
Table of Contents

Welcome Letter from the Chair	4
Introduction	5
Degrees Awarded	5
Masters Degree	5
Doctoral Degree.....	5
Time to Degree	6
The Faculty Mentor and Committee on Studies	6
Registration	6
Course of Studies	7
Core Curriculum Requirements	7
Breadth Requirement	8
Areas of Specialty-Concentrations and Emphasis	8
Developmental Concentration Course Requirements.....	8
Evolutionary Concentration Course Requirments	9
Quantitative/Methodology Concentration Course Requirements.....	9
Health Psychology Concentration Course Requirements	10
Cognition, Brain and Behavior Area	10
Cognitive/Learning Concentration	11
Behavioral Neuroscience Concentration	11
Cognitive Neuroimaging Concentration.....	11
Clinical Concentration Course Requirements	12
Emphasis in Health Psychology	16
Masters Degree Requirements	17
Program of Studies Form.....	17
Thesis Committee	17
Continuous enrollment in Thesis hours	17
Reinstatement of Thesis hours.....	18
Thesis Proposal.....	18
Notification of Intent to Graduate: Masters.....	18
Masters Exam for Thesis\Defense	18
Submitting your Thesis.....	19
90-Day Rule.....	19
Courtesy Policy.....	19
Previous Masters Degree	20
Comprehensive Examination	20
Qualifications to take the comprehensive exam	20
Comprehensive Exam Committee	20
Comprehensive Exam Meeting.....	20
Comprehensive Exam.....	21
Comprehensive Exam Forms.....	21
Time Limit To Degree	22
Advancement to Candidacy	22
Doctoral Degree Requirements	23
Dissertation Proposal	23
Dissertation Committee	23
Continuous Enrollment in Dissertation Hours.....	23
Reinstatement of Dissertation hours	23
Notification of Intent to Graduate: Ph.D.	24
The Final Examination for the Doctorate (Dissertation Defense)	24
Member Attendance at Dissertation Defense	25

Department of Psychology-Guidelines for Graduate Students

Quality of the Dissertation.....	25
Dissertation Preparation	25
90-Day Rule	26
Electronic Submission of the Dissertation.....	26
Department Submission of Dissertation	27
Submitting your Dissertation Manuscript.....	27
Courtesy Policy.....	27
General Academic Regulations.....	28
Three Semester Continuous Enrollment.....	28
Withdrawals from Required Courses.....	28
Leave of Absence	28
Research Involvement	29
Human Subjects.....	29
Professional Organizations	29
Teaching Experience	30
Annual Progress Report.....	30
Commencement Exercises.....	30
University Commencement	31
Department Convocation Ceremonies.....	31
Student Funding.....	31
Departmental Funding	31
Outside Employment	32
Extra Compensation	32
Total Employment Commitments.....	32
Private Employment of Students by Faculty	32
Student Grievances	32
Departmental Facilities and Information	33
Department Office	33
Copying	34
Offices	34
Keys.....	34
Mailboxes	34
Telephones.....	34
Parking.....	35
Building Security.....	35
Animal Facility	36
Libraries.....	36
University Libraries.....	36
Clinic Test Library.....	37
Logan Literature of Learning Library (Quad-L).....	37
Grice Electronic Library	37
Appendices.....	38
Appendix A	39
Statement of Mission	39
Appendix B	40
Who Can Help	40
Appendix C.....	42
Graduate Courses by Area.....	42
Appendix D.....	44
Criteria for Remaining As a Graduate In Good Standing In The Department	44
Appendix E	45
Guidelines for Evaluating Graduate Student Research Activity.....	45
Appendix F	47
Annual Progress Report.....	47

Appendix G	54
Annual Meeting Report Form.....	54
Appendix H	56
Policy on Waiving Graduate Required Courses	56
Methodology Courses.....	56
Appendix I	57
Policy on Previous Non-Psychology Master’s Degree.....	57
Appendix J	58
Policy on Private Employment of Students by Faculty	58
Appendix K	59
Policy on Postdoctoral Retraining	59
Admission.....	59
Requirements	59
Supervision	60
Completion	60
Appendix L	61
Graduate Program Forms.....	61
Appendix M	62
Clinical Program Graduate Guidelines	62
Personal psychotherapy.....	67
Clinical Internship.....	68
Petitioning the Clinical Committee	68
The Clinical Comprehensive Examination.....	68
Yearly Reviews	69
Department of Psychology Clinical Committee	70
Policy on Clinical Privileges	70
University of New Mexico Clinical Program	75
Objectives, Means, Evaluation Methods	75
Approved Clinical Supervision	84
Recent Practicum Settings	88
Annual Meeting Report Form for Clinical Students	91
Clinical Comprehensive Exam Options	94



Logan Hall-Picture courtesy of Deandra Xaynhachack

Welcome Letter from the Chair

Welcome to the doctoral training program in psychology at the University of New Mexico. This handbook provides the requirements of the 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 2010/2011 academic year or later. Current versions of the department guidelines are available on the department web page at http://psych.unm.edu/grad_resources.html.

The Department of Psychology offers the degree of Doctor of Philosophy (Ph.D.) in Psychology with option of Enroute Masters of Science. This reflects our commitment to provide all students with a firm and generalized background in Psychology. Within this framework, students are admitted to a specific area within a concentration, adequately represented among the faculty.

The Ph.D. in Psychology at The University of New Mexico enjoys a very strong reputation nationally. The Clinical psychology training program is accredited by the American Psychological Association (APA). For more information about accreditation contact the Committee on Accreditation, C/o Office of Program Consultation and Accreditation, Education Directorate, American Psychological Association, 750 First St. NE, Washington, DC 20002-4242. 202 336-5979, <http://www.apa.org/ed/accreditation/coalist.html>).

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 who carry out their work within the highest ethical and professional standards.

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

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

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

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

Dr. Jane Ellen Smith
Department Chair and Professor

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 (see Appendix Q), which should also be consulted for additional details.

IT IS *YOUR* RESPONSIBILITY TO READ CAREFULLY THIS HANDBOOK AT THE BEGINNING OF YOUR GRADUATE PROGRAM. DON'T PUT YOURSELF AT A DISADVANTAGE BY NOT TAKING THE TIME TO UNDERSTAND *FULLY* THE RULES AND REGULATIONS DESCRIBED HEREIN. STUDENTS ALSO ARE EXPECTED TO UNDERSTAND THE POLICIES AND PROCEDURES OF THE OFFICE OF GRADUATE STUDIES AND UNM.

It is important to ask the Coordinator Program Advisement (Coordinator, Program Advisement) 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 2010/2011 academic year or later. Current versions of the department guidelines are available on the department web page at http://psych.unm.edu/grad_resources.html.

