

Welcome Letter from the Chair

Welcome to the doctoral training program in psychology at the University of New Mexico! This handbook provides the requirements of the PhD. Program in Psychology at the University of New Mexico. The requirements set forth apply specifically to the students entering the program during the 2018/2019 academic year or later. Current versions of the department guidelines are available on the department web page at: <http://psych.unm.edu/graduate-studies/graduate-handbook.html>.

The Department of Psychology offers the degree of Doctor of Philosophy (Ph.D.) in Psychology. This reflects our commitment to provide all students with a solid and generalized background in psychology. Within this framework, students are admitted to a specific concentration; namely, Cognition, Brain, & Behavior; Clinical; or Evolutionary/Developmental Psychology.

The Ph.D. in Psychology at the University of New Mexico enjoys a strong reputation nationally. The Clinical Psychology training program is accredited by the American Psychological Association (APA), and is now a member of the Academy of Psychological Clinical Science. The goals of the Ph.D. in Psychology are to facilitate the development of independent and productive researchers and scholars who have a depth of knowledge in their fields of specialization, a breadth of knowledge in the general field of psychology and its historical developments, and the highest ethical and professional standards.

Training in all areas shares a commitment to the development of research competence as well as technical/professional expertise. Clinical training, for example, is based on a clinical science model. The Ph.D. in Psychology is designed so that at the conclusion of the graduate program, each student will be prepared with a broad range of skills enabling him or her to enter careers including: (1) faculty positions at a university or college, including teaching at both undergraduate and graduate levels, and designing and conducting independent research in a specialty area; (2) research positions with government, industry, or public organizations; (3) positions involving consulting or the delivery of psychological services in contexts such as clinics, schools, agencies, communities, hospitals, and industrial and health care settings.

The Department of Psychology is committed to an affirmative action program that recruits and trains men and women from diverse ethnic and cultural backgrounds. We also are able and eager to accommodate the special training needs of students with disabilities.

In our admissions procedures we give special consideration to each applicant's undergraduate coursework preparation for our Ph.D. program. Nevertheless, if you have not had a strong background in any of the prominent areas in psychology, you should talk with your faculty mentor or with the relevant course instructor(s). With special advance arrangements, it is possible first to take background or remedial coursework in order to strengthen preparation for our graduate courses.

As a graduate student, you were carefully selected from a large group of excellent applicants. We only admit highly qualified students, and we intentionally choose individuals whose interests fit well with the types of training that we offer. We intend for you to receive your Ph.D. and to offer you whatever support we can toward the completion of your degree. We want your training years to be memorable, productive, and enjoyable - a time of exciting growth and discovery. Welcome!

Jane Ellen Smith, Ph.D.
Professor and Chair
Psychology Department

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Introduction

Welcome to the doctoral training program in psychology at the University of New Mexico.

This Handbook serves as a guide to graduate studies in The Department of Psychology at the University of New Mexico. It is a supplement to the UNM Catalog (<http://catalog.unm.edu/catalogs/2018-2019/graduate-program.html>), which should also be consulted for additional details.

It is your responsibility to carefully read this handbook at the beginning of your graduate studies. Do not put yourself at a disadvantage by not taking the time to fully understand the rules and regulations described herein. Students are also expected to understand the policies and procedures of both Graduate Studies and the University of New Mexico.

It is important to ask the Graduate Program Coordinator any questions you may have as early as possible to avoid extra challenges.

The requirements set forth apply specifically to the students entering the program during the 2018-2019 academic year or later. Current versions of the department guidelines are available on the department web page at: <http://psych.unm.edu/graduate-studies/graduate-handbook.html>.

Degrees Awarded

The Department of Psychology offers two degrees: Master of Science (M.S.) in psychology, and doctoral (Ph.D.) degree in psychology.

Master's Degree

As part of the Ph.D. program, all students are expected to complete the requirements for a Master of Science degree. The Master of Science degree is awarded enroute toward the Ph.D., it is not a stand-alone degree. Students who intend to complete their training at the Master's level are not admitted.

Doctoral Degree

The doctorate is a degree representing broad scholarly attainments, a deep grasp of a field of study, and expertise in conceiving, conducting and reporting original and individual research. As such, its attainment is not merely a matter of meeting the general requirements described below. The minimum requirements should only be viewed as a formal context in which you are expected to grow to the professional stature denoted by the graduate program in psychology.

The Faculty Mentor

All students are admitted under a Faculty Mentor. The Faculty Mentor plays a key role in fostering your progress as a developing researcher; your mentor is responsible for assisting you with your plan of study and course work, for seeing that you progress toward degree requirements in a timely fashion, and, most importantly, for working closely with you in your graduate research. Students begin research with their Faculty Mentor during their first year.

If a graduate student's relationship with the Major Advisor is ended, either by the student, the advisor, or both, the student must obtain a new Faculty Mentor within 60 days. The procedure and associated form can be obtained from the Graduate Program Coordinator.

Registration

Students who are in good academic standing and who do not have any financial holds on their account will be able to register online through Lobo Web. You should make every effort to register on time. A late-registration fee is assessed if you fail to register by the published deadlines. Generally, you must be registered no later than the end of the second week of a regular semester, or the end of the first week of a summer session, without the

approval of the instructor(s) and the Dean of Arts & Sciences. Registration dates and Deadline dates may be found on the Office of the Registrar's webpage: <http://registrar.unm.edu>.

If you hold an assistantship appointment, you must be registered for a minimum of six (6) credit hours by the first day of the semester (excluding summers). Other forms of financial aid, such as student loans or scholarships, may have different enrollment requirements; please consult with the UNM Financial Aid Office or the scholarship coordinator for details. The Department of Psychology recommends that students register for a full load (9-12 credit hours) each semester. This may be done by adding hours of PSY 551 (Graduate Problems), PSY 599 (Master's Thesis), or PSY 699 (Dissertation), as appropriate.

Course of Studies

Students should plan a course of studies in consultation with their Faculty Mentor or specific Area Head and in accordance with the requirements listed within these guidelines. Although there are clear recommendations and guidelines for taking certain courses, there is also flexibility in how students choose to meet departmental requirements and progress toward their degree. **It is ultimately the student's responsibility to fulfill these requirements in a timely and appropriate fashion.**

Core Curriculum Requirements

Although the following courses apply to all students, if you are entering with prior coursework or expertise, you may already have fulfilled certain of these course requirements. In such cases, they may be waived. Consult your Faculty Mentor, the appropriate Area Head, and specific course instructors to determine if this is an appropriate course of action.

First Year Required Core Courses (all students)

Fall Term of First Year

- PSY 501 Advanced Statistics (3 cr.)
- PSY 503L Advanced Statistics Lab (1 cr.)
- PSY 505 Research Seminar (2 cr.)
- PSY 551 Graduate Problems (3 cr.)

Spring Term of First Year

- PSY 502 Design and Analysis of Experiments (3 cr.)
- PSY 504L Design and Analysis of Experiments Lab (1 cr.)
- PSY 551 Graduate Problems (3 cr.)

Second Year Required Core Course (all students)

Spring Term of Second Year

- PSY 507 Seminar: Teaching Mentorship (1 cr.)

In our admissions procedures we give special consideration to each applicant's undergraduate coursework preparation for these core courses. Nevertheless, if you have not had a strong background in any of these areas, you should speak with your Faculty Mentor or course instructor(s). With special advance arrangement, it is possible first to take background or remedial coursework in order to strengthen preparation for these graduate courses.

All first year students are required to enroll in a two-hour research seminar (PSY 505) during the fall semester. The purpose of the seminar is to facilitate research involvement by introducing students to the various kinds of research activities in the department, and by giving them an opportunity to practice presenting and discussing research ideas. The seminar also is used to provide an introduction to the ethical conducting of research.

All first-year students are required to begin their involvement in research activities, normally in association with their Faculty Mentor. Students should enroll in 3 credit hours of PSY 551 Graduate Problems in the fall and spring semesters of their first year with their Faculty Mentor and participate on that faculty member's ongoing research team. Beginning with the fall term of their second year, students should register for PSY 599 Thesis hours with their mentor. Students must continue to register in PSY 599 until their thesis has been successfully defended. Clinical students will begin PSY 599 in the spring of their first year.

Breadth Requirement

To ensure a breadth of training all students are required to complete a 12 credit hour breadth requirement (generally four graduate courses). Students should speak to their Faculty Mentor or appropriate Area Head to discuss their selection of courses to satisfy the Breadth Requirement. These courses can be taken within the department or in another department; however, they must be scholarly in nature and may not be within the student's specialty area\concentration. Clinical students will satisfy the department's breadth requirement by completing the APA required DSK courses.

Areas of Specialty--Concentrations and Emphases

To ensure competence within your specialty area, each student is required to complete certain courses within his or her concentration. Within each concentration, the Area Heads and their faculty have developed specific course requirements. These course requirements must be completed in addition to the core courses and the courses used to fulfill the breadth requirement.

Concentrations:

- Clinical Psychology
- Cognition, Brain and Behavior
- Developmental
- Evolutionary
- Health Psychology
- Quantitative Methodology

Emphases:

- Diversity/Multicultural
- Health Psychology
- Quantitative

Cognition, Brain and Behavior Concentration

The Cognition, Brain and Behavior (CBB) concentration reflects a unique opportunity for training in experimental psychology. Immediate hands-on experience conducting and disseminating research, coupled with comprehensive course work, builds competent, confident students capable of developing a competitive research profile. Faculty and students in the CBB concentration investigate the fundamental features of cognition, brain, and behavior with cutting-edge interdisciplinary approaches, including:

- Cognitive neuroscience (MRI, EEG, TMS, tDCS, MEG)
- Behavioral neuroscience (neuropharmacology, viral-mediated gene transfer, electrophysiology, and behavioral genetics)
- Cognitive science (performance, learning, statistical modeling)

CBB facilities include the entire second floor of Logan Hall, with multiple state-of-the-art suites for behavioral neuroscience and the newly created Psychology Clinical Neuroscience Center, which includes multi-modal imaging equipment for communal use. The integration of these resources demonstrates our area's dedication to a cross-disciplinary collaborative approach to understanding cognition, brain, and behavior (a "bench-to-bedside" approach).

CBB faculty teach an extensive variety of courses, including interactive labs, to facilitate student expertise in these methods. Students enter under a faculty mentor and begin active research in the first year. See faculty profiles for specific areas of expertise.

In addition to required courses in Psychology, all CBB students are required to complete the following core courses in the CBB area:

PSY 540	Biological Bases of Behavior
PSY 541	Introduction to Functional Neuroimaging
PSY 561	Cognitive Processes I

All CBB students must participate in a literature discussion section each semester:

PSY 641	Seminar in Cognition, Brain and Behavior (2 credits)
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All CBB students are required to select additional elective courses from the CBB area to satisfy a total requirement (including core courses) of 15 credit hours. The choice of electives and substitution of any alternative elective courses must be approved by the CBB faculty.

The Evolutionary/Developmental Area (Ev/Dev) has two concentrations, Evolutionary and Developmental.

Evolutionary Concentration Course Requirements

Beyond the departmental core requirements all students specializing in Evolutionary Psychology will be required to complete five courses:

Required course:

- PSY 650 Evolutionary Psychology

Four electives on evolutionary analysis of behavior:

At least one course must be taken within the department. These include (but are not limited to) the following:

- PSY 650 Human Emotions
- PSY 650 Intelligence and Creativity
- PSY 650 Evolutionary Social Psychology
- PSY 650 Human Mating and Sexual Selection

At least two of these courses should be taken in the Department of Biology or the Department of Anthropology, including (but not limited to):

- BIOL 502 Special Topics in Evolutionary Biology
- ANTH 562 Human Life History
- ANTH 560 Advanced Topics in Human Evolutionary Ecology
- ANTH 561 Seminar: Human Reproductive Ecology and Biology

The choice of electives and substitution of any alternative elective courses must be approved by the student's faculty mentor and area head.

In addition to coursework in your concentration, all students must complete nine hours (generally, three graduate courses) within an area outside of your concentration with a grade of B or better. Required courses, problems, practica, and independent study courses cannot be used to satisfy this requirement.

Developmental Concentration Course Requirements

Beyond the departmental required courses, all Developmental students are required to complete three courses from the following:

- PSY 521 Advanced Developmental Psychology
- PSY 523 Social Development
- PSY 528 Seminar on Cognitive Development
- PSY 539 Child Psychopathology
- PSY 650 Special Topics in Developmental Psychology (multiple offerings)

In addition to coursework in your concentration, all students must complete nine hours (generally, three graduate courses) within an area outside of your concentration with a grade of B or better. Required courses, problems, practica, and independent study courses cannot be used to satisfy this requirement.

Health Psychology Concentration [not accepting new applicants] Course Requirements

Beyond the departmental required courses, Health Psychology students are required to complete three courses from Category A, two courses from Category B, and one advanced statistics/quantitative course from Psychology or Education (e.g., EDPY 593: Multilevel Modeling or EDPY 606: Structural Equation Modeling). A substitute advanced statistics/quantitative course must be approved by the Health Psychology Committee. One of the Category A courses must be Advanced Health Psychology.

Category A:

- PSY 510 Advanced Health Psychology
- PSY 513 Emotion, Stress and Health
- PSY 514 Health Psychology Interventions
- PSY 515 Social Psychology of Health Promotion
- PSY 650 ST: Health Disparities
- PSY 650 ST: Pediatric Psychology

Category B:

- PSY 540 Biological Bases of Behavior
- PSY 547 Drugs and Behavior
- PH 501 Principles of Public Health
- PH 505 Social and Cultural Theories and Models: Community Interventions
- PH 507 Health Care Systems

Health Psychology Emphasis Course Requirements

Students can have a Health Psychology Emphasis (similar to a minor) if they are accepted into one of the other areas (Evolutionary/Developmental; Cognition, Brain, & Behavior; Clinical). The additional requirements for a Health Psychology Emphasis are that students must complete two of the five courses listed in Category A and one course from Category B (both above). Clinical Students must take an alternative Category B course in place of PSY 540 which is already required by the Clinical Area.

For both the concentration and the emphasis, substitute coursework for Categories A and B must be approved by the Health Psychology Committee.

Quantitative/Methodology Concentration [not accepting new applicants] and Emphasis

Program Description

The Quantitative/Methodology Program allows students the option of specializing as behavioral science methodologists. Faculty in the area have expertise in applied statistics, multivariate methods, and psychometric theory. In general, each student, in conjunction with the Quantitative/Methodology Committee, may map out a program of study individually tailored to his or her career goals.

Quantitative/Methodology Faculty: James Cavanagh, Marco Del Giudice, Steven W. Gangestad, Timothy E. Goldsmith, Davood Tofighi, and Katie Witkiewitz.

Quantitative/Methodology Concentration Course Requirements

Beyond the departmental core requirements, all students in the Quantitative/Methodology area will be required to complete PSY 601: Multivariate Statistics and four other graduate courses in methodology. At least two of these four courses must be selected from the following list of quantitative courses offered in our Department:

PSY 506:	Seminar in Mathematical Psychology
PSY 604:	Latent Variable Modeling
PSY 605:	Advanced Latent Variable Modeling
PSY 650:	ST: Analysis of Data
PSY 650:	ST: Hierarchical Linear Modeling
PSY 650:	ST: Meta-Analysis
PSY 650:	ST: Quasi-Experimental Design

At least one, but not more than two, of these courses must be selected from courses in quantitative methods offered by other University of New Mexico departments (e.g. Ed Psy 593: ST: Multi-Level Modeling, Ed Psy 607: Structural Equation Modeling). The Quantitative Committee maintains a list of extra-departmental courses that may be used to satisfy this requirement; any other course a student wished to count toward this extra-departmental requirement must be approved by the Quantitative Committee.

In addition to coursework in your concentration, all students must complete nine hours (generally, three graduate courses) within an area outside of your concentration with a grade of B or better. Required courses, problems, practica, and independent study courses cannot be used to satisfy this requirement.

Quantitative/Methodology Emphasis Course Requirements

To complete this emphasis students must complete nine hours (generally, three graduate courses) in the Quantitative/Methodology area in addition to those courses required of all students. For recommended courses, see the listing in the Quantitative/Methodology Concentration Course Requirements above.

Diversity/Multicultural Psychology Emphasis

Students in any Psychology Ph.D. concentration may choose the Diversity/Multicultural Psychology Emphasis (similar to a minor). Students must complete a total of 9 credit hours of graduate course work. Students must take PSY 508-Research with Diverse Populations. In addition, students must take at least one course from Category A (clinical students cannot use PSY 636 Diversity/Multicultural Perspectives in Clinical Psychology as it is a requirement of the clinical concentration). Students may then choose a course from either Category A or Category B for their 3rd course.

In addition, students pursuing the Diversity/Multicultural Psychology Emphasis will have one of their research projects (either thesis or dissertation) have at least one of the a priori aims or hypotheses incorporate an aspect of furthering our understanding of diversity/multicultural issues in psychology.

Clinical students pursuing the Diversity/Multicultural Psychology Emphasis will be required to demonstrate diversity/multicultural competence by providing clinical services to diverse clientele, obtaining clinical hours in a practicum with a focus on diverse clientele, and receiving supervision through the UNM Cultural Counseling Center (e.g., Diversity Specialty Clinic).

Required Course: PSY 508 Research with Diverse Populations

Category A:

PSY 516 Health Disparities

PSY 629 Culture and Human Development

PSY 636 Diversity/Multicultural Perspective in Clinical Psychology

PSY xxx Other Psychology courses approved by the Diversity/Multicultural Faculty such as Special Topics courses focused on diversity topics or working with specific populations, e.g. Psychology of Stereotype and Prejudice, Religion/Spirituality.

Category B:

Courses related to Diversity/Multiculturalism provided in other UNM departments, such as the College of Population Health, the Institute for the Study of Race and Social Justice or the Department of Language, Literacy, and Sociocultural Studies (LLSS). Courses in fulfillment of Category B must be approved by the Diversity/Multicultural Faculty to count towards the emphasis. Course syllabi will be reviewed as part of this process.

Clinical Concentration

Mission and Training Objectives of the Clinical Program

In 2004, the clinical faculty decided to adopt a clinical-science training model. In 2014, the doctoral program in clinical psychology applied for, and was accepted into, the Academy of Psychological Clinical Science (APCS), demonstrating that our program goals and outcomes reflect the values of a clinical science training model. Adhering to this model means that we see clinical psychology in all of its forms as a scientific enterprise, and it is our aim to train students in the philosophy, fundamental principles, and methods of behavioral science so that they may contribute to the scientific literature and effectively apply scientific values and methods in any professional domain. This does not mean that we seek to restrict the research and clinical activities of our students to a narrow range of clients and empirically supported practices with little room for creativity or innovation. Rather, it means that we want our students to bring a critical skepticism to new and existing knowledge claims, to have a firm grasp of the fundamental principles in the foundational areas of psychology, to generate and espouse only testable and falsifiable theories, and to be able to apply appropriate empirical methods and analyses in their attempts to understand, predict, and influence behavior in all professional settings.

In line with mission and training objectives of the clinical program, we have designed a curriculum that is intended to provide students with:

- 1) The research skills appropriate for making independent contributions to the empirical and theoretical foundations of clinical psychology
- 2) Effective training in evidence-based psychological interventions
- 3) The ability to think critically about human psychological functioning
- 4) An understanding of the core content domains underlying psychological science
- 5) The background skills allowing them to teach psychology courses in their area of expertise

Clinical Concentration Course Requirements

Beyond the departmental core requirements, clinical students are required to take the following courses:

- PSY 531 Pre-Clinical Practicum
- PSY 532 Seminar in Psychopathology
- PSY 533 Psychological Evaluation: Cognitive and Neuropsychology Functions
- PSY 535 Psychological Evaluation: Personality Functions
- PSY 538 Introduction to Clinical Science
- PSY 610 Case Conference Practicum- all clinical students are required to enroll in this course every semester from the fall of the first year until their clinical internship.
- PSY 631 Psychotherapy Practicum
- PSY 634 Ethics & Professional Issues in Clinical Psychology
- PSY 636 Diversity Multicultural Perspective in Clinical Psychology
- PSY 637 Empirically Supported Treatments
- Four Clinical electives - The choice of electives and substitution of any alternative elective courses must be approved by the Committee of Studies.

Department of Psychology-Guidelines for Graduate Students

The APA requires that clinical students complete Discipline Specific Knowledge (DSK) courses that provide coverage of five general and broad areas of psychology: Affective, Biological, Cognitive, Developmental, and Social. Additionally, the APA requires students to take at least one course that provides integrative coverage of at least two of these general areas. The clinical faculty have selected several courses that meet the DSK requirement. These courses are all integrative (i.e., they cut across at least two of the general areas), allowing students to take as few as four courses to satisfy the DSK requirements. The table that follows identifies the five general areas, as well the courses currently offered that will satisfy those areas (as noted by the X). Additional course covering multiple areas may be added in the future.

UNM Course	DSK Area				
	Affective	Biological	Cognitive	Developmental	Social
PSY 643 Psychobiology of Emotion	X	X			
PSY 650 Neuroscience of Aging and Dementia		X	X		
PSY 540 Biological Bases of Behavior		X	X		
PSY 528 Cognitive Development			X	X	
PSY 629 Culture and Human Development				X	X

Clinical Electives

Clinical electives should be courses that meet the Clinical Science approach of our program, as well as the student’s career goals. At least one of a variety of courses, such as Empirically Supported Treatments for Substance Abuse, Empirically Supported Interventions with Children and Adolescents, Seminar in Psychological Trauma, Acceptance and Commitment Therapies, Latent Variable Analysis, Applied Behavior Analysis, or Health Psychology Interventions will be offered each semester, and students, in consultation with their advisors, are free to take the electives that are best suited to their specific interests and career plans. In addition, some Psychology graduate courses that are NOT clinical courses could meet the clinical elective requirement, if they fit the student’s career goals (e.g., Social Psychology of Health Promotion; Seminar in Biological Psychology). Furthermore, in some instances graduate level courses outside of psychology may count. However, students must first request approval from the Clinical Committee for such courses.

Courses that are being used to satisfy either the Health Psychology Emphasis, the Diversity/Multicultural Psychology Emphasis or the Quantitative/Methodology Emphasis can be used toward the Clinical Elective requirement. However, students cannot use a course from the Health Psychology or the Diversity/Multicultural Psychology list that is already being used to satisfy an APA Discipline-Specific Knowledge course requirement (e.g., Biological Bases of Behavior, Diversity Multicultural Perspectives in Clinical Psychology) to meet this requirement.

Case Conference/Research Presentation

Case conference and research presentations within the clinical area are held bi-weekly during the fall and spring semesters and are scheduled on Friday mornings so as to minimize schedule conflicts. All pre-internship clinical students are required to attend these meetings and to enroll in the course for one hour of credit every semester from the fall of the first year until internship. The primary objective of these talks is to provide an opportunity for all of the clinical faculty and students to come together to hear and discuss either an actual clinical case or a research presentation relevant to clinical science. Presenters include advanced clinical students, faculty, and community professionals. Clinical students are required to present one case conference and one research presentation during their training at UNM.

Departmental Research Presentations

The Case Conference/Research Presentation series alternates weekly with department-wide research presentations across all areas of psychology. Clinical students are also required to attend these talks.

Recommended Schedule of Courses - Fall of Year 1 through Spring of Year 5

Presented below is a typical course schedule from the fall semester of the first year through the spring semester of the fifth year. Please note that this is a tentative schedule, as the specific semester in which a course is offered may vary depending on faculty teaching loads, sabbaticals, and other factors. In consultation with their mentors, students should plan to take their clinical electives, DSK courses, and other course requirements as best fits their schedules, their research activities, and their educational objectives.

