

Department of Psychology  
**GRADUATE STUDENT GUIDELINES**



Fall 2024

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## Welcome Letter from the Chair

Welcome to the doctoral program in psychology at the University of New Mexico! This handbook provides the requirements of the Ph.D. Program in Psychology at the University of New Mexico. The requirements set forth apply specifically to the students entering the program during the 2024/2025 academic year or later. Current versions of the department guidelines are available on the department web page at:

<https://psych.unm.edu/graduate/student-resources/graduate-guidelines.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; Evolutionary; or Developmental Psychology.

The Ph.D. in Psychology at the University of New Mexico enjoys a strong reputation nationally. The Clinical Psychology program is accredited by the American Psychological Association (APA) and the Psychological Clinical Science Accreditation System (PCSAS) and is a member of the Academy of Psychological Clinical Science (APCS). 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.

Graduate education 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 the individual 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 a program that recruits and trains individuals from diverse ethnic and cultural backgrounds. We also are able and eager to accommodate the academic needs of students with disabilities.

In our admissions procedures we give careful consideration to each applicant's undergraduate coursework preparation for our Ph.D. program. Nevertheless, if you are concerned that you may not have the requisite background for a particular course, we encourage you to discuss your concerns with your faculty mentor or with the relevant course instructor(s). With special advance arrangements it is possible to take background or remedial coursework 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 expertise and research interests of the faculty. 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 graduate school years to be memorable, productive, and enjoyable - a time of exciting growth and discovery. Welcome!

Derek A. Hamilton, 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 webpage](#), which should also be consulted for additional details. Note that the Catalog is updated annually with each academic year

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 here. Students are also expected to understand the policies and procedures of both Graduate Studies and UNM.

It is important to ask the Graduate Program Coordinator, your Faculty Mentor, or your Area Head 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 2024-2025 academic year. Students who entered the program earlier may choose to follow the requirements of this academic year if it suits their academic needs. However, if they do, they must also follow the requirements of the UNM catalog of the same academic year. Current versions of the graduate student guidelines are available at [our department webpage](#).

## **Degrees Awarded**

The Department of Psychology awards 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.

Students may change Faculty Mentors during their training but the decision to do so should be carefully considered and discussed with the current Faculty Mentor, the potential new Faculty Mentor, and possibly the student's area head. The Associate Chair for Graduate Education has final approval. If a graduate student's relationship with the Faculty Mentor is ended, either by the student, the mentor, 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. ([See Appendix J](#))

## Revisions for Academic Year 2024-2025

- Throughout the handbook, updated out of date or broken hyperlinks
- Throughout the handbook, clarified the distinction between being in good academic standing with the University, which requires students to maintain a 3.0 cumulative GPA, versus being in progress or in good standing with the Department, which is connected to program milestones and the timeline for degree progression
- Updated information throughout the handbook to reflect the new Evolution and Society area (formerly known as the Evolutionary/Development area—final name change pending formal approval) and the new Diversity and Health Data Science Across the Lifespan concentration
- Added clarification on the distinction between concentrations and emphases on page 7
- Adjusted language to clarify that clinical electives must be approved by clinical faculty instead of the “committee of studies” on page 10
- Added an explanation about petitioning for residency on page 7 as well as additional information about residency for clinical students on page 16
- On page 13, under “Clinical Experience in the First Three Semesters” clarified that students get involved in supervision teams and phone screen during the first year (i.e. the first two semesters) while they start to see clients during the second year
- Reclassified the Development concentration under the new Diversity and Health Data Science Across the Lifespan area on page 21 (reclassification of the Developmental concentration pending final approval)
- Clarified that students can complete multiple emphases on page 23
- Clarified that students have five months to defend their comprehensive exam after their proposal is approved on page 30. This was absent in the 2023 handbook.
- Reformatted the process for transferring coursework into bullet points on page 41
- Updated Appendix B: Who Can Help with current staff info
- Updated Appendix C: Graduate Courses by Area to reflect current course offerings, the new Diversity and Health Data Science Across the Lifespan concentration, and for consistency with the 2024/2025 Catalog
- Added Comprehensive Exam Evaluation form to Appendix O: Evaluation Forms

# 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. **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 some 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***

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

#### ***Spring Term of First Year***

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

### **Second Year Required Core Course (all students)**

#### ***Spring Term of Second Year***

- PSYC 507        Seminar: Teaching Mentorship (2 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 to strengthen preparation for these graduate courses.

All first-year students are required to enroll in a two-hour research seminar (PSYC 505). 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 is also used to provide an introduction to the ethical conduct of research.

All first-year students are required to begin their involvement in research activities, normally with their Faculty Mentor. Students should enroll in 3 credit hours of Graduate Problems (PSYC 551) in the Fall of their first year and continue registering for Graduate Problems (PSYC 551) until they are ready to register for Thesis Hours (PSYC 599), typically in the semester they propose their thesis. Students must continue to register in PSYC 599 until their thesis has been successfully defended.

## **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. The Discipline Specific Knowledge (DSK) courses that Clinical students must take (see Clinical concentration below) will count toward and may satisfy the department's 12-hour breadth requirement.

### **Areas of Specialty--Concentrations and Emphases**

To ensure competence within your specialty area, students are **required** to complete certain courses within their 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
- Diversity and Health Data Science Across the Lifespan

Students also have the **option** to complete certain courses to obtain one or more emphases (like a minor) in addition to their concentrations (see pages 21-23).

#### **Emphases:**

- Diversity/Multicultural Psychology
- Health Psychology
- Quantitative/Methodology

### **Registration**

Students who are in good academic standing with the University 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 are available at the [Office of the Registrar's webpage](#).

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 PSYC 551 (Graduate Problems), PSYC 599 (Master's Thesis), or PSYC 699 (Dissertation), as appropriate.

### **Residency**

It is highly recommended that students apply for New Mexico residency as soon as they are eligible. Typically, students can petition for residency after they have lived in the state for one year. Residency is not automatically granted, and petitioning is required by the State of New Mexico. Students may have opportunities to be funded through paid research assistantships associated with grants. In some cases, these

grants cannot cover tuition. The Department will make every effort to cover tuition in such cases. Because financial resources to cover tuition are very limited, covering out of state tuition for students who have not yet established residency may not be possible. It is especially crucial for students in the clinical concentration to petition for residency early to avoid challenges during internship. More information about residency petitions is on the [Office of the Registrar's website](#).



# Clinical Concentration

The clinical program is dedicated to training psychological clinical scientists who will (1) conduct research that helps advance our understanding of the etiology, assessment, and treatment of behavioral health problems with the goal of ameliorating these problems; (2) engage in the delivery of empirically-supported interventions for a variety of behavioral health problems; and (3) work to disseminate psychological clinical science through a variety of activities, such as publishing, teaching, training/supervising therapists in empirically-supported interventions, program development and evaluation, and development of policy that may change the way we care for those in our society who suffer from behavioral health problems. We adhere strongly to a clinical science model, which means that our training program has been designed to reflect the integration of science and practice across all aspects of training. Thus, graduates of our program might be found in multiple settings, including academia, medical centers, and administration. In these positions, our graduates often engage in both research and direct provision of psychological services.

Successful students in our program typically have a strong background and interest in research, and many of our graduates contribute to foundational knowledge in psychological clinical science during their career. Thus, applicants who are interested primarily in the provision of mental health services and/or who are not interested in conducting research would not be a good fit for our training program.

## Clinical Concentration Course Requirements

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

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

Students are required to enroll in Clinical Concentration courses *the first time they are offered for their cohort*. For instance, if Introduction to Clinical Science is offered in their first year, *they must take it then; the same applies to other concentration courses*. Students may take clinical electives and DSK courses when appropriate given their schedules and mentor recommendations.

The APA Standards of Accreditation require incoming students to demonstrate foundational knowledge (at the undergraduate level). This requirement can be met through the following means: (1) scoring in the 70<sup>th</sup> percentile or above on the Subject GRE subtests that measure the areas of biological, cognitive, development,

social, and affective bases of behavior; or (2) passing an undergraduate course with a B- or better for courses that covered these same areas. The undergraduate courses may be completed prior to entering the Clinical Program or may be taken once accepted into the program. For instance, students can satisfy these requirements by completing the required coursework of an undergraduate class offered here at UNM at their own pace (e.g., AOPS courses in those foundational areas). Course materials and expectations will be provided by one of our faculty who typically teach the course. Once satisfied, the faculty member will document this in a letter, which will be included in the student's file.

The APA Standards of Accreditation require 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. The clinical faculty have selected several courses that meet the DSK requirements. These courses are all integrative (i.e., they cut across at least two of the general areas), allowing students to take as few as three courses to satisfy the DSK requirements.

In selecting courses, keep in mind that all areas must be covered to meet the DSK requirements. Take note PSYC 643-Psychobiology of Emotion is the only course we offer that covers the Affective area; and PSYC 629-Culture and Human Development is the only course covering the Social area. Thus, both of these courses should be taken by students. DSK courses are not offered every semester, and it is important for students to take these courses when they are offered.

The table that follows identifies the five general areas, as well the courses currently offered that will satisfy those areas (as noted by X). Additional course covering multiple areas may be added in the future.

UNM Course	DSK Area				
	Affective	Biological	Cognitive	Developmental	Social
PSYC 643 Psychobiology of Emotion	X	X			
PSYC 650 Neuroscience of Aging and Dementia		X	X		
PSYC 540 Biological Bases of Behavior		X	X		
PSYC 528 Cognitive Development			X	X	
PSYC 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. Clinical Courses that are not required, such as Motivational Interviewing, Empirically Supported Interventions with Children and Adolescents, Seminar in Psychological Trauma are possible electives, and students, in consultation with their Faculty Mentors, are free to take the electives that are best suited to their specific interests and career plans. 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., Neural Bases of

Cognitive Development; Advanced EEG Analysis in MatLab). Courses that used to satisfy 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. Furthermore, some graduate level courses outside of psychology may count (e.g., Mental Health and the Law), but students must first request approval from the Clinical Committee for such courses.

### **Case Conference/Research Presentations**

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 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. Clinical students are required to present one case conference and one research presentation during their training at UNM. Clinical students must complete this requirement before applying for internship and it is recommended that students complete the requirement by the end of their 4<sup>th</sup> year in the program.

