	0	0	0	0	0	1	100	0	0	0	-	0	0	0	0

Program Costs

Description	2023-2024 1 st -Year Cohort Costs*
Tuition for full-time students (in-state / ND Resident)	\$9,969.00
Tuition for full-time students (MN Resident)	\$12,660.60
Tuition for full-time students (US out of state & Manitoba)	\$14,953.60
Tuition for full-time students (out-of-state, other than those listed above)	\$19,938.000
Tuition per credit hour for part time students	NA
University/institution fees or costs	\$1,428.60
Additional Estimated Fees / costs to Students (e.g., books, travel, etc.)	\$1500.00, variable

* Assumes the typical 20-credit first year enrollment, 10 credits in fall & 10 credits in spring.

- ❖ **Program Costs & Student Support:** The clinical psychology Ph.D. program at the University of North Dakota only accepts students for full-time enrollment and work in our five-year track toward the Ph.D., so all students are required to maintain full-time enrollment throughout their time in the program.

* Tuition Waivers

Tuition costs are typically waived for all of our first year clinical psychology Ph.D. students. However, waivers do not cover the *fees*, listed above. At least partial tuition waivers are offered in later years, and students can expect that 90-95% of all *tuition* costs will be waived.

Graduate Teaching Assistantships (GTAs)

First year students are typically awarded ½-time (20 hrs/week) GTAs which pay about \$16,500 (9-month contract) for pre-Masters graduate students and \$19,998 (9-month contract) for post-Masters students. Students entering with a BS/BA are also offered similar funding in year two. Otherwise, stipends come from paid clinical practicum.

Internship Placement - Table 1

Outcome	Year Applied for Internship																			
	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who obtained APA/CPA-accredited internship	3	82	8	82	5	82	7	82	3	82	9	82	4	82	6	82	9	82	4	82
Students who obtained APPIC member internships that were not APA/CPA-accredited (if applicable)	0	0	1	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained-other membership organization internships (e.g. CAPIC) that were not APA/CPA accredited (if applicable)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained internships conforming to CDSPP guidelines that were not AP A/CPA-accredited (if applicable)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained other internships that were not AP A/CPA-accredited (if applicable)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained any internship	3	60	9	82	5	100	7	100	3	100	9	90	4	100	6	100	9	100	4	100
Students who sought or applied for internships including those who withdrew from the application process	5	100	11	100	5	100	7	100	3	100	10	100	4	100	6	100	9	100	4	100

Internship Placement - Table 2

Outcome	Year Applied for Internship																			
	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who sought or applied for internships including those who withdrew from the application process	5		11		5		7		3		10		4		6		9		4	
Students who obtained paid internships	3	60	9	82	5	100	7	100	3	100	9	90	4	100	6	100	9	100	4	100
Students who obtained half-time internships (if applicable)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Attrition

Variable	Year of First Enrollment																			
	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students for whom this is the year of first enrollment	7		7		6		6		7		6		6		7		8		6	
Students whose Ph.D. were conferred on their transcripts	6	86	4	57	4	67	4	67	6	86	5	83	2	33	0	0	0	0	0	0
Students still enrolled in the program	0	0	0	0	2	33	0	0	0	0	1	17	3	50	6	86	8	100	6	100
Students no longer enrolled for any reason other than conferral of Ph.D.	1	14	3	43	0	0	2	33	1	14	0	0	1	17	1	14	0	0	0	0

Licensure

Outcome	2013 to 2021
Total #of program graduates (doctoral degrees conferred on transcript) between 2 and 10 years ago.	58
The # of these graduates (between 2 and 10 years ago) who became licensed Psychologists in the past 10 years.	56
Licensure percentage	97%