Course Sequence for Clinical Students		
Subject to Change		
First	PSY 501-Advanced Statistics (3 cr.) PSY 503L-Advanced Statistics Lab (1 cr.) PSY 505-Research Seminar (2 cr.) PSY 531-Pre-Clinical Practicum (3cr.) PSY 551-Graduate Problems (3cr.) PSY 610-Case Conference Practicum (1 cr.) Optional- a Discipline Specific Knowledge (DSK) course or clinical elective.	PSY 502- Design and Analysis of Experiments (3 cr.) PSY 504L- Design and Analysis of Experiments (1 cr.) PSY 599- Master’s Thesis PSY 610- Case Conference Practicum (1 cr.) Optional- a Discipline Specific Knowledge (DSK) course or clinical elective.
Second	PSY 532-Seminar in Psychopathology (3 cr.) PSY 533- Psychological Evaluation: Cognitive and Neuropsychology Functions (3cr.) PSY 535- Personality Functions (3 cr.) PSY 538-Intro to Clinical Science (3 cr.) PSY 559 – Master’s Thesis PSY 610-Case Conference Practicum (1 cr.) Optional- a Discipline Specific Knowledge (DSK) course or clinical elective.	PSY 507- Seminar Teaching Mentorship (1 cr.) PSY 599- Master’s Thesis PSY 610-Case Conference Practicum (1 cr.) PSY 634 – Ethics and Professional Issues in Clinical Psychology (3 cr.) PSY 636- Diversity and Multicultural Perspectives (3 cr.) Optional- a Discipline Specific Knowledge (DSK) course or clinical elective
Third	PSY 599- Master’s Thesis PSY 610-Case Conference Practicum (1 cr.) PSY 631 Psychotherapy Practicum (1-3 cr.) Optional- a Discipline Specific Knowledge (DSK) course or clinical elective.	PSY 610-Case Conference Practicum (1 cr.) PSY 631 Psychotherapy Practicum (1-3 cr.) PSY 637- Empirically Supported Treatments (3 cr.) Optional- a Discipline Specific Knowledge (DSK) course or clinical elective.
Fourth	PSY 610-Case Conference Practicum (1 cr.) PSY 631 Psychotherapy Practicum (1-3 cr.) PSY 699- Dissertation Optional- a Discipline Specific Knowledge (DSK) course or clinical elective.	PSY 610-Case Conference Practicum (1 cr.) PSY 631 Psychotherapy Practicum (1-3 cr.) PSY 699- Dissertation Optional- a Discipline Specific Knowledge (DSK) course or clinical elective
Fifth	PSY 610-Case Conference Practicum (1 cr.) PSY 631 Psychotherapy Practicum (1-3 cr.) PSY 699- Dissertation Optional- a Discipline Specific Knowledge (DSK) course or clinical elective.	PSY 610-Case Conference Practicum (1 cr.) PSY 631 Psychotherapy Practicum (1-3 cr.) PSY 699- Dissertation Optional- a Discipline Specific Knowledge (DSK) course or clinical elective

Clinical Training, Therapy, Supervision, and Practica

The clinical training sequence is designed to provide a graded sequence of training that will prepare students for internship. It is intended to provide a structure that is appropriate for any student as well as flexibility to allow for different interests, incoming experiences, and developmental competence and confidence. Students may start clinical work appropriate to their prior experience *at any time* with the consent of their advisors and the Clinical Committee. In graphic form, the sequence looks like this (more description follows):

	Fall Semester	Spring Semester
First year	<p>Pre-clinical Practicum</p> <p>Learn about specialty clinics</p> <p>Learn about clinical experiences in one’s lab</p> <p>Participate in ancillary clinical services (see First Year, Spring Semester)</p> <p>Start clinical work appropriate to one’s experience with consent of the Clinical Committee.</p>	<p>Participate in ancillary clinical services such as:</p> <ul style="list-style-type: none"> • Join a specialty clinic and participate in intakes and other entry-level services • Observe another student, therapy or assessment • Provide co-therapy • Clinical contact in research setting <p>Start clinical work appropriate to one’s experience with consent of the Clinical Committee.</p>
Second year	<p>Psychological Evaluation: Cognitive and Neuropsychological Functions (Psych 533)</p> <p>Psychological Evaluation: Personality Functions (Psych 534)</p> <p>Continue with ancillary clinical services</p> <p>Start clinical work appropriate to one’s experience with consent of the Clinical Committee.</p>	<p>Take responsibility for one case at the Clinic or with a specialty Clinic</p> <p>During the semester, add another case at the Clinic, with a specialty clinic or in an approved outside setting</p> <p>Start clinical work appropriate to one’s experience with consent of the Clinical Committee.</p>
Third year and after	<p>Maintain a caseload of two:</p> <ol style="list-style-type: none"> 1. One case at the Clinic or with a specialty clinic 2. A second “case” <ul style="list-style-type: none"> ○ at the Clinic ○ with a specialty clinic ○ at an approved outside setting 	

Clinical students begin their professional training during the first year with the Pre-Clinical practicum (fall) course. In the Pre-Clinical practicum, students are familiarized with the procedures and policies of the Clinic, are

introduced to ethical and professional issues in psychology, learn about practice factors that are common to all therapies, and begin to examine the role of psychologist and themselves in that role.

Clinical Experience in First Three Semesters: In their first three semesters (all of first year and Fall of second year), students are encouraged to begin clinical contacts through the specialty clinics (see below), or observation, structured intakes, phone contacts, and participation in group supervision. Students with prior clinical experience, for instance, at the master's level may take on more advanced clinical activities in these three semesters with permission of the Clinical Committee. The first semester of the second year core courses focus on training in psychological assessment and include experience in assessment with undergraduate participants including clinical interviewing.

Clinical Experience Fourth Semester and Beyond. Starting in their fourth semester (Spring, second year), students are expected to maintain a caseload of their own at the Department of Psychology Clinic or in approved outside settings. Students should have one "case" in the Spring of second year and two "cases" by the end of that semester. They will maintain two cases for the remainder of their residence at UNM. The word "case" is in quotes to designate that this is a unit of clinical work, it provides a counting rule that is not based strictly on hours of clinical activity. A case may be a therapy client assigned to that student at the Clinic or in one of the specialty clinics, including weekly supervision of that therapy. Or a case may be a sequence of formal assessment cases including interview, testing, interpretation, writing and the supervision of these processes. A "case" may also be a placement at an approved outside training site such as the Albuquerque VA Medical Center, UNM Hospital in various settings, or other practicum sites where a formal relationship between the Department and the training site has been approved by the Clinical Committee and memorialized in a letter of agreement between us. Students should check with the Clinic Director or the Director of Clinical Training for the most up-to-date list of approved sites.

This rate of psychotherapy training will enable the student to acquire the minimum number of required clinic hours (500) in three years (See Clinic Orientation Manual for additional details on acquiring clinical experience and recording Clinic hours using Time2Track). Students who are on target for accumulating hours toward internship may request to cut back somewhat one semester (e.g., to finish Comprehensive Examinations)

Picking up new cases at the Clinic is currently done by contacting the Clinic Director, who maintains the list of clients available at that time. The student-clinician and Clinic Director may decide together what case from the list is most appropriate for the clinician. At the same time, the two will discuss who should supervise the case and the Clinic Director will contact that supervisor or ask that the student do so. Any student seeing clients at the Clinic is required to keep timely case notes, including: (1) an intake summary, (2) a case note entry for every session, and (3) a termination/discharge summary filed immediately upon closing or transfer of a case. The keeping of proper, timely, and accurate case notes is a serious ethical and legal responsibility.

Supervision is available primarily from members of the Clinical Committee (i.e., clinical faculty and Clinic Director) and occasionally from community professionals who volunteer professional time to supervise graduate students. Supervision is normally on an hour-for-hour basis (one hour of supervision per hour of psychotherapy), although arrangements vary. Some supervisors prefer to work individually with the clinician, some prefer to supervise in small groups. Each has its value for the student-clinician's training. Particulars of arranging supervision can be obtained from the Clinic Orientation Manual. Enrollment in the Psychotherapy Practicum (631) is typically required during every fall and spring semester in residence beyond the first year of training. Students should enroll under their clinical supervisors' section numbers for the practicum. Students with more

than one supervisor may enroll for at least one hour under each supervisor's section number. Continuous enrollment in 631 is required as a condition of being in good standing for students who are in residence in Albuquerque beyond the first year of training until they have reached the 500-hour minimum. The only exception to this requirement pertains to students who are conducting assessments/therapy through approved external practicum sites which have their own course numbers (e.g., VA Practicum; Child Assessment Practicum). Otherwise these students would register for PSY 631 as well.

Clinical students are required to obtain psychotherapy supervision from at least three different members of the Department faculty (but not including adjunct faculty) during their course of training. This provides exposure to a range of styles and viewpoints, and avoids excessive reliance on the time and talents of any particular supervisor. The Clinic Director can be used as one of the three required faculty supervisors. Each student clinician's work and progress will be monitored each year by a supervisor's review of a video recording of one session. The student will be asked whether this review has been completed and by whom at their annual meeting each Spring semester.

In addition to three faculty supervisors, students may request outside supervisors or placements at external practicum sites. Before a student begins working with an outside supervisor or at an external practicum site, the supervisor or site must be approved by the clinical faculty. Typically, this requires submitting for review by the clinical committee the potential supervisor's vita and a description of the practicum site, including the professional duties to be performed by the student, the credentials of the professionals who will provide supervision, and the methods and frequency of supervision. The Clinical Committee sometimes approves good experiences in outside settings with the provision that a member of the Clinical Committee will be assigned to provide administrative oversight, that is, to oversee the clinical work and the supervision. Outside supervisors will be contacted periodically to check on students' progress, and at the end of every academic year or termination of the practicum they will be asked to provide an evaluation of the student's work. Students will also be asked to evaluate his/her supervisory and practica experiences. The Clinic Director is primarily responsible for organizing these evaluations.

There are a number of external practica already approved either for course credit or, in some cases, for pay. A complete list of current practica placements are provided on the psychology webpage at <http://psych.unm.edu/research/clinical-psychology.html>.

Important Note: The clinical faculty recently agreed to a change in how we conduct supervision in the department. This approach, called the Vertical Supervision or V-Team, is a common supervision approach in many doctoral programs in clinical psychology. Each team is comprised typically of 3-4 graduate students in their 1st and 2nd year of training and 1-2 upper level graduate students (3rd year and above). One clinical faculty member serves as the instructor of record and supervisor for one V-Team in a group supervision format, and 5-6 V-Teams could be offered each year that focus on specific disorders and empirically-based interventions for those disorders (e.g., exposure therapy for anxiety disorders, acceptance and commitment therapy for chronic pain, behavioral activation and cognitive-behavioral therapy for depression). The structure of the V-Team will allow advanced graduate students to obtain experience doing supervision, an aspect of training that is now required by the new Standards of Accreditation (SoAs) of the American Psychological Association. Faculty members who allow advanced graduate students to supervise essentially supervise the supervision of those students, which commonly means observing those students meeting with their supervisees.

Within this structure, students will enroll in a vertical supervision team for the academic year (like a course). The V-Team will involve case conceptualization, assessment and treatment planning, review of sessions (including videotaped review), and discussion of relevant literature (when applicable).

This change is recent; thus, V-Teams will unlikely be offered until the Spring 2019 or Fall 2019 semester. The DCT will update students on the V-Teams as they begin to evolve.

Specialty Clinics

The clinical program now operates three specialty clinics as part of our outpatient therapy training. These include:

- 1) Alcohol Clinic (Director: Barbara McCrady). @UNM is a specialty clinic within the Psychology Clinic to treat adults with alcohol problems. Screening, assessment, and treatments provided all have a strong empirical base. Opportunities are available for graduate students at all levels of training.
- 2) Anxiety Disorders Clinic (Director: Elizabeth Yeater). Student Therapists who participate in the Anxiety Disorders Specialty Clinic treat students and community members who suffer from anxiety disorders, such as Obsessive Compulsive Disorder and Post-traumatic Stress Disorder. Empirically-supported treatments that focus on exposure and cognitive restructuring are taught by Dr. Yeater, and students are observed and provided with feedback regarding their therapeutic skills.
- 3) Diversity Clinic (Directors: Kamilla Venner and Steven P. Verney). This clinic is committed to providing: 1) Culturally-informed clinical services to clients from diverse backgrounds; 2) Clinical supervision to those serving clients from diverse backgrounds; and 3) A weekly forum for open discussion of diversity-related issues in clinical treatment. We endorse an inclusive definition of diversity that encompasses race, ethnicity, age, gender, sexual orientation, socioeconomic status, religion, different abilities, and any other significant group with which a client may strongly identify. Services offered by the Diversity Clinic include regular supervision, case formulation, assessment, consultation, didactic learning of multicultural issues, and a diversity clinic resource library.
- 4) Behavioral Medicine Clinic (Director: Kevin Vowles). The Behavioral Medicine clinic sees clients who are experiencing physical health concerns that are significantly disrupting functioning. In the past, for example, the clinic has seen clients with chronic pain, heart failure, cancer, seizure disorders and other neurocognitive problems, and diabetes. Supervision is weekly and alternates between group and individual.

Provision of Professional Services by Students

Clinical students sometimes engage in the provision of professional services outside the Department. APA ethical standards govern all students enrolled in APA clinical programs and stipulate that no psychologist (or student) should provide professional services unless he or she (1) has been properly trained to provide the service, and (2) is properly supervised prior to certification.

For this reason, the Department requires that any student who intends to provide any professional service (including assessment, therapy, consultation, etc.) must give prior notification and receive approval from the Department. The "Notification of Intent to Provide Professional Services" form is available from either the Graduate Program Coordinator or the Main Office, and must be signed by your advisor, the DCT, and the Chair of the Department. Providing any professional service without receiving this prior approval is a violation of APA ethical standards. This form need not be filed for services provided within the context of regular classes,

practica, or work at the Clinic supervised by our faculty. The form must be filed, however, whether or not you receive payment for the services provided.

Personal Psychotherapy

The Clinic Director maintains a list of community professionals who have volunteered to provide psychotherapy for graduate students in our Department at a reduced or waived fee. The professional therapists volunteering their time represent a wide range of therapeutic perspectives and expertise. Arrangements for personal therapy are made through the Clinic Director only, and confidentiality is assured.

Clinical Internship

All clinical students must complete a formal pre-doctoral internship, typically in their sixth year of training. Students are required to complete their Comprehensive Examinations, have had three departmental supervisors, completed the case conference and research presentation requirements, and have an approved dissertation proposal before applying for internship. The DCT will not certify a student's readiness for internship if these conditions are not met. Because internship applications are due in November, this effectively means that students must have an approved dissertation proposal by October 1 of the year that they intend to apply for internship. The DCT holds a meeting each fall with all students who are considering or planning to go on internship the following year. Participants in the meeting share information about identifying potential sites, the application process, and application strategies.

It is highly recommended that students defend their dissertations before going off on internship. Unless the dissertation is defended or a leave of absence is taken, students must continuously enroll in a minimum of three dissertation hours each semester they are on internship. Note that Graduate Studies (see GS Guidelines) requires students to be enrolled during the semester in which they complete their degree requirements, so a leave of absence may render students ineligible to graduate in the semester they complete their internships. Students who successfully defend their dissertations before leaving for internship are required to enroll in a one hour internship course while on internship. This is a considerably less expensive alternative to enrolling for dissertation hours and, again, is highly recommended.

Petitioning the Clinical Committee

As mentioned throughout this document, students may petition the clinical committee for a number of reasons including approval of courses or external supervisors, extensions of deadlines, etc. All petitions should be endorsed first by the student's Faculty Mentor and then presented to the DCT. The DCT will then bring the petition before the clinical committee. The committee will discuss the petition and recommend a course of action to the DCT, who will then communicate the outcome to the student. All petitions should specify the reasons for the request and, when appropriate, should be accompanied by pertinent or documenting information.

Clinical Privileges/Impaired Clinician

Clinical privileges are the privileges of clinical doctoral students to provide psychological services within the Psychology Department and the Clinic and at certain settings outside the department which have been approved as part of the student's course of studies. Clinical privileges are automatically granted to students admitted for graduate study in psychology with a major in clinical psychology. Clinical privileges may be

suspended or restricted for the protection of clients or to maintain the professional standards of the profession of psychology. The Clinical Committee's Policy on Clinical Privileges describes the circumstances under which clinical privileges may be suspended or restricted if a clinical student becomes impaired in carrying out their clinical duties. The purpose of this policy is to strike a balance between protecting the client, the department and the profession of psychology on the one hand, while simultaneously treating the student-clinician with respect and compassion. (See complete policy, Appendix M).

In some cases, the clinical committee may decide that the problems are sufficiently severe that the student is permanently dismissed from clinical work, and thus is terminated from the clinical program.

A student who is terminated from the clinical program may seek admittance to one of the non-clinical programs. In order for a student to transfer into a non-clinical program, the student first must locate a new mentor within 6 months of termination from the clinical program. The new mentor would then bring the student's case forward to the area committee for discussion and approval.

Clinical Program Accreditation

For more information about accreditation contact the Committee on Accreditation, C/o Office of Program Consultation and Accreditation, Education Directorate, American Psychological Association, 750 First St. NE, Washington, DC 20002-4242. 202 336-5979, <http://www.apa.org/ed/accreditation/coalist.html>).

Annual Reviews and Student Progress

Near the end of each academic year you will be asked to turn in an Annual Progress Report. You are required to submit a copy to your faculty mentor and area head. The information you provide in this report will help your area committee provide feedback regarding your progress in the program. Research involvement, service contributions, expeditious progress through the program, development as a teacher, and (for clinical students) development of clinical skills are all important aspects of your graduate-student career.

Shortly after these reports have been completed, all students meet individually with a committee comprised of faculty within their area for a yearly review. Depending on the concentration, students either meet with all or a subset of the faculty within their concentration. The purpose of the review is to assess students' progress, give and get feedback, provide support and guidance, and address problems. These meetings typically last from 20 to 45 minutes. After completion of the meeting, a copy of the Annual Progress Report, signed by the student and the faculty mentor, should be submitted to the graduate program coordinator.

For clinical students: committee members are selected by the DCT and include the student's advisor and ideally two members of the clinical faculty with similar research interests or who have served as an instructor or clinical supervisor for the student. The completed meeting-report form outlines the structure and main topics of discussion, but any topic is open for exploration. Students are encouraged to ask questions, seek feedback, and comment upon faculty feedback. For each student, course performance, degree progress, research productivity, clinical activities, career objectives, teaching experiences, practica placements, and overall progress are discussed, with an eye toward providing recommendations for the next year.

For all students: progress toward timely completion of major milestones (e.g., proposing Master's Thesis, Comprehensive Exams, etc.) is reviewed in relation to the Department's requirements for remaining in good standing (Appendix D). Department guidelines for rating student research activity are presented in Appendix E. The committee's evaluation of students' progress will be used in considering eligibility for departmental funding (primarily determined by standing on the "satisfactory progress" dimension).

Remediation Procedures and Termination Guidelines

Although the purpose of the annual review is primarily to provide support and encouragement, there are times when students fail to meet Department expectations in one or more domains. In those cases, the annual review is used to develop a remediation plan. The first step in formulating this plan is to assess the reasons why expectations were not met. In many cases, there were unforeseen circumstances or circumstances beyond the student's control. Examples include unforeseen personal or family circumstances, illnesses, unexpected difficulties obtaining research participants, or unexpected problems with experimental procedures. In these cases, guidelines are generally adjusted to accommodate the student's special circumstances, and a plan is developed to help the student get back on track.

In other situations, however, more specific remediation plans are necessary, and contingencies for continued enrollment in the program may be put in place.

Unsatisfactory Course Performance

Students are required to achieve a grade of B- or better in all required courses. If a student fails to achieve a B- or better in a required course, the committee consults with the course instructor(s) about the reasons for the student's course performance and discusses possible remediation. In most cases, students are required to

retake the course. Occasionally the instructor might recommend that the student simply review the course material on his/her own, and then retake the final exam. This would most commonly occur if the student performed reasonably well during the semester, but then had an uncharacteristically difficult time on the final exam, such that the final grade was not a B-. On the other hand, if the instructor believes that the student lacks adequate preparation for the course, remedial courses or a course of directed study may be recommended. For example, if a student earns below a B- in a statistics course, the instructor could recommend that the student demonstrate mastery in a more basic statistics course prior to retaking the department's required statistics course. In those rare cases when a student fails to satisfactorily complete the remediation process or it is determined that the student may be unable to master the course material, the area (concentration) committee meets to consider termination from the program. Again, this is a rare event, and the committee exhausts all reasonable options before arriving at this decision. The recommendation would need to be brought to a general faculty meeting and voted on by all faculty.

If a student's cumulative grade point average falls below 3.0, university policy dictates that the student will be placed on academic probation [<http://catalog.unm.edu/catalogs/2018-2019/graduate-program.html>].

Unsatisfactory Degree Progress

Students who are not making satisfactory degree progress (Appendix D) for reasons other than extenuating circumstances are given a clear timetable for completing one or more requirements, and a consequence is outlined in the event that this is not accomplished. Failure to meet this timetable would be grounds for the faculty in that concentration to recommend termination from the program to the general faculty. Additionally, students who are not making satisfactory degree progress lose priority for funding. Although most students in this situation will still receive funding, occasionally the funding lines are exhausted before that student is reached on the priority list.

Unsatisfactory Research Productivity

Students who fail to maintain at least satisfactory research productivity (Appendix E) for reasons other than extenuating circumstances may also lose priority for funding. However, as long as they are in satisfactory degree progress, they would not, for this reason, be considered eligible for termination.

Master's Degree Requirements

Every Psychology Graduate student is required to earn a Master's degree en route to the doctorate. The Master's degree programs in the Psychology Department are typically completed under Plan I.

Plan I Requirements

- A minimum of 24 hours of course work, with a minimum of 15 hours in the major field.
- A minimum of 6 hours of 500-level course work.
- A maximum of 6 hours in "problems" courses and a maximum of 5 hours of workshop credit.
- Six hours of Thesis (599) credit.
- Completion and defense of a master's thesis.

Each candidate for a Master's degree under the Plan I program must submit a thesis that demonstrates evidence of the ability to do sound research. Occasionally when the student's training is terminated near the completion of the Master's Degree, a "terminal" Master's degree may be awarded.

Thesis Committee

The Thesis Committee consists of three members approved to serve on graduate committees at the University of New Mexico, at least two of whom must be tenured or tenure-track faculty members at UNM. Your Faculty Mentor generally serves as your Thesis Committee Chair. Discuss and negotiate the topic to be investigated and the design of the study with your Thesis Committee Chair. In consultation with your Thesis Committee Chair, identify additional faculty members appropriate to serve on your Thesis Committee, and discuss this possibility with them. (Detailed instructions on committee composition may be found in the Graduate Program of the UNM Catalog: <http://catalog.unm.edu/catalogs/2018-2019/graduate-program.html>.) Once you have your Thesis Committee formed, prepare a preliminary thesis proposal and schedule a Thesis Proposal meeting with your committee.

Thesis Proposal

With the approval of your Thesis Chair, distribute your thesis proposal to your committee for review and revise your proposal as necessary. Your Thesis Chair convenes the thesis committee for a proposal meeting, at which time you discuss and negotiate your proposal with the entire committee. If your proposal is approved you will begin to conduct your thesis research, if you haven't started already, and begin writing your thesis as agreed upon with the Committee. Immediately after your proposal meeting, you will submit the Thesis Proposal Form to the Graduate Program Coordinator. The Thesis Proposal Form is located on the department's website under graduate student resources: <http://psych.unm.edu/graduate/student-resources/forms.html>. At this point you should work with the Graduate Program Coordinator to complete your Program of Studies, if you haven't already done so.

Clinical Students who do not propose their Thesis by end of the Spring semester of their first year will not be in good standing unless the Department approves the student's written petition for an extension.

Experimental Students who do not propose their Thesis by end of the Fall semester of their second year will not be in good standing unless the Department approves the student's written petition for an extension.

Program of Studies Form

A student seeking a Master's degree must prepare and submit a Program of Studies (POS) form indicating the courses that will be counted toward the degree. The Program of Studies is a formal academic agreement between the student, the academic program, and the Dean of Graduate Studies (GS). Compliance with this agreement is essential

for your graduation. The Program of Studies must be approved by the Graduate Program Coordinator and the Department Chair.

Students are required to submit a Program of Studies (POS) after completing a minimum of 12 hours of graduate coursework, generally the fall semester of their second year in the program, but by the middle of the term prior to the term the student intends to defend their thesis (e.g. 1 October if planning a spring defense). Failure to submit this form on time will delay your graduation. The POS is available electronically at gradforms.unm.edu.

Thesis hours

Students must complete a minimum of 6 hours of thesis (PSY 599) credit. Once thesis hours are initiated, which should be the term in which the thesis is proposed, continuous enrollment in fall and spring semesters is required until the thesis manuscript is accepted by the Dean of Graduate Studies. Assuming satisfactory progress, the advisor assigns a grade of "PR" for each semester until the dissertation has been completed. Summer enrollment is required if a student completes degree requirements during a summer session.

Clinical Students should begin registering for PSY 599 Master's Thesis hours in the Spring of their 1st year.

Experimental Students begin registering for PSY 599 Master's Thesis hours in the Fall of their 2nd year.

Students who have enrolled in PSY 599 and subsequently stopped enrollment for one or more semesters (not including summers) must follow the procedures listed under the "Continuous Enrollment Policy" in the Graduate Program portion of the UNM catalog. In short, you would have to be readmitted to the program and again pay all application fees.

Master's Exam for Thesis\Defense

All candidates for the Master's degree at UNM must pass a master's examination which, in the case for Psychology students, is the thesis defense. This is the last formal step before the Master's degree is awarded.

At least two weeks before the final examination is held, and no later than November 1 for Fall graduation, April 1 for Spring or July 1 for Summer, you must electronically submit your announcement of examination for the thesis defense to Graduate Studies. In order to qualify to sit for the thesis defense during an intersession, you must be registered for the following semester. The Master's examination may be taken only after the Program of Studies has received approval by the Graduate Dean and only if the student is in good academic standing.

Barring extraordinary circumstances, the department will notify the student and Graduate Studies of the results of the examination no later than two weeks from the date on which it was administered. Should such circumstances arise, the unit will inform the student in writing of the reason for the delay and let him/her know when notification can be expected. The results of the examination (pass or fail) must be reported to Graduate Studies by November 15 for Fall graduation, April 15 for Spring graduation, or July 15 for Summer graduation. If a student fails the examination, the department may recommend a second examination, which must be administered within one calendar year from the date of the first examination. The Master's examination may be taken only twice. A second failure will result in the student's termination from the program.

Clinical students are expected to have completed the final thesis defense no later than the end of the Spring semester of their second academic year. Clinical Students who do not defend their theses by the end of the Fall semester of their third year will be out of progress and could be recommended for termination from the graduate program.

Department of Psychology-Guidelines for Graduate Students

Experimental students are expected to have completed the final thesis defense no later than the end of the first semester of the third academic year. Students who do not defend their thesis by the end of the Fall semester of their third year will not be in good standing unless the Department approves the student's written petition for an extension.

Submitting Your Thesis

You are responsible for preparing a thesis in proper format (traditional or non-traditional), which is of high quality and free of grammatical and typing errors. Guidelines on thesis format are detailed and should be carefully followed. Students are urged to print current manuscript guidelines and forms from Graduate Studies website (<http://grad.unm.edu/resources/gs-forms/index.html>) and may want to consult with the GS manuscript reviewer. Examples of the front matter and reference pages are also available on the GS Web site.

Your thesis, in proper format and approved by your Committee, must be submitted electronically to GS for the approval of the Dean of Graduate Studies by November 15 for Fall graduation, April 15 for Spring graduation, or July 15 for Summer graduation. You must also submit a Certification of Final Form, approved by your committee chair. See the Graduate Program Coordinator for help with submitting these forms.