Degrees Awarded

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

Masters Degree

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

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 no mere matter of meeting the general requirements described below, these requirements should be viewed only as a minimal formal context in which you are expected to grow to the professional stature denoted by the graduate program in psychology.

Doctoral Degree 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 admission to the doctoral program.
- A minimum of 18 hours of graduate credit course work must be earned in the 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 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.

Time to Degree

The University requires that all requirements for master's degrees be completed within seven years prior to the granting of the degree. No course work applied to the degree requirements, including transfer work, may be more than seven years old at the time a master's degree is conferred.

Doctoral students have a five-year time limit for completion of degree requirements commencing with the semester in which they pass the Doctoral Comprehensive Examination.

The Faculty Mentor and Committee on Studies

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; he or she is responsible for assisting you with your plan of study and course work, for seeing that you progress toward degree requirements in a timely fashion, and, most importantly, for working closely with you in your graduate research. Students begin research with their Faculty Mentor during their first year.

If a graduate student's relationship with the Major Advisor is ended, either by the student, the advisor, or both, the student must obtain a new Faculty Mentor.

Committee on Studies:

At all times during your training you will have a Committee on Studies that will provide advisement, approve your planned curriculum, and ensure that you are making progress toward the fulfillment of degree requirements, and end of year evaluations. The Committee may also establish prerequisites when needed; recommend transfer of credit or approval of previous Masters Degree; and approve significant changes in the program of studies.

The Committee on Studies also referred to as Area Committee, consists of faculty within your specialty area or concentration. There are four such Area Committees in our department: Clinical, Cognition Brain and Behavior, Evolutionary/Developmental, and Quantitative.

Until you establish a Dissertation Committee, you will be advised your Committee on Studies.

Registration

Students in good academic standing and do not have any financial holds on their account will be able to register online through MYUNM-Lobo Web system. 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 (http://registrar.unm.edu/registration_dates/index.php) and published deadlines (Fall 2010 <http://registrar.unm.edu/schedule/Fall2010/DeadlineDates.pdf>) are available on the Office of the Registrar's Website.

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 loans or scholarships, may have different enrollment requirements; please consult with the UNM Financial Aid Office for details. The Psychology Department recommends that students register for a full load (9-12 credit hours) each semester. This may be done by adding hours of PSY 551 (Graduate Problems), PSY 599 (Master's Thesis), or PSY 699 (Dissertation), as appropriate.

Course of Studies

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

Core Curriculum Requirements

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

First Year Required Core Courses (all students)

Fall Term Of First Year

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

Spring Term Of First Year

- PSY 502 Design and Analysis of Experiments (3 cr.)
- PSY 504 Design and Analysis of Experiments Lab (1 cr.)
- PSY 505 Research Seminar (1 cr.)
- PSY 551 Graduate Problems (3 cr.)

Additional Core Course

- PSY 511 History and Systems of Psychology (3 cr.)

Note: This course does not have to be taken during a student's First Year, but it does have to be taken prior to a student's comprehensive exam.

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

All first year students are required to enroll in a one-hour research seminar (PSY 505) during the fall and spring semesters. The purpose of the seminar is to facilitate research involvement by introducing students to the kind of research activities going on in the department and by giving them an opportunity to practice presenting and discussing research ideas. By the end of the year all first-year students will be expected to present the rationale and design for their theses and advanced students will be expected to present their thesis data.

All first-year students are required to begin their involvement in research activities, normally in association with their Faculty Mentor. Students should enroll in 3 credit hours of PSY 551 Graduate Problems in the fall and spring semester of their first year with their Faculty Mentor and participate in that faculty member's ongoing research team. Enrollment in PSY 551 should continue until the Master's Thesis proposal is completed at which time a student would then switch to PSY 599 Masters Thesis.

Breadth Requirement

To ensure a breadth of training all students are required to complete a 12 credit hour breadth requirement (generally four graduate courses not within the student's concentration). PSY 511 History and Systems will satisfy 3 credits toward the breadth requirement. Students should speak to their Faculty Mentor or appropriate Area Head to discuss their selection of courses to satisfy the Breadth Requirement. The remaining courses can be taken within the department or in another department, however, they must not be within the students specialty area\concentration, and scholarly in nature.

Areas of Specialty-Concentrations and Emphasis

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

Concentrations:

- Developmental
- Evolutionary
- Quantitative/Methodology Psychology
- Health Psychology

Cognition Brain and Behavior (CBB) area consists of three concentrations:

- Cognitive Psychology
- Behavioral Neuroscience
- Cognitive Neuroscience

Clinical Training Program

- Clinical Psychology

Emphasis

- Health Psychology

Developmental Concentration Course Requirements

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

- PSY 521 Advanced Developmental Psychology
- PSY 523 Social Development
- PSY 528 Seminar on Cognitive Development
- PSY 539 Child Psychopathology
- PSY 650 Seminar Development

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.

Evolutionary Concentration Course Requirements

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

Required course:

- PSY 650 Evolutionary Psychology

Four electives on evolutionary analysis of behavior:

At least one course must be offered within the department:

- PSY 650 Behavior Genetics
- PSY 650 Evolution and Cognition
- PSY 650 Evolutionary Social Psychology

At least two of these courses should be taken in the Department of Biology or the Department of Anthropology:

- BIOL 521 Advanced Behavioral Ecology
- BIOL 502 Special Topics in Behavioral Ecology
- ANTH 562 Advanced Human Evolutionary Ecology
- 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 Committee of Studies.

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

Quantitative/Methodology Concentration Course Requirements

Beyond the departmental core requirements, all students in quantitative psychology will be required to complete PSY 601 (Multiple Measures) and four other courses. At least two of these four courses must be selected from the following list of quantitative courses offered in our department:

- PSY 506 Seminar in Mathematical Psychology
- PSY 650 Quasi-Experimental Design
- PSY 650 Program Evaluation Research
- PSY 650 Structural Equation Modeling
- PSY 650 Computer Simulation
- PSY 650 Computer Experimental Control

At least one, but not more than two, of these courses must be selected from courses in quantitative methods offered by other UNM departments. The Quantitative Committee will maintain a list of extra-departmental courses that may be used to satisfy this requirement; any other course a student wishes to count toward this extra-departmental requirement must be approved by the Quantitative Committee.