### **Departmental Research Presentations**

The Case Conference/Research Presentation series alternates weekly with department-wide research presentations across all areas of psychology. Presenters include advanced clinical students, faculty, and community professionals. Clinical students are also required to attend these talks, as well as the Departmental Colloquium series. Students are allowed to miss three presentations per semester, and attendance will be taken to ensure that the attendance requirements are met.

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

Presented in [Appendix N](#) of this handbook is an idealized 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 departmental needs, faculty teaching loads, sabbaticals, and other factors. Since the Clinical Concentration courses serve as the foundation for clinical work, **students are required to take Clinical Concentration courses the first time they are offered once matriculated into the program**. For instance, if the course in Introduction to Clinical Science is offered during their first year in the program, students are required to take it in their first year. The same rule applies with the other Clinical Concentration courses (e.g., Diversity Multicultural Perspectives, Seminar in Psychopathology, Ethics & Professional Issues in Clinical Psychology). The clinical electives and DSK courses can be completed at any time by students as best fits their schedules, research activities, and other educational objectives.

## 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 advisor 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"> <li>• Join a specialty clinic and participate in intakes and other entry-level services</li> <li>• Observe another student providing therapy or conducting an assessment</li> <li>• Provide co-therapy</li> <li>• Clinical contact in research setting</li> <li>• Start clinical work appropriate to one's experience with consent of the Clinical Committee.</li> </ul>
Second year	<p>Psychological Evaluation: Cognitive and Neuropsychological Functions (PSYC 533)</p> <p>Conduct intakes in the Clinic.</p> <p>Start clinical work appropriate to one's experience.</p>	<p>Take responsibility for <b>two</b> cases at the Clinic or with a specialty Clinic</p>
Third year & after	<p>Maintain a caseload of <b>two</b>:</p> <ol style="list-style-type: none"> <li>1. One case at the Clinic or with a specialty clinic</li> <li>2. A second "case" <ul style="list-style-type: none"> <li>○ at the Clinic</li> <li>○ with a specialty clinic</li> <li>○ at an approved outside setting</li> </ul> </li> </ol>	<p>Students will not be permitted to participate in an externship at an outside setting (e.g., VA, UNMH) until they have had two in-house supervisors who have supervised at least one (1) clinical case for them, and <b>both</b> supervisors have documented on the Supervisor Evaluation form that the student has attained clinical competence for their year in the program. These in-house experiences must involve more than screenings and intakes in the Clinic.</p>

Clinical students begin their professional training during the first year with the Pre-Clinical practicum course (fall semester). In the Pre-Clinical practicum, students 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 students also complete a Seminar in Psychopathology (1<sup>st</sup> or 2<sup>nd</sup> year) and a course in Empirically Supported Treatments (typically 1<sup>st</sup> or 2<sup>nd</sup> year).

**Clinical Experience in First Three Semesters:** In their first two semesters (all of first year), students are encouraged to begin clinical contacts through the general clinic or the specialty clinics (see below), in the form of observation, structured intakes, phone screenings, and joining a supervision group. Students in their 2<sup>nd</sup> year are expected to complete intakes in the Clinic; students in their first year are expected to complete screenings for clients who have requested services through the Clinic. Students with prior clinical experience may take on more advanced clinical activities in the first two semesters with permission of the Clinical

Committee. The first semester of the second year courses focus on training in psychological assessment, and depending upon the year students entered the program, psychopathology and empirically supported treatments. The latter two courses are at times offered during the first year.

**Clinical Experience in 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. Students should have one “case” in the Fall of second year and two “cases” by the end of the Spring 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. Brief interactions with clients, including screenings, intakes, or other brief assessment activities do not count as a case. Students should check with the Clinic Director or the Director of Clinical Training (DCT) for the most up-to-date list of approved external training sites ([Appendix Q](#)).

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 for one semester (e.g., to finish Comprehensive Examinations).

Picking up new cases at the Clinic is currently done by contacting the Clinic Director or the Clinic GAs, who maintain the list of clients available at that time. The student-clinician and Clinic Director or the student-clinician’s current clinical supervisor may decide together what case from the list is most appropriate for the student-clinician. Any student seeing clients at the Clinic is required to keep timely case notes, including: (1) an intake summary, (2) a progress note for every session, and (3) a termination/discharge summary filed immediately upon closing or transfer of a case. Some supervisors might also require students to create contact notes for any phone/text/email contacts they may have with clients. 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, particularly if group supervision is the primary modality. Some supervisors prefer to work individually with the student-clinician, while 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 Manual. Enrollment in the Psychotherapy Practicum (631) is required during every fall and spring semester in residence beyond the first year of training. Students should enroll under their clinical supervisors’ section number 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 progress for students (in residence in Albuquerque) who are beyond their first year of training up 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 that have their own course numbers (e.g., VA Practicum). Otherwise, these students would register for PSYC 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, and commonly by at least two different faculty members before external practicum. 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 at least each year (typically more) by a supervisor's review of a video recording or real-time observation. Supervisors should observe a significant portion of a session for each client that the student-clinician is treating clinically. 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, in a letter from the potential supervisor, 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.

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 <https://psych.unm.edu/graduate/programs-of-study/clinical-psychology.html>.

**Important Note:** The clinical faculty agreed several years ago 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. 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.

The V-Team will involve case conceptualization, assessment and treatment planning, review of sessions (including videotaped review), and discussion of relevant literature (when applicable).

### **Specialty Clinics**

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

- 1) Alcohol Clinic (Director: Jane Ellen Smith). @UNM is a specialty clinic within the Psychology Clinic to treat adults with alcohol or other drug use 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 (Co-Directors: Elizabeth Yeater and Margo Hurlocker). Student therapists who participate in the Anxiety Disorders Specialty Clinic treat students and community members who suffer from a variety of anxiety disorders (e.g., Panic Disorder, Social Anxiety Disorder, and Generalized Anxiety Disorder) and Obsessive Compulsive Disorder and Post-traumatic Stress Disorder. Empirically-supported treatments that focus on exposure, cognitive restructuring, and transdiagnostic processes are taught by Drs. Yeater and Hurlocker, and students are observed and provided with feedback regarding their therapeutic skills.
- 3) Diversity Clinic (Co-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) Youth Clinic (Director: Sarah Erickson). This community-based youth clinic provides empirically based treatments for children, adolescents, and their families to reduce emotional distress and behavioral problems, build on strengths, and promote adaptive functioning. Supervised graduate student clinicians are dedicated to treating children, adolescents, and their families with mental health challenges by providing collaborate treatment planning, clinically sound assessments, and interventions that are developmentally and culturally appropriate. Weekly group and individual supervision are provided by Dr. Erickson, an Associate Professor of Psychology and licensed clinical child psychologist.

### **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.

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 Clinical Committee. 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 the Faculty Mentor, 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 or seventh year of training. Students are required to complete their Comprehensive Examination, have had three departmental supervisors, completed the case conference and research presentation requirements, completed their undergraduate requirements in APA Foundational Knowledge, 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 can be due at the end of October, 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 in the summer/early 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 internship. 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. Please note that this one-hour internship course is only a less expensive option for students who have petitioned for New Mexico residency. Therefore, it is crucial that clinical students petition for residency as soon as they are eligible to be able to take advantage of this more affordable course option while on internship.

### **Petitioning the Clinical Committee**

As mentioned throughout this document, students may petition the clinical committee for a number of reasons including approval of courses, 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.

If a student receives a remediation letter or letter of record from the clinical faculty, they have 30 days to respond to the letter and/or request a meeting with the clinical faculty. Letters or requests to meet with clinical faculty should be submitted to the DCT, who will share the letter or request to meet with the clinical faculty.

### **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 N).

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 Psychological Clinical Science Accreditation System (PCSAS), Joe Steinmetz, Executive Director, Department of Psychological and Brain Sciences, Indiana University, 1101 E. 10<sup>th</sup> St., Bloomington, IN, <https://www.pcsas.org/> or 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>.

For APA accreditation information, please contact: Office of Program Consultation and Accreditation American Psychological Association, 750 1st Street, NE, Washington, DC 20002, Phone: (202) 336-5979 E-mail: [apaaccred@apa.org](mailto:apaaccred@apa.org), [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation).

# 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 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.

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

PSYC 641      Seminar in Cognition, Brain and Behavior (2 credits)

In addition to required courses in Psychology, and the above-mentioned seminar, all CBB students are required to complete the following core courses in the CBB area:

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

All CBB students are required to select additional elective courses from the CBB area to satisfy a total requirement (including CBB required courses) of 15 credit hours. The choice of electives and substitution of any alternative elective courses must be approved by the student's faculty mentor and area head.

# Evolution and Society\* Concentration

## Evolutionary Concentration Course Requirements

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

Required course:

- PSYC 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:

- PSYC 650 Human Emotions
- PSYC 650 Intelligence and Creativity
- PSYC 650 Evolutionary Social Psychology
- PSYC 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.

\*Note: This area was formerly referred to as the Evolutionary/Developmental area. The name change for this area is still pending final approval.

# Diversity & Health Data Science Across the Lifespan Concentrations

## Diversity and Health Data Science Across the Lifespan concentration requirements

The Diversity and Health Data Science Across the Lifespan concentration is focused on understanding the social, emotional, cognitive, physical, and spiritual bases of human development, health, and well-being within the contexts of cultural and linguistic systems, educational and social systems (e.g., health care, criminal legal system), public health policy, and data-informed approaches to improving health equity. This area adopts a multidisciplinary lens to frame research questions at the intersection of human development, health, and sociocultural diversity. Students are prepared to conduct rigorous multidisciplinary research through course work in theoretical and methodological areas of diversity science, developmental science, health psychology, and qualitative and quantitative methods, as well as participation in a vibrant community of scholars and active engagement in faculty research. Students think critically about past and current research paradigms to determine their generalizability or adaptability with other worldviews as appropriate to the cultural group or context.

All area students are required to complete the following four core courses in the *Diversity and Health Data Science Across the Lifespan* area (3 credits each), a Seminar in Diversity and Health Data Science Across the Lifespan when offered (2 credits), and at least one course in both qualitative methods and quantitative methods (3 credits each).