You are also required to submit to the Psychology Department two hard copies of your manuscript in proper format to be bound for the department's collection. They must be submitted to the Graduate Program Coordinator by the end of the semester in which you successfully defend your Thesis. One bound copy will be given to your Thesis Committee chair, and one will be placed in the Logan's Literature and Laws of Learning Library. Additional copies may also be bound for your personal use. Departmental binding fees are \$25.00 per each copy bound (\$50.00 minimum).

It is your responsibility to conform to the current format requirements and to be sure that the presentation of your manuscript is of the highest quality. Because requirements may change over time, students should not use existing library or departmental copies of manuscripts as examples of proper format.

90-Day Rule

A master's student must submit his/her thesis to the Dean of Graduate Studies within ninety (90) days of his/her final examination for the thesis. If the manuscript is not submitted within that time, the student must schedule and complete a second final examination for the thesis. In all cases the results of the thesis defense must be submitted to Graduate Studies no later than two weeks after the announced date of the thesis defense.

Courtesy Policy

University regulations require that the student must be enrolled and complete a minimum of one (1) hour of graduate credit for Master's students and three (3) hours for PhD students in the term they complete degree requirements. Should the student miss the graduation deadline (July 15 for summer graduation, November 15 for fall graduation, April 15 for spring graduation), but complete all degree requirements on or before the last day of that term, the student is not required to register for the next term. See the Graduate Program Coordinator for more details about taking advantage of this "courtesy policy."

Doctoral Degree Requirements

General Requirements

1. A minimum of 48 hours of graduate credit course work (certain graduate programs require more hours).
2. Must be enrolled in at least one hour of graduate credit in the semester in which the doctoral comprehensive examination is taken.
3. At least 24 hours of graduate credit course work must be completed at the University of New Mexico.
4. At least 18 hours graduate credit course work must be completed at the University of New Mexico after successful completion of the thesis.
5. At least 18 hours of graduate credit course work must be earned in University of New Mexico courses numbered 500 or above.
6. No more than 6 credit hours of course work in which a grade of C (2.0), C+ (2.33) or CR (grading option selected by student) was earned may be credited toward a graduate degree. Courses offered only on a CR/NC basis and required by the graduate program are excluded from this limitation. (See Grade Requirements for Graduation policy.)
7. No more than 50% of the required course credits at the University of New Mexico may be taken with a single faculty member. (Course work that has been completed for the master's degree is included in this limit.)
8. A successfully completed Comprehensive Examination.
9. An approved Application for Candidacy.
10. An approved Dissertation Committee.
11. A minimum of 18 hours of dissertation credits (699) is required for the doctorate.
12. Doctoral candidates must be enrolled the semester in which they complete degree requirements, including the summer session.

Comprehensive Examination

As required by the University, all doctoral students must pass a comprehensive exam. There are several steps you must complete before you are eligible to take the comprehensive exam. Although requirements differ somewhat across areas within the department, students typically may choose between an option of responding to questions posed by a committee, or an option of writing a review paper in their area. A general overview of these options is presented below. Note that students in the Evolution and Development area only have the option of writing a paper as specified in Appendix J.

Qualifications to Take the Comprehensive Exam

Upon completion of the thesis, and 12 credit hours of course work in residence for those students transferring coursework in, a student can request to initiate the comprehensive examination process. In order to qualify to take the comprehensive exam, students must have a cumulative grade point average of 3.0 at the time of the exam. The department requires students to form a comprehensive Exam Committee and initiate a Comprehensive Exam Meeting prior to taking the comprehensive exam (see below).

Comprehensive Exam Committee

In consultation with your Faculty Mentor, you will select a comprehensive exam committee. The committee must consist of three psychology faculty members who grade the exam. For experimental students it is recommended that the committee include two faculty members from within your concentration and one from

outside your concentration. Once selected, the student will schedule the Comprehensive Exam Proposal Meeting.

Comprehensive Exam Proposal

An initial meeting with the Comprehensive Exam Committee is convened by the student and starts the timeline for completion of the examination. The purpose of the meeting, and the procedures followed subsequently, vary somewhat based on which concentration the student is in, and which of the two options of the exam has been selected by the student in consultation with his or her advisor. Immediately following the meeting, the student will submit the signed Comprehensive Examination Proposal form along with an outline to the Graduate Program Coordinator who will then submit the proposal form and outline to the Department Chair for final approval. If there are any issues with the proposal, the committee chair will be notified.

Experimental Concentrations (Evolutionary/Developmental; Cognition, Brain, & Behavior; Health Psychology; Quantitative/Methodology) Comprehensive Exam Overview

The purpose of the Comprehensive Exam Proposal meeting is for the student to describe his or her specific areas of interest to the Comprehensive Exam Committee and to generate a list of readings considered by the committee to be critical to the identified areas of interest. The reading list is not considered to be exhaustive; rather students are encouraged to consult additional literature relevant to the areas examined.

The student will have 5-6 months, depending on the concentration from the proposal meeting to deliver to the committee the final written exam. If this time limit is not met, the student's committee will then compose and administer to the student a 6- to 8-hour sit-down exam covering the same areas as the questions the student had been working on. The remainders of current comps procedures (grading and the oral exam) will then apply to this sit-down exam. Further, any student may, at any time between receiving his/her comprehensive exam questions and the six-month deadline, opt for the sit-down exam option.

Experimental Concentrations: Option A (Option not available for Evolutionary/Developmental students)

The Comprehensive Exam will consist of four questions that require integration across a broad range of the student's major and minor areas of study. The committee has one week following the proposal meeting to compose the questions, which must be approved by the student's area head. The questions will be based both on fundamental knowledge in the field and the student's specific interests. There will be a limit of 50 total pages (typed, double space, APA margins) for the written exam, which may be allocated to the four questions as the student chooses. If the student fails to submit the written exam by the deadline, the student's committee will compose and administer a 6-8 hour sit-down exam covering the same areas as the questions the student received. Students may, at any time between receiving the questions and the deadline, opt for the sit-down exam option. The entire written exam will be read and graded by each member of the committee within 30 days of its completion. The exam will be graded on a 100-point scale (25 points per question or points distributed across the questions as the committee decides) as follows:

90+ = distinction

89 to 70 = pass

69 to 50 = fail, maybe changed to pass with remediation

49 and below = fail with no option to remediate

Remediation would always involve retaking part of the exam. The retake would be specifically designed to assess the weaknesses as revealed in the written and oral exams.

After the committee has graded the exam an oral exam is conducted. The oral exam is restricted to the questions contained in the written exam. The purpose of the oral exam is twofold: First, it serves to validate the written exam. (i.e., does the student really understand what he or she wrote?) Second, it provides an opportunity for the readers to clarify any possible misunderstandings or misinterpretations of the written exam.

Thus, the student's score on the written exam could either be raised or lowered based on the oral exam. However, most of the weight of the final decision is based on the written exam.

The length of the oral exam will depend on the quality of the written exam. For example, if a student obtains a 90+ on the written exam and demonstrates clear mastery of the material in the oral exam, the exam is likely to be brief. On the other hand, if a student performs marginally on the written exam, the purpose of the oral exam would be to clarify the nature of the problems that exist, and the exam will take longer. The student will not receive any feedback on her/his exam performance until after the oral examination. However, the feedback provided should then be as specific and detailed as possible.

Having evaluated the materials required for the examination, if the Committee feels that the student has demonstrated knowledge and understanding of the field, but not quite sufficiently enough to justify a grade of "Pass," the committee may assign the grade of "Conditional Pass" and require that the student meet additional conditions before a grade of "Pass" will be awarded. The student must meet the conditions noted on the Conditional Pass by the end of the subsequent term. The committee will note the conditions that need to be met by the student on the examination form. Once the committee indicates the student has met the conditional pass criteria, they will submit a memo to the Graduate Program Coordinator who will note the student's file and deliver the memo to Graduate Studies.

If a student fails the exam, the committee may recommend a second examination, which must be administered within one calendar year from the date of the first exam. The comprehensive exam may only be taken twice. A second failure will result in the student's termination from the program.

Experimental Concentrations: Option B--Scholarly Review Paper

In this option, the student is to write a scholarly review of a particular research area. Models for this kind of review can be found in journals such as *Psychological Bulletin*. The review should be written for a broad audience of scientific psychologists, not more narrowly for specialists in the area. A scholarly review involves more than summarizing the findings of multiple studies. It may include: (1) critical analyses of research methodologies; (2) the synthesis and integration of multiple perspectives on the problem; (3) the derivation of defensible conclusions, principles, and/or recommendations for practice; and (4) implications, needs, and recommendations for future research. The review may also use meta-analytic approaches, if appropriate, to summarize findings on standard metrics. A good source for more information about how to write a scholarly review is: Bem, D. J. (1995). Writing a review article for *Psychological Bulletin*. *Psychological Bulletin*, 118, 172-177. Students electing Option B should start by reading this paper.

Another intent of Option B is to provide a springboard for writing the dissertation. While hopefully publishable in its own right, the review should also form the corpus of the introduction for the dissertation.

Most of the steps for Option B are the same as Option A. Once a committee chair is selected, students should consult with the chair about the general focus of the review. The initial task is to define an area that is broad enough to warrant an integrative scholarly review, but not so broad as to encompass an overwhelming amount of literature. Also students should identify how the review would differ from or improve upon any existing review of research in this area. After the student and chair select a Comprehensive Exam committee, the student, with input from individual committee members, prepares an initial 2-3 page outline of the proposed review, which is discussed and possibly refined at the initial meeting.

An additional meeting may be scheduled to reconvene within two weeks if necessary to resolve concerns. Once the project is approved, the student has either 5 or 6 months, depending on the concentration, to complete the review and schedule a defense meeting.

The total length of the review should be no more than 50 pages (excluding references), double-spaced in 12-point font, with 1 inch margins all around. The review must reflect the student's own, independent work. Faculty will neither read nor comment on drafts.

Once the review is completed, the student should distribute it to the committee and schedule the defense meeting. The meeting date should be scheduled at least two weeks after the review has been given to the

committee, giving the committee enough time to read the review. Students must electronically submit their announcement of examination to Graduate Studies at least two weeks in advance.

The committee will read and evaluate the review with regard to how well it addresses relevant dimensions. At the oral defense, the committee will explore those dimensions, if any, which were not sufficiently addressed in the written document. The student's responses will be included in the committee's determination of whether the examination was passed or failed. The oral defense will focus on discussion of the review. Students are responsible for all of the material in the reference section, and the committee may ask about specific readings. Students may bring notes to the defense meeting and should be prepared to ground and defend their review in relation to the relevant literature. The normal time allotted for the oral defense meeting is two hours.

When the chair determines that there has been sufficient discussion, the student will be excused for committee deliberation, after which the student will be notified of the result. The committee has only three options. The first is to pass the student (including the possibility of designating the pass as being "with distinction"). The second is giving the student a Conditional Pass where the student has the opportunity to rewrite one or more of the sections of the paper within a specified period of time. The third option is to fail the student and require the student to retake the examination within one calendar year from the date of the first exam. Students will be allowed to retake the examination only once. A second failure will result in the student's termination from the program.

After the defense meeting, the committee chair submits the Evaluation Form for Graduate Students Comprehensive Exam, which includes individual faculty ratings. With the Chair's approval, this report is then electronically submitted to Graduate Studies. Once students have completed the Comprehensive Examination, they should see the Graduate Program Coordinator to apply for advancement to Ph.D. candidacy.

Clinical Concentration Comprehensive Examination Overview

In 2005, the clinical committee decided to establish a Comprehensive Examination process that was different from the comprehensive examination process adopted by the other areas of concentration at the time.. The Comprehensive Examination is a step toward advancement to candidacy for the Ph.D., demonstrating that the student is prepared to undertake the pursuit of knowledge at an advanced and more independent level, and specifically to begin the doctoral dissertation. The Comprehensive Examination is not intended to test the student's mastery of any and all topics in the field of study. The demonstration of broad psychological knowledge occurs in other ways within the predoctoral program, particularly through successful completion of the required sequence of graduate coursework.

Although students normally complete their master's degree before beginning their Comprehensive Examination, this is not required. All clinical students initiate the Comprehensive Examination process no later than the end of the spring semester of the third year, and complete the defense no later than the end of the fall semester of the fourth year. In some instances, the process may be initiated earlier in the third year, if both the student and the student's advisor agree that the student is ready.

Students may complete the Comprehensive Examination in either of two ways. Both of these involve the independent preparation of scholarly work that is presented and defended to an appointed three-member faculty committee. All Department faculty and The Clinic Director are eligible to serve on all student committees, including the Comprehensive Examination committee. Occasionally, professionals from outside the Department with particular expertise in a student's area of interest may serve on the Comprehensive Examination committee. Students in consultation with their advisors determine which of the two options would best serve their career development.

Clinical Concentration: Option A—position statements

Students choosing Option A will write position statements on each of the three following areas: (1) assessment, (2) interventions, and (3) research. The steps for completing Option A are as follows:

1. The first step in the process is to choose a chair of the examination committee. The chair will normally be the student's major advisor, but there are some circumstances (e.g., when the advisor is not on the clinical committee) where both the student and advisor agree that another faculty member would be more appropriate in that role. In these cases, the student would invite another faculty member to chair the committee.
2. The student then discusses with the chair how to approach the three areas of the Comprehensive Examination. Students do not determine the questions to be asked; that is the responsibility of the committee. Students can and should, however, consider how to approach each of the three broad areas in line with their career objectives and interests. The three areas of examination are:

Psychological Assessment. One broad expertise of psychologists is to assess the functioning of individuals, families and communities. Psychologists differ in their approaches and areas of specialization with regard to assessment. What is your own approach to psychological assessment? In what areas or topics of assessment do you intend to have particular interest and expertise? Your approach should be grounded in clinical science, so that you are prepared to link and defend your position statement from the findings of psychological research.

Psychological Intervention. A second broad province and privilege of psychologists is to intervene in the lives of individuals, families and communities in order to promote mental health. Again, psychologists differ in their approaches and areas of specialization with regard to intervention. How do you think about and approach the task of intervening in others' lives (prevention, treatment, counseling, psychotherapy, etc.)? In what intervention approaches and health areas do you plan to have particular interest and expertise? Your approach should be grounded in clinical science, so that you are prepared to link and defend your position statement from the findings of psychological research.

Research Focus. The third area pertains to a particular topical domain in which you want to develop research and expertise. The topic should be large enough to permit in-depth reading of theory and research, and to connect with broader areas of psychology.

At least one of the three areas must include specific consideration of cultural diversity issues, and the position paper must address how the student's approach or topic interacts with human diversity, drawing on findings and methodologies of psychological science. Cultural diversity issues need not be limited to racial/ethnic diversity but can include gender, age, disability, sexual orientation, religion, or other forms of human diversity.

3. Based on how the student wants to approach the three areas, he/she should work with the chair to identify other possible members of the committee. Normally, the committee shall be comprised of three members of the Psychology faculty (or the Clinic Director), at least two of whom (including your chair) must be tenure-track faculty.
4. In consultation with the committee chair, the student then develops a brief outline (e.g., 1-2 pages) of how he/she will approach each of the three areas. The purpose of this initial outline is to provide a context for discussion at the initial committee meeting.
5. The student should then meet with other members of the Psychology faculty who are potential committee members, and discuss how s/he intends to approach the topic areas. If they agree to serve on the committee, the student should obtain their recommended modifications, if any, to the initial outline.
6. When the outline has been modified in line with committee input, the student should convene the initial committee meeting. At this meeting, the student presents his/her planned approach to each of the topic areas. The committee may recommend further modification before approving the outline. At this point, the student is excused from the meeting, and the committee chair will assign members to write the three specific questions
7. Immediately following the meeting, the student will submit the signed Comprehensive Examination Proposal form along with an outline to the Graduate Program Coordinator who will then submit the proposal form and outline to the Department Chair for final approval. If there are any issues with the proposal, the committee chair will be notified.
8. Within one week of the initial meeting, the committee members will send question drafts to the committee chair. The chair may negotiate modifications to the questions before sending the final set to the student. The final set of questions will be sent to the student within two weeks of the last committee meeting. The instructions to the question set will specify the date on which your questions were provided and the date (**five months later**) by which the position statements are due. It is the responsibility of the student to give copies of the questions along with the dates of the initial meeting and the deadline for completing the statements to the Graduate Program Coordinator within 48 hours of receiving the final questions.
9. The student then writes the three position statements, the total combined length of which must be no more than 50 pages (excluding references), double-spaced, Ariel 12-point font, with 1" margins all around. The full question as posed by the committee should be stated at the beginning of each position statement. The statements must reflect the student's own, independent work. Faculty will neither read nor comment on drafts.
10. The student should deliver copies of all three position statements together to each committee member. Again, these must be submitted no later than **five months** after receiving the final set of questions. Of course, they may be submitted sooner.
11. Students should schedule a defense meeting allowing the committee three weeks to read the statements. Students must electronically submit their announcement of examination to Graduate Studies at least two weeks in advance.
12. The committee will read the position statements with regard to how well the student addresses the dimensions specified below. At the oral defense, the committee will explore those dimensions, if any, which were not sufficiently addressed in the statements. The student's responses will be included in the committee's determination of whether the examination was passed or failed.

13. The oral defense will focus on discussion of the three position papers. Students are responsible for all of the material in the reference section, and the committee may ask about specific readings. Students should be prepared to ground and defend their positions in relation to the relevant literature and within the constraints of a clinical science perspective. The normal time allotted for the oral defense meeting is two hours. When the chair determines that there has been sufficient discussion, the student will be excused for a period of committee deliberation, after which s/he will be notified of the result. The committee has only three options. The first is to pass the student (including the possibility of designating the pass as being “with distinction”). The second is giving the student a Conditional Pass where the student has the opportunity to rewrite one or more of the sections of the paper within a specified period of time. The third option is to fail the student and require him or her to retake the examination within one calendar year from the date of the first exam. Students will be allowed to retake the examination only once. A second failure will result in the student’s termination from the program.

14. After the defense meeting, the committee chair submits the Evaluation Form for Graduate Students Comprehensive Exam, which includes individual faculty ratings, along with the three position papers. With the Chair’s approval, this report is then electronically submitted to Graduate Studies. Once students have completed the Comprehensive Examination, they should see the Graduate Program Coordinator to apply for advancement to Ph.D. candidacy.

15. Once students have completed the Comprehensive Examination, they should see the Graduate Program Coordinator to apply for advancement to Ph.D. candidacy.

Option B: Scholarly Review Paper

In this option, the student is to write a scholarly review of a particular research area. Models for this kind of review can be found in journals such as *Psychological Bulletin*. The review should be written for a broad audience of scientific psychologists, not more narrowly for specialists in the area. A scholarly review involves more than summarizing the findings of multiple studies. It may include: (1) critical analyses of research methodologies; (2) the synthesis and integration of multiple perspectives on the problem; (3) the derivation of defensible conclusions, principles, and/or recommendations for practice; and (4) implications, needs, and recommendations for future research. The review may also use meta-analytic approaches, if appropriate, to summarize findings on standard metrics. A good source for more information about how to write a scholarly review is: Bem, D. J. (1995). Writing a review article for *Psychological Bulletin*. *Psychological Bulletin*, 118, 172-177. Students electing Option B should start by reading this paper.

Another intent of Option B is to provide a springboard for writing the dissertation. While hopefully publishable in its own right, the review should also form the corpus of the introduction for the dissertation.

As is the case with Option A, Option B reviews must address the role of cultural diversity in the target research area. Cultural diversity issues need not be limited to racial/ethnic diversity but may include gender, age, disability, sexual orientation, religion, or other forms of human diversity.

Most of the steps for Option B are the same as Option A. Once a committee chair is selected, students should consult with the chair about the general focus of the review. The initial task is to define an area that is broad enough to warrant an integrative scholarly review, but not so broad as to encompass an overwhelming amount of literature. Also students should identify how the review would differ from or improve upon any existing review of research in this area. After the student and chair select a Comprehensive Exam committee, the student, with input from individual committee members, prepares an initial 2-3 page outline of the proposed review, including a list of possible references for the paper, which is discussed and possibly refined at the initial meeting.

Immediately following the meeting, the student will submit the signed Comprehensive Examination Proposal form along with an outline to the Graduate Program Coordinator who will then submit the proposal form and outline to the Department Chair for final approval. If there are any issues with the proposal, the committee chair will be notified.

An additional meeting may be scheduled to reconvene within two weeks if necessary to resolve concerns. Once the project is approved, the student has **five months** to complete the review and schedule a defense meeting.

The total length of the review should be no more than 50 pages (excluding references), double-spaced in 12-point font, with 1 inch margins all around. The review must reflect the student's own, independent work. Faculty will neither read nor comment on drafts.

Once the review is completed, the student should distribute it to the committee and schedule the defense meeting. The meeting date should be scheduled at least three weeks after the review has been given to the committee. Students must electronically submit their announcement of examination to Graduate Studies at least two weeks in advance.

The committee will read and evaluate the review with regard to how well it addresses relevant dimensions. At the oral defense, the committee will explore those dimensions, if any, which were not sufficiently addressed in the written document. The student's responses will be included in the committee's determination of whether the examination was passed or failed. The oral defense will focus on discussion of the review. Students are responsible for all of the material in the reference section, and the committee may ask about specific readings. Students may bring notes to the defense meeting and should be prepared to ground and defend their review in relation to the relevant literature and within the constraints of a clinical science perspective. The normal time allotted for the oral defense meeting is two hours.

When the chair determines that there has been sufficient discussion, the student will be excused for committee deliberation, after which the student will be notified of the result. The committee has only three options. The first is to pass the student (including the possibility of designating the pass as being "with distinction"). The second is giving the student a Conditional Pass where the student has the opportunity to rewrite one or more of the sections of the paper within a specified period of time. The third option is to fail the student and require him or her to retake the examination within one calendar year from the date of the first exam. Students will be allowed to retake the examination only once. A second failure will result in the student's termination from the program.

After the defense meeting, the committee chair submits the Evaluation Form for Graduate Students Comprehensive Exam, which includes individual faculty ratings. With the Chair's approval, this report is then electronically submitted to Graduate Studies. Once students have completed the Comprehensive Examination, they should see the Graduate Program Coordinator to apply for advancement to Ph.D. candidacy.

Advancement to Candidacy

The next step in the process of earning the doctoral degree is being advanced to candidacy. Once a student passes the comprehensive exam, they must complete an Application for Doctoral Candidacy form, which summarizes a student's doctoral program of studies. The procedure is similar to the Program of Studies for the Master's degree.

Once you have passed the Comprehensive Examination, meet with the Graduate Program Coordinator to go over and complete the Application for Candidacy. The AC must be approved and signed by your Faculty Mentor, and the Associate Chair for Graduate Education or the Department Chair before it is submitted to the Dean of Graduate Studies for approval. Students are expected to submit the Application for Candidacy form the same semester in which they pass the doctoral comprehensive exam.

Requirements for Advancement to Candidacy

- The doctoral comprehensive examination has been passed.
- The Dean of Graduate Studies has approved the student's Application for Candidacy
- The student has successfully proposed their dissertation.

Time Limit to Degree

Doctoral candidates have five (5) calendar years from the semester in which they pass their doctoral comprehensive examination to complete the degree requirements. The final requirement is generally the acceptance of the student's dissertation by the Dean of Graduate Studies or the completion of the clinical student's internship.

Dissertation Committee

The Dissertation Committee is charged with the supervision of a doctoral candidate's dissertation activities, including the review and approval of the student's research proposal. Doctoral candidates initiate the process of selecting the Dissertation Committee by first arranging for a qualified faculty member to serve as the chair of their Dissertation Committee. The chair of the Dissertation Committee is typically the student's Faculty Mentor. The faculty chair and the candidate jointly select the remainder of the committee.

Each committee must consist of a minimum of four members approved by Graduate Studies; 2 of the 4 members must have Category 1 approval (see catalog for description of categories).

1. Chair must have approval as a Category 1, 5, or 3 if his/her appointment is within the student's major
2. The second member must have approval as Category 1 or 3 if his/her appointment is within the student's major
3. The third member (external/outside) must have approval as Category 2 if selected from the faculty of an institution other than UNM, or Category 1 if a UNM faculty member outside the student's discipline
4. The fourth member can have approval as Category 1-6
5. Co-Chair (optional) must have approval as a Category 1-6 as long as the other co-chair is a Category 1 or 3 if his/her appointment is within the student's major

No more than one voting member may be in Category 4. (Detailed instructions on committee composition may be found in the Graduate Program of the UNM Catalog: <http://catalog.unm.edu/catalogs/2018-2019/graduate-program.html>.)

NOTE: All expenses incurred for member services on a Dissertation Committee are the responsibility of the student.

Dissertation Proposal

Students who do not propose their Dissertation on time (Fall or Spring semester of their fourth year, depending on their concentration; see Appendix D) will not be in good standing, unless the Department approves the student's written petition for an extension.

Students work with their Faculty Mentor to develop an idea for a dissertation study prior to writing their dissertation proposal. The Faculty Mentor reviews the proposal and ultimately approves it for distribution to the other Dissertation Committee members. Approximately 2 weeks later a proposal meeting is held. During this meeting the dissertation work is discussed and negotiated with the entire committee. A Dissertation Proposal form must be processed at the time of the proposal meeting and returned to the Graduate Program Coordinator. If the committee agrees the student may proceed with the dissertation; otherwise additional meetings may be required.

The dissertation research must be conducted as agreed upon by the Committee. If students experience difficulties and need to make substantial changes to the originally approved proposal's plan, the changes must be discussed and accepted by the Dissertation Committee members in advance of the Dissertation defense.

The written dissertation is reviewed by the Faculty Mentor, and revisions are made. Upon approval by the Faculty Mentor, a draft of the dissertation is distributed to the Dissertation Committee for review; committees require a minimum of two weeks to review the dissertation. Once approval to proceed has been given by the committee, an oral dissertation defense is scheduled. The defense must be announced at least two weeks prior to the defense date. See the Graduate Program Coordinator for details regarding the defense announcement.