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

Health Psychology Concentration Course Requirements

Beyond the departmental required courses Health Psychology students will be required to complete the following courses:

Required Courses:

- PSY 512 Advanced Health Psychology
- PSY 513 Emotion and Health
- PSY 514 Health Psychology Interventions

Two electives from the following:

At least one course must be offered within the department:

- PSY 530 Alcoholism
- PSY 532 Seminar in Psychopathology
- PSY 547 Drugs and Behavior

Approved Public Health electives:

- PH 501 Principles of Public Health
- PH 504 Rural Health Issues
- PH 505 Cultural Social and Behavioral Theory and Health
- PH 507 Health Care Systems
- PH 562 Women's Health Issues

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.

Cognition, Brain and Behavior Area

The Cognition, Brain and Behavior area reflects a unique opportunity for training in experimental psychology. We believe that immediate hands-on experience, coupled with comprehensive course work, builds competent, confident students capable of developing a competitive research profile. Students enter under a faculty mentor and begin active research in the first year. There are three concentrations within the Cognition, Brain and Behavior area: Cognitive/Learning, Behavioral Neuroscience and Cognitive Neuroimaging.

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

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

All CBB students in the second and all subsequent years must participate in a literature discussion section once a year:

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

The choice of electives and substitution of any alternative elective courses must be approved by the Committee of Studies.

All CBB students will be required to select additional elective courses from the CBB area to satisfy a total credit requirement (including core courses) of 17 units. Elective courses are grouped into three concentrations: Cognitive/Learning, Behavioral Neuroscience and Cognitive Neuroimaging. Students may select courses from any of these three concentrations. The choice of electives and substitution of any alternative elective courses must be approved by the Committee of Studies.

Cognitive/Learning Concentration

- PSY 563 Seminar in Human Memory
- PSY 650 Seminar in Attention
- PSY 650 Seminar in Aging and Cognition
- PSY 650 Seminar in Knowledge Representation
- PSY 650 Principles of Learning, Motivation and Behavior

Behavioral Neuroscience Concentration

- PSY 547 Drugs and Behavior
- PSY 650 Neuroanatomy
- PSY 650 Principles of Learning, Motivation and Behavior
- PSY 650 Biological Basis of Memory
- PSY 650 Human Neuropsychology
- PSY 650 Neural Basis of Cognitive Development
- PSY 650 Plasticity and Development
- PSY 650 Neural Bases of Addiction and Antisocial Disorders
- PSY 650 Seminar in Computational Neuroscience
- PSY 650 Seminar in Cognitive Neuroscience

Cognitive Neuroimaging Concentration

- PSY 563 Seminar in Human Memory
- PSY 650 Neuroanatomy
- PSY 650 Advanced Topics in Functional Neuroimaging (I and II)
- PSY 650 Clinical Neuroimaging
- PSY 650 Neural Bases of Addiction and Antisocial Disorders
- PSY 650 Developmental Neuroscience
- PSY 650 Pediatric Neuroimaging

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.

Clinical Concentration Course Requirements

Mission and Training Objectives of the Clinical Program

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

In line with Mission and Training Objectives of the Clinical Program, we have designed a curriculum that is intended to provide students with:

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

Required courses for clinical students

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

- PSY 538 Introduction to Clinical Science
- PSY 532 Seminar in Psychopathology
- PSY 600 Clinical Interviewing Practicum
- PSY 602 Pre-Clinical Practicum
- PSY 533 Psychological Evaluation: Cognitive and Neuropsychology Functions
- PSY 535 Psychological Evaluation: Personality Functions
- PSY 534 Psychological Evaluation Practicum
- PSY 636 Diversity Issues in Clinical Psychology
- PSY 634 Ethics & Professional Issues in Clinical Psychology
- PSY 637 Empirically Supported Treatments
- PSY 603 Case Formulation Practicum
- PSY 610 Case Conference Practicum- all clinical students are required to enroll in this course every semester from the fall of the first year until their clinical internship.
- Three Clinical electives - The choice of electives and substitution of any alternative elective courses must be approved by the Committee of Studies.
- Completion of APA foundation courses as outlined below

Clinical Electives

Clinical electives should be courses that meet the Clinical Science approach of our program, as well as the student's career goals. At least one of a variety of courses, such as Empirically Supported Treatments for Substance Abuse, Empirically Supported Interventions with Children and Adolescents, Assessment Procedures with Children and Adolescents, Trauma, Empirically Supported Treatments of Anxiety and Panic, Acceptance and Commitment Therapies, Health Psychology Interventions, etc, will be offered each semester, and students, in consultation with their advisors, are free to take the electives that are best suited to their specific interests and career plans. In addition, some Psychology graduate courses that are NOT clinical courses will be accepted as clinical electives, if they fit the student's career goals (e.g., Social Psych of Health Promotion; Seminar in Biological Psychology). Furthermore: in some instances graduate level courses outside of psychology may count. **Students must request approval from the Clinical Committee for such courses.**

Courses that are being used to satisfy the Health Psychology Emphasis can also be used to satisfy the Elective requirement. However, students cannot use a course from the Health Psych list that is already being used to satisfy an APA foundation requirement (e.g., Biological Bases of Behavior).

Case Conference

Case conferences are held bi-weekly during the fall and spring semesters and are scheduled on Friday mornings in an attempt to minimize schedule conflicts. Unless otherwise excused, all pre-internship clinical students are required to attend case conferences 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 the case conference series is to provide an opportunity for all of the clinical faculty and students to come together to hear and discuss either an actual clinical case or a presentation relevant to clinical science. While conference presenters include advanced clinical students, faculty, and community professionals, the primary presenters are students enrolled in the Case Formulation course. This course is typically offered in the spring of the third year, once most students have obtained clinical cases. The purpose of the course is to facilitate the process of formulating clinical cases within a clinical science model. Requiring students in this course to present at case conferences derives from the clinical faculty's belief that there is a mutual benefit to both presenters and attendees when case formulations are subject to a dialectical process of open discussion and exploration.

APA Foundation Courses:

In accord with the training requirements of the American Psychological Association (APA) and the certification/licensure requirements of most states, every clinical student must demonstrate competence in several specific areas. Competence is normally demonstrated by completing three or more hours of graduate level coursework with a grade of B or better. The full list of APA foundation requirements along with courses that may be used to satisfy them are presented below. Note that many of these requirements are satisfied by the core clinical courses.

A. The breadth of scientific psychology, its history, its research methods, and its applications. This involves exposure to the current body of knowledge in:

1. Biological Aspects of Behavior.

Required course:

PSY 540 Biological Bases of Behavior

2. Cognitive and *Affective Aspects of Behavior.

Required course:

PSY 561 Cognitive Processes I

*The affective part of this breadth requirement will be addressed in sections throughout several other required courses. These courses include: Biological Aspects of Behavior, Cognitive Processes, Social Interaction, Advanced Developmental Psychology, and Psychopathology.