- PSYC 508--Research with Diverse Populations
- PSYC 510--Advanced Health Psychology
- PSYC 516--Health Disparities
- PSYC 629--Culture and Human Development

Qualitative and Quantitative Methods Courses (must take at least one from each category):

### Qualitative Courses:

- ANTH 541 Problems and Practice in Ethnography
- CJ 605 Qualitative Research Design and Analysis
- EDPY 645 Qualitative Research in the Psychological Sciences
- LLSS 605 Advanced Qualitative Research Methods
- NATV 560 Research Method and Practice in Indigenous Scholarship
- PH 556 Community Participatory Based Research

### Quantitative Courses:

- EDPY 593 Multi-Level Modeling
- EDPY 607 Structural Equation Modeling
- PH 502 Epidemiologic and Biostatistics I
- PSYC 601 Multivariate Statistics
- PSYC 650 Latent Variable Modeling

- PSYC 605 Advanced Latent Variable Modeling
- PSYC 650 ST: Analysis of Data
- STAT 574 Biostatistical Methods: Survival Analysis and Logistic Regression

All students are required to select at least one additional elective course (3 credits) from the area to satisfy a total credit requirement (including core courses; not including the seminar) of 18 units. The choice of electives and substitution of alternative elective courses must be approved by the core faculty.

Elective Courses (must take at least one):

- PH 501 Determinants and Equity in Public Health
- PH 507 Health Care Systems
- PH 552 Interventions for Health Equity
- PH 554 Health Policy, Politics, and Social Equity
- PH 564 Public Health and Health Care Communication
- PSYC 528 Cognitive Development
- PSYC 650 ST: Development and Evolution
- PSYC 650 ST: Effective Altruism
- PSYC 450/650 ST: Alternative Relationships
- SOCI 540 Medical Sociology and Health Policy
- SOCI 595 Health Inequities

Additional courses related to Diversity/Multiculturalism, Research Methods, Health Policy, and Health Equity are also provided in other UNM departments, such as the College of Population Health, Mathematics & Statistics, Computer Science, Engineering, Economics, the Institute for the Study of Race and Social Justice, and the Department of Language, Literacy, and Sociocultural Studies, which may serve as elective courses. Students are encouraged to take courses in other academic disciplines based on their interests and research areas.

### **Developmental Concentration Course Requirements\***

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

- PSYC 528 Seminar on Cognitive Development
- PSYC 539 Child Psychopathology
- PSYC 629 Culture and Human Development
- PSYC 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.

\*Note: The intention of this new area/concentration is to provide a uniform curriculum, encompassing the Developmental concentration. The Developmental concentration is still present in the 2024/2025 Catalog, but a formal reclassification of this concentration is pending final approval.

# Psychology Emphases

Students in any Psychology Ph.D. concentration may choose one or more of three emphases (similar to a minor), Diversity/Multicultural Psychology, Health Psychology, or Quantitative/Methodology. Students must complete a total of 9 credit hours of graduate course work.

## Diversity/Multicultural Psychology Emphasis

The purpose of the Diversity/Multicultural Psychology Emphasis is to provide specialized training in understanding humans in a culturally diverse context. Students must complete a total of 9 credit hours of graduate course work. Students must take PSYC 508-Research with Diverse Populations. Students must take at least one course from Category A (clinical students cannot use PSYC 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:** PSYC 508 Research with Diverse Populations

### Category A:

- PSYC 516 Health Disparities
- PSYC 629 Culture and Human Development
- PSYC 636 Diversity/Multicultural Perspective in Clinical Psychology
- PSYC 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.

## Health Psychology Emphasis

The purpose of the Health Psychology emphasis is to provide specialized training in the application of psychology to physical health and medical problems.

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 six courses listed in Category A and one course from Category B (both below). Clinical Students may not use PSYC 540—Biological Bases of Behavior if they are also using it for the Clinical concentration. Substitute coursework for Categories A and B must be approved by the Health Psychology Committee.

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

### Category A:

- PSYC 510                      Advanced Health Psychology
- PSYC 514                      Health Psychology Interventions
- PSYC 516                      Health Disparities
- PSYC 650                      ST: Emotion, Stress, and Health
- PSYC 650                      ST: Social Psychology of Health Promotion
- PSYC 650                      ST: Pediatric Psychology

### Category B:

- PSYC 542                      Seminar in Recovery of Function and Epilepsy
- PSYC 650                      ST: Drugs and Behavior
- PH 501                         Determinants and Equity in Public Health
- PH 507                         Health Care System

## Quantitative/Methodology Emphasis

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 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 of the Quantitative/Methodology Concentration Courses below:

- PSYC 601: Multivariate Statistics
- PSYC 650: Special Topics in Psychology (see selection below)
- PSYC 650: ST: Analysis of Data
- PSYC 650: ST: Hierarchical Linear Modeling
- PSYC 650: ST: Meta-Analysis
- PSYC 650: ST: Quasi-Experimental Design
- ECE 595: Special Topics
- EDPY 607: Structural Equation Modeling
- PH 502: Epidemiology and Biostatistics I
- STAT 574: Biostatistical Methods: Survival Analysis & Logistic Regression
- STAT 576: Multivariate Analysis
- STAT 577: Introduction to Bayesian Modeling
- STAT 581: Introduction to Time Series Analysis



# 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 program in the Psychology Department are typically completed under Plan I. Please see [Appendix D](#) for milestone timeline to remain in progress.

## 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 webpage](#)) 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 Committee Chair, distribute your thesis proposal to your committee for review at least two weeks before your Thesis Proposal meeting and revise your proposal before the meeting, if requested. During your Thesis Proposal meeting, you will 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. At the end of your proposal meeting, your Thesis Committee Chair will sign the Thesis Proposal Form. 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 webpage under [Student Resources](#). At this point you should work with the Graduate Program Coordinator to complete your Program of Studies form, if you haven't already done so.

## Proposal Deadline

Clinical Students who do not propose their Thesis by end of the Spring semester of their first year will not be in progress 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 progress 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 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. Compliance with this agreement is essential for your graduation. The Program of Studies form must be approved by the student's Faculty Mentor and the Graduate Program Coordinator.

Students are required to submit a Program of Studies form after completing a minimum of 12 hours of graduate coursework. Generally it is submitted after the spring semester of their first year in the program, but no later than the middle of the semester prior to the semester the student intends to defend their thesis (e.g. October 1 if planning a spring defense). Failure to submit this form on time will delay your graduation. The Program of Studies form is available electronically at the [Graduate Studies webpage](#). See the Graduate Program Coordinator for details if needed.

### **Thesis hours**

Students must complete a minimum of 6 Master's Thesis hours (PSYC 599). Once thesis hours are initiated, which should be the semester that you will propose your thesis, 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 Faculty Mentor assigns a grade of "PR" for each semester until the thesis has been completed. Summer enrollment is required if a student completes degree requirements during a summer session.

Clinical Students should begin registering for PSYC 599 Master's Thesis hours in the Spring semester of their first year.

Experimental Students should begin registering for PSYC 599 Master's Thesis hours by the Fall semester of their second year.

Students who have enrolled in PSYC 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 portion of The Graduate Program in the UNM catalog (see [Graduate Academic Policies](#)). 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 graduate, or July 1 for Summer graduation, you must electronically submit your announcement of examination for the Thesis Defense to the [Graduate Studies webpage](#). At this time, you must also submit a

copy of your manuscript to the Graduate Program Coordinator for dissemination to the department. In order to qualify to defend your thesis during an intersession, you must be registered for the following semester. The Thesis Defense may be done only after the Program of Studies form has received approval by the Graduate Dean and only if the student is in good academic standing (minimum 3.0 cumulative GPA) with the University.

Barring extraordinary circumstances, the department will notify the student and Graduate Studies of the results of the defense 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 them know when notification can be expected. The Thesis Committee Chair must report the results of the examination (pass with distinction, pass, conditional pass, or fail) 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 encouraged 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.

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 would be considered out of progress 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 errors. Formatting guidelines and Forms & Submission Procedures for your thesis manuscript are detailed on the [Graduate Studies webpage](#) and should be carefully followed. Students are urged to consult with the Graduate Studies manuscript reviewer and/or attend a formatting workshop with Graduate Studies. Examples of the front matter and reference pages are also available on the [Graduate Studies webpage](#).

Your thesis, in proper format and approved by your Thesis Committee, and all accompanying forms must be submitted electronically to Graduate Studies 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](#), signed by your committee chair, as well as an Information Cover Sheet and ETD Release Form. The Graduate Program Coordinator can help you with submitting these forms.

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 their Thesis manuscript to the Dean of Graduate Studies within ninety (90) days of their final Thesis Defense. If the manuscript is not submitted within that time, the student must schedule and complete a second final Thesis Defense. In all cases the Thesis Committee must submit the results of the thesis defense 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 hour of graduate credit for Master's students and three 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 this "courtesy policy."

# Doctoral Degree Requirements

## *General Requirements*

- A minimum of 48 hours of graduate credit course work (certain graduate programs require more hours).
- Must be enrolled in at least one hour of graduate credit in the semester in which the doctoral comprehensive examination is taken.
- At least 24 hours of graduate credit course work must be completed at the University of New Mexico.
- At least 18 hours graduate credit course work must be completed at the University of New Mexico after successful completion of the thesis.
- At least 18 hours of graduate credit course work must be earned in University of New Mexico courses numbered 500 or above.
- 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.)
- 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.)
- A successfully completed Comprehensive Examination.
- An approved Application for Candidacy.
- An approved Dissertation Proposal.
- A minimum of 18 hours of dissertation credits (699) is required for the doctorate.
- 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 Examination that involves the independent preparation of scholarly work which is presented and defended to a three-member faculty committee. There are several steps students must complete before being able to take the comprehensive exam. Please see [Appendix D](#) for milestone timeline to remain in progress.

## 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. 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 Proposal 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. Typically, the chair of the committee will be the student's Faculty Mentor, however there are some circumstances (e.g. when a clinical student's mentor is not on the clinical committee) where both the mentor and student agree that another faculty member would be more appropriate in that role. Occasionally, professionals from outside the department with particular expertise in a student's area of interest may, with approval from the Associate Chair for Graduate Education, serve on the Comprehensive Examination committee. For experimental students, it is recommended that the committee include two faculty members from within your concentration and one from outside your concentration.

## Comprehensive Exam Proposal

The proposal is the initial meeting with the Comprehensive Exam Committee convened by the student where the student describes his or her specific areas of interest to the committee. The proposal meeting also begins the timeline for completion of the examination. To be in good standing in the Department, all students must propose their comps by the end of spring of their third year and defend their comps by the end of fall of their fourth year (experimental students who transferred a thesis in must propose by the end of fall of their third year and defend by the spring of their third year).