Student variables

Variable	National Statistics 2010 CUDUP		Mean UND Clinical Student Program Statistics by Year										
	M	SD	2022- 2023	2021- 2022	2020- 2021	2019- 2020	2018- 2019	2017- 2018	2016- 2017	2015- 2016	2014- 2015	2013- 2014	2012- 2013
Total # Students	42	12	36	36	36	38	37	36	38	42	39	45	39
% Women	75%	9%	89			82%	84%	89%	89%	93%	95%	96%	90%
% Minority	21%	16%	31%			26%	27%	31%	24%	21%	23%	22%	26%
% Professional Membership	81%	20%	56%	61%	65%	76%	68%	58%	61%	71%	82%	76%	72%
% (Co)authored Articles	47%	22%		19%	35%	32%	30%	25%	34%	36%	28%	29%	26%
% (Co) authored Presentations	69%	23%		22%	29%	55%	38%	36%	42%	48%	38%	49%	54%
% Involved in Grant Research	45%	26%				16%	30%	6%	11%	10%	8%	5%	5%
% Involved in Teaching	41%	23%				18%	32%	33%	39%	33%	41%	47%	41%
% Involved in Service Delivery	71%	23%		83%	88%	92%	92%	92%	95%	95%	95%	96%	90%

Incoming Cohort Data

Mean GPA	3.67	0.18				3.83	3.64	3.66	3.71	3.64	3.89	3.80	3.74
Mean GRE V (%-ile)*	--	--	--	--		161(84)	159 (81)	155 (65)	157.0 (75)				
Mean GRE Q (%-ile)*	--	--	--	--		151(43)	156 (63)	149 (41)	151 .6 (47)				
Mean GRE (V+Q)*	1286	97	--	--		312*	315*	304*	309*	306*	311*	312*	311*
Mean GRE Writing (%-ile)	--	--	--	--		4.7(85)	4.7 (84)	4.6 (80)	4.3 (65)				

* Note change from 200-800 to 130-170 score range for V&Q GREs

Variable	2022- 2023	2021- 2022	2020- 2021	2019- 2020	2018- 2019	2017- 2018	2016- 2017	2015- 2016	2014- 2015	2013- 2014	2012- 2013
# Applicants	57	130	55	73	79	51	84	70	72	90	90
# Admitted	7	6	8	7	6	6	7	6	6	7	9
# Rejecting Offers	0	5	2	10	2	3	5	3	5	7	6
# Graduates	7	6	4	10	4	4	6	8	5	9	6

Faculty Variables

Variable	National Statistics 2010 CUDUP*		Mean UND Clinical Student Program Statistics by Year										
	M	SD	2022- 2023	2021- 2022	2020- 2021	2019- 2020	2018- 2019	2017- 2018	2016- 2017	2015- 2016	2014- 2015	2013- 2014	2012- 2013
Total # Core Faculty	9	5				5	6	6	7	9	9	9	9
% Women	46%	17%				20%	17%	0	14%	22%	22%	22%	22%
% Minority	17%	18%				20%	17%	17%	14%	11%	11%	11%	11%
% Disability	--	--				20%	17%	17%	14%	11%	11%	11%	11%
% Professional Membership	71%	9%				100%	83%	75%	100%	88%	100%	100%	100%
% (Co)authored Articles	100%	23%				80%	83%	83%	100%	88%	89%	100%	88%
% (Co) authored Presentations	86%	17%				80%	83%	83%	100%	78%	89%	89%	88%
% Involved in Research Supervision	100%	15%				100%	100%	83%	86%	100%	89%	100%	100%
% Involved in Service Delivery	70%	26%				60%	50%	50%	57%	78%	78%	56%	78%

* most recent available data for CUDCP (scientist-practitioner) training programs

Additional Data

Here is some additional information that prospective applicants should consider regarding an application to our program:

- ❖ Our doctoral clinical training program in Grand Forks at the University of North Dakota has enjoyed uninterrupted accreditation by the APA since 1969. In 2017, we were awarded a full ten-year re-accreditation by APA.
- ❖ At least 26% of all Psychologists in ND are program graduates (as of 2017), and we have produced more Native & First Nations Psychologists than any other accredited program.
- ❖ The majority of our clinical psychology Ph.D. students at UND graduate in less than 6 years., usually in less than 5.
- ❖ The University of North Dakota provides specialized training in Native American mental health through our Indians into Psychology Doctoral Education (INPSYDE) program. At any given time, roughly ¼ of our graduate clinical student body identify as American Indian or First Nations with a tribal affiliation. The program has graduated more Native / First Nations Psychologists than any other APA-accredited program.
- ❖ According to Educational Reporting Service data, graduates from the University of North Dakota clinical program approximated or surpassed the national average in pass rate, and in all eight areas of the National Examination for Professional Practice in Psychology (EPPP).