3. Social Aspects of Behavior.

Required course:

PSY 578 Social Interaction

4. History and Systems of Psychology.

Required course:

PSY 511 History and Systems of Psychology

5. Psychological Measurement.

Required courses:

PSY 533 Psychological Evaluation: Cognitive and Neuropsychology Functions

PSY 534 Psychological Evaluation Practicum

PSY 535 Psychological Evaluation: Personality Functions

6. Research Methodology.

Required courses:

PSY 502 Design and Analysis of Experiments

PSY 504 Design and Analysis of Experiments Laboratory

PSY 505 Research Seminar

7. Techniques of Data Analysis.

Required courses:

PSY 501 Advanced Statistics

PSY 503 Advanced Statistics Laboratory

B. The scientific, methodological, and theoretical foundations of practice in professional psychology.

This involves exposure to the current body of knowledge in:

1. Individual Differences in Behavior.

Required courses:

PSY 532 Seminar in Psychopathology

PSY 533 Psychological Evaluation: Cognitive and Neuropsychology Functions

PSY 534 Psychological Evaluation Practicum

PSY 535 Psychological Evaluation: Personality Functions

2. Human Development.

Required course:

PSY 521 Advanced Developmental Psychology

3. Psychopathology.

Required course:

PSY 532 Seminar in Psychopathology

4. Professional Standards and Ethics.

Required courses:

PSY 600 Clinical Interviewing Practicum

PSY 602 Pre-Clinical Practicum

PSY 634 Ethics and Professional Issues in Clinical Psychology

C. Diagnosing or defining problems through psychological assessment, and both formulating and implementing intervention strategies. This involves exposure to the current body of knowledge in:

1. Theories and Methods of Assessment and Diagnosis.

Required courses:

PSY 532 Seminar in Psychopathology

PSY 533 Psychological Evaluation: Cognitive and Neuropsychology Functions

PSY 535 Psychological Evaluation: Personality Functions

Department of Psychology-Guidelines for Graduate Students

PSY 603	Case Formulation Practicum
PSY 600	Clinical Interviewing Practicum

2. Effective Intervention; Consultation and Supervision; Evaluating the Efficacy of Interventions.

Required courses:

PSY 637	Empirically Supported Treatments
Courses	Three Clinical Electives [students must take 3 such courses]
Workshop	Supervision: Theory and Methods
Workshop	Psychological Consultation: Theory, Methods, and Practice

D. Issues of cultural and individual diversity.

Required course:

PSY 636	Diversity Multicultural Perspectives in Clinical Psychology
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E. Attitudes essential for life-long learning, scholarship inquiry, and professional problem solving.

Required courses:

PSY 551	Graduate Problems
PSY 599	Master's Thesis (if applicable)
PSY 699	Dissertation

Again, because most of these APA foundation requirements are satisfied by the core clinical courses, most students will need to take one additional course in each of the following areas: Biological Aspects of Behavior, Cognitive and Affective Aspects of Behavior, Social Aspects of Behavior, and Human Development.

Recommended Schedule of Courses - Fall of Year 1 through Spring of Year 3

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

Clinical core sequence

Year 1

Fall

PSY 538	Introduction to Clinical Science (3 cr.)	<i>(Formerly PSY 650 ST: Clinical Science)</i>
PSY 600	Clinical Interviewing Practicum (1 cr.)	<i>(Formerly PSY 600L Practicum; Interview)</i>
PSY 610	Case Conference Practicum (1 cr.)	<i>(Formerly PSY 650 ST: Case Conference)</i>

Spring

PSY 532	Seminar in Psychopathology (3 cr.)	
PSY 602	Pre-Clinical Practicum (1 cr.)	<i>(Formerly PSY 600L Practicum: Preclinical)</i>
PSY 610	Case Conference Practicum (1 cr.)	<i>(Formerly PSY 650 ST: Case Conference)</i>

Year 2

Fall

PSY 533	Psychological Evaluation: Cognitive and Neuropsychology Functions (3 cr.)	
PSY 535	Psychological Evaluation: Personality Functions (3 cr.)	
PSY 610	Case Conference Practicum (1 cr.)	<i>(Formerly PSY 650 ST: Case Conference)</i>

Spring

PSY 534	Psychological Evaluation Practicum (3 cr.)	
PSY 637	Empirically Supported Treatments (3 cr.)	<i>(Formerly PSY 650 ST: Empirically Supported Treatments)</i>

Department of Psychology-Guidelines for Graduate Students

PSY 636 Diversity Multicultural Perspectives in Clinical Psychology (3 cr.)

(Formerly PSY 650 ST: Diversity/Multicultural Perspectives)

PSY 610 Case Conference Practicum (1 cr.) *(Formerly PSY 650 ST: Case Conference)*

Year 3

Fall

PSY 634 Ethics and Professional Issues in Clinical Psychology (3 hrs)

PSY 631 Psychotherapy Practicum in (1-3 cr.) *(Formerly PSY 631L and PSY 632L Practicum in Psychotherapy with adults I & II)*

Clinical Elective (3-6 cr.)

Spring

PSY 603 Case Formulation Practicum (2 cr.)

PSY 631 Psychotherapy Practicum (1-3 cr.) *(Formerly PSY 631L and PSY 632L Practicum in Psychotherapy with adults I & II)*

Clinical Elective (3-6 cr.)

Emphasis in Health Psychology

Student electing to complete an Emphasis in Health Psychology to satisfy the additional requirement must complete two courses from category A and at least one course from category B:

Category A

- PSY 512 Advanced Health Psychology
- PSY 513 Emotion and Health
- PSY 514 Health Psychology Interventions

Category B

- PSY 530 Alcoholism
- PSY 532 Seminar in Psychopathology
- PSY 547 Drugs and Behavior
- Approved Public Health electives:
 - PH 501 Principles of Public Health
 - PH 504 Rural Health Issues
 - PH 505 Cultural Social and Behavioral Theory and Health
 - PH 507 Health Care Systems
 - PH 562 Women's Health Issues

Also refer to Appendix M for more information on the clinical training program.

Masters Degree Requirements

Every Psychology Graduate student is required to earn a Master's degree enroute to the doctorate. Master's degree programs at the University of New Mexico are completed under one of two plans. These are referred to as Plans I and II. You will be completing the requirements for Plan I program.

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 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 Masters Degree, a "terminal" Masters degree may be awarded. Terminal Master degrees may fall under Plan I or Plan II according to the recommendation of the Area Committee.