Students prepare an initial 2-3 page outline of the proposed review, including a list of possible references for the paper. This outline should be distributed to the committee for review and modification. Once the outline has been modified in line with committee input, students will convene the initial proposal meeting, at which the committee will either approve the outline or request further modification. An additional meeting may be scheduled to reconvene within two weeks if necessary to resolve concerns. Once the project is approved, the student has 5 months to complete the review and schedule a defense meeting.

Once the proposed outline receives approval, 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.

## Comprehensive Examination Overview

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 doctoral program, such as through successful completion of the required sequence of graduate coursework.

### **Scholarly Review Paper**

The intent of the Scholarly Review Paper is to provide a springboard for writing the dissertation. Hopefully, the review will be publishable in its own right. The scholarly review paper should be written for a broad audience of scientific psychologists, not more narrowly for specialists in the area. The review could be either empirical/systematic and/or conceptual/theoretical, as described below.

Regardless of the type of scholarly review (empirical/systematic and conceptual/theoretical), it must involve more than merely summarizing the findings of multiple studies or theories/conceptual frameworks. Novel elements of scholarly reviews may include: (1) critical analyses of research methodologies or theoretical/conceptual frameworks; (2) the synthesis and integration of multiple perspectives on a problem; (3) the derivation of defensible conclusions, principles, and/or recommendations for practice; and (4) implications, needs, and recommendations for future research or conceptual synthesis in the area.

**Empirical/Systematic.** If the review is empirically oriented, it may form the corpus of the introduction for the dissertation. Models for this kind of review can be found in journals such as *Psychological Bulletin* and *Clinical Psychology review*. A good source for more information about how to write an empirically-oriented scholarly review is: Bem, D. J. (1995). Writing a review article for *Psychological Bulletin*. *Psychological Bulletin*, 118, 172-177. Empirically-oriented reviews may also use meta-analytic approaches, if appropriate, to summarize findings on standard metrics. Students are strongly encouraged to follow the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines for writing a systematic review, as described here: <http://www.prisma-statement.org/>. A good source for more information about how to write a systematic review is provided by Siddaway, Wood, and Hedges (2019). How to do a systematic review: A best practice guide for conducting and reporting narrative reviews, meta-analyses, and meta-syntheses. *Annual Review of Psychology*, 70, 747-770.

**Conceptual/Theoretical.** If the review is theoretically or metatheoretically oriented, it may serve as a conceptual backdrop for the dissertation without necessarily forming the corpus of a dissertation's introduction. Models for conceptually-oriented reviews can be found in journals such as *Psychological Review* and *Behavioral & Brain Sciences*. See Siddaway, et al., 2019 referenced above.

Students may also consider prospective registration of the systematic review via PROSPERO <https://www.crd.york.ac.uk/prospero/>. The outline developed during the proposal meeting could be used for the registration on PROSPERO and students should be prepared to discuss the prospective registration process during the proposal meeting.

For clinical students, the review paper must also 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.

The student's 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.

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; the

expectation is that students will write and edit their comps with no outside input. In other words, neither faculty nor fellow graduate students will read or comment on drafts of a student's comprehensive exam.

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. 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 and whether any were not sufficiently addressed in the written document. The student's responses will be included in the committee's determination of whether the student 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, for clinical students, 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 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.

Comprehensive Examination guidelines were revised August 2023.



## 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 Doctoral Candidacy. The Application for Doctoral Candidacy form 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 final approval. Students are expected to submit their Application for Candidacy the same semester in which they pass their doctoral comprehensive examination.

### 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 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 (experimental psychology students) or the completion of the clinical student's internship (clinical psychology students).

# Dissertation

## 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 for committee service by Graduate Studies; 2 of the 4 members must have Category 1 approval. See the [Catalog](#) for description of categories.

- Chair must have approval as a Category 1, 5, or 3 if his/her appointment is within the student's major
- The second member must have approval as Category 1 or 3 if his/her appointment is within the student's major
- 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
- The fourth member can have approval as Category 1-6
- 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 can be found in the Graduate Program of the UNM Catalog at [Faculty Approval for Committee Service](#))

**NOTE:** All expenses incurred for member services (e.g. for external members) on a Dissertation Committee are the responsibility of the student.

## Dissertation Proposal

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 approves of the proposal, the student may proceed with the dissertation; otherwise additional meetings may be required.

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 progress, unless the Department approves the student's written petition for an extension.

Please see [Appendix D](#) for milestone timeline to remain in good standing with the Department.

## Dissertation

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**

Students are required to enroll in a minimum of 18 hours of dissertation (699) throughout the duration of their dissertation work. 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, or 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. At this time, you must also provide the Graduate Program Coordinator with a copy of your manuscript for dissemination to the department. To qualify to defend 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 committee 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 (November 15 for Fall graduation, April 15 for Spring graduation, or July 15 for Summer graduation). 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 Graduate Studies, and the student will have a maximum of 90 days to submit their 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 consult current guidelines from the Graduate Studies website before defending their dissertations. The general manuscript format guidelines, required forms, and front matter templates are available on the Graduate Studies 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 dissertation defense.

Clinical students are in a different situation. It is recommended that clinical students defend their dissertations prior to going on internship. However, clinical students do not submit their manuscript or their forms to Graduate Studies or the repository until the term in which they graduate, typically summer. After the dissertation defense, the student holds onto their dissertation until the term their internship ends. The Director of Clinical Training submits a memo to graduate studies explaining that the dissertation submission is delayed, when the defense was held, and when the student will complete the internship requirement. The student will submit as normal during that term.

### 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 (see [digitalrepository.unm.edu](http://digitalrepository.unm.edu)). Open access allows scholars and researchers around the world to access the results of research and scholarship. 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, and all accompanying forms, 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 "Manuscript Forms and Procedures":

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>.

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 but should utilize the formatting information provided by Graduate Studies.

### **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 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. Many excellent funding opportunities are listed on the [Graduate Studies webpage](#). Loans may be applied for through the Financial Aid office or on the [Financial Aid webpage](#).

## 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 the degree. The Associate Chair for Graduate Education, in consultation with the Chair, course instructors who require graduate assistants (GAs), and faculty members who require research assistants (RAs), make decisions concerning departmental funding to students. Applications for departmental funding are submitted three times a year approximately 10-12 weeks before the following term. All eligible applications from new and continuing students are considered on a competitive basis, but students maintaining satisfactory progress are guaranteed funding for at least five years (see definitions of good standing in [Appendix D](#)).

The minimum eligibility requirements as determined by the University are:

- Formally admitted to a graduate program at UNM.
- Be currently enrolled for a minimum of 6 hours of coursework, thesis, or dissertation hours. Courses taken for AUDIT are not accepted as part of the minimum hours.
- Maintain a 3.0 grade point average in graduate coursework each semester.
- Must NOT be on Type 1 or 2 probation (students on Type 3 probation may provisionally hold an assistantship for one semester).
- Be within the time limit for completion of the degree

## Workload

Typically, students' workload is 50% FTE or 20 hours per week during the Fall and Spring semesters. Per departmental policy, graduate students are not allowed to work more than 50% FTE without the written permission of both their Faculty Mentor and the Associate Chair for Graduate Education. Per UNM policy, graduate students are not allowed to work more than 75% FTE during the Fall and Spring semesters. During summer term, students may work up to 100% FTE.

\*INTERNATIONAL STUDENTS have additional restrictions working above 50% FTE and should check with the Global Education Office or on their [webpage](#).

## 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.

**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 L.



# General Academic Regulations

## Transfer of prior graduate coursework

### *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 to coursework in our program, or be accepted as an elective. The university allows students to transfer up to 24 hours of coursework. For clinical students, only 9 hours of clinical coursework may transfer; however, courses that satisfy the DSK requirements could bring the total of transferrable hours above 9.

The following process to transfer coursework should **begin early in the first semester**.

- The student will consult with their Faculty Mentor to identify courses that might be transferrable.
- The student will then submit a syllabus for each transferring 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 Associate 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 should **begin in their first semester**.

- The student will consult with their Faculty Mentor to determine if the previous thesis might be acceptable to our program.
- If the Faculty Mentor approves, the student will submit the thesis to the student's 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 UNM requirements and standards, the area head will submit the recommendation to the Associate Chair for Graduate Education for final approval.
- Once approved, the Associate Chair will send a memo to the Graduate Program Coordinator to record the approved thesis.

## Annual Reviews and Student Progress

Near the end of each academic year, students are asked to turn in an Annual Progress Report. Students are required to submit a copy to their Faculty Mentor and area head. The information provided 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, as well as the research productivity form should be submitted to the Graduate Program Coordinator.

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 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).

For clinical students: committee members are selected by the Director of Clinical Training and include the student's Faculty Mentor 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 Annual Progress Report 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.

### ***Procedures for Improving Departmental Standing and Termination Guidelines***

Although the purpose of the annual review is primarily to provide support and encouragement, there are times when students would benefit from more time to develop knowledge and skills in one or more domains. In those cases, the annual review is used to develop a domain-specific improvement 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 plans for improvement are necessary, and contingencies for continued enrollment in the program may be put in place. See below examples of domains of professional training where improvement plans may be recommended.

#### ***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. (Courses taken in non-degree status and being used toward the degree must have a grade of B or better.) 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. See the [Catalog](#) for more information.

### ***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 if 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. Clinical students who do not receive at least a satisfactory research productivity rating will receive a remediation plan from the clinical faculty that will focus on assisting them in achieving and maintaining satisfactory research productivity. However, as long as students are in satisfactory degree progress, they would not, for this reason, be considered eligible for termination.

### ***Unsatisfactory Performance Evaluation from Clinical Supervisor***

Clinical students are required to demonstrate clinical competence for their year in the program as specified by their in house and external supervisors (refer to the supervisor evaluation form in Appendix P for further details regarding competence ratings that fail below this threshold).

## **Required Examinations**

Through your time in our program, you will complete 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 their respective sections earlier in this handbook (pages 25-28 for Thesis, pages 30-32 for Comps, and pages 34-38 for Dissertation).

- 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 (See [Appendix F](#)): 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 the results of the proposal need to be submitted to 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 in Graduate Student Resources on our [webpage](#).
- Room Reservation: If you are using a department-controlled room for your proposal/exam/defense (e.g. Logan Library) you must reserve the room with the front office staff.
- Exam Announcement (See [Appendix F](#)): 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 the UNM Graduate Studies [webpage](#). 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.