Continuous Enrollment in Dissertation Hours

During the course of dissertation work, students are required to enroll in a minimum of 18 hours of dissertation (699) credit. Enrollment in 699 should not begin prior to the semester in which the student takes the doctoral Comprehensive Examination. Only those hours gained in the semester during which the Comprehensive Examination was passed and in succeeding semesters will be counted toward the 18 hours required. Students who fail the Comprehensive Exam cannot apply any 699 credits toward the 18 required hours until the semester in which the Comprehensive Examination is retaken and passed.

Enrollment for dissertation (699) may be for 3, 6, 9 or 12 hours per semester, with 9 hours the maximum in summer session. Minimum enrollment in 699 for one semester is 3 hours. Assuming satisfactory progress, the dissertation chair assigns a grade of "PR" for each semester until the dissertation has been completed.

Once dissertation (699) hours are initiated, continuous enrollment in fall and spring semesters is required until the manuscript is accepted by the Dean of Graduate Studies (summer enrollment is required only if a student completes degree requirements during a summer session). Students who have enrolled in 699 and subsequently stopped enrollment for one or more semesters (not including summer) must follow the procedures listed under the "Continuous Enrollment Policy" in the Graduate Program portion of the UNM catalog. In short, you would have to be readmitted to the program and again pay all application fees. Thus, students who are no longer required to be enrolled full-time in the program (e.g., are on clinical internship, are working on dissertation alone) are required to remain enrolled for at least 3 hours of dissertation (699) with their Faculty Mentor through the semester in which the dissertation is defended.

The Final Examination for the Doctorate (Dissertation Defense)

The doctoral final oral examination is the last formal step before the degree is awarded. The focus of the final examination is the dissertation and its relationship to the candidate's major field. Its purposes are:

- To provide an opportunity for candidates to communicate the results of their research to a wider group of scholars;
- To afford an opportunity for the members of the Dissertation Committee, as well as others (faculty, students) to ask relevant questions;
- To ensure that the research reflects the independence of the thought and accomplishment of the candidate rather than excessive dependence on the guidance of a faculty member; and finally,
- To ensure that the candidate is thoroughly familiar not only with the particular focus of the dissertation but also its setting and relevance to the discipline of which it is a part.

At least two weeks before the final examination is held, and no later than November 1 for Fall graduation, April 1 for Spring or July 1 for Summer, you must electronically submit your announcement of examination for the dissertation defense to Graduate Studies. In order to qualify to sit for a doctoral exam during an intersession, you must be registered for the following semester.

All members of a student's Dissertation Committee must be present at the dissertation defense. Although physical presence is strongly encouraged for all members, synchronous participation by telephone/video conference is allowed when necessary.

The presentation and examination phases of the exam are open to the University community and are published in various sources; the deliberation phase is only open to the dissertation committee. It is the policy of the Department that any psychology graduate student may attend a doctoral dissertation defense. It is expected that any faculty member or student in attendance will have read a copy of the proposed dissertation in advance. For this purpose, an electronic copy of the manuscript will be disseminated to faculty and students.

At the conclusion of the examination, the Dissertation Committee members will confer and make one of the following recommendations, which must be agreed upon by at least three of them:

- That the dissertation be approved without change
- That the dissertation be approved subject only to minor editorial corrections (Conditional Pass), or
- That the dissertation be rewritten or revised before approval.

If either the first or second recommendation is made, the committee may decide that no further meetings are needed. In the second instance the chair of the dissertation will be responsible for seeing that all necessary corrections are made before the dissertation is submitted to Graduate Studies. If the third recommendation is made the full committee may elect to meet again to determine that their concerns have been addressed, otherwise the chair will oversee the changes.

Conditional Pass

Having evaluated the materials required for the examination, if the Committee feels that, although the student has demonstrated knowledge and understanding of the field, it is not quite sufficient to justify a grade of "pass", the committee may assign the grade of "Conditional Pass" and require that the student meet additional conditions before a grade of pass will be awarded. The student must meet the conditions noted on the Conditional Pass by the end of the subsequent term. However, students who plan to graduate in a specific term must resolve a Conditional Pass by the posted deadline for submission of examination results. The committee will note the conditions that need to be met by the student on the examination form. Once the committee indicates the student has met the conditional pass criteria, they will submit a memo to OGS, and the student will have a maximum of 90 days to submit his/her dissertation; however, graduating students must meet the term deadline for submission of the dissertation.

Quality of the Dissertation

The responsibility of the Dissertation Committee (especially the chair) includes the evaluation of the substance and methodology of the dissertation, as well as an assessment of the candidate's competence in scholarly exposition. The dissertation should reflect a high level of scholarship in the conduct and presentation of the study. If serious questions concerning substance, methodology or exposition arise through a review of the Report on Thesis or Dissertation forms, the Graduate Dean may seek the counsel of the Dissertation Committee, graduate unit chairperson and/or other scholars with particular competence in the field of study before the dissertation receives final approval.

Final Dissertation Preparation

The student is responsible for preparing a dissertation in proper format that is of high quality and free of grammatical and typing errors. Guidelines on dissertation format are detailed and should be carefully followed. Students are urged to print current guidelines from the Graduate Studies website before defending their dissertations. The general manuscript format guidelines and most required forms are available on the GS website (<http://www.unm.edu/grad>). Examples of the front matter and reference pages are available on the OGS website.

90-Day Rule

Doctoral students must submit their dissertations to the Dean of Graduate Studies within ninety (90) days of passing their oral examination for the dissertation. If the manuscript is not submitted within that time, students must schedule and complete a second final examination for the dissertation. In all cases the results of the dissertation defense must be submitted to Graduate Studies no later than two weeks after the the dissertation defense.

Electronic Submission of the Dissertation

All Ph.D. students at UNM must submit their dissertations to Graduate Studies electronically for filing in UNM Library's electronic, open-access database, where their work is accessible to internet search engines, such as Google and Yahoo (see <https://repository.unm.edu>). Open access allows scholars and researchers around the world to access the results of research and scholarship with the click of a button. Thus, open access accelerates and broadens the dissemination of scholarly and creative work. Theses and dissertations filed in open access are fully copyrighted, and are afforded the same intellectual property protections as print manuscripts and publications. PhD students must also file their dissertations with ProQuest.

Ph.D. students must submit their dissertations to the Dean of Graduate Studies for approval by **November 15 for Fall graduation, April 15 for Spring graduation or July 15 for Summer graduation**. If the dissertation approved by the full committee is not submitted by these deadlines, the student will not graduate in that semester.

Accompanying Forms

The following forms, which must be submitted along with the manuscript, may be obtained from Graduate Studies' website under the Manuscripts tab: (<http://grad.unm.edu/resources/gs-forms/index.html>):

1. Certification of Final Form signed by the student and dissertation committee chair.
2. Information Cover Sheet.
3. Survey of Earned Doctorate—a link to the survey is available on Graduate Studies' website.
4. Electronic ETD Release Form.
5. Embargo Request Form (if requesting an embargo).

For detailed instructions visit the degree completion section of Graduate Studies website:

<http://grad.unm.edu/resources/start-to-finish-unm/phd/format-submit-dissertation.html>.

Binding Requirement

You are required to submit to the Psychology Department two hard copies of your manuscript in proper format to be bound for the department's collection. They must be submitted to the Graduate Program Coordinator by the end of the semester in which you successfully complete your dissertation defense. One bound copy will be given to your Dissertation Committee chair, and one will be placed in the Logan Literature of Learning Library. Additional copies can be bound for your personal use. Departmental binding fees are \$25.00 per each copy bound (\$50.00 minimum).

It is your responsibility to conform to the current format requirements and to be sure that the presentation of your manuscript is of the highest quality. Because requirements may change over time, students should not use existing library or departmental copies of manuscripts as examples of proper format.

Courtesy Policy

University regulations require that the student must be enrolled and complete a minimum of one (1) hour of graduate credit for Master's students and three (3) hours for PhD students in the term they complete degree requirements. Should the student miss the graduation deadline (July 15 for summer graduation, November 15 for fall graduation, April 15 for spring graduation), but complete all degree requirements on or before the last day of that term, the student is not required to register for the next term. See the Graduate Program Coordinator for more details about taking advantage of this "courtesy policy."

Student Funding

Graduate student funding at UNM comes in a variety of forms and from a variety of sources including assistantships, fellowships, grants, scholarships, and loans. The Graduate Studies website is an excellent source for many funding opportunities (grad.unm.edu/funding/), as is the Graduate Resource Center (unmgrc.unm.edu). Loans may be applied for through the Financial Aid office (finaid.unm.edu/).

Departmental Funding

Generally, departmental funding is in the form of an assistantship (GA/TA/RA). An assistantship is a financial award to a graduate student for part-time work in teaching, assisting in classes, or research while pursuing study toward an advanced degree. The primary goal of an assistantship is to assist students in strengthening and successfully completing their academic program. The Associate Chair for Graduate Education, in consultation with the chair, course instructors who require graduate assistants (GA's), and research mentors, makes decisions concerning departmental funding to students. Applications for departmental funding are completed at about the same time as the Annual Progress Report. Continuing students are also asked to make their needs and preferences for financial aid known to the Associate Chair for Graduate Education early in the spring semester, as these projections are used to determine how many Assistantships can be set aside for newly admitted students. All eligible applications from new and continuing students are considered on a competitive basis.

Eligibility for financial aid in a given year is dependent upon satisfactory progress in the program (see definitions of good standing in Appendix D). The minimum eligibility requirements must be completed by the end of the academic year (i.e., the end of the Summer term) in order to ensure eligibility for aid in the next year. These requirements apply only to types of aid assigned through the Department (e.g., teaching and graduate assistantships) and do not apply to other types of support (e.g., external clinical placements, research assistantships on grants). Awards made through the Department (including fellowships) carry specific duties and responsibilities. Students maintaining satisfactory progress are eligible for financial aid for five years but this may be extended in unusual situations.

Outside Employment

All students who are supported by the Department (whether by internal or external funds) are full-time students, and therefore are generally not allowed to assume any regular outside employment. Any supported student who seeks employment must first obtain approval from their mentor and the Associate Chair for Graduate Education. Failure to obtain such approval may result in revocation of financial aid. This regulation applies only during the fall and spring semesters, and does not apply to the summer period. If the outside employment involves the provision of professional services, then the policy specified earlier on Provision of Professional Services by Students applies.

For clinical students, opportunities for outside employment are sometimes available through contracts negotiated through our Clinic. Typically these positions are announced in a memo to the clinical students. Periodically the DCT is contacted by outside agencies regarding positions, and these are also announced to students through a memo.

Extra Compensation

It is departmental policy to allow students, including those already funded, to obtain extra compensation for additional tasks or appointments within the Department. Normally a student has only one principal appointment (GA/TA/RA/Fellowship) at a given time. The Associate Chair must approve additional duties for compensation in advance in writing. Extra compensation employment may not exceed 10 hours per week when regular FTE is .50, or 20 hours per week when one's regular FTE is .25 (maximum, therefore, is .75 FTE or 30 hours per week).

Total Employment Commitments

As of spring 1998 it is departmental policy that each graduate student's total work commitment (principal appointment plus outside employment plus extra compensation as defined above) should not exceed 20 hours per week. With prior approval of the Associate Chair for Graduate Education and the student's research mentor, the student may exceed 20 hours (Clinical students must also receive permission from the Clinical faculty). However, students may not be appointed to an assistantship or a combination of assistantships for more than 30 hours per week.

Private Employment of Students by Faculty

In keeping with the American Psychological Association's guidelines advising against dual relationships, private employment of students by faculty is generally not allowed. Details of the departmental policy in this area are included in Appendix K.

General Academic Regulations

Transferring coursework

Students who enter our program with previous graduate school coursework may request that coursework be transferred in and accepted for credit to our program. The coursework being transferred must equate coursework in our program, or be accepted as an elective. The university allows that up to 24 hours of coursework may be transferred in. For clinical students, only 9 hours of clinical coursework may transfer; however, courses satisfying the DSK requirements could bring the total of transferrable hours above 9.

The process to transfer coursework begins early in your first semester. In consultation with your mentor, you will identify courses that might be transferrable. You will submit a syllabus for each course to the area head under whom the course would be offered here. If the course is accepted, the area head will send the recommendation to the Associate Chair for Graduate Education for final approval. Once approved, the Assoc. Chair will send a memo to the Graduate Program Coordinator to record the transfer.

Transferring previous Master's Degree

Students who completed a research-based thesis as part of their prior Master's degree may request their thesis be accepted in lieu of our Master's requirement. As with transferring coursework, the process begins in your first semester. In consultation with your mentor, you will determine if your previous thesis might be acceptable to our program. If so, you will submit your thesis to your area head for review. The area head will then appoint a committee of at least three members to evaluate the thesis. If the committee agrees the thesis meets our requirements and standards, the area head submit the recommendation to the Associate Chair for Graduate Education for final approval. Once approved, the Assoc. Chair will send a memo to the Graduate Program Coordinator to record the approved thesis.

Required Examinations

Through your time in our program you will take at least two, likely three, milestone examinations: Thesis Defense, Comprehensive Examination, Dissertation Defense. Some of the requirements and qualifications for the exams are identical and are explained below. For specific details about each of the exams see the section detail above.

- **Committee** Each exam has a faculty committee attached to it. The committee composition requirements differ for each committee so be clear on those requirements when forming your various committees.
- **Proposal** Each exam must be proposed prior to the exam/defense. This is somewhat informal in that the proposal is entirely internal and neither notification nor results need to be submitted Graduate Studies. You will bring a proposal form to your proposal meeting and submit the completed form to the Graduate Program Coordinator immediately following the meeting. Proposal forms are found on our website under Graduate Student Resources.
- **Exam Announcement** The final exam/defense **MUST** be announced to Graduate Studies at least two weeks prior to the exam/defense date. The announcement form is found at gradforms.unm.edu. At the time of announcement you **MUST** submit a copy of your manuscript to the Graduate Program Coordinator (thesis/dissertation only) for dissemination to the department.
- **Room Reservation** If you are using a department controlled room for your exam/defense (e.g. Logan Library) you must reserve the room with the front office staff.
- **Exam Forms** Each exam has its own evaluation forms which will be provided to your committee chair by the Graduate Program Coordinator. After the exam/defense you or your committee chair will return the completed forms to the Graduate Program Coordinator.

Teaching Experience

The Department requires that every student obtain supervised teaching experience as part of the program. Some opportunities for teaching also provide financial aid, but students are encouraged to seek a variety of teaching experiences regardless of remuneration. It is unreasonable simply to require students to teach without providing them some training and supervision. Therefore all students must take PSY 507: Teaching Seminar in Psychology prior to teaching their own course (Note: exceptions must be cleared with the student's mentor, and either the chair of the Teaching Mentoring Committee or the Department Chair). Students must have a Master's degree before they are allowed to teach a course. See Appendix I for the department's Teaching Policy.

The following will satisfy the teaching requirement:

- Teaching a course either for remuneration or on a volunteer basis.
- Serving as a GA for a course and delivering at least three supervised lectures.
- Students may petition their area head to allow them to satisfy the teaching requirement by volunteering to deliver at least three lectures in other courses. Students who opt to satisfy the teaching requirement by delivering three lectures must arrange for observation and feedback with the instructor(s) of the course(s) in which they lecture.

Research Involvement

Because psychology is an experimental science and because experimental methods are learned best through active participation, all students are expected to be continuously engaged in supervised research throughout their training. During the first year, this usually includes participation in one or more faculty research teams, data collection in a collaborative study, and completion of a thesis proposal. Beyond the first year, students are expected to continue active research involvement, reflected in continuous registration with a faculty member for Graduate Problems (551), Master's Thesis (599), or Dissertation (699) hours. Students at or beyond the second year who are not enrolled for either thesis or dissertation hours should be signed up for at least one hour of Graduate Problems with a faculty member, and be actively participating in research with that faculty member. In annual reviews of student progress and consideration for financial aid, research involvement is a very important criterion.

First year students are assigned an initial advisor based on apparent matches in interests, but students may change advisors during their training. The decision to do so should be carefully considered and discussed with both the current research mentor and the potential new mentor.

In order to provide a clearer idea of what is expected of students in terms of research involvement, the faculty have adopted the 'Guidelines For Evaluating Graduate Student Research Activity' (Appendix E). The faculty in each Area considers these guidelines in reporting to the Department and to the student each spring whether that student's research involvement during the past academic year has been Unsatisfactory, Satisfactory, Good, or Exemplary.

Human Subjects

No human research of any kind may be conducted without obtaining prior approval from the departmental Human Subjects Committee and the College of Arts and Sciences Institutional Review Board (IRB). Animal research is also subject to regulation by the departmental and Institutional Animal Care and Use Committees. Consult with your advisor before undertaking any research, and do not begin running subjects until official approval has been received. Complete details about the IRB Process can be found on our website at: <http://psych.unm.edu/research/irb-process.html>.

With regard to the use of surveys, questionnaires and other data collection efforts with undergraduate students as participants, it is departmental policy that undergraduate class time normally should not be devoted to such activities. However, if the instructor of a course believes that the activity provides a useful educational

experience, then class time may be devoted to it, but typically no research participation credit points may be awarded to participants. Whenever undergraduate students participate in research outside of class, some time, typically during debriefing, must be devoted to making the experience of educational value for the participants if they are to be given research credit in a class for their participation. Students should refer to the UNM Policy, E90, Human Beings as Subjects In Research: <http://handbook.unm.edu/section-e/e90.html>.

Notification of Intent to Graduate

Students receiving their M.S., or their Ph.D., must notify the Graduate Program Coordinator of their intent to defend and graduate by the end of the term prior to the term they intend to graduate; e.g. graduating in Fall? Let the GPC know by the end of the previous summer. Failure to do so will delay your graduation.

Three Semester Continuous Enrollment

A student who is admitted and completes at least one semester in graduate status at the University of New Mexico will receive registration materials for three subsequent semesters (including summer session) whether they enroll or not. Graduate students will not be required to apply for readmission to resume their studies by registering for classes if they do so within these three semesters. If they are not enrolled by the published registration deadline of the third semester (including summer session), they must apply for readmission. Such “stop-out” periods are included in the time to degree.

NOTE: Students must be enrolled in a semester in order to use his/her Lobo Card

Students who discontinue their graduate training prior to receiving a degree must reapply to the program. Students reapplying to the program will be considered by the Admissions Committee along with first-year applicants and may be brought forth to the entire faculty for vote. Although a recommendation to readmit would normally be made only under unusual circumstances, nothing in this policy precludes former students from enrolling in non-degree work to strengthen their application.

Withdrawals from Required Courses

Graduate students are expected to enroll and complete all required courses as outlined within these guidelines. Any withdrawal from a required course will be considered by the faculty as less than acceptable performance both in departmental evaluations of progress and in financial aid considerations, in the same way as a grade of F in a required course would be considered. Further, any student withdrawing from a required course will be reviewed by the faculty as a whole at the end of the semester in which the withdrawal occurs, to consider the question of whether the student should be permitted to continue in the graduate program.

Leave of Absence

If extenuating circumstances require that a student must interrupt his or her studies for one or more semesters, he or she must request in advance from the home graduate unit and Graduate Studies a formal leave of absence. Leaves of absence may be granted to students in good standing in cases of illness, emergence, family exigency, and employment or professional opportunities. Leaves of absence are granted on a semester-by-semester basis and generally are limited to a maximum of one calendar year. With a formal leave of absence approved in advanced, the time a student is on leave does not count against the time to degree limit.

Requests for a Leave of Absence from students who are in good standing will come before the full psychology faculty for a vote. If approved by the Department, the student will then petition Graduate Studies for a Leave of Absence. The written request, together with a memo of support from the chairperson or designee of the department, is forwarded to the Dean of Graduate Studies for approval. The time approved for a Leave of Absence is not counted in the time limit to complete the degree as long as the student is not enrolled in any course at the University of New Mexico.

Professional Organizations

Students are strongly encouraged to attend and participate in meetings and conferences of professional organizations. In the course of training, it is desirable to acquire experience in a variety of research presentation formats including colloquia, poster sessions, paper sessions, workshops, and roundtable discussions.

The Department sponsors an ongoing Colloquium series. Graduate students are expected to attend departmental colloquia, including topics outside the student's immediate area of interest. In addition to exposing students to a range of research topics and methods, attendance at colloquia also provides vicarious experience in how to present a colloquium effectively; a skill that becomes important later during research presentations and job interviews.

Commencement Exercises

Degrees are awarded at the end of each term: fall, spring, and summer. The department convocation, however, is held only once a year in spring (May). Inasmuch as the conferring of degrees is done at a Department-sponsored ceremony, graduate students are encouraged to also take part in University commencement exercises.

University Commencement

The University Commencement Ceremony is the campus-wide graduation ceremony for students from all schools, colleges, and degree programs held in the fall and spring at the University Arena (The Pit). The President of the University of New Mexico confers degrees upon all degree candidates at this ceremony. Bachelors and Master's Degree candidates will proceed across the stage and be recognized individually. Doctoral graduates will be hooded.

Department Convocation Ceremonies

Convocation ceremonies are celebrations hosted by individual schools, colleges, and/or departments just for their graduates. Master's and doctoral degree recipients have the opportunity of participating in a formal departmental commencement convocation in May. Both Master's and Doctoral degree recipients are hooded by their mentors as part of this ceremony.

Student Grievances

Graduate students occasionally experience conflicts with their course instructors, Faculty Mentors, or other departmental faculty. These conflicts may center on matters such as fairness in the classroom, equitable grading, workload disparity, authorship of manuscripts, expected duties in the lab, performance evaluations, perceived favoritism, poor communication, discrimination, and the like. We describe here the procedures for dealing with such complaints or grievances. Our goal is to address these disputes in a way that protects the confidentiality of the student, respects the rights of the faculty, and adheres to university principles regarding grievances.

A primary goal of making explicit the departmental grievance procedure is to allow students to first resolve complaints informally and confidentially with the intention of avoiding a formal grievance through the University when appropriate. However, these guidelines are not intended to supersede policies defined by the University. UNM's policies regarding student grievances are published in the *Pathfinder* under "Student Grievance Procedures" and specific guidelines for graduate students can be found under "Graduate Student Grievance Procedures."

It should be noted that students always are encouraged to seek consultation at any time on a wide variety of issues, including complaints and grievances, with their Student Area Representative. Furthermore, it should be noted that students are encouraged, *when it is comfortable and appropriate*, to include the faculty member who is the target of their complaint in meetings with other individuals listed below (e.g., Area Head).

The first step in informally resolving a complaint is to talk with the faculty member who is the subject of the student's complaint, seeking resolution directly. Sometimes this is not comfortable or appropriate. In that case, the complainant should first consult with his/her Faculty Mentor, and, if necessary, thereafter consult with the Area Head.* If the concern/complaint is not resolved at this level, the complainant may consult with the Associate Chair for Graduate Studies, who would attempt to resolve the complaint. If the issue was not satisfactorily resolved, the Associate Chair for Graduate Studies would contact the Student Complaint Committee. The Student Complaint Committee would consist of four graduate students in at least the second year of graduate study, two from the clinical program and two from experimental. The Associate Chair for Graduate Studies would serve as a consultant to the committee, and would participate in these committee meetings only by invitation. The task of the committee would be to suggest to the student possible informal resolutions to the complaint. At this point, if resolution had not been obtained, the complainant would meet with the Department Chair to discuss resolution. Should this last step for informal resolution not be successful, the complainant could use formal university conflict resolution resources, including filing a formal grievance. [see below].

**If any of the faculty parties indicated above is the subject of the complaint, the step in the process involving that person should be skipped. From this point on, all discussions are to be held in strictest confidence unless the complainant gives permission to any party to discuss the matter with the subject of the complaint.*

In summary, the following are the steps for resolving complaints or grievances:

- resolution is sought between the student and the faculty member or instructor involved, or
- the student brings the matter to the attention of his/her Faculty Mentor. If resolution is not achieved,
- the student brings the conflict to the Area Head. Absent resolution,
- the student brings the conflict to the Associate Chair for Graduate Studies. Failing resolution,
- the Associate Chair for Graduate Studies contacts the Student Complaint Committee. If unresolved,
- the student brings the conflict to the Department Chair, and if not resolved,
- the student may pursue formal means of resolving the conflict outside of the department. This includes the resources of the University Ombuds Dispute Resolution (<http://grad.unm.edu/resources/ombuds/index.html>) and/or the Faculty Dispute Resolution Center (277-3212). The student may also at this point take his/her complaint to Graduate Studies and institute a formal complaint.

Approved by Faculty on 1/25/08

Departmental Facilities and Information

Department Office

The staff in the Department Office performs a wide range of duties to keep the Department running smoothly. Because they are typically quite busy, they can provide only very limited services to graduate students. The Administrative Assistant can tell you whether a specific request is reasonable or not. The Office will not provide supplies, typing, proofreading, or photocopying services for students. The Office staff can help you to understand University procedures and regulations, obtain keys and necessary forms (e.g., human or animal subjects approval).

Copying

The departmental copy machine is not available for student use unless you are teaching a course. Please see the department Administrative Assistant for further instructions. Personal photocopying (including copies of articles) may be done on the graduate student copy machine, which is located in the Grice Electronic Library (room 270). GASP is responsible for the account codes.

Offices

The severe shortage of space within the Department may prevent us from being able to provide individual offices for all students. Priority for office assignments typically will be given to teaching assistants with anticipated high student contact hour requirements. Some of the faculty members are able to provide office space within their laboratories. The Graduate Student Lounge and the Logan Library are designed to provide students with areas for study and discussion.

Keys

Keys for offices and other Logan Hall doors are available from the department Administrative Assistant. You will need authorization from your Faculty Mentor when requesting laboratory keys. Generally graduate students are issued keys to the outside doors, the graduate lounge, and if applicable, their office space. The procedure for obtaining a new key is to get a key authorization slip from the department Administrative Assistant, fill out the slip, get appropriate signatures, then take the form, along with a \$10 deposit for each key, to the department accountant. The accountant will then issue an official green authorization card(s) which you is taken to the Physical Plant Key Shop located just north and west of the intersection of Yale and Lomas. Be advised, the Key Shop is closed on Fridays. There is a \$50.00 charge for lost keys. You should turn in unneeded keys to the lock shop when you obtain new ones, and all keys must be turned in when you complete the program, otherwise you forfeit your key deposit. To have your \$10 deposit refunded, present your key return receipt to the department accountant.