Time Period	Data For:	Overall		Content Areas – % of Items Correct by Area							
		N	% Pass*	Biological Bases of Behavior	Cognitive-Affective Bases of Behavior	Social & Cultural Bases of Behavior	Growth & Lifespan Devel	Assessment & Diagnosis	Treatment & Intervention	Research Methods & Stats	Ethical/ Legal/ Professional Issues
2020-2022	UND National**	14 10,095	100 76.29	81.79 73.34	75.86 73.22%	76.71 70.26	70.07 67.20%	70.64 67.95	74.43 71.70	66.64 62.53	84.14 78.08
2017-2019	UND National**	15 11,228	93.3 80.3	76.20 74.99	77.80 74.18	71.53 73.92	74.33 70.63	78.07 71.25	79.13 73.35	75.33 66.91	83.47 77.53
2016-2017	UND National**	18 7354	88.9 80.8	79.4 71.0	81.1 75.1	76.1 72.4	76.4 72.0	76.9 69.8	78.4 72.7	77.8 63.9	83.3 77.4
2015-2016	UND National**	10 3788	90.0 82.1	80.2 71.1	83.7 75.7	77.5 72.9	77.6 72.0	73.6 68.5	82.3 73.7	75.7 63.7	86.3 77.6
2007-2012	UND National**	38 20,727	73.7 76.4	67.9 68.9	67.4 69.1	64.9 69.7	66.4 68.3	65.6 66.0	71.0 72.4	64.2 62.1	72.9 73.7
2006-2011	UND National**	42 20,078	76.2 77.3	68.5 69.4	68.2 68.9	67.2 69.8	64.9 68.2	65.8 66.8	70.9 72.5	65.2 63.1	74.5 74.3

* Based on the ASPPB recommended passing score of 500 for independent practice, used by most jurisdictions.

** All Designated and Accredited Doctoral Programs

❖ **Practicum Hours:** Intern applicants from UND typically approximate the national average of direct service delivery and supervision practicum hours as reported in APPIC data:

Variable	2022 APPIC Survey*	University of North Dakota (Means, Listed by Year of Application for Internship)								
	Mean (SD)	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Intervention Hrs.	722(362)	431	545	497	752	535	777	878	698	586
Assessment Hrs.	243(267)	265	314	312	316	304	430	351	315	366
Supervision Hrs.	Not Listed	198	290	335	335	432	397	352	250	269

* N = 1686

❖ Our clinical psychology graduates have been successful in obtaining accredited APPIC internships. *To date, no student has failed to complete the program because they were unable to secure an internship.* Below, we list the running match rates for our program, calculated by dividing the total number of students placed in any given year, over the past 3, 5, and 10 years by the total number of students applying for internship, in any given year, over the same period:

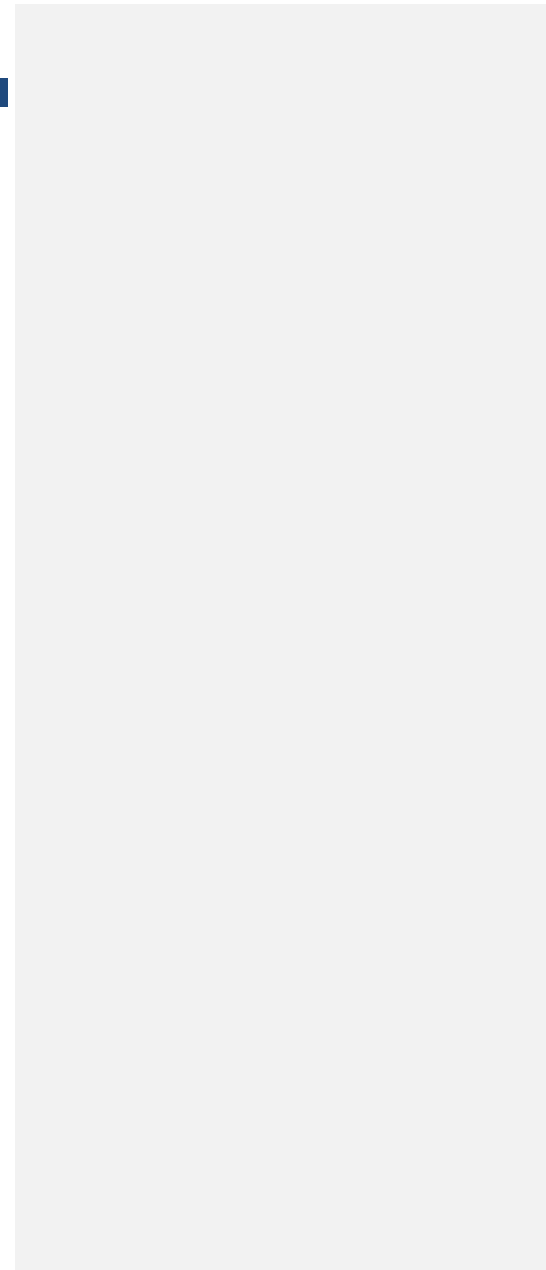
Past 3 Years: 19/19 = 100%

Past 5 Years: 31/32 = 97%

Past 10 Years: 59/64 = 92%

Some Recent Internship Placements

<u>Training Site</u>	<u>Location</u>	<u>Year</u>			
			University of Wisconsin - Psychiatry	Madison, WI	2020
			VA Salt Lake City Health Care System	Salt Lake City, UT	2020
Colorado Psychology Internship Consortium (CO-PIC)	Avon, CO	2023	Indian Health Board of Minneapolis, Inc	Minneapolis, MN	2020
Wichita Collaborative Psychology (WCPIP)	Wichita, KS	2023	North Memorial Health-University of St Thomas	Robbinsdale, MN	2020
VA Ann Arbor Healthcare System	Ann Arbor, MI	2023			
U.S. Medical Ctr for Federal Prisoners-Springfield	Springfield, MO	2023	St Cloud VA Health Care System	St Cloud, MN	2019
			VA North Texas Health care System	Dallas, TX	2019
Southeast Human Service Center	Fargo, ND	2022	VA Maine Health care System	Augusta ME	2019
Geisinger Medical Center	Danville, PA	2022	Northwestern University	Chicago, IL	2019
Northeastern Oklahoma Psychology Internship	Vinita, OK	2022	Edmonton Consortium	Edmonton, AB	2019
VA Health Care System St. Cloud	St. Cloud, MN	2022	University of Alabama / BVAMC Consortium	Birmingham, AL	2019
Central Virginia VA (McGuire VA)	Richmond, VA	2022	Lexington VA health care System	Lexington KY	2019
University of New Mexico Health Sciences Center	Albuquerque, NM	2022			
Wichita Collaborative Psychology (WCPIP)	Wichita, KS	2022	Harvard Medical School	Belmont, MA	2018
University of Puget Sound	Tacoma, WA	2022	Michigan State University UCC	East Lansing, MI	2018
VA Southern Oregon Rehabilitation Center & Clinics	White City, OR	2022	West Virginia University	Charleston, WV	2018
Iowa City VA Health Care System	Coralville, IA	2021	VA Black Hills Health Care System	Fort Meade, SD	2017
Washburn Center for Children	Minneapolis, MN	2021	University of Denver: KP Eating Disorder Track	Denver, CO	2017
Nebraska Internship Consortium	Lincoln, NE	2021	Federal Medical Center-Rochester	Rochester, MN	2017
Advocate Family Care Network	Oak Lawn, IL	2021	Southeast Human Service Center	Fargo, ND	2017
Pine Rest Christian Mental Health Services	Grand Rapids, MI	2021	Alaska Psych Consortium/Norton Sound Health	Nome, AK	2017
University of Wisconsin SMPH - Dept. of Psychiatry	Madison, WI	2021	Milton Hershey School	Hershey, PA	2017
			Federal Correctional Complex-Terre Haute	Terre Haute, IN	2017