- Exam Forms (see [Appendix O](#)): Each exam has its own evaluation forms which will be provided to you and 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 PSYC 507: Teaching Seminar in Psychology prior to teaching their own course (Note: exceptions must be cleared with the student's Faculty Mentor, and either the chair of the Teaching Mentoring Committee or the Associate Chair for Graduate Education). 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 the Associate Chair for Graduate Education, in advance, 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.

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 Faculty Mentor before undertaking any research, and do not begin running participants until official approval has been received. Complete details about the IRB Process can be found on the [University's IRB website](#).

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 on the Faculty Handbook [webpage](#).

### ***Professional Organizations***

Students are strongly encouraged to attend and participate in meetings and conferences of professional organizations. 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.

### **Changes to plan of study**

#### ***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 to use their 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 their studies for one or more semesters, they 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 departmental standing in cases of illness, emergency,

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. Students on a Leave of Absence are not allowed to hold an assistantship.

Requests for a Leave of Absence from students who are in good departmental 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, if necessary. 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.

### ***Stop Out***

Students who have not yet started the Comprehensive Examination process may elect to “Stop-Out,” by taking one or two semesters off without being removed from the program. Students who take a “Stop-Out” must be enrolled by the published deadline of the third semester (e.g. a student taking a “Stop-Out” in Spring must be enrolled by the published deadline of the Fall term). (See Three Semester Continuous Enrollment section above.)

## **Graduation Policies and Procedures**

### ***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 semester prior to the semester they intend to graduate (e.g., graduating in Fall? Let the Graduate Program Coordinator know by the end of the previous summer). Failure to do so will delay your graduation.

### ***Commencement Exercises***

Degrees are awarded at the end of each semester: 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. Bachelor’s 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 navigating 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 graduate student grievances are published in The Pathfinder – UNM Student Handbook: [Graduate Student Grievance Procedures](#).

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., the Area Head). Importantly, students are reminded that they may seek the assistance of an advocate to help them navigate their way through the grievance process. Examples of advocates are: the faculty mentor, a faculty member who is not the mentor, a GASP student area representative, other GASP Officers, a department peer support group (if available), the UNM Ombuds/Dispute Resolution Services for Graduate Studies, and a Student-Faculty Liaison Committee (comprised of 4 graduate students, and formed by the departments' Policy and Planning Committee upon request).

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 their Faculty Mentor, and, if necessary, thereafter consult with the Area Head.\* If the concern/complaint is not resolved at this level, the Area Head would encourage the student to put the issue in writing, and to bring the written document to future meetings about the complaint. Next, the complainant may consult with the Associate Chair for Graduate Education, who would attempt to resolve the complaint. If the issue was not satisfactorily resolved, the complainant would meet with the Department Chair to discuss a 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 the [Catalog](#) for more information].

\*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 steps that follow are for resolving complaints or grievances. Although it is recommended that students proceed in the order outlined below and only advance to the next step if the problem has not been resolved, a student certainly may skip over any of the steps if so desired. Additionally, it is important for students to realize that they may seek the support of advocates (see 3rd paragraph above) at any time. The steps are:

- Resolution is sought between the student and the faculty member or instructor involved.
- The student brings the matter to the attention of their Faculty Mentor.
- The student brings the conflict to the Area Head, who encourages the student to put the complaint in writing if proceeding to the next step.

- The student brings the conflict to the Associate Chair for Graduate Education.
- The student brings the conflict to the Department Chair.
- The student may pursue formal means of resolving the conflict outside of the department:

Graduate Student Academic Grievance procedures are available at: [UNM Catalog](#), under the Student Information and Policies section. These procedures were established to address complaints, disputes, or grievances of an academic nature.

Grievances based upon alleged discrimination or sexual harassment should be directed to the Office of Compliance, Ethics, and Equal Opportunity (CEEO).

Approved by Faculty on 1/25/08; modified 11/9/18



# Department 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 B-15). The department will assign you a copy code.

## Offices

The 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 proximity cards (Prox cards) for the outside doors, the Graduate Student Lounge, and the second floor (if applicable). The procedure for obtaining a new key is to complete and submit a key authorization form, available from the department Administrative Assistant or on the department website: [Graduate Program Forms](#). The form will then be submitted to the fiscal staff who will contact you to collect your deposit (a \$10 deposit is required for each key). The form is then rerouted to the Administrative Assistant who will acquire the necessary signatures and then issue an official green authorization card(s) which you will take to the UNM Lock 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 now locked at all times; they must be accessed via a Prox card.
2. Do not prop doors open or otherwise attempt to override the automatic locking features of the outside doors.

3. Do not lend your prox card or your keys to any unauthorized person or permit your keys to be duplicated.
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 card.
5. If you find strangers wandering in the halls during evening or weekend hours, inquire as to their business or call Campus Police (505-277-2241).
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 been stolen even while briefly 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 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 the NetID [webpage](#). Once you establish your UNM email address, contact the department advisor to update your information.

### **Lobo ID Proximity Cards**

The department uses proximity cards for access to the building (Logan Hall), the Psychology Clinical Neuroscience Center (PCNC) on the second floor, and to the Graduate Student Lounge (room 132). Several of the new PCNC 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 LoboCard Office located on the lower level of the Student Union Building (SUB), Rm 1077. The LoboCard office will charge you to replace your lost or stolen ID card, so keep it safe.

### **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 180. 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, including area code. 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 [webpage](#).

### Department Patient/Subject Parking:

The department owns five parking spaces for Research Subject parking.

Per UNM policy, these parking spots are NOT to be used for personal parking. Reserved spaces are not to be used for any paid staff, faculty, vendor, student, or contractor. Violation of this rule may result in a hefty fine and possibly loss of parking permit. We have been contacted by parking officials, as they do keep watch on the department's parking.

On occasion, we may be able to issue a permit to you in an emergency or short-term parking when running department errands. Please note however, this is at your own risk and these are very limited and short duration exceptions (not all day). Further note: you are still subject to parking citations, and when needed you may be asked to move your car if space is needed for a research subject participant.

### Department Rover Parking permit:

A Department Rover permit is available for check-out if you will be conducting official, short-term University business on North Campus or the HR business center. Personal use (i.e. parking closer to work) is prohibited.

E-mail [psych@unm.edu](mailto:psych@unm.edu) or visit the main office to reserve the permit or for more information.

### 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 6pm Monday through Thursday, 7am to 5pm 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 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 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 [webpage](#).

# 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, & Photography

Location: Fine Arts Library

Email: [falref@unm.edu](mailto:falref@unm.edu); Phone: 277-2355

### Business, Management, and Economics

Location: Parish Memorial Library

Email: [pmleref@unm.edu](mailto:pmleref@unm.edu); Phone: 277-8853

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

Location: Center for Southwest Research

Email: [cswrref@unm.edu](mailto:cswrref@unm.edu); Phone: 277-6451

### Health Sciences Library

Phone: 272-2311

### Education, Humanities, and Social Sciences

Location: Zimmerman Library - Instruction Services

Email: [zimref@unm.edu](mailto:zimref@unm.edu); Phone: 277-5761

### Science, Engineering, and Patents

Location: Centennial Science & Engineering Library

Email: [cselref@unm.edu](mailto:cselref@unm.edu); Phone: 277-4412

### New Mexico, US, and International Government Publications

Email: [govref@unm.edu](mailto:govref@unm.edu); Phone: 277-5441

## 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.

# Appendices

## Appendix A: Statement of Mission

### 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

		LOCATION
Department Chair	Dr. Derek Hamilton <a href="mailto:dahamilt@unm.edu">dahamilt@unm.edu</a>	Logan 178
Associate Chair, Graduate Program	Dr. Sarah Erickson <a href="mailto:erickson@unm.edu">erickson@unm.edu</a>	Logan 168
Associate Chair, Undergraduate Program	Dr. Allen Butt <a href="mailto:allenbutt@unm.edu">allenbutt@unm.edu</a>	Logan 104
Director of Clinical Training (DCT)	Dr. Elizabeth Yeater <a href="mailto:eyeater@unm.edu">eyeater@unm.edu</a>	Logan 130
AOP Program & Online Instruction	Dr. Allen Butt <a href="mailto:allenbutt@unm.edu">allenbutt@unm.edu</a>	Logan 104
CBB Area Head	Dr. Eric Ruthruff <a href="mailto:ruthruff@unm.edu">ruthruff@unm.edu</a>	Logan 150
Diversity & Health Data Science Across the Lifespan Area Head	Dr. Steven Verney <a href="mailto:sverney@unm.edu">sverney@unm.edu</a>	Logan 164
Evolution and Society Area Head	Dr. Geoffrey Miller <a href="mailto:gfmiller@unm.edu">gfmiller@unm.edu</a>	Logan 160
PCNC Director	Dr. Vince Clark <a href="mailto:vclark@unm.edu">vclark@unm.edu</a>	Logan 280
Diversity/Multicultural, Health, & Quantitative Emphases	Dr. Steven Verney <a href="mailto:sverney@unm.edu">sverney@unm.edu</a>	Logan 164
<a href="#">GASP</a> Officers 2024-2025	<p>Work with faculty and staff in the department to discuss student issues and organize social events.</p> <ul style="list-style-type: none"> <li>• Research Day</li> <li>• Faculty Meeting Representative</li> <li>• Diversity Organization</li> <li>• GASP copy machine (B15)</li> </ul>	<p><b>OFFICERS:</b></p> <p>President: Mike Benson  Vice President: Eunice Kim  Secretary: TBD  Treasurer: Ayesha Bhatia  Librarian: TBD  Student Org Representative: Carlie Sivils  Clinical Rep: TBD  CBB Rep: TBD  Ev/Dev Rep: TBD  1<sup>st</sup>/2<sup>nd</sup> year Rep: TBD</p>
<b>PSYCHOLOGY DEPARTMENT STAFF</b>		
<p><u>Department Administrator</u>  Trish Aragon-Mascarenas  Logan 180, 277-2230  <a href="mailto:trishara@unm.edu">trishara@unm.edu</a></p>	<p>Oversees daily functions of department. Staff Supervisor. Finance and payroll approvals. UNM Jobs Hire Manager, Human Resources: Faculty, Staff, and Student- hiring, terminations and extensions. Liaison/policies/procedures for</p>	