Building Security

Over the years there have been problems with building security. Equipment and personal possessions have been stolen, and facilities have been vandalized. Please help us to maintain building security by following these guidelines:

1. The outside doors to the building are to be locked at all times except during normal class hours. If you find the doors unlocked late in the evening or on a weekend, please notify a custodian (if present in the building) or call the Campus Police (7-2241). You will not be able to lock the door yourself because a special bar-releasing tool is required.
2. Do not prop doors open or otherwise attempt to override the automatic locking features of the outside doors.
3. Do not lend your keys to any unauthorized person or permit your keys to be duplicated.

Department of Psychology-Guidelines for Graduate Students

4. Do not open the outside doors for unauthorized persons. If you find someone desiring admission after the doors have been locked, inquire as to their business and accompany them. Anyone with official business in the building should have his or her own access key.
5. If you find strangers wandering in the halls during evening or weekend hours, inquire as to their business or call Campus Police.
6. If you observe any suspicious activity, notify Campus Police immediately. No unauthorized persons are allowed on the second floor of the building at any time.
7. Whenever you leave your office or research space, close and lock the door. Equipment and personal possessions have often been stolen during a few minutes when they were unattended.
8. If you observe any lights burned out in or around the building, please report this to the Departmental Administrator.
9. Due to expensive equipment and housing of lab animals, the second floor of the Psychology Department is to remain locked at all times and is restricted. Access is via an authorized Prox card. Do not prop open the door and do not allow unauthorized people in.

Net ID'S

You will also need a UNM NetID/e-mail address. **All university communication must go through the UNM e-mail system.** All students, faculty, and staff at UNM must have a UNM NetID to access their UNM e-mail account, the UNM Internet services on campus, the LoboWeb registration system, the e-Library, Parking Services, academic programs via WebCT and other computer and network services. To obtain a UNM Net ID go to <https://netid.unm.edu/>. Once you establish your UNM email address, contact the department advisor to update your information.

Lobo ID Proximity Cards

The department uses prox cards for access to the Clinical Neuroscience Center (CNC) on the second floor, to the Grice Electronic Library (room 270), and to the Graduate Student Lounge (room 132). Several of the new CNC labs also require prox card access. These cards also serve as your LOBO ID Card (student identification card). Get your Lobo ID prox cards at the LOBO Card Office located on the lower level of the Student Union Building (SUB), Rm 1077. You will be charged a one-time fee by the department of \$6.00 for your prox card. The Lobo Card office also has additional fees to replace lost cards.

Mailboxes

All Graduate students will be assigned a mailbox in the Graduate Student Lounge, Logan Hall 132. Faculty and Staff mailboxes are in the main office, Logan Hall 182. Outgoing mail (campus or standard) can be left in the Department Office in the designated bins.

Telephones

Graduate student offices are not equipped with telephones. Some Faculty labs, however, are. To place a local telephone call from a campus phone, dial 9 followed by the phone number. University extensions can be reached by dialing the five-digit extension number using 7, 2 or 5. For example, to dial the main office, you would dial 7-4121.

You may not make long distance telephone calls from University telephones unless the call is explicitly authorized by and part of your regular research duties with a faculty member.

Parking

All parking on campus is either by permit or metered, and Parking Services regularly monitors the parking on campus for violations. Be sure to become acquainted with UNM parking regulations to avoid citations. Parking near Logan Hall is a B zone parking area; you must have a B permit to park around the building unless you use a

metered parking space. For information on purchasing parking permits or parking zones, contact Parking Services at 277-1938 (7-1938) or visit the web site at: <http://pats.unm.edu/>.

Here are a few basic parking regulations that will help you avoid citation while parking on the UNM Campus:

- Permit display and meter payment are required from 7am to 8pm Monday through Thursday, 7am to 6pm on Fridays and 8am to 5pm on Saturdays during summer session and academic breaks.
- Parking services **DOES** enforce on academic breaks, but **NOT** on University Holidays when UNM is closed.
- Make sure your permit is displayed according to the diagram printed on the back. Parking Services officers **MUST** be able to read the permit number and expiration date from outside the vehicle.
- When parking in a metered space, make certain your parking receipt is clearly displayed.

Animal Resource Facility

The Department's animal resource facility is equipped to house a variety of rodent species for use to support biomedical and behavioral research and teaching programs. The primary function of the Animal Resource Facility is to provide the best possible animal care and to assist investigators in fulfilling their obligation to plan and conduct animal research in accord with the highest scientific, humane, and ethical principles. Acquisition or use of any vertebrate animal species requires prior submission of a proposal and approval by the Institutional Animal Care and Use Committee (IACUC) and subsequent coordination with the Department's Animal Resource Facility. The IACUC and the Attending Campus Veterinarian provide oversight of the Department's animal facility and animal care and use program. A federal veterinarian for compliance with animal care standards also inspects the facility regularly. Questions regarding the acquisition and/or the care and use of laboratory animals should be directed to the Campus Attending Veterinarian, the Main Campus IACUC Chair or the UNM office of animal care and compliance (<http://hsc.unm.edu/som/research/acc/index.shtml>).

Libraries

University Libraries

Each branch of the UNM University Libraries has a desk staffed by *reference librarians* to assist you in accessing information and library resources. The University libraries staff is concerned and helpful. If you want a formal orientation to library facilities, contact the Reference Department at 7-5761. The majority of holdings in psychology are located in the Centennial Science and Engineering Library (CSEL), located a short distance north of Logan Hall. You will also find relevant materials in other libraries including Zimmerman Library, Parish Business Library and the Medical School Library on north campus. Your student identification card allows you to check materials out of all UNM libraries.

Architecture, Landscape Architecture, Planning, Art, Art History, Music, and Photography

Fine Arts Library

falref@unm.edu

277-2355

Education, Humanities, and Social Sciences

Zimmerman Library - Instruction Services

zimref@unm.edu

277-5761

Business, Management, and Economics

Parish Memorial Library

pmlref@unm.edu

277-8853

Science, Engineering, and Patents

Centennial Science & Engineering Library

tselref@unm.edu

277-4412

New Mexico and the Southwest, Rare Books, Archives, Manuscripts, and Special Collections

Center for Southwest Research

cswrref@unm.edu

277-6451

New Mexico, US, and International Government Publications

govref@unm.edu

277-5441

Health Sciences Library

272-2311

Logan Literature and Laws of Learning Library (Quad-L)

Through the generous donations of Professor Frank Logan, a special Literature and Laws of Learning Library has been established in the Department. Located in room 226, this library is available for use by faculty and graduate students. The library includes an extensive collection of monographs and journals in experimental learning, with a computerized catalog and access system in addition to the computerized database, PsychLit. Copies of departmental theses and dissertations are also available. At least one graduate assistant is appointed as the Quad-L librarian each year, to maintain and update the resources.

Grice Electronic Library

The Grice Electronic Library is located in Logan Hall room B-15. It was made possible, in part, by a donation made by the Estate of G. Robert Grice, and the University of New Mexico Foundation, Inc. This room is used mainly by graduate students for research, however some courses may also be offered in this room. A schedule of courses offered is posted on the door each semester.

Clinic Test Library

The Psychology Clinic maintains a wide selection of tests and equipment to be used in clinical, educational, and developmental assessment. All materials used, regardless of purpose (practicum, coursework, research, etc.) must be checked out through the Clinic Secretary. Do not remove any testing materials without first checking with the Clinic Secretary, and return all materials promptly when you have finished with them. If you anticipate special needs for testing equipment in your research, please check well in advance to determine and ensure availability.

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Hodgin Hall, photo courtesy of Akeylah Corbett

Appendix A

DEPARTMENT OF PSYCHOLOGY STATEMENT OF MISSION

The mission of the Department of Psychology is to discover and disseminate knowledge about psychology, the science of behavior. The Department shares with other science departments a commitment to empirical research, pursuing knowledge to understand the basic processes underlying behavior. Key values underlying the Department's mission include: the importance of a supportive scholarly environment; respect for a variety of theoretical and empirical approaches; respect for human diversity; a commitment to ethical conduct; a commitment to active engagement with the wider professional communities of psychologists; and the importance of applying scientific knowledge to decrease human suffering and enhance positive functioning.

The mission of the UNM Department of Psychology embraces goals in teaching, research and scholarship, and service:

Teaching

- Encourage and support effective teaching in communicating psychology to undergraduates both as an area of major study and as a critical part of a liberal arts education
- Enable students to understand psychology in the context of human diversity
- Engage students at all levels in scholarly activities, thereby infusing scientific study and practice into their education
- Ensure that graduate students in all areas are well trained in methodology and ethics appropriate for their effective functioning as researchers and professionals
- Train graduate students in the application of psychological knowledge to clinical and other professional settings

Research and Scholarship

- Promote a scientific approach to the study of psychology
- Foster excellence in research and scholarship
- Foster active research programs within the Department as well as interdisciplinary collaborations with colleagues in other academic units with UNM and outside the University
- Participate in the larger scientific community to disseminate knowledge and engage in scholarly exchange

Service

- Be actively involved in service to the university, the community, the state, and the profession

Appendix B
Who Can Help

Position	Personnel Name	Phone	Office
Department Chair	Jane Ellen Smith janellen@unm.edu	277-2650	178
Associate Chair, Graduate Program	Sarah Erickson erickson@unm.edu	277-0635	172
Associate Chair, Undergraduate Program	TBA		
Director of Clinical Training (DCT)	Elizabeth Yeater eyeater@unm.edu	277-0632	168
CBB Area Head	Eric Ruthruff ruthruff@unm.edu	277-3060	166
Evolutionary/Developmental Area Head	Marco Del Giudice marcodg@unm.edu	277-4121	140
Quantitative/Methodology Area Head	Katie Witkiewitz katiew@unm.edu	277-5953	118
Health Psychology Area Head	Kevin Vowles kvowles@unm.edu	277-5676	134
Clinic Director	Daniel Matthews danda@unm.edu	277-5164	Psychology Clinic
Clinic Administrative Assistant II	Wanda Sharts wsharts@unm.edu	277-5164	Psychology Clinic
Department Administrator Oversees daily functions of department: UNM, A&S, HR, Faculty, and Departmental policy/procedures, Faculty Contracts, HR-UNM Jobs approver, Payroll approver, TA/GA budget, Space Allocation, Building Coordinator, Teaching Assignments, LAT's	Trish Aragon-Mascarenas trishara@unm.edu	277-2230	180
Administrative Assistant II Main office operations and reception, Department rosters and contact information, Key/Prox Cards, IDEA forms, course syllabus, textbook orders, Office supplies, Dept Room Scheduling, Dept calendars and mail, copy jobs, all-psych listserv, Newsletter	Mary Jane Lueras mj59@unm.edu Christie Casias cvigil65@unm.edu	277-4121	180
Scheduling Coordinator Scheduling coordination, special Events, Payroll time-keeper, Department publications, AV/Copy room supervisor, Inventory Control, and word processing	Kim Larranaga klarran@unm.edu	277-3426	180

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Graduate Program Coordinator Graduate program procedures and admissions, student related departmental and university regulations, Catalog Curriculum	Rikk Murphy rikk@unm.edu	277-5009	105B
Sr. Academic Advisors – Undergraduate Program Provide academic advisement/support to undergraduate students, new major orientation, academic holds.	Trajuan Brigs briggst@unm.edu Azure Leyba azureleyba03@unm.edu Jennifer Serrano jeserrano@unm.edu	277-4121	105 A-E
Senior Fiscal Tech University and Departmental procedures, Grant Submission	Rae Ramirez rramire1@unm.edu	277-4406	181C
Senior Fiscal Tech Travel vouchers, Grant Submission Back-up	Carol Ann Griffin cgriffin@unm.edu	277-7492	181E
Supervisor, Animal Research Facility	Gilbert Borunda gborunda@unm.edu	277-4632	263
Animal Facilities Technician	Sean Bilberry seanb@unm.edu	277-4632	263
Attending Veterinarian	Kevin O’Hair KOHair@salud.unm.edu	272-8126	BMS B32
Senior Operations Manager, Officer of Animal Care	Katy Marie Mirowsky-Garcia kmirowsky@salud.unm.edu	272-0418	Fitz Hall, G37
Main Campus IACUC Chair	Derek Hamilton dahamilt@unm.edu	277-3060	166
IRB Specialist, Main Campus Committee Chair	Christine Mermier cmermier@unm.edu	277-2664	Johnson Center B143
Department Human Subjects Committee Chair	Teddy Warner tdwarner@unm.edu	277-7818	105A
Dean of Graduate Studies	Julie Coonrod jcoonrod@unm.edu	277-2711	OGS
GASP President (Copy machine and computer pod: Logan 270)	To Be Determined	277-4121	

Appendix C
Graduate Courses by Area

CLINICAL

		650	Human Neuropsychology
531	Pre-clinical Practicum	650	Neural Basis of Cognitive Development
532	Seminar in Psychopathology	650	Neural Bases of Addiction
533	Psychological Evaluation: Cognitive and Neuropsychology Functions	650	Plasticity and Development
535	Psychological Evaluation: Personality Functions	650	Seminar in Cognitive Neuroscience
538	Introduction to Clinical Science	650	Seminar in Computational Neuroscience
539	Child Psychopathology	650	Advanced Topics in Functional Neuroimaging
610	Case Conference Practicum	650	Neural Bases of Addiction
631	Psychotherapy Practicum	650	Pediatric Neuroimaging
634	Ethics and Professional Issues in Clinical Psychology	650	Seminar in Attention
635	Behavioral Couple Therapy	650	Seminar in Aging and Cognition
636	Diversity Multicultural Perspectives in Clinical Psychology	650	Seminar in Knowledge Representation
637	Empirically Supported Treatments	650	Principles of Learning, Motivation and Behavior
691	Clinical Internship	650	Neuroscience of Aging and Dementia

COGNITION, BRAIN, AND BEHAVIOR

540	Biological Bases of Behavior
541	Introduction to Functional Neuroimaging
542	Seminar in the Recovery of Function and Epilepsy
547	Drugs and Behavior
561	Cognitive Processes
564	Intelligence and Creativity
565	Seminar in Thought and Language
569	Seminar in Psycholinguistics
641	Seminar in Cognition, Brain, and Behavior
643	Psychobiology of Emotion
650	Neuroanatomy
650	Principles of Learning, Motivation and Behavior
650	Biological Basis of Memory

DEVELOPMENTAL

521	Advanced Developmental Psychology
528	Seminar on Cognitive Development
539	Child Psychopathology
629	Culture and Human Development
650	Seminar Development

QUANTITATIVE/METHODOLOGY

501	Advanced Statistics
502	Design and Analysis of Experiments
503L	Advanced Statistics Laboratory
504L	Design and Analysis of Experiments Lab
506	Seminar in Mathematical Psychology
601	Multivariate Statistics
604	Latent Variable Modeling
605	Advanced Latent Variable Modeling
650	Analysis of Data
650	Programming in Psychology

HEALTH PSYCHOLOGY

- 510 Advanced Health Psychology
- 513 Emotion, Stress, and Health
- 514 Health Psychology Interventions
- 515 Social Psychology of Health Promotion

Diversity/Multicultural Psychology

- 508 Psychological Research with Diverse Populations
- 636 Diversity Multicultural Perspectives in Clinical Psychology

Appendix D

Criteria for Remaining in Good Standing in the Department

To complete the Ph.D., students must satisfy course requirements as well as three additional requirements: a defended Master's Thesis, a passed Comprehensive Exam, and a defended Doctoral Dissertation. The Department has established guidelines for when these milestones should be reached in the course of graduate training. A student is said to be in good standing, or in progress, if they have reached the milestones below by the following established deadlines.

Milestone Progress Marker	Clinical Concentration		Experimental Concentrations	
	With Thesis	Without Thesis	With Thesis	Without Thesis
a. Extra-Department Thesis approved	1 st Year Spring Semester	N/A	1 st Year Spring Semester	N/A
b. Transfer Credits Approved	1 st Year Spring Semester	N/A	1 st Year Spring Semester	N/A
c. Thesis Proposed	N/A	1 st Year Spring Semester	N/A	2 nd Year Fall Semester
d. Thesis Completed	N/A	2 nd Year Spring Semester	N/A	3 rd Year Fall Semester
e. Comps Process Initiated	3 rd Year Spring Semester	3 rd Year Spring Semester	3 rd Year Fall Semester	3 rd Year Spring Semester
f. Comps Defended	4 th Year Fall Semester	4 th Year Fall Semester	3 rd Year Spring Semester	4 th Year Fall Semester
g. Dissertation Proposed	4 th Year Spring Semester	4 th Year Spring Semester	4 th Year Fall Semester	4 th Year Spring Semester
h. Dissertation Defended	5 th Year Spring Semester	5 th Year Spring Semester	5 th Year Spring Semester	5 th Year Spring Semester

Any exception to being out of progress or not in good standing requires a departmentally approved petition from the student.

General 5-year Timeline

1st Year

Fall Submit your external Master’s thesis to your mentor and area head for approval
 Submit your transfer coursework to your mentor and area head for approval

Spring Submit your Annual Progress Report (APR)
 Submit your funding application

2nd Year

Fall Submit your Program of Studies
 Propose Master’s Thesis
 Begin enrolling in PSY 599-Thesis hours

Spring Submit your APR
 Submit your funding application
 Notify the Graduate Program Coordinator of your intent to graduate (either in summer or fall)

3rd Year

Fall Defend your thesis by 15 November.
 Defense Timeline deadlines: 7 Oct Finished thesis to committee chair
 15 Oct Finished thesis to full committee
 1 Nov Announce Defense

Spring Comprehensive Examination Proposal Meeting
 Submit your APR
 Submit your funding application

4th Year

Fall Begin enrolling in PSY 699-Dissertation hours
 Submit Comprehensive Examination results and hold the oral examination
 Oral Examination must be announced at least two weeks prior to the exam.
 Submit your Application for Candidacy
 Propose Dissertation
 Submit your funding application

Spring Propose Dissertation
 Submit your APR
 Submit your funding application

5th Year

Fall Experimental Students: Notify the GPC of your intent to graduate
 Clinical Students: Apply for internship

Spring Defend your dissertation by 15 April
 Defense Timeline deadlines: 7 Mar Finished dissertation to committee chair
 15 Mar Finished dissertation to full committee
 1 Apr Announce Defense

Submit your APR

6th Year-Clinical Students on Internship

Appendix E

Guidelines for Evaluating Graduate Student Research Activity

An important goal of our department's graduate program is to prepare students to succeed in getting good academic jobs. Most often success means having an excellent scholarly record. Here we define a set of guidelines for evaluating graduate student research activity. The guidelines are intended to provide students with feedback on their scholarly accomplishments throughout their graduate career.

The guidelines result in a research productivity grade of *satisfactory*, *good*, or *exemplary* at the end of each academic year. Students who achieve the grade of *exemplary* throughout their graduate years should be quite competitive in the job market when they graduate. Obviously a variety of factors affect the job market, and so a strong research record is no guarantee of success.

The guidelines are written with the expectation that students' research productivity will increase over their years in the program. As students move through the program, they are expected to progress from assisting with others' research, to making original contributions to others' research, to performing independent research of their own. In addition, students' coursework demands are higher during their early years of training, and so less effort may be devoted to research at this time.

The guidelines are defined in the following two tables. Table 1 gives the number of points awarded for each type of research activity. The point assignments reflect the increasing importance of publications in peer-reviewed journals and independent research. Note that Preliminary Work activities count toward the research grade only during the first two years. Table 2 gives the minimum number of points to achieve each research grade. These minimum point requirements increase with increasing years in the program. Note that during the 4th and 5th years, research points must come from the categories of Publications and Presentations.

Finally, the guidelines are written to be objective and applicable across various sub disciplines. However, a strict point system may fail to consider important dimensions of scholarship, such as quality of journal and impact of research. Hence, an area committee may wish to recommend more points for a publication in a very high quality journal (e.g., *Psychological Review*) than is indicated in Table 1.

Table 1. Allocation of Points to Research Activities

Description	Points
(Add 10 points for 1st author to categories with *)	
Publications	
Refereed journal accepted *	50
Refereed journal submitted *	50
Chapter in edited volume accepted *	45
Chapter in edited volume submitted *	45
Other published documents *	50
Presentations	
Paper at national or international conference (e.g., APA, APS) *	30
Paper at regional conference (e.g., RMPA, SWPA) *	25
Poster at national or international conference *	25
Poster at regional conference *	20
Paper at local meeting (e.g., PAL)	25
Poster at local meeting	5
Organizing a symposium	10
Grants & Awards	
Extramural grant accepted (e.g., NIMH, NSF) *	50
Extramural grant submitted(e.g., NIMH) *	50
Internal funding accepted (e.g., SRAC, RPT)	15
Internal funding submitted (e.g., SRAC, RPT)	15
Local research awards (e.g., Haight, department. Best Paper)	50
Local travel awards for research (e.g., departmental)	10
Other Grants or Awards *	50
Preliminary Work	
Submit IRB	10
Analyze data for a single study	10
Collect data for a single study	10
Design a single study	5
Review literature for a single study	5
Other:	

Table 2. Minimum number of points to achieve each grade

Grade	1st Year	2nd Year	3rd Year	4th Year +
Satisfactory	≥ 30	≥ 60	≥ 90	≥ 120
Good	≥ 80	≥ 120	≥ 170	≥ 200
Exemplary	≥ 200	≥ 250	≥ 320	≥ 450

Appendix F

Graduate Program Forms

This is a list of forms and their suggested due dates. Please contact the Graduate Program Coordinator for additional information. Many of these forms have very specific deadlines. You will do yourself a great service if you submit them a week or two prior to their respective deadlines.

- I. **Program of Studies** Due Fall of your second year in the program after completion of at least 12 credit hours of graduate coursework. It must be filed with Graduate Studies by the middle of the semester prior to the semester of your intended date of graduation.
- II. **Thesis Proposal Meeting Report** Used to document your thesis topic, and name the members of your thesis committee.
- III. **Announcement of Examination/Report of Examination** This electronic form is available at gradforms.unm.edu. It is on this form where you will formally submit your committee members. This form will be used for your Thesis, Comprehensive Examination, and Dissertation Defense.
- IV. **Thesis Manuscript Forms** These electronic forms are found on Graduate Studies website under Manuscript Forms and Procedures.
- V. **Comprehensive Examination Proposal form** Used to establish your comps committee, reading list for your comprehensive exam, initiation of comprehensive exams, and which option you have chosen, if applicable. In addition, you must supply your reading list and questions to the Graduate Program Coordinator.
 - a. **Option A Position Statements**
 - b. **Option B Scholarly Review Paper**
- VI. **Application for Candidacy form** Must be submitted the semester in which you pass your comprehensive examination.
- VII. **Dissertation Proposal Meeting** Used to document your dissertation proposal meeting, committee, and topic.
- VIII. **Appointment of Dissertation Committee** This is done on your Dissertation Proposal Meeting form. Check with the Program Coordinator to ensure the makeup of your committee is correct. You will formally submit your committee to Graduate Studies via your Announcement of Examination.
- IX. **Dissertation Manuscript forms** These electronic forms are found on Graduate Studies website under Manuscript Forms and Procedures.
- X. **Graduation Checklist** This optional form is to aid you in verifying that all graduation requirements have been completed for MS or Ph.D. and can be found on our website under graduate student resources.
- XI. **Annual Progress Report** The APR is submitted each Spring semester and is used to evaluate your progress in the program.
- XII. **Department Financial Aid application** Department funding requests.

Appendix G

Policy on Waiving Graduate Required Courses

Methodology Courses

The principles motivating the policy regarding waiving required methodology courses are:

- (1) Most importantly, we need to assure that every doctoral student is competent in certain fundamental areas of statistics and experimental design
- (2) All graduate students should expand their methodological skills over the course of their graduate studies in our department

Waiver of a required methodology course may be accomplished only by successful completion of a written examination over the course material. This waiver does not affect the total number of hours required for the degree. Students who feel that they have mastered the material covered in a methodology course may with the permission of the instructor arrange to take an examination over the course content. A grade of B or better will allow the student to waive the course and, at the discretion of the instructor, the associated lab. (To facilitate this process the examination should be no later than the end of the second week of the semester during which the student would normally be required to complete the course.)

Waiver of other courses can be accomplished in consultation with your Faculty Mentor and course instructor and need not include any examination.

Appendix H

Policy on Master's Degrees from Non-Psychology Departments

Non-Psychology Master's Degree

Graduate students who enter our program with a Non-psychology Master's degree may request that they not be required to complete a Master's degree in our Department. The Associate Chair for Graduate Education will appoint a committee of three qualified faculty to review the thesis and recommend to the faculty whether it should be accepted in fulfillment of the thesis requirement in this Department. If such a Non-psychology thesis is accepted, the student will normally be asked to demonstrate competence in psychological research prior to proposing a dissertation.

This will be done by submitting to the student's committee of studies evidence of completion of independent psychological research in the form of one of the following:

- (a) An abstract and brief description of a presentation made at a scholarly meeting such as the annual meeting of the American Psychological Association or at one of the regional organizations affiliated with APA.
- (b) A manuscript in journal article format describing a research project carried out here.
- (c) A published article describing psychological research.

Adopted by the Faculty
May 16, 1986

Appendix I

Teaching Policy: Degree Requirements

Graduate Students as Instructors of Record

In order for graduate students to be the Instructor of Record of a course (i.e., to teach their own course), the Psychology Department requires that these students have successfully defended their master's thesis. Note that this does not state that they need to have officially been awarded their master's degree (since this can be several months later). This departmental requirement is stricter than UNM's policy, which states that graduate students can teach without a master's degree as long as they are in a PhD program. Also note that based on a previous vote, we require graduate students to have successfully completed the graduate Teaching Seminar prior to teaching.