❖ Recent Clinical Ph.D. Student Publications

Year Publication

- 2023 Lang, K., & Haugen, E. N. J. (2023, April 27). Stress, Anxiety, and Depression in Psychology Graduate Student Trainees and Licensed Psychologists: A Scoping Review. *Practice Innovations*. Advance online publication. <https://dx.doi.org/10.1037/prj0000211>
- Grove, A. B., Sheerin, C. M., Wallace, R. E., Green, B. A., Minnich, A. H., & Kurtz, E. D. (2023). The effect of a reduction in irrational beliefs on Posttraumatic Stress Disorder (PTSD), depression, and anxiety symptoms in a group treatment for post-9/11 Veterans. *Military Psychology*, 1-11.
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- Holte, A. J., Giesen, D. T., & Ferraro, F. R. (2023). Color me calm: Grayscale phone setting reduces anxiety and problematic smartphone use. *Current Psychology*, 42(8), 6778-6790.
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- Blair, K. S., Aloï, J., Bashford-Largo, J., Zhang, R., Elowsky, J., Lukoff, J., Vogel, S., Carollo, E., Schwartz, A., Pope, K., Bajaj, S., Tottenham, N., Dobberty, M., & Blair, R. J. R. (2022). Different forms of childhood maltreatment have different impacts on the neural systems involved in the representation of reinforcement value. *Developmental Cognitive Neuroscience*, 53. doi: <https://doi.org/10.1016/j.dcn.2021.101051>
- Flanders, C., Wright, M. N., Khandpur, S., Kuhn, S., Anderson, R. E., Robinson, M., & Vankim, N. (2022) A quantitative intersectional exploration of sexual violence and mental health among bi+ people: Looking within and across race and gender. *Journal of Bisexuality*, 1-28. <https://doi.org/10.1080/15299716.2022.2116515>
- Anderson, R. E., Kuhn, S. K., Vitale, A. M., Ciampaglia, A. M., Silver, K. E. (2022). The Prevalence of sexual violence perpetration in sexual minority men: A secondary analysis of systematic review data. *Europe's Journal of Psychology*, 18(4), 437-449. <https://ejop.psychopen.eu/index.php/ejop/article/view/6127>
- Catlin, M., Piggott, D., Scher, K. C., & Vallano, J. P. (2023). Schematic expectations influence mock jurors' sexual violence case fact recognition. *Journal of Applied Cognitive Psychology*.
- Anderson, R. E., Doctor, H. N., & Piggott, D. M. (2023). Measuring sexual violence perpetration acknowledgment: Testing the effects of label and response format. *Aggressive Behavior*, 1–10. <https://doi.org/10.1002/ab.22086>
- Price, H. L., Kehn, A., Sorby, M., Harvey, M. B., Cops, M., & Klassen, N. (2022). Child alibi corroborators. In J. Behl & M. Kienzle (Eds.), *Alibis and Corroborators: Psychological, Criminological, and Legal Perspectives*. New York: Springer.
- Tom, K., Zhu, X., Liu, H.-Y., Weatherly, J. (2022). Validating the Two-Factor Model of the Gambling Functional Assessment – Revised in a Mainland Chinese sample. *Journal of Gambling Issues*
- 2022 Kidder, K., & King, A. R. (2022). Perception of parental love as a predictor of children's life satisfaction. *Jurnal Ilmu Perilaku*, 6(1), 1- 21. <https://doi.org/10.25077/jip.6.1.1-21.2022>
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Commented [MB1]: I was uncertain if the 2021 files were already updated, given they were still in red. So I made my additions red while the previously red citations are now in orange. Hopefully that makes sense.

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