	the department, A&S, Faculty Contracts and HR. Building Coordinator for Space Allocation. International Scholar Coordinator (J-1), Volunteer processing, and Letters of Academic Title (LAT). Building Coordinator-Space Allocation reporting – FAMIS, bldg. remodels. Dept Chair Signature Authority
<u>Main Office - Academics Coordinator</u> Gloria Ortiz Logan 182A, 277-4121 <a href="mailto:gortiz5@unm.edu">gortiz5@unm.edu</a> <a href="mailto:psych@unm.edu">psych@unm.edu</a>	Main office operations and reception; Keys/Prox Card authorizations, subject parking, Building Coordinator for Facilities Management (work orders-custodial, building safety repairs, and remodel projects). General office supplies, Dept calendar and Email. Department Rosters and display boards. Department Inventory reporting: equipment check-out forms & manage AV/Copy Room
<u>Scheduling Coordinator</u> Sarah Joe Logan 182 B, 277-3426 <a href="mailto:sjoe1@unm.edu">sjoe1@unm.edu</a>	Dept schedule of classes, enrollment management and room scheduling. Course Evaluations (EVAL Kit/IDEA/ICES), Teaching Evaluations (peer teaching). Special Events coordination (PAL, colloquium, Haught, Quad-L, convocation, Honors Symposium research day...). Collection of course syllabi, textbook orders/desk copies, Faculty CV collection, Department Annual Reports, faculty publications, Department Newsletter. Department listserv(s). Front Desk and DA back-up
<u>AV/Copy Room</u> (Student Employees) Logan 163, 277-2325 <a href="mailto:psych@unm.edu">psych@unm.edu</a>	Copy/Print Jobs, scanning, and AV equipment issuance. Psychology email and cove front desk. Special projects by request through Lori
<u>Contract &amp; Grant Support (Pre-Award)</u> College of Arts & Sciences	A&S FRSO: Assist with grant planning and grant submissions <a href="https://artsci.unm.edu/research/index.html">https://artsci.unm.edu/research/index.html</a> <a href="https://unm.selfservice.vivantio.com/Account/LogIn">https://unm.selfservice.vivantio.com/Account/LogIn</a>
<u>Department Fiscal Staff:</u> <a href="mailto:psychfiscal@unm.edu">psychfiscal@unm.edu</a>  Accountant II – Nicole Torres Logan 181A/B, 277-4406  Fiscal Tech – Lori Chavez-Morris Logan 181F, 277-7492  Sr. Fiscal Technician – Rae Ramirez On-call working retiree <a href="mailto:rramire1@unm.edu">rramire1@unm.edu</a>	Fiscal services for psychology: Restricted and Unrestricted budget management: Purchasing, travel, reimbursements, and service contracts; Budget development, reconciliations, index management; start-up accounts, operating accounts, Post-Award Grant management, scholarship award processing, endowments/foundation management, AOP budget management, and overhead accounts. Phone bill, volunteer insurance processing, Payroll time entry and approvals, Labor distributions, and assist with inventory control.

<p><u>IT Desktop support:</u>  <u>College of Arts &amp; Sciences (CAS)</u></p> <p>IT Ticket: <a href="https://ait.unm.edu/">https://ait.unm.edu/</a></p> <p>Service Catalog:  <a href="http://ait.unm.edu/docs/ServiceCatalog-v3.pdf">http://ait.unm.edu/docs/ServiceCatalog-v3.pdf</a></p>	<p><b>UNM Central IT:</b> 277-5757  <a href="http://it.unm.edu/">http://it.unm.edu/</a>  (NetIDs, Telecommunications, general UNM services)</p>	<p><b>Computing Service &amp; Support (CARC/PCNC) Systems/Network Manager</b></p> <p>Hussein Al Azzawi  PCNC Server/ CARC  505 886-1810  <a href="mailto:azzawi@unm.edu">azzawi@unm.edu</a></p>
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**ADVISEMENT/STUDENT SUPPORT**

<p><u>Graduate Program Coordinator</u>  Debra Nieto  Logan 181C, 277-5009  <a href="mailto:nietod@unm.edu">nietod@unm.edu</a>  <a href="mailto:advising@unm.edu">advising@unm.edu</a></p>	<p>Coordinates Graduate program student files and forms, OGS and department policies and procedures, GA/TA/RA contracts, graduate admissions. graduate program data reports &amp; surveys, psychgrad-L listserv. Graduate program webpage updates, OGS Liaison, and department Catalog Curriculum</p>
<p><u>Sr. Academic Advisor(s) – Undergraduate Program</u>  <a href="mailto:psychadvise@unm.edu">psychadvise@unm.edu</a>  Madison Castellano-Donovan  Georgia Moos  Dylan Velez</p>	<p>Academic undergraduate advisement-psychology: declaration of major, new student orientations, academic holds, registration holds, graduation verification, course planning, manage psychadvise-L listserv, data and statistical reports for undergraduate programs (major lists, graduation lists, enrollment data).</p>

**Logan Hall ARF: 277-4632**

<p>Manager, Facility Operations</p>	<p>Sean Bilberry  <a href="mailto:seanb@unm.edu">seanb@unm.edu</a></p>	<p>ARF compliance and regulations, ARF training, Chemical storage &amp; safety, ARF &amp; 2nd floor Building and safety coordinator, ARF space allocation. Prox card activation/deactivations</p>
<p>Sr. Lab Animal Tech</p>	<p>TBD</p>	<p>ARF compliance and regulations, Chemical storage &amp; safety, ARF &amp; 2<sup>nd</sup> floor Building and safety coordinator</p>
<p>Director/Veterinarian</p>	<p>Tara Ooms Konecny  <a href="mailto:tkonecny@salud.unm.edu">tkonecny@salud.unm.edu</a></p>	<p>ARF compliance and regulations</p>

**Psychology Clinical Neuroscience Center (PCNC)**

<p>PCNC Director</p>	<p>Vince Clark  <a href="mailto:vpclark1764@gmail.com">vpclark1764@gmail.com</a></p>	<p>Logan 278</p>
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PCNC Program Research Tech	Mason Briggs <a href="mailto:msbriggs@unm.edu">msbriggs@unm.edu</a>	PCNC
Systems Network Manager	Hussein Al Azzawi <a href="mailto:azzawi@unm.edu">azzawi@unm.edu</a>	IT support for PCNC and CARC: software, servers, data and desktop support
<b>Psychology Clinic &amp; AGORA: 1820 Sigma Chi NE</b>		
<a href="#">Psychology Clinic</a>	1820 Sigma Chi NE MSC 02 1675 1 University of New Mexico Albuquerque, NM 87131-0001	505.277.5164 Main Clinic number 505.277.5165 Message number for the Specialty Clinics 505.277.7519 FAX
Psychology Clinic Director	TBD; contact your clinical faculty mentor or psychology clinic graduate assistants with questions about the clinic	277-5164
Psychology Clinic Coordinator	TBD; contact your clinical faculty mentor or psychology clinic graduate assistants with questions about the clinic	277-5164
<a href="#">AGORA Crisis Center</a>	1820 Sigma Chi NE MSC 02 1675 1 University of New Mexico Albuquerque, NM 87131-0001	ABQ area: 505-277-3013 Toll-free: 855-505-4505 National Lifeline: 800-273-TALK
Director	Dasie Kent <a href="mailto:dkent7@unm.edu">dkent7@unm.edu</a>	277-0749 277-5321
Program Specialist	TBD	277-5321

<b>Miscellaneous Campus Contacts</b>			
College of Arts & Sciences (CAS) <a href="https://artsci.unm.edu/index.html">https://artsci.unm.edu/index.html</a>	Dean of Arts & Sciences Dr. Jennifer Malat	277-3046	Ortega Hall 201
Office of Graduate Studies (OGS): <a href="http://grad.unm.edu/home/">http://grad.unm.edu/home/</a>	Dean of Graduate Studies Dr. Maria Lane	277-0950	Humanities Bldg., 1 <sup>st</sup> floor
University President <a href="http://president.unm.edu/">http://president.unm.edu/</a>	Dr. Garnett S. Stokes <a href="mailto:presidentstokes@unm.edu">presidentstokes@unm.edu</a>	277-2626	Scholes Hall, suite 144
Vice President for Research <a href="http://research.unm.edu/">http://research.unm.edu/</a>	Dr. Ellen R Fisher <a href="mailto:vpr@unm.edu">vpr@unm.edu</a>	277-6128	Scholes Hall, room 327

Office of the Institutional Review Board (OIRB) <a href="http://irb.unm.edu/">http://irb.unm.edu/</a>	Director: Linda Mayo, CIP <a href="mailto:petreel@unm.edu">petreel@unm.edu</a>	Main Line: 277-2644	
<b>Office for Academic Personnel</b> (AKA Faculty and Grad Student Contracts) <a href="http://oap.unm.edu/">http://oap.unm.edu/</a> <a href="mailto:faculty@unm.edu">faculty@unm.edu</a> <a href="mailto:assistantships@unm.edu">assistantships@unm.edu</a> <a href="https://provost.unm.edu/people/contact.html">https://provost.unm.edu/people/contact.html</a>	<b>Academic Affairs Administration</b> <a href="https://provost.unm.edu/people/academic-affairs-administration.html">https://provost.unm.edu/people/academic-affairs-administration.html</a>  Dr. James Holloway, Provost Academic Affairs  Barbara Rodriguez, Senior Vice Provost Academic Affairs	Main Line:  OAP:277- 4528Prov ost: 277-2611	Scholes Hall
UNM Human Resources (HR) <a href="https://hr.unm.edu/">https://hr.unm.edu/</a>	Payroll/compensation, Employee Benefits, Direct deposits, Retirement, EOD, Employee Wellness	277-6747 (myhr)	UNM Business Center: 1700 Lomas Blvd NE
Student Employment <a href="http://stuemp.unm.edu/">http://stuemp.unm.edu/</a>	<a href="mailto:stuemp@unm.edu">stuemp@unm.edu</a>	277-3511	Mesa Vista Hall North – 1 <sup>st</sup> floor
LoboWeb for employees: <a href="https://my.unm.edu">https://my.unm.edu</a>	View/update personal information, benefits and deductions, pay information, tax forms and more.		