Program of Studies Form

A student seeking a master's degree should prepare and submit a Program of Studies (POS) form indicating the courses that will be counted toward the degree. The Program of Studies is a formal academic agreement among the student, the academic program, and the Dean of Graduate Studies (OGS). Compliance with this agreement is essential for your graduation. The Program of Studies must be approved by the student's Faculty Mentor and the Department Chair prior to being submitted to the Coordinator, Program Advisement.

Students will be required to file a Program of Studies (POS) with the Coordinator, Program Advisement after completing a minimum of 12 hours of graduate courses in graduate status, generally the fall semester of their second year in the program. **Failure to submit this form on time will delay your graduation.** The POS form is available online on the OGS website (<http://www.unm.edu/grad/forms/forms.html>).

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 problem and design 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. Once you have your Thesis Committee formed, prepare a preliminary thesis proposal and schedule a Thesis Proposal meeting with your committee. Once a Thesis Chair is selected, you will begin to enroll in PSY 599 Masters Thesis rather than PSY 551 Graduate Problems.

Continuous enrollment in Thesis hours

Plan I students must complete a minimum of 6 hours of thesis (599) credit. Once thesis (599) 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 if a student completes degree requirements during a summer session). Assuming satisfactory progress, the advisor assigns a grade of "PR" for each semester until the dissertation has been completed.

Students who have enrolled in 599 and subsequently stopped enrollment for one or more semesters (not including summers) must petition for reinstatement and pay the tuition and fees (including late fees) for each missed semester in

order to reestablish their standing in their program. Thus, students who are no longer required to be enrolled full-time in the program (e.g., on clinical internship, working on dissertation) are required to remain enrolled for at least three hours of dissertation credit (699) with their major advisor (6 credits is considered half-time for financial aid purposes). Students who fail to enroll for Thesis (599) hours must petition the Dean of Graduate Studies for reinstatement and pay for the semesters not enrolled and may be required to reapply to the University (see continuous enrollment policy).

Reinstatement of Thesis hours

To petition for reinstatement the student must submit a written petition to the Dean of Graduate Studies identifying the policy for which the exception is requested and the reason the student did not meet this expectation. The student must obtain a letter from their Faculty Mentor that identifies the course name, section number and a grade for each missed semester that must be included with the petition. The petition and letter from their Faculty Mentor must be given to the Coordinator, Program Advisement for processing. The petition and supporting documentation will be forwarded to the Dean of Graduate Studies for approval. Students will receive a written response within two weeks from its receipt by OGS. For further information on reinstatement of 599 or 699 hours, please visit the Coordinator, Program Advisement.

Thesis Proposal

With the approval of your Thesis Chair, distribute your thesis proposal to your committee for review and revise your proposal as necessary. Your Thesis Chair convenes the thesis committee for a proposal meeting, at which time you discuss and negotiate your proposal with the entire committee. You will then conduct your thesis research and begin writing your thesis as agreed upon with the Committee. Upon successful completion of the Thesis Proposal, the Thesis Proposal form must be filed with the Coordinator, Program Advisement.

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

Notification of Intent to Graduate: Masters

Students must inform the Coordinator, Program Advisement in writing of their intent to graduate one semester prior to the semester in which you plan to finish your degree requirements for the Masters degree. To graduate in a given semester, you must defend your thesis and submit your copies to the Office of Graduate Studies by November 15 (for Fall), April 15 (for Spring), or July 15 (for Summer). Please see the Coordinator, Program Advisement for further instructions on graduation. Also see Commencement Exercises.

Masters Exam for Thesis\Defense

After appropriate revisions, a Masters Exam for Thesis or Thesis defense meeting must be scheduled. This exam must be announced to the Dean of Graduate Studies two weeks prior to your defense.

At least two weeks prior to the date of the Master's Exam for Thesis, the student must notify the Department's Coordinator, Program Advisement and the Office of Graduate Studies of the date, time and place of the examination by completing an Announcement of Examination form no later than November 1 (Fall), April 1 (Spring), or July 1 (Summer). Once this form is approved by the Office of Graduate Studies, it will be returned to the Coordinator, Program Advisement for processing. A packet will be prepared and provided to your Thesis Committee Chair prior to your exam. These forms must be returned promptly to the Coordinator, Program Advisement for processing.

Eligibility - You must have:

- **An approved Program of Studies on file with OGS to be eligible to for the Master's Exam for thesis,**
- **A graduate GPA of at least 3.0,**

- **And must be enrolled in at least one graduate credit in the semester in which you defend your master's thesis.**

The Graduate Office will use the information from the announcement of exam form to publicize your Thesis defense. It is the policy of the Department that any psychology graduate student may attend a master's thesis defense meeting. It is expected that any student in attendance will have read a copy of the proposed thesis in advance. For this purpose, a copy of the thesis must be placed in the Graduate Library two weeks before the defense. By Graduate School regulation, this defense must be over the letter-perfect final copy of your thesis, not over a draft copy. This means that all Committee members should have reviewed prior drafts thoroughly, and should be satisfied with the revisions that have been made. For information about style and preparation of the thesis, review the OGS website.

Every student is 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 not be in good standing unless the Department approves the student's written petition for an extension.**

Submitting your Thesis

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

Your thesis, in proper format and approved by your Committee, must be submitted electronically to OGS for the approval of the Dean of Graduate Studies **by November 15, April 15, or July 15 for Fall, Spring or Summer graduation, respectively.** You must also submit a Certification of Final Form, approved by your committee chair, and your committee members' evaluations of your work as reported on the Report on Thesis ("gray sheets"). See the Coordinator, Program Advisement for help with submitting these forms.

You are also required to submit a limit of two hard copies of your manuscript in proper format to be bound to Psychology Department for its collection. They must be submitted to the Coordinator, Program Advisement by the end of the semester in which you successfully complete your Masters Exam for Thesis. One bound copy will be given to your Thesis Committee chair, one will be placed in the Logan Literature of Learning Library. Additional copies may also be bound for your personal use. Departmental binding fees are \$20.00 per each copy bound (\$40.00 minimum).

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

90-Day Rule

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

Courtesy Policy

University regulations require that the student must be enrolled and complete a minimum of one (1) hour of graduate credit for Master 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 Coordinator Program Advisement for more details about taking advantage of this "courtesy policy."

Previous Masters Degree

Students who are admitted with a Master's degree must fulfill all requirements of the Department's M.S. degree as well. If a research-based thesis was completed as part of the prior Master's degree, the student may request that the Associate Chair of Graduate Education appoint a committee of three qualified faculty to review the thesis. This committee will recommend whether it should be accepted in fulfillment of the thesis requirement in this Department. If the thesis is from a non-psychology department and is accepted by our faculty, the student will normally be asked to demonstrate competence in psychological research prior to proposing a dissertation. Up to 30 hours of graduate credit from another accredited institution may be transferred, pending approval by the student's Committee on Studies and the Associate Chair for Graduate Education.