Masters Level Instructors for Graduate Courses

Per UNM policy, anyone hired in a faculty title (e.g., Lecturer, PTI) can teach a graduate level course, even if the individual's highest degree is a master's degree. Also, graduate students who have been advanced to candidacy are allowed to teach graduate level courses. Nonetheless, the Psychology Department has a stricter requirement; namely, that individuals who teach graduate courses have a PhD. With this said, the department also realizes that under certain circumstances it could be appropriate for an individual with a master's degree to teach a graduate course.

If an individual with a master's degree wishes to teach a graduate course, the request (with justification) first must be approved by the relevant Area Head (in consultation with the faculty in that area). The request next must be approved by the chair. In the event that there is no clear "area" (e.g., Teaching Seminar), the Policy and Planning Committee will serve as the review committee. Although approved requests for recurring courses are valid for 3-year periods, course evaluations (and other teaching feedback) will be reviewed by the chair annually.

Appendix J

Evolution and Developmental Area's Comprehensive Exam Policy

The Evolution and Development area requires students to write a *Psychological Review* or *Psychological Bulletin* style of paper that conceptually integrates two (or more) areas of research, literatures, or perspectives. The paper should (a) reflect mastery of the core ideas within the two literatures, (b) review research done previously, (c) represent a theoretical advance in understanding the phenomena, and (d) lay out a program of future research to test new ideas.

This procedure aims to facilitate development of students' research, conceptual framework, and critical-thinking skills, however, by specifically asking them to offer new, integrative theoretical ideas and derive a workable research plan from those ideas. Development of ideas in the comprehensive exam hopefully leads students to develop research programs that become actualized in dissertations and during students' own research careers after graduate school. Finally, the area expects that students will submit their comprehensive exam papers, after revision based on committee feedback, to good journals that accept theoretical papers (such as *Psych. Review*, *Psych. Bulletin*, *Psych. Inquiry*, *Behavioral and Brain Sciences*, *Developmental Psychology*, *Developmental Review*, or *Child Development*).

Students will constitute a comprehensive exam committee consisting of at least three faculty members, propose their topic in a proposal meeting, be asked to complete their paper within six months after proposing it, and sit for an oral defense of the paper.

Appendix K

Policy on Private Employment of Students by Faculty

In keeping with the APA's guidelines that advise against dual relationships, students and professors are not allowed to enter into employee-employer relationships in which students have financial arrangements with the professor as a private individual or corporation. Exceptions to this policy can be made with the written approval of the student's major professor, the appropriate Associate Chair and the Chair of the Department. In making exceptions the following guidelines are followed:

1. Exceptions should be made primarily for educational and not for economic considerations.
2. The more prominent the particular student-professor relationship, the less justified the exception. The student's major professor, members of the student's Committee of Studies and the relevant Associate Chair are most closely involved with the student's academic career and exceptions for cases involving persons in those positions should be most carefully avoided.
3. In no case should an exception be made which would place the student in the position of having all or a major portion of that student's income depend on private work for a faculty member.
4. Whenever possible, professors wishing to hire students should use a University or department structure (e.g., The Psychology Department Clinic) to mediate the arrangement.
5. If the work done by the student involves professional services, then the appropriate Associate Chair must obtain assurances from the prospective employer that the student will be properly supervised and insured.
6. Exceptions will be most readily made when the professor's external consultation is the only vehicle through which the student can obtain the experience and in which the student will have a time limited rather than ongoing role and when the professor is involved in providing pro bono services and the student is compensated by appropriate supervision rather than by money. Such arrangements must always be spelled out in writing before approval can be given.
7. Any faculty member or student who at any time has concerns that outside employment of a student by a professor is hindering the progress of the student or is in other ways detrimental to the student should bring those concerns to the attention of the Chair of the Department.

Adopted by the Faculty
September, 1989

Appendix L

Policy on Postdoctoral Retraining

This policy applies to individuals who have received a prior doctorate in psychology, and who are applying to the department for admission so as to retrain (not receive a new Ph.D.) in a new specialty area.

There are five conditions that need to be met in order for a Postdoctoral trainee to be considered for admission.

1. The candidate's intended career direction should be consistent with the training mission of the department; i.e., the trainee should clearly intend to pursue and sustain a career in research within the new specialization area. The department will not accept candidates whose sole or primary career direction is toward practice. This is consistent with the standards used in accepting pre-doctoral students.
2. The candidate should have an identified mentor on the faculty, who accepts responsibility for directing the candidate's training. This mentor will serve a function parallel to that of the dissertation chair.
3. The candidate should intend to be actively involved in research throughout the training period. This is consistent with our expectations of pre-doctoral students.
4. The candidate should intend to meet all of the competency requirements that are fulfilled by pre-doctoral students. Our standards for the minimum requirements of training will be the same for Postdoctoral and pre-doctoral training
5. In case of clinical retraining, the candidate should intend to complete a formal clinical internship after the period of training at UNM.

Admission

Postdoctoral trainees will be considered for admission at the same time as the incoming pre-doctoral class is selected. The area committee from which they desire retraining will first screen applicants for Postdoctoral training. The area committee will consider the overall qualifications of the applicant(s), and the consistency of career direction with the training mission of the department.

If the applicant is found to meet overall standards, the next step is to determine whether any faculty member will serve as the trainee's supervisor. If no faculty member is interested in becoming the applicant's supervisor, the applicant will not be considered further. If a faculty member expresses interest in having the applicant admitted and in serving as the applicant's training supervisor, the applicant is then recommended to the Admissions Committee for consideration.

The final decision-making authority for admission of Postdoctoral trainees resides with the Admissions Committee. That committee reviews each applicant and determines, by its own processes, whether the applicant meets overall departmental standards, and whether he or she should be admitted as part of the incoming class. An admitted Postdoctoral trainee will not be counted within any considerations regarding the desired size of incoming classes. That is, Postdoctoral trainees will be admitted in addition to rather than in lieu of first-year students.

In order to be admitted for Postdoctoral training, then, three separate review processes must assent: the area committee, the identified faculty mentor, and the Admissions Committee. If any one of these reviews results in a negative decision, the applicant will not be admitted.

Requirements

Postdoctoral trainees should meet every requirement of the program met by pre-doctoral students. In some cases, the intended competency will be recognized based upon prior comparable coursework and demonstrated abilities (e.g., publications). In other cases, it will be necessary for the trainee to enroll in and pass our graduate courses.

Throughout the course of training (likely to be two years at UNM in most cases), the trainee is expected to be continuously enrolled in graduate problems (551) and to be engaged in research in the specialty area. Clinical trainees are also required to be continuously enrolled for clinical supervision credit, and to carry a minimum continuous supervised caseload of two clients at the Department of Psychology Clinic during all semesters in residence.

Supervision

Every Postdoctoral trainee should have a formal Committee on Studies that supervises his or her progress in training. This may or may not be the corresponding area committee within the department, but its membership is recommended by the area committee and approved by the Chair. The Committee on Studies will review the trainee's background and, in consultation with appropriate other faculty and committees, determine which program requirements have been fulfilled and which remain to be completed. A written program of studies will be prepared to specify for the trainee what requirements must be fulfilled in order to complete retraining. Every program requirement pertaining to pre-doctoral students admitted in the same year must be addressed in this plan.

The progress of Postdoctoral trainees will be reviewed annually by the faculty, using the same procedures that apply to pre-doctoral students.

Completion

Upon completion of the Postdoctoral program of studies, the trainee will be provided a letter certifying completion of training. In the case of clinical trainees, the initial letter will certify readiness for internship. Upon satisfactory completion of an approved internship, a clinical candidate will be given a letter certifying completion of training. This completion letter will be signed by the Chair of the department and by the director of training (either the Associate Chair for Clinical Training or the Associate Chair for Experimental Training).

Adopted by the Faculty
September 2, 1988

Appendix M

Department of Psychology Clinical Committee Policy on Clinical Privileges

Clinical privileges are the privileges of clinical doctoral students to provide psychological services within the Psychology Department, that is at the Department of Psychology Clinic, in the context of clinical practicum courses offered by the department or in the research under the direction of a clinical faculty member. By permission of the Clinical Committee, clinical privileges may be extended to settings outside the department as described in this policy.

Clinical privileges are automatically granted to students admitted for graduate study in psychology with a major in clinical psychology. Clinical privileges may be suspended or restricted for the protection of clients or to maintain the professional standards of the profession of psychology. These privileges necessarily involve the well-being of clients, are granted by the Clinical Committee and are exercised under the responsibility of an approved supervisor whose own professional standing and licensure could be jeopardized by the inappropriate practice of a supervisee. Thus, action suspending or restricting clinical privileges may sometimes need to be exercised without delay and the threshold for suspending or restricting clinical privileges cannot be too high. At the same time, action affecting a student's clinical privileges must carefully consider the well-being of the student as well as the client, the supervisor and the department.

This document is intended to strike a balance between protecting the client, the department and the profession of psychology on the one hand, while simultaneously treating the student-clinician with respect and compassion.

This policy is informed by the American Psychological Associations Ethical principles of psychologists and code of conduct (APA, 2002, hereafter, APA Ethics Code), the Code of Conduct of the New Mexico Board of Psychologist Examiners (NMAC 16.22.2), the Professional Psychologist Act (1978 NMSA 61-9), the Impaired Health Care Provider Act (1978 NMSA 61-7) and the rules of the New Mexico Board of Psychologist Examiners (NMAC 16.22). The Clinical Committee is also mindful of the Americans with Disabilities Act (ADA) which may be relevant in some cases.

It should be noted that this policy deals specifically with clinical privileges, not with academic standing in the department. There is a linkage, however, in that a clinical student must have clinical hours and Clinical Committee approval to go on internship and complete the academic requirements for the degree. Maintaining clinical privileges is a necessary condition for completion of the degree with a major in clinical psychology.

Legal Basis for Clinical Privileges

As context for this policy it is important to keep in mind the Professional Psychologist Act and the rules promulgated by the New Mexico Board of Psychologist Examiners to implement this act. Those rules provide an exemption which allows students to provide services that are within the scope of practice of psychology even though the students are not yet licensed. This policy is designed to protect the public whom students serve, assure that the student is not engaged in the unlawful practice of psychology and clarify the department's responsibility to properly supervise students under the following rule:

NMAC 16.22.3.9 SUPERVISION OF NON LICENSED PERSONS

D. Students/applicants under supervision. Students/applicants enrolled in a graduate-level clinical[,] counseling or school psychology training program who are rendering services under supervision and who have not applied for licensure are exempt from the act. Students/applicants shall not directly charge a patient or third-party payor a fee for the services performed. The supervisor shall accept only supervisory responsibility over students/applicants currently enrolled in a graduate-level program, who are under the auspices of a bona fide internship or externship program with a designated faculty advisor who shall be responsible for coordinating student/applicant services and training. Students/applicants shall not render any psychological services that are not supervised by a qualified supervisor as defined in this part. (Rules of the New Mexico Board of Psychologist Examiners)

Granting of Clinical privileges

The Clinical Committee grants clinical privileges to all students admitted for graduate study in psychology with a major in clinical psychology. Clinical privileges may also be granted to graduate students from other departments or those with doctorate degrees who are cross-training in clinical psychology upon written request by the individual and approval of the Clinical Committee.

Clinical privileges cover all activities within the scope of practice of psychologists as described in the Professional Psychologist Act which must be performed under supervision approved by the Clinical Committee and in settings approved by that committee. In the simplest conceptualization of clinical privileges, the Clinical Committee grants permission to a student to see clients at the Department of Psychology Clinic and for clinical coursework and clinical research conducted under the authority of the Department. Clinical privileges may be extended to outside settings, with specific permission, either as a general rule (e.g. the VA, CDD, north campus settings) or to particular settings on a case-by-case basis.

Clinical privileges are granted to incoming students and are maintained automatically for students who are active within the department and have an academic advisor. If a student requests a leave of absence from the department, clinical privileges will be automatically suspended for the duration of that leave because the student does not then meet the requirements of the rules of the Board of Psychologist Examiners reprinted above. If a student does not have an academic advisor, the Director of Clinical Training may appoint a clinical faculty member to serve in this role for the purposes of this policy until the student selects an advisor who agrees to serve in this role.

Students may not engage in any professional psychology activities (those which require licensure as a psychologist) on or off campus without clinical privileges, and the prior approval of the Clinical Committee. Under no conditions are students permitted to treat clients without supervision. Failure to obtain proper approval may result in suspension or restriction of clinical privileges. The professional use of university facilities by students is limited to those functions that are a part of the student's training.

Suspension or Restriction of Clinical Privileges for Ethical Violations

Student-clinicians with clinical privileges are expected to conduct themselves in accordance with the APA Ethics Code and the Code of Conduct of the NM Board of Psychologist Examiners. Faculty may become aware of behavior on the part of student clinicians that is possibly or certainly unethical according to these codes. Both of these codes allow corrective action to be initiated by the professional who is concerned about the behavior, that is, approaching the individual, pointing out the problem, and indicating what action might be required. This is, of course, one of the functions of supervision.

Other student-clinicians may become aware of ethical problems. As students in training, it is not expected that student-clinicians will have the expertise or in some cases be able to approach another student regarding ethical concerns. Students should consult with the DCT, the Clinic Director or another member of the Clinical Committee to assess the situation and determine a course of action. Due regard must be paid to balancing the protection of clients and the profession with the seriousness of alleging that another person peer is engaged in unprofessional or unethical conduct.

In the case that an ethical situation cannot be dealt by a clinical faculty member through personal contact, the problem should be reported to the DCT who will initiate a Clinical Privileges Review Committee as described below for due consideration of the issues.

Suspension or Restriction of Clinical Privileges: Impaired Clinician

A student's clinical privileges may be suspended or restricted when the competency of the student to perform clinical duties is or could reasonably be expected to be impaired by apparent mental, emotional, physiologic, pharmacologic or substance abuse condition.

If the DCT, in consultation with the student's supervisors, has reasonable grounds for believing that a student-clinician is impaired in conducting clinical work and that the well-being of clients is in jeopardy, she or he may

restrict or suspend clinical privileges immediately. The most likely restriction in such a case is that clinical work be closely monitored either by direct observation or review of recorded sessions between sessions depending on the circumstances. If it is deemed necessary to suspend clinical privileges, supervisors will arrange for continued care of the client. In such cases, the DCT will initiate a Clinical Privileges Review Committee as described in the next section.

In cases where the likely impairment does not present an imminent concern for client welfare, the DCT will initiate a Clinical Privileges Review Committee without suspending clinical privileges.

Clinical Privileges Review Committee

The importance and necessity of sometimes suspending or restricting a student's clinical privileges has been presented above. At the same time, such action must be taken judiciously and discreetly to protect the student-clinician's dignity, well-being and reputation. The Clinical Committee's method of balancing these needs is the Clinical Privileges Review Committee, a three-member committee charged with investigating the issues, making recommendations for continuation of privileges or corrective action, informing the student, and monitoring and reviewing the progress.

Composition of the Review Committee will be three clinical psychologists, at least two of whom will be members of the Clinical Committee (clinical faculty plus Clinic Director). In general, the most recent end-of-the-year review committee will be selected by the DCT. In some cases, a clinical psychologist from the community, with special expertise in clinician impairment or ethical concerns and who is willing to serve in this role, may be appointed to serve on this committee.

Tasks of the Review Committee are:

- Ψ Investigate the concerns regarding ethical issues or clinician impairment,
- Ψ Report findings regarding this investigation
- Ψ Develop a written plan for reinstating clinical privileges
- Ψ Recommend these findings and plan to the Clinical Committee
- Ψ Review the situation upon application of the student for reinstatement of privileges following a time period specified by the plan

Recommendations may include (but are not limited to):

- Ψ Continuation of clinical privileges without restrictions
- Ψ Restriction of clinical privileges with conditions for a specified period of time
- Ψ Suspension of clinical privileges for a specified period of time
- Ψ Description of expectations in order for clinical privileges to be reinstated
- Ψ A method of review for reinstatement of clinical privileges

The Review Committee should flexibly design a plan leading to reinstatement of full clinical privileges, addressing the particular concerns in the case. Restrictions and conditions may include (but again are not limited to):

- Ψ Require evaluation of suspected impairing conditions
- Ψ Require that the individual consult with a designated psychologist regarding ethical practice
- Ψ Require a course or reading requirements regarding ethics
- Ψ Monitor clinical behavior such as review of session recordings, observation
- Ψ Implement other increased supervisory requirements
- Ψ Recommend treatment for impairing conditions

- Ψ Indicate to the student what documentation of evaluation, treatment or improved status will be useful in strengthening the case for reinstatement

In extraordinary circumstances, the Review Committee may recommend dismissal of the student from continued clinical training for severe impairment, serious ethical violations or for not following through on required conditions.

Role of the Student-Clinician in the Review Process

Where issues of ethical concern or possible impairment are raised and are found by the DCT to merit the attention of a Clinical Privileges Review Committee, the student will be informed personally or in writing about the concern and the review process. The student will be scheduled to meet with the Clinical Privileges Review Committee to discuss the identified problems and review possible recommendations. The student may select any consenting representative to appear with him/her at this meeting with the Clinical Privileges Review Committee.

At the end of a period of suspension or restriction, the student may apply for reinstatement of clinical privileges. The Clinical Privileges Review Committee will be reconvened to meet with the student and review the current situation for recommendations. It is the responsibility of the student to initiate this review by applying for reinstatement.

Reinstatement of Clinical Privileges

The Clinical Privileges Review Committee will recommend a reasonable period of time that the suspension or restriction will be in effect (a typical period might be three months). They will also recommend a method to verify that the conditions have been met. At the end of this period, the student may apply to the DCT for reinstatement of clinical privileges.

Upon application for reinstatement, the DCT will direct the Review Committee to convene to determine whether conditions have been met and whether it is appropriate that clinical privileges be reinstated. The Review Committee will conduct its investigation of the current situation with due regard for confidentiality of the student's treatment, and will request release of information only for that information which is necessary to evaluate the student's status.

The Review committee will make recommendations, which may be for reinstatement, continuation of restriction or suspension or other action that is needed. The procedure will follow the outline for initial determination above.

If clinical privileges are not reinstated by this process within a six month time frame, the Clinical Committee may convene to determine whether termination of clinical training is appropriate.

Role of the Clinical Committee

The Clinical Committee has final approval for the recommendations of a Clinical Privileges Review Committee and may accept, reject or modify those recommendations. If clinical privileges are suspended for reasons of impairment and if the impairment is deemed likely to affect the student's academic or research work as well, the Clinical Committee will determine a process for advising the student of options such as a leave of absence, seeking reasonable accommodations under the Americans with Disabilities Act, remedial measures or other courses of action. In the most severe circumstances, the Clinical Committee may dismiss the student from continued clinical training.

Where issues arise in the non-clinical areas of an individual's program (degree research, coursework, Comprehensive Examination) normal departmental and university procedures will be followed.

Appeal of the Decision of the Clinical Committee

There is no further appeals process because clinical privileges are truly a privilege, not a right, and the process of review, recommendation and oversight by the Clinical Committee is sufficient for this purpose. Termination from clinical training has no impact on pursuing the PhD in psychology in an area other than clinical psychology, so long as the student has demonstrated adequate academic progress. If an individual is to be terminated from pursuing the Ph.D., the established department and university policies would be in effect.

Disability Considerations

If a student is impaired, she or he may be eligible for reasonable accommodations as a disabled student under the Americans with Disabilities Act. Although the issue is likely to be more relevant in the context of academic requirements or research duties, it is possible that some set of reasonable accommodations would allow an individual to maintain clinical privileges. It will be the obligation of the student to declare the reason and need for accommodations and to fulfill the requirements of the ADA. The Clinical Committee and Psychology Department will work with such a student and university offices to achieve reasonable accommodations. It is important to note in this policy that, as regards clinical privileges, the question of whether accommodations are “reasonable” will include, at a high level of priority, the need to maintain the well-being of clients.

Appendix N

Clinical Concentration Course Sequence

Course Sequence for students entering in an odd numbered year

Subject to Change

Course Sequence for Clinical Students - Option 1		
Year	Fall Courses	Spring Courses
First	PSY 501-Advanced Statistics (3 cr.) PSY 503L-Advanced Statistics Lab (1 cr.) PSY 505-Research Seminar (2 cr.) PSY 531-Pre-Clinical Practicum (3cr.) PSY 538-Intro to Clinical Science (3 cr.) PSY 551- Graduate Problems (3cr.) PSY 610-Case Conference Practicum (1 cr.) Optional--a Discipline Specific Knowledge (DSK) course or clinical elective.	PSY 502- Design and Analysis of Experiments (3 cr.) PSY 504L- Design and Analysis of Experiments (1 cr.) PSY 599- Master's Thesis PSY 610- Case Conference Practicum (1 cr.) PSY 636- Diversity and Multicultural Perspectives (3 cr.) Optional--a Discipline Specific Knowledge (DSK) course or clinical elective.
Second	PSY 532 – Seminar in Psychopathology (3 cr.) PSY 533- Psychological Evaluation: Cognitive and Neuropsychology Functions (3cr.) PSY 535- Personality Functions (3 cr.) PSY 559 – Master's Thesis PSY 610-Case Conference Practicum (1 cr.) Optional--a Discipline Specific Knowledge (DSK) course or clinical elective.	PSY 507- Seminar Teaching Mentorship (3 cr.) PSY 599- Master's Thesis PSY 610-Case Conference Practicum (1 cr.) PSY 637- Empirically Supported Treatments (3 cr.) Optional--a Discipline Specific Knowledge (DSK) course or clinical elective.
Third	PSY 599- Master's Thesis PSY 610-Case Conference Practicum (1 cr.) PSY 631 Psychotherapy Practicum (1-3 cr.) Optional--a Discipline Specific Knowledge (DSK) course or clinical elective.	PSY 610-Case Conference Practicum (1 cr.) PSY 631 Psychotherapy Practicum (1-3 cr.) PSY 634 – Ethics and Professional Issues in Clinical Psychology (3 cr.) Optional--a Discipline Specific Knowledge (DSK) course or clinical elective.
Fourth	PSY 610-Case Conference Practicum (1 cr.) PSY 631 Psychotherapy Practicum (1-3 cr.) PSY 699- Dissertation Optional--a Discipline Specific Knowledge (DSK) course or clinical elective.	PSY 610-Case Conference Practicum (1 cr.) PSY 631 Psychotherapy Practicum (1-3 cr.) PSY 699- Dissertation Optional--a Discipline Specific Knowledge (DSK) course or clinical elective.
Fifth	PSY 610-Case Conference Practicum (1 cr.) PSY 631 Psychotherapy Practicum (1-3 cr.) PSY 699- Dissertation Optional--a Discipline Specific Knowledge (DSK) course or clinical elective.	PSY 610-Case Conference Practicum (1 cr.) PSY 631 Psychotherapy Practicum (1-3 cr.) PSY 699- Dissertation Optional--a Discipline Specific Knowledge (DSK) course or clinical elective.

Course Sequence for students entering in an even numbered year

Course Sequence for Clinical Students - Option 2		
Year	Fall Courses	Spring Courses
First	PSY 501-Advanced Statistics (3 cr.) PSY 503L-Advanced Statistics Lab (1 cr.) PSY 505-Research Seminar (2 cr.) PSY 531-Pre-Clinical Practicum (3cr.) PSY 551-Graduate Problems (3cr.) PSY 610-Case Conference Practicum (1 cr.) Optional--a Discipline Specific Knowledge (DSK) course or clinical elective.	PSY 502- Design and Analysis of Experiments (3 cr.) PSY 504L- Design and Analysis of Experiments (1 cr.) PSY 599- Master’s Thesis PSY 610- Case Conference Practicum (1 cr.) Optional--a Discipline Specific Knowledge (DSK) course or clinical elective.
Second	PSY 532-Seminar in Psychopathology (3 cr.) PSY 533- Psychological Evaluation: Cognitive and Neuropsychology Functions (3cr.) PSY 535- Personality Functions (3 cr.) PSY 538-Intro to Clinical Science (3 cr.) PSY 559 – Master’s Thesis PSY 610-Case Conference Practicum (1 cr.) Optional--a Discipline Specific Knowledge (DSK) course or clinical elective.	PSY 507- Seminar Teaching Mentorship (1 cr.) PSY 599- Master’s Thesis PSY 610-Case Conference Practicum (1 cr.) PSY 634 – Ethics and Professional Issues in Clinical Psychology (3 cr.) PSY 636- Diversity and Multicultural Perspectives (3 cr.) Optional--a Discipline Specific Knowledge (DSK) course or clinical elective.
Third	PSY 599- Master’s Thesis PSY 610-Case Conference Practicum (1 cr.) PSY 631 Psychotherapy Practicum (1-3 cr.) Optional--a Discipline Specific Knowledge (DSK) course or clinical elective.	PSY 610-Case Conference Practicum (1 cr.) PSY 631 Psychotherapy Practicum (1-3 cr.) PSY 637- Empirically Supported Treatments (3 cr.) Optional--a Discipline Specific Knowledge (DSK) course or clinical elective.
Fourth	PSY 610-Case Conference Practicum (1 cr.) PSY 631 Psychotherapy Practicum (1-3 cr.) PSY 699- Dissertation Optional--a Discipline Specific Knowledge (DSK) course or clinical elective.	PSY 610-Case Conference Practicum (1 cr.) PSY 631 Psychotherapy Practicum (1-3 cr.) PSY 699- Dissertation Optional--a Discipline Specific Knowledge (DSK) course or clinical elective.
Fifth	PSY 610-Case Conference Practicum (1 cr.) PSY 631 Psychotherapy Practicum (1-3 cr.) PSY 699- Dissertation Optional--a Discipline Specific Knowledge (DSK) course or clinical elective.	PSY 610-Case Conference Practicum (1 cr.) PSY 631 Psychotherapy Practicum (1-3 cr.) PSY 699- Dissertation Optional--a Discipline Specific Knowledge (DSK) course or clinical elective.