## Appendix C: Graduate Courses by Area

### CLINICAL

531	Pre-clinical Practicum
532	Seminar in Psychopathology
533	Psychological Evaluation: Cognitive & Neuropsychology Functions
535	Psychological Evaluation: Personality Functions
538	Introduction to Clinical Science
539	Child Psychopathology
610	Case Conference Practicum
631	Psychotherapy Practicum
634	Ethics & Professional Issues in Clinical Psychology
636	Diversity Multicultural Perspectives in Clinical Psychology
637	Empirically Supported Treatments
691	Clinical Internship

### COGNITION, BRAIN AND BEHAVIOR

540	Biological Bases of Behavior
541	Introduction to Functional Neuroimaging
542	Seminar in the Recovery of Function & Epilepsy
548	Functional Neuroanatomy
561	Cognitive Processes
565	Seminar in Thought and Language
569	Seminar in Psycholinguistics
641	Seminar in Cognition, Brain and Behavior
643	Psychobiology of Emotion

644	Advanced EEG Analysis in MatLab
650	Biological Basis of Memory
650	Neuroanatomy
650	Principles of Learning, Motivation & Behavior
650	Biological Basis of Memory
650	Human Neuropsychology
650	Neural Basis of Cognitive Development
650	Neural Bases of Addiction
650	Plasticity and Development
650	Seminar in Cognitive Neuroscience
650	Seminar in Computational Neuroscience
650	Advanced Topics in Functional Neuroimaging
650	Pediatric Neuroimaging
650	Seminar in Attention
650	Seminar in Aging and Cognition
650	Seminar in Knowledge Representation
650	Principles of Learning, Motivation & Behavior
650	Neuroscience of Aging and Dementia

### **DIVERSITY and HEALTH DATA ACROSS THE LIFESPAN (includes Developmental concentration and Diversity/Multicultural emphasis)**

508	Research with Diverse Populations
510	Advanced Health Psychology
516	Health Disparities
528	Seminar on Cognitive Development

- 539 Child Psychopathology
- 629 Culture and Human Development
- 650 Developmental Seminar/Special topics

**EVOLUTION and SOCIETY**

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

**HEALTH PSYCHOLOGY emphasis**

- 510 Advanced Health Psychology
- 514 Health Psychology Interventions
- 516 Health Disparities
- 542 Seminar in Recovery of Function and Epilepsy

- 650 Emotion, Stress, and Health
- 650 Social Psychology of Health Promotion
- 650 Pediatric Psychology

**QUANTITATIVE/METHODOLOGY emphasis**

- 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
- 605 Advanced Latent Variable Modeling
- 650 Latent Variable Modeling
- 650 Analysis of Data
- 650 Programming in 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, in a given semester if the student has reached all the milestones required prior to that semester. If a student does not achieve a milestone on time, the student can later regain good standing by completing that milestone prior to the due date of the subsequent milestone (see below).

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

<b><u>1<sup>st</sup> Year</u></b>	
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	Propose Master's Thesis (clinical)
	Submit your Annual Progress Report (APR)
<b><u>2<sup>nd</sup> Year</u></b>	
Fall	Submit your Program of Studies
	Propose Master's Thesis (experimental)
	Begin enrolling in PSYC 599-Thesis hours
Spring	Defend your thesis by 15 April (Clinical) Defense timelines: <ul style="list-style-type: none"> <li>• 7 March: Finished thesis to committee chair</li> <li>• 15 March: Finished thesis to full committee</li> <li>• 1 April: Announce defense</li> </ul>
	Submit your APR
<b><u>3<sup>rd</sup> Year</u></b>	
Fall	Defend your thesis by 15 November (experimental) Defense timelines: <ul style="list-style-type: none"> <li>• 7 October: Finished thesis to committee chair</li> <li>• 15 October: Finished thesis to full committee</li> <li>• 1 November: Announce defense</li> </ul>
Spring	Comprehensive Examination Proposal Meeting
	Submit your APR
<b><u>4<sup>th</sup> Year</u></b>	
Fall	Begin enrolling in PSYC 699-Dissertation hours
	Submit Comprehensive Examination and hold the oral examination
	Oral Examination must be announced at least two weeks prior to the exam
	Submit your Application for Candidacy
Spring	Propose Dissertation
	Submit your APR
<b><u>5<sup>th</sup> Year</u></b>	
Fall	Experimental Students: Notify the GPC of your intent to graduate Clinical Students: Apply for internship
Spring	Defend your dissertation by 15 April Defense timelines: <ul style="list-style-type: none"> <li>• 7 March: finished dissertation to committee chair</li> <li>• 15 March: Finished dissertation to full committee</li> <li>• 1 April: Announce defense</li> </ul>
	Submit your APR
<b><u>6<sup>th</sup> Year</u></b>	
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 4<sup>th</sup> and 5<sup>th</sup> 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 *)	
<b>Publications</b>	
Refereed journal accepted *	50
Refereed journal submitted *	50
Chapter in edited volume accepted *	45
Chapter in edited volume submitted *	45
Other published documents *	50
<b>Presentations</b>	
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
<b>Grants &amp; Awards</b>	
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., Haught, department. Best Paper)	50
Local travel awards for research (e.g., departmental)	10
Other Grants or Awards *	50
<b>Preliminary Work</b>	
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 can be found on the Department of Psychology website ([Graduate Program Forms](#); [Departmental Resources](#)) and they have very specific deadlines. You will do yourself a great service if you submit them a week or two prior to their respective deadlines.

Form Name	Deadline	Important information
Program of Studies	- Second year, Fall semester after completion of at least 12 credit hours of graduate coursework	- Must file with Graduate Studies by the middle of the semester before the semester that you intend to graduate.
Thesis Proposal Meeting Report	- At least one day before the thesis proposal, send form with thesis topic and names of committee members listed to your committee chair	- After thesis proposal, the committee chair will complete and sign the form, and send to Graduate Program Coordinator
Announcement of Examination/ Report of Examination	- Student submits Announcement of Examination form at least two weeks before the defense - Committee members file their Report of Examination form no later than two weeks after the defense	- Electronic form available at <a href="http://gradforms.unm.edu">gradforms.unm.edu</a> - This form is where you will formally submit your committee members <b>**Forms will be used for the Thesis, Comprehensive Exam, and Dissertation Defense**</b>
Thesis Manuscript Forms	- Submit these forms by the deadline listed in the 'MS Thesis Manuscript Submission Procedures' PDF	- Electronic forms and submission procedures available at <a href="#">Graduate Studies Forms</a> (go to 'Manuscript Forms and Procedures' subsection)
Comprehensive Examination Proposal Form	- At least one day before the comprehensive exam proposal, send form with type of examination and names of committee members listed to your committee chair - At least one week before the proposal, send your committee an outline and reading list for your comprehensive exam	- After comprehensive exam proposal, the committee chair will complete and sign the form and send to the Graduate Program Coordinator, who will collect the chair's signature - Send your outline and reading list for your comprehensive exam to the Graduate Program Coordinator
Application for Candidacy Form	- Submit the form in the same semester that you passed your comprehensive exam	- Electronic form available at <a href="http://gradforms.unm.edu">gradforms.unm.edu</a>
Dissertation Proposal Meeting Form	- At least one day before the dissertation proposal, send form with dissertation topic and names of committee members listed to your committee chair - After the dissertation proposal, formally submit your committee to <a href="http://gradforms.unm.edu">gradforms.unm.edu</a> via your Announcement of Examination	- Check with the Graduate Program Coordinator to ensure the makeup of your committee is correct - After dissertation proposal, the committee chair will complete and sign the form, and send to Graduate Program Coordinator

Dissertation Manuscript Forms	- Submits these forms by the deadline listed in the 'Doctoral of Philosophy Manuscript Submission Procedures' PDF	- Electronic forms and submission procedures available at <a href="#">Forms and Submissions Procedures</a>
Annual Progress Report (APR)	- Submit each Spring semester to your faculty mentor	- Faculty mentor will review and use the APR to evaluate your progress in the program
Department Funding Report	- Sent two times per year for each semester	- This is the information we use to determine assistantship assignments and to ensure that all students who are eligible receive funding
Teaching Application	- Sent three times per year for each semester	- Note that students must have completed their master's and PSYC 507: Teaching Seminar before being eligible to teach their own course
Concentration Checklist (optional)	- Optional form to help you verify that all graduation requirements have been completed in your concentration	- Program checklists available at <a href="#">Graduate Program Forms</a>

## Appendix G: Policy on Waiving Graduate Required Courses

### **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 will 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.

## 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: Policy on Teaching

### 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 within the department or have successfully transferred their master's degree from a previous institution. 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).

### 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.

### Teaching Experience

The Department requires that every student obtain supervised teaching experience as part of the program. Some opportunities for teaching also provide remuneration, but students are encouraged to seek a variety of teaching experiences regardless of remuneration. 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 the Associate Chair for Graduate Education, in advance, 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.

### Training and Supervision

The Department of Psychology considers teaching experience central to preparing graduate students for future careers in academia or as educators in other settings. The Department is committed to teaching excellence and to providing support and mentorships for graduate students who teach courses as instructor of record.

It is unreasonable simply to require students to teach without providing them some training and supervision. Therefore, all students must take PSYC 507: Teaching Seminar in Psychology prior to teaching their own course.

**Faculty teaching mentorship and course preparation.** Graduate student TAs teaching any course for the first time or teaching a previously taught course in an alternate modality (face-to-face, hybrid, or online) for the first time are *required* to work with an assigned Faculty Teaching Mentor to develop their course for presentation in the new modality *prior* to the start of their assigned course.

**Using the UNM online learning management system.** Graduate student TAs teaching online or hybrid courses (face-to-face courses with online content) are required to work with their assigned Faculty Teaching Mentor (and/or with an Instructional Designer in the [Center for Teaching and Learning](#)) to develop new course content or modify existing content in the online learning management system *prior* to the start of their assigned course as needed.

**Teaching observation and student course evaluations.** TAs will have their teaching evaluated by a faculty member (or in some cases, by qualified graduate student instructors) using the Psychology Department's evaluation procedures for face-to-face or online courses. Additionally, TA's will undergo teaching and course evaluation by students enrolled in their course via the evaluation system utilized by the university. These evaluations will become part of the graduate student TA's teaching record.

### **University-Wide Instructor Trainings**

#### **1. Family Educational Rights and Privacy Act (FERPA)**

Graduate student TAs will have access to private student data that is protected by FERPA. Graduate student TAs are therefore required to complete the AACRAO FERPA Training for UNM Personnel (EOD course number 795) in [Learning Central](#).