Comprehensive Examination

All doctoral students must pass a comprehensive exam. There are several steps you must take before you are eligible to take the comprehensive exam. Clinical options are listed under Clinical Training Guidelines and Appendix M.

Qualifications to take the comprehensive exam

Upon completion of the thesis and 12 credit hours of course work in residence, a student can request to initiate the comprehensive examination process. In order to qualify to take the comprehensive exam, students must have a cumulative grade point average of 3.0 at the time of the exam. PSY 511, History and Systems of Psychology, must be taken prior to a student's comprehensive exam. The department requires students to form a comprehensive Exam Committee and initiate a Comprehensive Exam Meeting prior to taking the comprehensive exam (see below).

Comprehensive Exam Committee

In consultation with your Faculty Mentor, you will select a comprehensive exam committee. The committee must consist of three psychology faculty members to compose and grade the exam. It is recommended that the committee include two faculty members from within your concentration and one from the area you have selected to use to satisfy the additional doctoral requirement (aka: minor) although this is not required. Once selected, the student will schedule the Comprehensive Exam Meeting.

Comprehensive Exam Meeting

The purpose of the Comprehensive Exam meeting is for the student to describe his or her specific areas of interest to the Comprehensive Exam Committee and to generate a list of readings which are considered by the committee to be critical to the identified areas of interest. The reading list is not considered to be exhaustive, and students are encouraged and expected to consult any literature relevant to the areas examined. Upon successful completion of the Comprehensive Exam Meeting, the committee will then have one week to compose the Comprehensive Exam, which must be approved by the area head within the student's concentration or specialty area.

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

Comprehensive Exam

The Comprehensive Exam will consist of four questions that require integration across a broad range of the student's major and minor areas of study. The questions will be based both on fundamental knowledge in the field and the student's specific interests. There will be a limit of 50 total pages (typed, double space, APA margins), which may be allocated to the four questions as the student chooses. The entire written exam will be read and graded by each member of the committee within 30 days of its completion. The exam will be graded on a 100-point scale (25 points per question or points distributed across the questions as the committee decides) as follows:

90+ = distinction

89 to 70 = pass

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

49 and below = fail with no option to remediate

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

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

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

The length of the oral exam will depend on the quality of the written exam. For example, if a student obtains a 90+ on the written exam and demonstrates clear mastery of the material in the oral exam, the exam is likely to be brief. On the other hand, if a student performs marginally on the written exam, the purpose of the oral exam would be to clarify the nature of the problems that exist, and the exam would take longer.

The student will not receive any feedback on her/his exam performance until after the oral examination. However, the feedback provided should then be as specific and detailed as possible. If a retake is required, the student should be given the retake questions as soon as possible and have one month to complete them.

Lengthy though it is, keep in mind that the comprehensive examination is an examination and as such should represent as much as possible the independent efforts of the student to become familiar with, reflect upon, and write cogently about the issues examined. We do not wish to completely isolate students taking comps from the exchange of ideas that is essential to scholarship, but students should be careful not to abuse this exchange by asking questions (or signing up for 551 hours) whose primary purpose is to help answer a comps question. Faculty and fellow students should exercise judgment in providing information and guidance to students taking comps.

Students who do not complete the comprehensive exam by the end of the Fall semester of their fourth year would not be in good standing unless the Department approves the student's written petition for an extension.

Comprehensive Exam Forms

At least two weeks prior to the date of the final Comprehensive Exam, the student must notify the Department's Coordinator, Program Advisement and the Office of Graduate Studies of the date, time and place of the examination by completing an Announcement of Examination.

The results of the comprehensive must be reported to the Dean of Graduate Studies on the Report of Examination form no later than two weeks after the date of the examination.

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

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 committee will note the conditions that need to be met by the student on the examination form. If a student receives a "conditional pass", the student is given clear instructions regarding the remediation needed. 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. Once the committee indicates the student has met the conditional pass criteria, they will submit a memo to OGS.

Time Limit To Degree

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

Advancement to Candidacy

A key requirement that must be satisfied in order to earn the doctoral degree is Advancement 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. The completed form is forwarded to the Dean of Graduate Studies for approval.

The Application for Candidacy must be signed off by each member of the Committee on Studies and the Chair of the Department. The Coordinator, Program Advisement should be consulted when applying for candidacy. Students are expected to submit the Application for Candidacy form the same semester in which they pass the doctoral comprehensive exam.

Requirements for Advancement to Candidacy:

48 semester hours beyond the Bachelor's degree at or above the 500 level, exclusive of dissertation (699) hours

18 UNM semester hours, beyond those courses utilized in the Master's degree program, and exclusive of dissertation (699) hours

18 hours of dissertation (699) credit

In order to be counted toward the doctoral degree, these hours must have been earned prior to five years after completion of the thesis, and a grade of "B" or better must have been obtained in each course, with an overall grade point average of 3.0. Consult the Graduate Catalog for additional details regarding degree requirements.

Final approval, by which a student is formally advanced to candidacy, is given only after OGS has determined that (a) the collateral requirement has been fulfilled, (b) the comprehensive examination has been passed, and (c) the residency requirement has been met.

Doctoral Degree Requirements

Upon successful completion of the comprehensive examination, you may proceed with dissertation research. The steps for completion of a dissertation are similar to those specified above for the thesis.

Dissertation Proposal

Your Faculty Mentor convenes the Dissertation Committee for a proposal meeting, at which time you discuss and negotiate your proposal with the entire committee. A Dissertation Proposal form must be processed at the time of the proposal meeting and returned to the Coordinator, Program Advisement. This or a subsequent meeting results in approval to proceed with the Dissertation. Conduct the dissertation research as agreed with the Committee. Write up the research, make revisions suggested by your advisor, and, upon approval of your Faculty Mentor, distribute a draft to your Committee for review. **Students who do not propose their Dissertation by the end of the Spring semester of their fourth year would not be in good standing unless the Department approves the student's written petition for an extension.**

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 director/chair of their dissertation/committee chairperson. The faculty director and the candidate jointly select the remainder of the committee. Once the committee is selected, you must file an Appointment of Dissertation Committee form. The form must be signed by the candidate, the dissertation director, and the department chairperson, and approved by the Dean of Graduate Studies. The form should be filed no later than the first semester of PSY 699 enrollment. If you need to change the composition of the dissertation committee, a revised Appointment of Dissertation Committee form must be submitted to the OGS along with a written rationale for the change. OGS may request additional documentation as appropriate.