Recommended Timeline for Master's Thesis Completion in Clinical Area

1 st Year Fall Semester	Begin discussing thesis topics and ideas with primary mentor
	Conduct initial literature review
1 st Year Spring Semester	Identify thesis committee members
	Finalize literature review
	Propose thesis and submit IRB application (if applicable)
2 nd Year Fall Semester	Begin data collection (if applicable); acquire datasets (if applicable)
	Meet with Thesis chair at least monthly to discuss progress
	If barriers, meet with thesis committee to discuss alternative options
2 nd Year Spring Semester	Continue data collection (if applicable)
	Data analyses
	Write up thesis document
	Defend thesis

Appendix O

University of New Mexico Clinical Program

Objectives, Means, Evaluation Methods

Goal #1:

Develop research skills appropriate for making independent contributions to the empirical and theoretical foundations of clinical science.

Objectives for Goal #1:

- (1A) Determine the most appropriate data analysis methods needed to answer their research questions.
- (1B) Conduct independent scientific studies in which they conceptualize research questions, design analytic strategies to answer these questions, analyze data, and report their findings.
- (1C) Develop proficiency in presenting and defending their data in peer-reviewed publications and in clinical science meetings.
- (1D) Conduct ethical research.

Competencies Expected for these Objectives:

- (1Aa) Know how and when to use a range of statistical methods to analyze psychological data.
- (1Ab) Become proficient in the use of basic statistical methods that are commonly used in the publication of psychological data, including correlation, regression, and analysis of variance.
- (1Ac) Understand and utilize at least one statistical software package for analyzing data.
- (1Ba) Access and analyze critically the clinical science literature related to their research questions.
- (1Bb) Generate hypotheses and specific aims for their research and link their predictions to scientific theory.
- (1Bc) Draw upon a range of methodologies (e.g., experimental, correlational, longitudinal, qualitative) to develop appropriate designs for answering research questions.
- (1Bd) Become proficient in designing and tailoring appropriate statistical analysis plans to achieve the specific aims of research projects.
- (1Be) Complete at least two independent research projects, with appropriate faculty supervision and mentorship.
- (1Ca) Gain experience and skill in various types of public presentations of research.
- (1Cb) Develop proficiency in responding to questions and defending their analyses and conclusions, both verbally and in writing.
- (1Cc) Develop skill in writing scientific reports for publication in peer-reviewed journals.
- (1Cd) Participate in departmental colloquia, research team presentations, and symposia on current developments in clinical science.
- (1Da) Learn principles of research ethics.
- (1Db) Practice ethical research behaviors.

How Outcomes are Measured and Minimum Levels for Achievement for these Objectives/Competencies:

- (1Aa-1Ac) Completion of Advanced Statistics, Statistics Lab, Design & Analysis, Design & Analysis Lab with a B-.
Successful completion of master's thesis and dissertation as measured by a mean score of at least 3 (good) on the thesis/dissertation evaluation form.
- (1Ba) Completion of Research Seminar with B.
Successful completion of master's thesis and dissertation as measured by a mean score of at least 3 (good) on the thesis/dissertation evaluation form, successful completion of comprehensive examination with mean performance of 80 out of 100 points.
- (1Bb) Completion of Design & Analysis, Design & Analysis Lab, Research Seminar, and Introduction to Clinical Science with a B (or B- for Design & Analysis).
Successful completion of master's thesis and dissertation as measured by a mean score of at least 3 (good) on the thesis/dissertation evaluation form.

- (1Bc) Completion of Design & Analysis, Research Seminar, Introduction to Clinical Science with a B (or B- for Design & Analysis).
Successful completion of master's thesis and dissertation as measured by a mean score of at least 3 (good) on the thesis/dissertation evaluation form, and mentor and IRB approval for research.
- (1Bd) Completion of Advanced Statistics, Statistics Lab, Design & Analysis, Design & Analysis Lab with a B-.
Successful completion of master's thesis and dissertation as measured by a mean score of at least 3 (good) on the thesis/dissertation evaluation form, and mentor and IRB approval for research.
- (1Be) Successful completion of master's thesis and dissertation as measured by a mean score of at least 3 (good) on the thesis/dissertation evaluation form, and mentor and IRB approval for research.
May do additional studies in house or at practicum or internship sites (if the latter two sites, then supervisor and IRB approval are used as markers of minimal levels of achievement).
- (1Ca) Completion of Research Seminar with a B-.
Successful completion of master's thesis and dissertation as measured by a mean score of at least 3 (good) on the thesis/dissertation evaluation form; acceptance of abstracts for conferences.
Successful completion of a research presentation (PAL talk) while in residence.
- (1Cb) Completion of Research Seminar with a B-.
Successful completion of master's thesis and dissertation as measured by a mean score of at least 3 (good) on the thesis/dissertation evaluation form; successful completion of comprehensive examination with mean performance of 80 out of 100 points.
- (1Cc) Successful completion of master's thesis and dissertation as measured by a mean score of at least 3 (good) on the thesis/dissertation evaluation form.
Submit work for publication in peer-review journals.
Research productivity evaluated yearly in end-of-year evaluation.
- (1Cd) Completion of Research Seminar with a B-.
Provide one departmental research colloquium before going on internship with a mean score of at least 3 (good) on the PAL evaluation form.
- (1Da) Completion of Clinical Ethics with a B-.
Successful completion of master's thesis and dissertation as measured by a mean score of at least 3 (good) on the thesis/dissertation evaluation form, including obtaining CITI training certificate and obtaining IRB approval.
Completion of IRB training during Research Seminar.
- (1Db) Successful completion of master's thesis and dissertation as measured by a mean score of at least 3 (good) on the thesis/dissertation evaluation form, including obtaining IRB approval.
May conduct additional studies while in residence.

Goal #2:

Provide training in evidence-based psychological interventions

Objectives for Goal #2:

- (2A) Become familiar with and develop ability to think critically about empirically-supported treatments (ESTs) for diverse disorders; be able to apply research findings regarding ESTs to formulation of treatment plans.
- (2B) Learn the theory and evidence related to critical processes involved in facilitating psychological change and adaptation.
- (2C) Become skilled in the delivery of evidence-based treatment methods.
- (2D) Become familiar with the basic principles and issues of clinical supervision and consultation.
- (2E) Practice ethical clinical behavior.

Competencies Expected for these Objectives:

- (2Aa) Interview clients and formulate appropriate diagnostic considerations.
- (2Ab) Access and utilize extant literature, and in conjunction with a supervisor, evaluate its application for a given client.

- (2Ac) Utilize effectively clinical supervision in the development of appropriate treatment strategies.
- (2Ba) Be familiar with issues regarding evidence for specific, critical factors in treatment of common clinical disorders.
- (2Bb) Be familiar with research evidence regarding the importance of non-specific relationship factors in psychological treatments.
- (2Bc) Be able to monitor the efficacy of psychological interventions.
- (2Ca) Identify evidence-based treatment procedures for high-prevalence categories of psychopathology, including substance use disorders, mood disorders, and anxiety disorders.
- (2Cb) Identify and critique outcome research pertinent to the efficacy of psychological treatment methods for specific presenting problems.
- (2Cc) Demonstrate competence in delivering evidence-based treatment methods.
- (2Da) Become familiar with potential barriers to effective utilization of supervision.
- (2Db) Gain entry-level understanding of important issues in providing supervision to other clinicians.
- (2Ea) Obtain knowledge of professional and clinical ethics.
- (2Eb) Demonstrate ethical clinical behavior.

How Outcomes are Measured and Minimum Levels for Achievement for these Objectives/Competencies:

- (2Aa) Completion of Seminar in Psychopathology and Empirically Supported Treatments with a B-.
 Completion of four (4) additional clinical electives with a B-.
 Completion of Case Conference Practicum with Credit (vs. No Credit), which is based on yearly attendance (no more than 3 absences per semester) while in residence.
 Successful completion of one (1) clinical case presentation during Case Conference Practicum as measured by a mean score of at least 3 (good) on the case conference evaluation form.
 Clinical casework evaluations of “3=Meets expectations for basic competency (expected level of competency for 1st, 2nd, and 3rd year students) or 4=Exceeds expectations for basic competency (expected level of competency for 4th year students and beyond).
 May do interviewing/diagnosis as part of a Research Assistant (RA) position on a study; if so, outcome is measured by Principal Investigator’s evaluation of interview and diagnostic skills.
- (2Ab) Completion of Seminar in Psychopathology and Empirically Supported Treatments with a B-.
 Completion of four (4) additional clinical electives with a B-.
 Completion of Case Conference Practicum with Credit (vs. No Credit), which is based on yearly attendance (no more than 3 absences per semester) while in residence.
 Successful completion of one (1) clinical case presentation during Case Conference Practicum as measured by a mean score of at least 3 (good) on the case conference evaluation form.
 Clinical casework evaluations of “3=Meets expectations for basic competency (expected level of competency for 1st, 2nd, and 3rd year students) or 4=Exceeds expectations for basic competency (expected level of competency for 4th year students and beyond).
- (2Ac) Clinical casework evaluations of “3=Meets expectations for basic competency (expected level of competency for 1st, 2nd, and 3rd year students) or 4=Exceeds expectations for basic competency (expected level of competency for 4th year students and beyond).
- (2Ba) Completion of Empirically Supported Treatments and four (4) additional clinical electives with a B-.
 Completion of Case Conference Practicum with Credit (vs. No Credit), which is based on yearly attendance (no more than 3 absences per semester) while in residence.
 Successful completion of one (1) clinical case presentation during Case Conference Practicum as measured by a mean score of at least 3 (good) on the case conference evaluation form.
- (2Bb) Completion of Empirically Supported Treatments with a B; may conduct research on treatment efficacy; if so, outcome is measured by mentor and IRB approval.
 Completion of Case Conference Practicum with Credit (vs. No Credit), which is based on yearly attendance (no more than 3 absences per semester) while in residence.
 Successful completion of one (1) clinical case presentations during Case Conference Practicum as measured by a mean score of at least 3 (good) on the case conference evaluation form.

- (2Bc) Completion of Empirically Supported Treatments and four (4) additional clinical electives with a B-.
 Clinical casework evaluations of “3=Meets expectations for basic competency (expected level of competency for 1st, 2nd, and 3rd year students) or 4=Exceeds expectations for basic competency (expected level of competency for 4th year students and beyond).
 May do this as part of a therapist position or RA position on a study; if so, outcome is measured by Principal Investigator’s monitoring of work as RA.
 May conduct research on treatment efficacy; if so, ability to monitor outcome is measured by mentor and IRB approval.
- (2Ca) Completion of Empirically Supported Treatments and four (4) additional clinical electives with a B-.
 Clinical casework evaluations of “3=Meets expectations for basic competency (expected level of competency for 1st, 2nd, and 3rd year students) or 4=Exceeds expectations for basic competency (expected level of competency for 4th year students and beyond).
 May conduct research on treatment efficacy; if so, outcome is measured by mentor and IRB approval.
- (2Cb) Completion of Empirically Supported Treatments and four (4) additional clinical electives with a B-.
 Clinical casework evaluations of “3=Meets expectations for basic competency (expected level of competency for 1st, 2nd, and 3rd year students) or 4=Exceeds expectations for basic competency (expected level of competency for 4th year students and beyond).
 May conduct research on treatment efficacy; if so, outcome is measured by mentor and IRB approval.
- (2Cc) Completion of Empirically Supported Treatments and four (4) additional clinical electives with a B-.
 Clinical casework evaluations of “3=Meets expectations for basic competency (expected level of competency for 1st, 2nd, and 3rd year students) or 4=Exceeds expectations for basic competency (expected level of competency for 4th year students and beyond).
 May do this as part of a therapist position on a study; if so, outcome is measured by Principal Investigator’s monitoring of clinical work.
- (2Da) Completion of workshops on supervision theory and consultation methods.
 Clinical casework evaluations of “3=Meets expectations for basic competency (expected level of competency for 1st, 2nd, and 3rd year students) or 4=Exceeds expectations for basic competency (expected level of competency for 4th year students and beyond).
- (2Db) Completion of workshop on supervision theory and consultation methods.
 Clinical casework evaluations of “3=Meets expectations for basic competency (expected level of competency for 1st, 2nd, and 3rd year students) or 4=Exceeds expectations for basic competency (expected level of competency for 4th year students and beyond).
- (2Ea) Completion of Clinical Ethics with a B-.
 Completion yearly of IRB’s CITI training.
- (2Eb) Clinical casework evaluations of “3=Meets expectations for basic competency (expected level of competency for 1st, 2nd, and 3rd year students) or 4=Exceeds expectations for basic competency (expected level of competency for 4th year students and beyond).
 May do this as part of a therapist position on a study; if so, outcome is measured by Principal Investigator’s monitoring of clinical work.

Goal #3:

Develop the ability to think critically about human psychological functioning. This requires a sound understanding of important issues in philosophy of science and psychology, psychological constructs, individual differences, principles of assessment and diagnosis, and the nature of psychopathology and cognitive dysfunction.

Objectives for Goal #3:

- (3A) Develop an understanding of various forms of psychopathology and the critical issues related to the development of diagnostic systems.
- (3B) Become skilled in basic methods of obtaining and integrating information from clients regarding psychological functioning.

(3C) Understand the basic principles of psychometrics, allowing for the systematic, scientific evaluation of diverse assessment devices.

Competencies Expected for these Objectives:

- (3Aa) Develop a thorough understanding of DSM-5 diagnostic conceptualizations and ability to apply them to clinical work, while also knowing the limitations of this classification system.
- (3Ab) Be familiar with research issues and theories regarding factors influencing the development and expression of major forms of psychopathology, including cultural factors.
- (3Ba) Demonstrate effective interviewing skills and techniques for gathering specific, clinically relevant information.
- (3Bb) Be familiar with scientific literature regarding the importance of general interpersonal factors in effective interviewing.
- (3Bc) Develop entry-level skills in structured interview techniques.
- (3Ca) Identify the relevant psychometric properties of psychological tests.
- (3Cb) Demonstrate ability to think critically about the impact of culture on tests and critically evaluate issues of test validity and bias.
- (3Cc) Be familiar with major tests of personality and cognitive function.
- (3Cd) Be familiar with central issues in developing and validating new psychological tests.
- (3Ce) Understand the basic processes of clinical integration of information from diverse sources (including notions of incremental validity, base rates, and clinical vs. actuarial prediction) and how to develop a focused psychological report.

How Outcomes are Measured and Minimum Levels for Achievement for these Objectives/Competencies:

- (3Aa) Completion of Seminar in Psychopathology and Empirically Supported Treatments with a B-.
Clinical casework evaluations of “3=Meets expectations for basic competency (expected level of competency for 1st, 2nd, and 3rd year students) or 4=Exceeds expectations for basic competency (expected level of competency for 4th year students and beyond).
May do this as part of an RA position on a study; if so, outcome is measured by Principal Investigator’s monitoring of work as RA.
- (3Ab) Completion of Seminar in Psychopathology, Diversity Multicultural Perspective in Clinical Psychology, and four (4) additional clinical electives with a B-.
Completion of Case Conference Practicum with Credit (vs. No Credit), which is based on yearly attendance (no more than 3 absences per semester) while in residence. Successful completion of one (1) clinical case presentation during Case Conference Practicum as measured by a mean score of at least 3 (good) on the case conference evaluation form.
Clinical casework evaluations of “3=Meets expectations for basic competency (expected level of competency for 1st, 2nd, and 3rd year students) or 4=Exceeds expectations for basic competency (expected level of competency for 4th year students and beyond).
- (3Ba) Completion of Psychological Evaluation: Cognitive and Neuropsychology Functions; Psychological Evaluation: Personality Functions, Psychological Evaluation Practicum, and four (4) additional clinical electives with a B-.
Clinical casework evaluations of “3=Meets expectations for basic competency (expected level of competency for 1st, 2nd, and 3rd year students) or 4=Exceeds expectations for basic competency (expected level of competency for 4th year students and beyond).
Videotaped review of clinical work by supervisor.
May do this as part of an RA position on a study; if so, outcome is measured by Principal Investigator’s monitoring of work as RA.
- (3Bb) Completion of Psychological Evaluation: Personality Functions and Diversity Multicultural Perspective in Clinical Psychology with a B-.
Clinical casework evaluations of “3=Meets expectations for basic competency (expected level of competency for 1st, 2nd, and 3rd year students) or 4=Exceeds expectations for basic competency (expected level of competency for 4th year students and beyond).
- (3Bc) Completion of Psychological Evaluation Practicum with a B-.
Clinical casework evaluations of “3=Meets expectations for basic competency (expected level of competency

for 1st, 2nd, and 3rd year students) or 4=Exceeds expectations for basic competency (expected level of competency for 4th year students and beyond).

Videotaped review of clinical work by supervisor.

May do this as part of an RA position on a study; if so, outcome is measured by Principal Investigator's monitoring of work as RA.

(3Ca) Completion of Psychological Evaluation: Cognitive and Neuropsychology and Functions; Psychological Evaluation: Personality Functions with a B-.

Successful completion of master's thesis and dissertation as measured by a mean score of at least 3 (good) on the thesis/dissertation evaluation form.

(3Cb) Completion of Psychological Evaluation: Cognitive and Neuropsychology, Functions; Psychological Evaluation: Personality Functions, and Diversity Multicultural Perspective in Clinical Psychology with a B-.

Successful completion of comprehensive examination with mean performance of 80 out of 100 points.

May do this as part of an RA position on a study; if so, outcome is measured by Principal Investigator's monitoring of work as RA.

(3Cc) Completion of Psychological Evaluation: Cognitive and Neuropsychology Functions; Psychological Evaluation: Personality Functions, and Psychological Evaluation Practicum (all involving observation and evaluation of test administration skills during course).

Clinical casework evaluations of "3=Meets expectations for basic competency (expected level of competency for 1st, 2nd, and 3rd year students) or 4=Exceeds expectations for basic competency (expected level of competency for 4th year students and beyond).

May do this as part of an RA position on a study; if so, outcome is measured by Principal Investigator's monitoring of work as RA.

(3Cd) Completion of Psychological Evaluation: Cognitive and Neuropsychology Functions and Psychological Evaluation: Personality Functions with a B-.

(3Ce) Completion of Psychological Evaluation: Cognitive and Neuropsychology and Functions Psychological Evaluation: Personality Functions and Psychological Evaluation Practicum with a B-.

Clinical casework evaluations of "3=Meets expectations for basic competency (expected level of competency for 1st, 2nd, and 3rd year students) or 4=Exceeds expectations for basic competency (expected level of competency for 4th year students and beyond).

May take additional assessment courses or assessment practica.

Goal #4:

Understand the core content domains underlying psychological science.

Objectives for Goal #4:

(4A) Know relevant research on the cognitive and affective bases of behavior.

(4B) Adopt a lifespan developmental perspective on central psychological functions.

(4C) Know relevant research on social bases of behavior.

(4D) Understand the basic research and variety of approaches used to investigate the biological bases of behavior.

(4E) Know relevant research on central issues in the history of psychology and systems of psychological theorizing.

(4F) Know relevant work on diversity and multicultural perspectives in research and clinical work.

Competencies Expected for these Objectives:

(4Aa) Be familiar with contemporary scientific literature on central cognitive processes (e.g., learning, language, attention, memory, problem solving).

(4Ab) Be familiar with contemporary scientific literature on the nature and variety of emotional processes.

(4Ba) Be familiar with conceptual and methodological issues in adopting a developmental perspective on psychological functioning.

(4Bb) Be familiar with major issues in the development of cognition and affect from childhood through adulthood.

(4Ca) Be familiar with contemporary research on interpersonal and group behavior (e.g., cooperation, competition, aggression).

- (4Cb) Understand major issues and theoretical perspectives in social psychology.
- (4Da) Understand the essentials of human brain function, including neuroanatomical, neurophysiological, and neurochemical perspectives.
- (4Db) Achieve an entry-level understanding of the biological bases of major cognitive and emotional functions.
- (4Dc) Achieve an entry-level understanding of research strategies designed to elucidate genetic and environmental contributions to behavior.
- (4Ea) Be familiar with the scientific and philosophical roots of psychology.
- (4Eb) Be familiar with the development and evolution of major contemporary schools of thought regarding cognition, emotion, and behavior.
- (4Fa) Have awareness of own cultural worldviews.
- (4Fb) Have awareness of client's worldview.
- (4Fc) Have awareness of culturally appropriate interventions.

How Outcomes are Measured and Minimum Levels for Achievement for these Objectives/Competencies:

- (4Aa) Completion of Cognitive Processes, Neuroscience of Aging and Dementia, or Biological Bases of Behavior, and Psychological Evaluation: Cognitive and Neuropsychological Functions with a B-.
Research and/or comprehensive exams may include cognitive constructs; if research-based, outcome is measured by mentor and IRB approval; if included in a comprehensive exam, successful completion of exam with mean performance of 80 out of 100 points.
- (4Ab) Completion of Psychobiology of Emotion with a B-.
Research and/or comprehensive exams may include affective constructs; if research-based, outcome is measured by mentor and IRB approval; if included in a comprehensive exam, successful completion of exam with mean performance of 80 out of 100 points.
- (4Ba) Completion of Culture and Human Development with a B-.
Research and/or comprehensive exams may include developmental constructs; if research-based, outcome is measured by mentor and IRB approval; if included in a comprehensive exam, successful completion of exam with mean performance of 80 out of 100 points.
- (4Bb) Completion of Culture and Human Development with a B-.
Research and/or comprehensive exams may include developmental constructs; if research-based, outcome is measured by mentor and IRB approval; if included in a comprehensive exam, successful completion of exam with mean performance of 80 out of 100 points.
- (4Ca) Completion of Culture and Human Development with a B-.
Research and/or comprehensive exams may include social psychology constructs; if research-based, outcome is measured by mentor and IRB approval; if included in a comprehensive exam, successful completion of exam with mean performance of 80 out of 100 points.
- (4Cb) Completion of Culture and Human Development with a B-.
Research and/or comprehensive exams may include social psychology constructs; if research-based, outcome is measured by mentor and IRB approval; if included in a comprehensive exam, successful completion of exam with mean performance of 80 out of 100 points.
- (4Da) Completion of Psychobiology of Emotions, Neuroscience of Aging and Dementia or Biological Bases of Behavior, and Psychological Evaluation: Cognitive and Neuropsychology with a B-.
Research and/or comprehensive exams may include neuroscience constructs; if research-based, outcome is measured by mentor and IRB approval; if included in a comprehensive exam, successful completion of exam with mean performance of 80 out of 100 points.
May include clinical assessments; if so, outcome is Clinical casework evaluations of "3=Meets expectations for basic competency (expected level of competency for 1st, 2nd, and 3rd year students) or 4=Exceeds expectations for basic competency (expected level of competency for 4th year students and beyond).
- (4Db) Completion of Psychobiology of Emotions, Neuroscience of Aging and Dementia or Biological Bases of Behavior with a B-.
Research and/or comprehensive exams may include neuroscience constructs; if research-based, outcome is measured by mentor and IRB approval; if included in a comprehensive exam, successful completion of exam

with mean performance of 80 out of 100 points.

May include clinical assessments; if so, outcome is Clinical casework evaluations of “3=Meets expectations for basic competency (expected level of competency for 1st, 2nd, and 3rd year students) or 4=Exceeds expectations for basic competency (expected level of competency for 4th year students and beyond).

(4Dc) Completion of Psychobiology of Emotions, Neuroscience of Aging and Dementia or Biological Bases of Behavior with a B-.

Research and/or comprehensive exams may include neuroscience constructs; if research-based, outcome is measured by mentor and IRB approval; if included in a comprehensive exam, successful completion of exam with mean performance of 80 out of 100 points.

(4Ea) Completion of Introduction to Clinical Science with a B-.

(4Eb) Completion of Introduction to Clinical Science with a B-.

(4Fa) Completion of Diversity Multicultural Perspective in Clinical Psychology with a B-.

Clinical casework evaluations of “3=Meets expectations for basic competency (expected level of competency for 1st, 2nd, and 3rd year students) or 4=Exceeds expectations for basic competency (expected level of competency for 4th year students and beyond).

(4Fb) Completion of Diversity Multicultural Perspective in Clinical Psychology, and Seminar in Psychopathology with a B-.

Completion of Case Conference Practicum with Credit (vs. No Credit), which is based on yearly attendance (no more than 3 absences per semester) while in residence.

Successful completion of one (1) clinical case presentation during Case Conference Practicum as measured by a mean score of at least 3 (good) on the case conference evaluation form.

Research and/or comprehensive exams must include cross-cultural aspects; if research-based, outcome is measured by mentor and IRB approval; if included in a comprehensive exam, outcome is successful completion of exam with mean performance of 80 out of 100 points.

(4Fc) Completion of Diversity Multicultural Perspective in Clinical Psychology and Empirically-Supported Treatments with a B-.

Completion of Case Conference Practicum with Credit (vs. No Credit), which is based on yearly attendance (no more than 3 absences per semester) while in residence.

Successful completion of one (1) clinical case presentation during Case Conference Practicum as measured by a mean score of at least 3 (good) on the case conference evaluation form.

Research and/or comprehensive exams may include cross-cultural aspects; if research-based, outcome is measured by mentor and IRB approval; if included in a comprehensive exam, successful completion of exam with mean performance of 80 out of 100 points.

Goal #5:

Obtain teaching skills.

Objectives for Goal #5:

Be able to teach psychology courses in students' area of expertise.

Competencies Expected for these Objectives:

(5a) Understand how to organize material effectively for classroom lecture and discussion.

(5b) Demonstrate skill at classroom management by engaging students and establishing an atmosphere conducive to learning.

(5c) Effectively monitor learning and teaching effectiveness.

(5d) Be aware of cultural issues relevant to teaching.