#### **2. Accommodation Resource Center (ARC) Processes and Faculty Responsibilities**

Graduate student TAs are required to comply with the [university's accommodation process](#) for students with disabilities as mandated by the Americans with Disabilities Act ([ADA](#)). Instructors are required to implement reasonable accommodations as outlined in the *Accommodation Letter* emailed from ARC to all instructors early in the term. Questions regarding student accommodations should be discussed with an [ARC Accommodations specialist](#).

#### **3. Regular and Substantive Interaction (RASI) in Online Teaching**

RASI is *required* training that must be completed by all graduate student TAs *prior* to teaching **online or hybrid courses**. RASI is accessed through [Learning Central](#), and takes approximately 30 minutes to complete. Topics covered include U.S. Department of Education regulations for online courses and student privacy and security issues. RASI training is available in [Learning Central](#) (see RASI instructions [here](#)).

#### **4. Evidence Based Practices for Teaching Online (EBPTO)**

This *optional* online training takes place over a six-week period and is recommended for all graduate student TAs teaching face-to-face, hybrid, or online courses. EBTP training is strongly recommended for graduate student TAs teaching online courses (note that RASI training is *required* for TAs teaching online courses).

#### **5. Additional University-Wide Mandatory Trainings**

All University of New Mexico employees, including graduate student TAs, are *required* to complete mandatory trainings (available through [Learning Central](#)) each year. TAs will be notified by the university via email informing them when each online training is due. Three University wide mandatory trainings are required annually:

- MT 2024E or MT 2024S: *Prevention of Harassment and Discrimination*
- BAST 2024: *Basic Annual Safety Training - 2024*
- ACSH 2024: *Active Shooter on Campus: Run, Hide, Fight – 2024*

Note that this list is not exhaustive, and the University may require completion of other courses for all instructors of record. Students will be advised of additional required courses as necessary. It is also noted that the University or Department may offer additional trainings related to teaching that are not required but may be beneficial for student instructors to take. Such courses will be communicated to students as necessary.

## Appendix J: Policy on Changes of Major Areas or Advisors

Students throughout their doctoral studies are to be identified with a particular area and major advisor. Changes, however, are possible. Students may voluntarily change their advisor simply by notifying the advisor of their decision to do so. A face-to-face meeting with the advisor is preferable to discuss the motivation for and implications of the change. However, notification of the advisor in writing is sufficient. In any case, the Associate Chair for Graduate Education and the Graduate Student Advisor should be notified of the decision in writing. The Associate Chair for Graduate Education will act as an ombudsman for a student who is concerned about potential adverse consequences of changing advisors. If the Associate Chair for Graduate Education is one of the advisors involved, the department chair will play the role of ombudsman if needed.

The student should naturally be considering alternative advisors prior to ending a working relationship with the current advisor. If this is not arranged in advance, then the student should move as quickly as possible to identify another faculty member who is willing to take them on as an advisee. In any event, the new advisor should be identified within 60 days. The Associate Chair for Graduate Education and the Graduate Student Advisor should again be notified in writing by the student of their new advisor. If this is not done, the student's case will be considered by the entire faculty determine whether the student should be allowed to continue in the program.

Students may voluntarily change major areas to areas other than clinical while maintaining the same advisor or in conjunction with a change of advisors. Requests to be admitted to clinical require formal application to the area and will be considered only once per year in conjunction with new applications for admission to our doctoral program. Requests to transfer to other major areas require only the endorsement of the advisor, if he or she is a member of that major area committee; otherwise the endorsement of the head of the major area or the endorsement of the majority of the faculty in the area will be required.

Students who are involuntarily terminated from an area will likewise have 60 days from written notification of their termination in which to propose a new major area and to identify a new faculty advisor who is willing to sponsor them. This willingness should be confirmed by a memo from the faculty member to the head of the area of the proposed new major. Failure to meet this 60-day deadline constitutes de facto withdrawal from the department. Once the area head has been notified, the faculty in the appropriate administrative area (i.e., Cognitive/Learning, Developmental/Personality/Social, Psychobiology, or Quantitative/Methodology) will be polled and the endorsement of the majority of the faculty in that area will be required to accept the student into the area. In such a case, the head of the major area should then inform the chair, who will bring the proposal to the entire faculty for a vote. Approval of a majority of the faculty will be required for the student to be continued in the program.

APPROVED: OCTOBER 29, 1994



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

## Course Sequence for students entering in an even numbered year

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

## Recommended Timeline for Master's Thesis Completion in Clinical Area

1 <sup>st</sup> Year Fall Semester	Begin discussing thesis topics and ideas with primary mentor
	Conduct initial literature review
1 <sup>st</sup> Year Spring Semester	Identify thesis committee members
	Finalize literature review
	Propose thesis and submit IRB application (if applicable)
2 <sup>nd</sup> 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 <sup>nd</sup> Year Spring Semester	Continue data collection (if applicable)
	Data analyses
	Write up thesis document
	Defend thesis

## Appendix O: Evaluation Forms

### Case Conference Evaluation Form

Presenter: \_\_\_\_\_ Evaluator: \_\_\_\_\_ 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?

Presenter signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator signature \_\_\_\_\_ Date \_\_\_\_\_

## Research Presentation Evaluation Form

Presenter: \_\_\_\_\_ Evaluator: \_\_\_\_\_ 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
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?

Presenter signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator 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):

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Signed:

\_\_\_\_\_  
Student: \_\_\_\_\_ Committee Chair

\_\_\_\_\_  
Department Chair \_\_\_\_\_ Date



Comprehensive Examination Evaluation Form

Student \_\_\_\_\_ ID# \_\_\_\_\_ Area \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Please rate the student on each dimension from 1 to 5 with 5 being the highest (half points are allowed, e.g. 3.5) by marking the form.

1. Written Component

	Disagree			Agree		
• Mastery of the literature	1	2	3	4	5	NA
• Understanding of theoretical issues and/or empirical findings	1	2	3	4	5	NA
• Synthesis and integration of relevant literature	1	2	3	4	5	NA
• Good writing ability	1	2	3	4	5	NA
• Good organization	1	2	3	4	5	NA

2. Oral Component

	Disagree			Agree		
• Mastery of the literature	1	2	3	4	5	NA
• Understanding of theoretical issues or empirical findings	1	2	3	4	5	NA
• Synthesis and integration of relevant literature	1	2	3	4	5	NA
• Able to articulate own positions	1	2	3	4	5	NA
• Good integration of ideas	1	2	3	4	5	NA

3. Overall Grade

Number of points (out of 100) for the written comps \_\_\_\_\_

Number of points (out of 100) for the final comps (including orals) \_\_\_\_\_

4. Examination Results

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

Summary Comments, including changes needed

Committee Chair \_\_\_\_\_ Department Chair \_\_\_\_\_

## 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 (the remediation plan will be provided by clinical faculty in a letter to the student)

2=Inconsistently meets expectations, requires additional supervision (the plan for additional training and supervision will be provided by clinical faculty in a letter to the student))

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

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

5=Meets or exceeds expectations for advanced competency

*\*Note:* Students must receive ratings from two in-house supervisors of at or above expectations *for their year in the program* to engage in external practicum placements. These ratings must be based partially on in-person and/or videotaped review of students' clinical work.

Competency	1	2	3	4	5	NA
<p><b>Scientific foundation.</b> 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><b>Assessment, case formulation, and outcome monitoring.</b> 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><b>Intervention and treatment planning.</b> 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>						

<b>Supervision.</b> 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.						
Comments:						
<b>Competency</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>Communication and interpersonal skills.</b> 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.						
Comments:						
<b>Professional values and self-awareness.</b> 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.						
Comments:						
<b>Ethical and legal standards.</b> 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.						
Comments:						
<b>Individual and cultural diversity.</b> 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.						
Comments:						

**Consultation and clinical record keeping.** Seeks out consultation from appropriate resources for issues related to cultural diversity, ethics, and legal 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 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 principal 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 principal investigator for the project as approved by the IRB. If neither the principal 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 non-licensed 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.
- APA requires that student clinicians are observed (in person or on videotape only; no audiotaped observation is allowed) *at least once for each case supervised*. Students will have training in empirically supported treatments and emphasize only 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	# of students placed in setting (typically)	Type of setting	Services provided	Types of clients served
Center for Development and Disabilities	2005-present	Doctorate (Ph.D. or Psy.D.)	2	Treatment research setting	Assessment and therapy	Parents seeking early intervention services
Center On Alcoholism, Substance Abuse, and Addictions	1990-present	Doctorate (Ph.D. or Psy.D.)	6 to 12	Treatment research setting	Substance abuse treatment and research	Adult substance abusers
Forensic evaluations (private practice: Julie Brovko, Ph.D.)	1998-present	Doctorate (Ph.D. or Psy.D.)	1	Private practice	Forensic assessment	Adults with legal issues
MIND Institute	2003-present	Doctorate (Ph.D. or Psy.D.)	6	Research institute	Assessment	Adults and children with schizophrenia and other disorders
New Heart Center for Wellness, Exercise, and Cardiac Rehabilitation	2005-present	Doctorate (Ph.D.)	1-2	Outpatient treatment research setting	Motivational Interviewing	Adults enrolled in cardiac rehabilitation
UNM Hospital: Department of Pediatrics	1998-present	Doctorate (Ph.D. or Psy.D.)	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.)	1	Short-term behavioral health care in primary care setting	Therapy	Behavioral medicine clients referred by primary care
UNM Hospital: Family Practice Centers	2004	Doctorate (Ph.D. or Psy.D.)	1	Outpatient services	Consultation with medical staff	Adult medical patients

UNM Hospital: Psychiatric Center	1993- present	Doctorate (Ph.D. or Psy.D.)	1	Outpatient psychiatric assessment	Neuropsychological assessment	Children
UNM: Programs for Children and Adolescents	2008- present	Doctorate (Ph.D.)	1	Outpatient child and family therapy	Therapy	Children, adolescents, families
VA: Inpatient Psychiatry (Ward 7)	2008- present	Doctorate (Ph.D.)	1-2	Inpatient treatment	Group therapy; working on an interdisciplinary team; possible opportunities for individual therapy	Veterans
VA: Suicide Prevention Team	2008- present	Doctorate (Ph.D.)	1-2	Inpatient & outpatient treatment	Group therapy; safety planning with family members; psychological autopsies	Veterans