Continuous Enrollment in Dissertation Hours

During the course of your dissertation work, you will be required to enroll in a minimum of 18 hours of dissertation (699) credit. Enrollment in 699 should not begin prior to the semester in which the student takes the doctoral comprehensive examination. Only those hours gained in the semester during which the comprehensive examination is passed and in succeeding semesters can be counted toward the 18 hours required. Student's who fails the comprehensive exam cannot apply any 699 credits toward his/her program of studies 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, usually the semester in which you pass comps, 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 699 and subsequently stopped enrollment for one or more semesters (not including summers) must petition for reinstatement and pay the tuition and fees (including late fees) for each missed semester in order to reestablish their standing in their program.

Reinstatement of Dissertation hours

To petition for reinstatement the student must submit a written petition to the Dean of Graduate Studies identifying the policy for which the exception is requested and the reason the student did not meet this expectation. The student must obtain a letter from their Faculty Mentor that identifies the course name, section number and a grade for each missed semester that must be included with the petition. The petition and letter from their Faculty Mentor must be given to the Coordinator, Program Advisement for processing. The petition and supporting documentation will be forwarded to the Dean of Graduate Studies for approval. Students will receive a written response within two weeks from its receipt by OGS. For further information on reinstatement of 599 or 699 hours, please visit the Coordinator, Program Advisement.

Notification of Intent to Graduate: Ph.D.

Students must inform the Coordinator, Program Advisement in writing of their intent to graduate one semester prior to the semester in which you plan to finish your degree requirements for the Masters degree. To graduate in a given semester, you must defend your thesis and submit your copies to the Office of Graduate Studies by November 15 (for Fall), April 15 (for Spring), or July 15 (for Summer). Please see the Coordinator, Program Advisement for further instructions on graduation. Also see Commencement Exercises.

Deadline dates for indicating your intent to graduate and for defending your dissertation in order to graduate in a given semester are the same as for the M.S. That is, deadlines for formal notification of the Department and OGS are October 1 (for Fall), March 1 (for Spring) and July 1 (for Summer). Deadlines for defending and submitting dissertation copies to OGS are November 1 (for Fall), April 1 (for Spring), and July 1 (for Summer). Once you have enrolled for PSY 699 (dissertation) hours, you must continue to enroll for PSY 699 (at least 3 hours per semester) during every fall and spring term until your dissertation has been approved by OGS, whether or not you are in residence. If you plan on defending during the summer, you must be enrolled in 699 hours for the summer also. The total dissertation hours needed is 18. Students usually start taking them the semester after they have passed comps and have been advanced to candidacy. They can start to take them the semester they are planning to finish comps, but if they don't finish them (or if they don't pass), the dissertation hours don't count.

The Final Examination for the Doctorate (Dissertation Defense)

The doctoral final oral examination is the last formal step before the degree is awarded and is conducted with due respect to its importance as such. 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 examination committee, as well as others (faculty, students, staff, etc.), 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 notify the Coordinator, Program Advisement of your dissertation defense date by submitting an Announcement of Exam form. In order to qualify to sit for a doctoral exam during the intersession, the student must be registered for the following semester. The student is responsible for providing each member of the dissertation committee with a complete copy of the dissertation in ample time for review prior to the examination. 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 committee. It is the policy of the Department that any psychology graduate student may attend a doctoral dissertation defense. It is expected that any student in attendance will have read a copy of the proposed dissertation in advance. For this purpose, a copy is placed in the Graduate Library two weeks before the defense.

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, 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 director of the dissertation will be responsible for seeing that all necessary corrections are made before the dissertation is submitted to the OGS. If the third recommendation is made, the full committee may elect to meet again to determine that their concerns have been addressed.

Member Attendance at Dissertation Defense

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.

Proxy Signature

An original signature of each committee member is required for each examination and thesis or dissertation defense form. In the rare cases where an original signature cannot be provided, the committee member may request a proxy signature by submitting the Proxy Request Form at least two weeks prior to the student's examination.

Conditional Pass

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

Quality of the Dissertation

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

Dissertation Preparation

The student is responsible for preparing a dissertation in proper format that is of high quality and free of grammatical and typing errors. Guidelines on dissertation format are detailed and should be carefully followed. Students are urged to print current guidelines from the OGS Web site before defending their dissertations. The general manuscript format guidelines and most required forms are available on the OGS website. Examples of the front matter and reference pages are available on the OGS website.

The dissertation defense is scheduled once the student and his/her major advisor have agreed that the manuscript is in its

final form. The Doctoral students must submit his/her dissertation to the Dean of Graduate Studies within ninety (90) days of passing his/her final examination for the dissertation.

If the manuscript is not submitted within that time, the student must schedule and complete a second final examination for the dissertation. In all cases the results of the dissertation defense must be submitted to OGS no later than two weeks after the announced date of the dissertation defense.

90-Day Rule

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

Electronic Submission of the Dissertation

Dissertations are submitted to the Office of Graduate Studies in an electronic format. The university encourages open access to all electronic theses and dissertations (ETDs) that are produced in the course of graduate work at UNM. To facilitate this, ETDs will be made available on a server housed in a UNM depository (DSpaceUNM), and will be available for search and download through web search engines such as Google. Dissertations are also sent to Proquest, where they are made part of their Digital Dissertation database.

In some cases, students and their advisors may prefer to restrict access to their work for some specific period of time. UNM will allow for the embargo (restriction) of ETDs in certain cases. A decision to seek an embargo should be made by the student in consultation with her/his graduate advisor.

A one-year embargo will be granted in cases where patent protection is actively being sought or is intended. In cases where patent protection has been sought but has not been granted within a year, a student may petition the Dean of OGS for an extension of the embargo. The Dean of OGS will work closely with representatives of STC to ensure that no UNM intellectual property is made public prematurely.

A six-year embargo will be granted for students who wish to publish their work in whole or in part in its current form, or who plan to revise and expand their work for future publication. This type of embargo covers both scholarly and creative works. A student may petition the Dean of OGS for an extension of the embargo.

In all cases, a former UNM student, in consultation with his/ her advisor, may terminate the embargo at any time.

All requests for embargo of ETDs and for extensions of embargos will be reviewed by the Dean of Graduate Studies, with the goal of providing maximum protection of the student's right to ownership and control of her/his work. Even when an embargo is granted, the metadata (or the "citation") associated with every dissertation or thesis submitted will be open access and will not be embargoed. This means that the title, author, and keywords associated with dissertations and theses will be globally released upon submission.

Accompanying Forms

The following forms are required with submission of your dissertation manuscript:

- A **Report on Thesis or Dissertation** (gray sheets) completed by each committee member. These forms will be processed by the Coordinator, Program Advisement.