How Outcomes are Measured and Minimum Levels for Achievement for these Objectives/Competencies:

(5a-5d) Completion of Teaching of Psychology Seminar with a B; each student must conduct and videotape a lecture during the course; lecture is evaluated by course instructors to ensure that it is satisfactory. Each student must also either teach one course or deliver a series of observed lectures ($n = 3$) while in residence; outcome is measured by faculty ratings of observed lectures across five areas which include 18 teaching

characteristics rated on a 5-point scale (1=disagree to 5=agree). A mean rating across the scales of 3.5 is required; if teaching a course, syllabus also must be approved by assigned teaching mentor prior to start of class.

Case Conference Evaluation Form

Student: _____ Faculty Completing Form: _____ Date: _____

(1) Conceptualization of clinical focus, including understanding of psychopathology and relevant contributions from developmental, social, and biological domains.

1	2	3	4	5
Inadequate	Fair	Good	Very Good	Excellent

(2) Use of assessment to provide diagnosis and case conceptualization, including rationale for assessment approach and methods chosen.

1	2	3	4	5
Inadequate	Fair	Good	Very Good	Excellent

(3) Integration of empirically supported interventions for the clinical concern, including strategies for adapting existing treatments to the client's presentation.

1	2	3	4	5
Inadequate	Fair	Good	Very Good	Excellent

(4) Use of clinical data and discussion of how these data informed treatment decisions.

1	2	3	4	5
Inadequate	Fair	Good	Very Good	Excellent

(5) Recognition of client's membership in diverse communities and/or groups that may influence expression of abnormal behavior and treatment for it.

1	2	3	4	5
Inadequate	Fair	Good	Very Good	Excellent

(6) Recognition of ethical questions that influenced treatment decisions or remain for consultation.

1	2	3	4	5
Inadequate	Fair	Good	Very Good	Excellent

(7) Ability to generate appropriate questions for group discussion/consultation from case conference participants

1	2	3	4	5
Inadequate	Fair	Good	Very Good	Excellent

(8) Public-speaking/Presentation skills including eye contact, voice modulation, clarity of speech, and organization of materials.

1	2	3	4	5
Inadequate	Fair	Good	Very Good	Excellent

Average Score Across Items (an average score of 3 or above is required to pass): _____

Strengths demonstrated during case conference presentation:

Areas for improvement:

Was a need for remediation identified? If yes, how will this be accomplished?

Student signature _____ Date _____

Supervisor signature _____ Date _____

Research Talk Evaluation Form

Student: _____ Faculty Completing Form: _____ Date: _____

(1) Research question, including significance of new knowledge to be gained.

1	2	3	4	5
Inadequate	Fair	Good	Very Good	Excellent

(2) Research methodology to approach the question.

1	2	3	4	5
Inadequate	Fair	Good	Very Good	Excellent

(3) Appropriateness and presentation of statistical methods used to generate and evaluate data.

1	2	3	4	5
Inadequate	Fair	Good	Very Good	Excellent

(4) Discussion of the implications of the results, including strengths and weaknesses of project.

1	2	3	4	5
Inadequate	Fair	Good	Very Good	Excellent

(5) Discussion of the manner in which concerns about membership in diverse or underrepresented groups might influence the research designs, results or implications of results where appropriate.

1	2	3	4	5
Inadequate	Fair	Good	Very Good	Excellent

(6) Recognition of ethical questions that influenced research methodology or have implications for results.

1	2	3	4	5
Inadequate	Fair	Good	Very Good	Excellent

(7) Ability to answer questions and contribute to group discussion.

1	2	3	4	5
Inadequate	Fair	Good	Very Good	Excellent

(8) Use of media to facilitate understanding of research project.

1	2	3	4	5
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Inadequate Fair Good Very Good Excellent

(9) Public-speaking/Presentation skills including eye contact, voice modulation, clarity of speech and organization of materials.

1 2 3 4 5
Inadequate Fair Good Very Good Excellent

Average Score Across Items (an average score of 3 or above is required to pass): _____

Strengths demonstrated during PAL presentation:

Areas for improvement:

Was a need for remediation identified? If yes, how will this be accomplished?

Student signature _____ Date _____

Supervisor signature _____ Date _____

Thesis/Dissertation Evaluation Form

STUDENT: _____ ID#: _____

COMMITTEE CHAIR: _____ DATE: _____

The following scores on each dimension are the means of committee members' ratings from Graduate Studies' gray sheets (5 = excellent, 4 = very good, 3 = good, 2 = fair, 1 = inferior). An average score of three or above is required to pass.

- | | | | |
|----------------------------------|-------|----------------|-------|
| 1. Literature review skills | _____ | 5. Substance | _____ |
| 2. Designing/conducting study | _____ | 6. Methodology | _____ |
| 3. Data analysis/interpretation | _____ | 7. Originality | _____ |
| 4. Integration of study findings | _____ | 8. Style | _____ |
| 9. Work as a whole | _____ | | |

Examination Results:

- Passed with Distinction
- Passed
- Conditionally Passed
- Failed

Manuscript Evaluation:

- Manuscript is approved without change
- Manuscript is approved with minor changes
- Manuscript must be revised

Specific directions for revision needed before the final document is accepted (use back of page if needed):

Signed:

Student: _____ Committee Chair

Department Chair _____ Date

Supervisory Evaluation of Clinician Trainee Clinical Skills and Professional Competencies

Date:

Year in Program:

Name of Clinical Trainee:

Name of Supervisor:

Type of Client(s)

Mode of Supervision:

Individual Group Co-Therapy In-person observation Videotape review

Please rate the clinician trainee using the following 1 to 5 scale in the following areas of clinical skills and professional competencies, taking into consider the trainees level in the program.

1=Below expectations, remedial action required (specify remedial action in comments)

2=Inconsistently meets expectations, requires additional supervision (specify plans for growth in comments)

3=Meets expectations for basic competency (expected level of competency for 1st, 2nd, and 3rd year students)

4=Exceeds expectations for basic competency (expected level of competency for 4th year students and beyond)

5=Meets or exceeds expectations for advanced competency

Competency	1	2	3	4	5	NA
<p>Scientific foundation. Examines the empirical literature for scientific evidence regarding diagnosis, assessment, and/or treatment options and actively incorporates research evidence into case conceptualization and treatment/assessment planning.</p>						
<p>Comments:</p>						
<p>Assessment, case formulation, and outcome monitoring. Identifies appropriate assessment instruments, presents a conceptual model for the presenting problem by identifying etiological factors and individual/contextual/cultural risk and protective factors, develops a diagnostic formulation to inform assessment and treatment planning, and monitors client progress and response to treatment/assessment.</p>						
<p>Comments:</p>						
<p>Intervention and treatment planning. Articulates a theoretical model with empirical support (if available) for the intervention techniques, generates a treatment plan that relates to case conceptualization, modifies treatment plan based on client progress, and formulates treatment goals, strategies, and techniques from session-to-session.</p>						
<p>Comments:</p>						

<p>Supervision. Demonstrates active engagement and preparation for supervision session, seeks supervision to improve performance and integrates supervision feedback into ongoing case formulation and treatment planning, recognizes purpose of supervision and reflects on supervision processes, and is willing to receive feedback.</p>	
<p>Comments:</p>	
<p>Competency</p>	<p>1 2 3 4 5 NA</p>
<p>Communication and interpersonal skills. Develops rapport with clients and uses empathic communication, including effective listening and genuine warmth. Shows responsiveness to clients' statements, humility, and tolerance of negative emotions. Recognizes ruptures in therapeutic alliance and works to improve therapeutic alliance.</p>	
<p>Comments:</p>	
<p>Professional values and self-awareness. Consistently reliable and accountable for behavior (e.g., arrives on time, prepared for clinical activities, meets deadlines promptly). Develops and maintains effective interpersonal communication and relationships with other trainees, staff, and supervisors. Demonstrates self-care, self-regulatory skills, and engages in self-reflection regarding one's personal and professional functioning, performance, well-being, and professional effectiveness.</p>	
<p>Comments:</p>	
<p>Ethical and legal standards. Engages in behavior that is consistent with professional ethics and codes of conduct of psychology, including identification of potential conflicts between personal beliefs or behaviors and APA ethics code. Attends to any legal issues.</p>	
<p>Comments:</p>	
<p>Individual and cultural diversity. Actively demonstrates sensitivity to and respect for differences related to culture, sex and gender, religion, languages, disability, political viewpoints, and belief systems. Understands own worldview and cultural beliefs, as well as biases that may affect the client-therapist relationship. Considers individual and cultural diversity in case formulation and treatment/assessment planning.</p>	
<p>Comments:</p>	
<p>Consultation and clinical record keeping. Seeks out consultation from appropriate resources for issues related to cultural diversity, ethics, and legal</p>	

standards. Maintains timely clinical records, progress notes, and termination summaries.
Comments:
Site Specific Competencies [please list].
Comments:
Overall Competency. Level of preparation for clinical work.
Comments:

Additional comments and/or plans for remediation:

Clinician Trainee Signature:

Supervisor Signature:

Appendix P

Policy on Approved Clinical Supervision

Background and Purpose:

The Professional Psychologist Act (PPA), the licensing law for psychologists, prohibits the practice of psychology (as defined in the Act) without a license. Specifically exempted from the Act, however, are “students enrolled in a graduate-level counselor and therapist training program and rendering services under supervision” (61-9-16-F (4) NMSA 1978).

The New Mexico Board of Psychologist Examiners (BPE) has further clarified this provision by regulation as follows:

16.22.3.9 SUPERVISION OF NON LICENSED PERSONS

D. Students/applicants under supervision. Students/applicants enrolled in a graduate-level clinical counseling or school psychology training program who are rendering services under supervision and who have not applied for licensure are exempt from the act. Students/applicants shall not directly charge a patient or third-party payor a fee for the services performed. The supervisor shall accept only supervisory responsibility over students/applicants currently enrolled in a graduate-level program, who are under the auspices of a bona fide internship or externship program with a designated faculty advisor who shall be responsible for coordinating student/applicant services and training. Students/applicants shall not render any psychological services that are not supervised by a qualified supervisor as defined in this part. (New Mexico Administrative Code; complete regulation attached).

The **purpose** of this policy is to specify the circumstances and supervision under which students may practice in accordance with the PPA and the regulations of the BPE.

“**Core clinical experience**”, as used in the remainder of this document, is a term used by the Clinical Committee to describe those clinical experiences that are:

- the central clinical training experiences for student-clinicians,
- required of all graduates students,
- carried out in well-known settings
- under the supervision of clinical faculty or the Clinic Director, or
- under the supervision of supervisors approved by the Committee as able to implement the Committee’s philosophy and training goals, and
- monitored in the form of supervisor’s feedback to the student and the Committee on the student-clinician’s performance and progress.

Key components of the BPE regulation are that students are exempt from the Professional Psychologist Act if:

- They are currently enrolled in a graduate-level clinical counseling or school psychology training program
- They are rendering services under supervision of a qualified supervisor
- They are under the auspices of a bona fide internship or externship program with a designated faculty advisor who shall be responsible for coordinating student/applicant services and training
- They have not applied for licensure
- They do not directly charge a patient or third-party payer a fee for the services performed.

“Currently enrolled”

This policy applies only to students who are currently enrolled and in good standing academically in the doctoral program of the UNM Department of Psychology with an approved major in clinical psychology. Such students are under the auspices of the department’s Clinical Committee, are granted clinical privileges (see also Policy on Clinical Privileges) and are referred to as “student clinicians”.

“Rendering services under supervision . . .”

The services of student-clinicians are authorized by the Clinical Committee of the Department of Psychology; it is this body which grants them clinical privileges. The Associate Chair for Clinical Training (Director of Clinical Training) provides broad oversight on behalf of the Clinical Committee. The Director of the Department of Psychology Clinic implements the policies of the Clinical Committee and maintains administrative supervisory authority over the cases which are described by Items 1 and 2 below. Finally, the individual supervisor for a case or the principle investigator for a research project maintains clinical authority and supervisory responsibility for clients or research participants. For services provided outside the umbrella of the UNM system, a memorandum of understanding will clarify lines of responsibility within agencies including malpractice coverage. Based on these lines of authority, services described under Items 1, 2 and 3 below are covered by the University’s Risk Management program for any claims of malpractice.

The Clinical Committee recognizes the following as “bona fide internship or externship programs” for our student clinicians:

- 1. Clinic Cases:** The student-clinician is enrolled in practicum hours with a faculty member and engaged in psychotherapy, psychological assessment, consultation or other psychological services through the Department of Psychology Clinic (“the Clinic”). This is the primary training setting required of all students and is referred to as “core clinical experience.” Supervision is provided by clinical faculty or approved supervisors (see below); lines of authority and responsibility are as described above. Students are required to maintain a caseload of two such cases starting in their second year. The experiences described next (Items 2 and 3) may substitute for one of the student-clinician’s two required cases.
- 2. Approved practicum settings:** The student is providing services in designated settings under a specific supervisor approved by the Clinical Committee. These settings are sufficiently well known to the Clinical Committee and considered to be of high enough quality that these services are also considered core clinical experience. Lines of authority and responsibility are as described above
- 3. IRB approved clinical research:** A student is doing clinical work as part of a research project that has been approved by the UNM Human Subjects Institutional Review Board (IRB). If IRB-approved clinical work is conducted for clinical experience and the student is not paid in the form of an assistantship or in another manner, such work is also considered core clinical experience. Supervisory responsibility for such work lies with the principle investigator for the project as approved by the IRB. If neither the principle investigator nor the faculty chair of the thesis or dissertation committee is a member of the Clinical Committee, the Clinical Committee must assure that appropriate supervision is provided and approve that supervision in order that the services count as core clinical experiences.
- 4. Paid or voluntary work:** The student is providing services that might be considered psychological services, paid or voluntary, in a setting outside the University with permission of the Clinical Committee. In this situation, the focus of the student’s effort is work rather than training. Examples of such services might be as a test administrator in a private practice setting, volunteer work in a community mental health or health care setting, services provided under an assistantship in a service setting (rather than IRB-approved research) or other similar settings. In such cases, the setting and supervision must be approved by the Clinical Committee in order to clearly recognize that it is an approved portion of the student’s experiences. (The “Notification of Intent to Provide Professional Services” form is available from the Graduate Program Coordinator.) Expectations for supervision will be different from those in which training is the central focus. In such settings, the supervisor at the site will maintain responsibility for the student’s work and will carry appropriate malpractice insurance that covers the work of the student under their authority.

“Under the supervision of a qualified supervisor”: Minimal qualifications

Qualifications and duties of supervisors are specified by regulation of the BPE. In approving a supervisor for any of the above services provided by a student clinician, the Clinical Committee will assure that, at a minimum, the supervisor meets the following regulatory criteria and is capable and willing to carry out the listed duties.

Qualifications of supervisors. The supervisor shall be a licensed psychologist. The supervisor shall have training or experience in the specific area of practice being supervised. The supervisor may assign non-licensed persons to other qualified specialists under the supervisor’s authority for specific skill training. The other specialist shall have a clearly established practice and shall possess demonstrable teaching skills. The supervisor shall limit the number of non-licensed persons under supervision, taking into account the requirements of the supervisor’s principal work or practice and clinical responsibilities, to ensure that the supervision provided and the practice are consistent with professional standards. The supervisor or assigned qualified specialist shall not supervise an applicant who is a member of the supervisor’s immediate or extended family, who has a financial interest in the supervisor’s business or practice, or with whom the supervisor has a dual relationship. (NMAC 16.22.3.9 B)

Duties of the supervisor. The supervisor has the following duties to his patients or clients, the non-licensed person, and the public.

(1) The supervisor has ultimate responsibility to the patient or client for all professional psychological services rendered, whether rendered by the supervisor or the non-licensed person.

(a) The supervisor shall ensure that the patient or client knows the supervisory status of the non-licensed person and that consent is obtained.

(b) The supervisor shall ensure that the patient or client understands the possibility that a third party payor may not reimburse for services rendered by the non-licensed person.

(c) The supervisor shall ensure that the patient or client is aware of the non-licensed person’s qualifications and functions.

(d) The supervisor shall be available to patients or clients, shall be available to the nonlicensed person for professional guidance and direction and intervention as needed, and shall be responsible for proper record-keeping and proper documentation in the patient's or client’s case file, progress notes, or medical record. (NMAC 16.22.3.9 C)

Additional qualifications for supervisors of core clinical experiences

Students are required to accumulate core clinical experiences starting no later than their second year in the program. These core clinical experiences are expected to conform to the training goals of the department within a clinical science model and thus additional criteria (detailed below) are expected for this class of clinical work. It should be noted that all clinical faculty are deemed to meet these criteria without further review. If a faculty member is not yet licensed as a psychologist, the Clinical Committee may designate her or him as an “assigned qualified specialist” under the auspices of the Clinical Committee and the professional licensure of the Director of Clinical Training and the Clinic Director.

Vitae of proposed supervisors for core clinical experience will be reviewed for indication of their qualifications in carrying out the training model of the department. When the Clinical Committee deems it useful, supervisors may be queried (phone, e-mail, or personally) to develop a fuller understanding of their clinical and supervisory stance. Non-faculty supervisors will be sent a copy of program expectations and asked to agree to carry them out.

The following is a model letter to the supervisor detailing these expectations:

Dear Colleague:

You have expressed a willingness to provide clinical supervision to our doctoral students as part of their core clinical experiences. The Clinical Committee will review your vita as part of our approval process for this role. We want you to be aware of our expectations for such supervision:

- Our expectation of supervisors is that they meet in a timely fashion with the student-clinician (usually within a week of services provided and before the next scheduled session) for sufficient time to formulate the case, develop a treatment plan, discuss the previous session and prepare for the following session (usually a scheduled 45-50 min hour)
- You would typically be supervising only one case. Using time for mentoring and general professional issues beyond the specific case is encouraged.
- The therapist should review progress notes with you every few sessions.
- Most outside supervisors have preferred meeting at their offices, but coming to the Clinic is an option as well.
- Audiotape or videotape of the sessions is available. Whether and how you use the tape is, of course, up to you.
- The students will have had coursework in empirically-supported therapies and will be emphasizing evidence-based approaches to treatment.
- Supervisors may expect student-clinicians to consult the literature on appropriate treatments for their case; the supervisor should be able to support and guide students in carrying out empirically-supported therapies.
- Most experienced supervisors will also emphasize the therapeutic relationship, common factors in therapy, professional issues and the tailoring of care to the particular individual.
- In the spring, or at termination of the case (whichever comes first), supervisors will be required to complete a supervisory review form regarding the therapist's work.
- The student is responsible for administrative tasks such as acquiring consent, seeking releases, collecting payments, securing the file, arranging appointments and rooms, etc. so you won't have to deal with those logistical elements. To the extent these issues arise, the supervisor can refer them to the Clinic staff for guidance.
- *The Clinic Director or a faculty member designated by her or him, will be contacting you within a month of the beginning of the supervisory relationship. The purpose of this contact is to support the supervisee-supervisor relationship and your work together, to answer any questions that may have arisen to that point, to check on the status of the work, and to open lines of communication for future contacts as needed.*
- *It is expected that you will contact the Clinic Director or Director of Clinical Training if problems arise with the student-clinician's performance and with any questions you may have during the course of supervision. The goal of the Clinical Committee will be the answering of questions and plans for resolving issues and problems.*
- Supervisors will be given faculty status as clinical associates with the department, and can list that on their vitae.

Please provide us with a copy of your vita and a statement that you are willing to carry out the expectations of the role of supervisor for core clinical experiences.

Approved Clinical Supervision (02/09/09)

Appendix Q

Recent Practicum Settings

Setting	Years used	Highest degree of supervisor	Credentials of primary supervisors	Number of students placed in that setting (typically)	Type of setting	Services provided	Types of clients served
Center for Development and Disabilities	2005-present	Doctorate (Ph.D. or Psy.D.)	Licensed psychologist	2	Treatment research setting	Assessment and therapy	Parents seeking early intervention services
Center for Family and Adolescent Research	1995-present	Doctorate (Ph.D. or Psy.D.)	Licensed psychologist	1	Treatment research setting	Family therapy	Families with a substance abusing adolescent
Center On Alcoholism, Substance Abuse, and Addictions	1990-present	Doctorate (Ph.D. or Psy.D.)	Licensed psychologist	6 to 12	Treatment research setting	Substance abuse treatment and research	Adult substance abusers
First Choice Community Healthcare (FCCH) (Director: Brian Shelley, M.D.)	2009-present	Doctorate (Ph.D. or Psy.D.)	Licensed psychologist (UNM)	1-2	Treatment research setting	Mindfulness based stress reduction	English and Spanish speaking adults
Forensic evaluations (private practice: Bill Foote, Ph.D.)	1998-present	Doctorate (Ph.D. or Psy.D.)	Licensed psychologist	1	Private practice	Forensic assessment	Adults with legal issues
MIND Institute	2003-present	Doctorate (Ph.D. or Psy.D.)	Licensed psychologist	6	Research institute	Assessment	Adults and children with schizophrenia and other disorders
Neuropsychology Associates	1998-present	Doctorate (Ph.D. or Psy.D.)	Licensed psychologist	1	Private practice	Neuropsychological assessment	"Any age, primarily adults"
New Heart Center for Wellness, Exercise, and Cardiac Rehabilitation	2005-present	Doctorate (Ph.D.)	Licensed Psychologist (UNM)	1-2	Outpatient treatment research setting	Motivational Interviewing	Adults enrolled in cardiac rehabilitation

The New Mexico Maternal and Child Health (MCH) Interdisciplinary Leadership Training Program (NM LEND)	2001-present	Doctorate (Ph.D. or Psy.D.)	Licensed psychologist	1	Interdisciplinary leadership training	Training in interdisciplinary work	Children with disabilities
UNM Hospital: Department of Pediatrics	1998-present	Doctorate (Ph.D. or Psy.D.)	Licensed psychologist	1	Treatment research setting	Normative data collection, child assessment	Children in medical settings
UNM Department of Family and Community Medicine	2008-present	Doctorate (Ph.D.)	Licensed psychologist	1	Short-term behavioral health care in primary care setting	Therapy	Behavioral medicine clients referred by primary care
UNM: Early Assessment and Resource Linkage for Youth (EARLY)	2009-present	Doctorate (Ph.D.)	Licensed psychologist	?	Outpatient screening and therapy	limited individual therapy with adolescents and families, multi-family group co-facilitation	Adolescents and families
UNM: Healthcare for the Homeless	2009-present	Doctorate (Ph.D.)	Licensed Psychologist	2	Outpatient therapy	Trauma-related therapy	Homeless adults
UNM Hospital: Family Practice Centers	2004	Doctorate (Ph.D. or Psy.D.)	Licensed psychologist	1	Outpatient services	Consultation with medical staff	Adult medical patients
UNM Hospital: Psychiatric Center	1993-present	Doctorate (Ph.D. or Psy.D.)	Licensed psychologist	1	Outpatient psychiatric assessment	Neuropsychological assessment	Children
UNM: Programs for Children and Adolescents	2008-present	Doctorate (Ph.D.)	Licensed Psychologist	1	Outpatient child and family therapy	Therapy	Children, adolescents, families
UNM: Rural Health Services	2009-present	Doctorate (Ph.D.)	Licensed Psychologist	?	Rural outreach, telehealth	Outreach psychological services	Children, adolescents, and families
VA: Behavioral Medicine Rotation	2008-present	Doctorate (Ph.D.)	Licensed psychologist	2	Outpatient & inpatient treatment	Assessment, treatment (individual & group)	Veterans

VA: Domiciliary Residential Rehabilitation Treatment Program (DRRTP)	2008-present	Doctorate (Ph.D.)	Licensed psychologist	2	Residential treatment facility	Group and individual therapy, program development and evaluation	Homeless veterans
VA: Family Psychology Practicum	2008-present	Doctorate (Ph.D.)	Licensed psychologist	2	Outpatient treatment	Behavioral Couples Therapy, Functional Family Therapy, group therapy	Veterans and their family members
VA: Inpatient Psychiatry (Ward 7)	2008-present	Doctorate (Ph.D.)	Licensed psychologist	1-2	Inpatient treatment	Group therapy; working on an interdisciplinary team; possible opportunities for individual therapy	Veterans
VA: Men's Outpatient PTSD	2008-present	Doctorate (Ph.D.)	Licensed psychologist	1-2	Outpatient treatment	Group therapy	Male veterans
VA: Neuropsychology Practicum	2008-present	Doctorate (Ph.D.)	Licensed psychologist	2	Outpatient & inpatient treatment	Neuropsychological assessment	Veterans
VA: PR RTP Psychiatric Residential Rehabilitation Treatment Program	2008-present	Doctorate (Ph.D.)	Licensed psychologist	1-2	Inpatient treatment	Group therapy; program development ; working on an interdisciplinary team	Veterans
VA: STARR Substance abuse, Trauma, and Rehabilitation Residence	2008-present	Doctorate (Ph.D.)	Licensed psychologist	1-2	Inpatient treatment	Group therapy; working on an interdisciplinary team	Veterans

VA: Substance Use Disorder Treatment Program	2008-present	Doctorate (Ph.D.)	Licensed psychologist	1-2	Outpatient treatment	Group and individual interventions	Veterans
VA: Suicide Prevention Team	2008-present	Doctorate (Ph.D.)	Licensed psychologist	1-2	Inpatient & outpatient treatment	Group therapy; safety planning with family members; psychological autopsies	Veterans
VA: Women's Stress Disorder Treatment Team	2008-present	Doctorate (Ph.D.)	Licensed Psychologist	1 Must be female graduate student	Outpatient & inpatient treatment	Assessment (CAPS) and report writing; possibly group work	Female veterans
VA: ZIA Spinal Cord Injury Unit	2008-present	Doctorate (Ph.D.)	Licensed Psychologist	1-2	Inpatient & outpatient treatment	Assessment; working on an interdisciplinary team	Veterans with spinal cord injury and related diseases