Forms you are responsible for:

- A **Certification of Final Form**
- An **Information Cover Sheet**
- A **Survey of Earned Doctorate** (filled out at the UNM Website).
- The **UMI Dissertation Microfilm** Agreement form and a Cashier's check or money order covering UNM fee (with an expiration date of at least one year from the purchase date).
- **Embargo Request Form** (if requesting an embargo).

Students are responsible for including two complete sets of the “red-bordered pages” (Signature Approval Page, Dissertation Title Page and Abstract Title Page) with the two manuscripts submitted to the Office of Graduate Studies. The red-bordered pages are available on the OGS website, or from the UNM Bookstore.

Department Submission of Dissertation

You will also be required to submit a limit of two hard copies of your manuscript in proper format to be bound to Psychology Department for its collection. They must be submitted to the Coordinator, Program Advisement by the end of the semester in which you successfully complete your dissertation defense for Thesis. One bound copy will be given to your dissertation committee chair, one will be placed in the Logan Literature of Learning Library. Additional copies can be bound for your personal use. Departmental binding fees are \$20.00 per each copy bound (\$40.00 minimum). It is your responsibility to conform to the current format requirements and to be sure that the presentation of your manuscript is of the highest quality. Because requirements may change over time, students should not use existing library or departmental copies of manuscripts as examples of proper format.

UMI Fee

As part of graduation requirements, all doctoral students must have their dissertations published through University Microfilms International (a subsidiary of ProQuest. Doctoral students should complete a UMI Dissertation Agreement form, available from the manuscript reviewer at the OGS. Copies of the dissertation abstract and the title page as well as the microfilming fee must accompany the form. The fee is currently \$55 but is subject to change. It is payable by money order or cashier’s check made out to ProQuest (with an expiration date of at least one year from the purchase date).

Copyright Registration

Copyright Registration is optional. If choosing to copyright the manuscript through UMI, the fee is currently \$65 payable by Cashier’s check or money order made out to Proquest (with an expiration date of at least one year from the purchase date).

Submitting your Dissertation Manuscript

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

Your dissertation, in proper format and approved by your Committee, must be submitted electronically to OGS for the approval of the Dean of Graduate Studies **by November 15, April 15, or July 15 for Fall, Spring or Summer graduation, respectively**. You must also submit a Certification of Final Form, approved by your committee chair, and your committee members’ evaluations of your work as reported on the Report on Thesis (“gray sheets”). See the Coordinator, Program Advisement for help with submitting these forms.

You are also required to submit a limit of two hard copies of your manuscript in proper format to be bound to Psychology Department for its collection. They must be submitted to the Coordinator, Program Advisement by the end of the semester in which you successfully complete your Masters Exam for Thesis. One bound copy will be given to your Thesis Committee chair, one will be placed in the Logan Literature of Learning Library. Additional copies may also be bound for your personal use. Departmental binding fees are \$20.00 per each copy bound (\$40.00 minimum).

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

Courtesy Policy

University regulations require that the student must be enrolled and complete a minimum of one (1) hour of graduate credit for Master 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 Coordinator Program Advisement for more details about taking advantage of this “courtesy policy.”

General Academic Regulations

Three Semester Continuous Enrollment

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

Students who discontinue their graduate training prior to receiving a degree must reapply to the program the following admissions cycle. Students reapplying to the program will be considered by the Admissions Committee along with first-year applicants and will 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 for academic reasons 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

A student who is unable to continue his/her graduate studies due to exceptional circumstances, must request, in advance, a Leave of Absence. Only students in good standing are eligible for a Leave of Absence. Accordingly, students who have not yet achieved a grade record (first semester students), students with less than an overall B average, and students who, for whatever reasons, are judged by the faculty not to be in good standing are not eligible for a Leave of Absence.

Requests for a Leave of Absence from students who are in good standing will come before the full psychology faculty for a vote. If approved by the Department, the student may then petition OGS for both a Leave of Absence and to extend his/her completion time limit. The written request, together with a memo of support from the chairperson or designee of the graduate unit is forwarded to the Dean of Graduate Studies for approval. A Leave of Absence is determined on a semester-by-semester basis and is generally limited to a maximum of one calendar year. 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.

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), 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.

The procedure for obtaining research supervision is straightforward: determine which members of the faculty have research programs and interests similar to your own, and approach them to discuss possible collaboration. It is not necessary to have a clear research plan as you approach such discussions. No commitment is assumed until you have formally asked a faculty member to be your advisor on a project and the faculty member has agreed. Such an agreement is a commitment to cooperate in completing the particular research project being discussed (i.e., not to spend the rest of your tenure working in one laboratory). All students are strongly advised, in the course of their years of training, to engage in research in several different areas and with several different supervisors, availing themselves of the range of expertise represented in this Department. First year students are assigned an initial advisor based on apparent matches in interests, but students are free to change advisors at any time during their training. In the same spirit, you should discuss any new developments and changes in your plans with the relevant faculty before they are finalized, recognizing that there are many demands on faculty time.

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

Human Subjects

No human research of any kind may be conducted without obtaining prior approval from the departmental Human Subjects Committee and the College of Arts and Sciences Institutional Review Board (IRB). Animal research is also subject to regulation by the departmental and University Animal Care and Use Committees. Consult with your advisor before undertaking any research, and do not begin running subjects until official approval has been received. Forms for initiating the approval process can be obtained from the department Administrative Assistant.

With regard to the use of surveys, questionnaires and other data collection efforts with undergraduate students as participants, it is departmental policy that undergraduate class time normally should not be devoted to such activities. However, if the instructor of a course believes that the activity provides a useful educational experience, then class time may be devoted to it but typically no research participation credit points may be awarded to participants. Whenever undergraduate students participate in research outside of class, some time, typically during debriefing, must be devoted to making the experience of educational value for the participants if they are to be given research credit in a class for their participation. Students should refer to the UNM Policy, E90, Human Beings as Subjects In Research: <http://www.unm.edu/~handbook/E90.html>.

Professional Organizations

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

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

Teaching Experience

The Department requires that every student obtain supervised teaching experience, preferably including several different types of experience (e.g., instructing an introductory or advanced undergraduate laboratory, supervising less experienced graduate students, teaching workshops), during residence in 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 should enroll in the TARC [Teaching Assistant Resource Center] program before teaching a course or delivering any lectures. The TARC program is available to all graduate students. It is a six-week program that provides a good introduction to a wide range of issues facing new teachers. Experience can also be gained by delivering lectures in psychology courses.

The following will satisfy the teaching requirement:

1. Teaching a course either for remuneration or on a volunteer basis.
2. Serving as a TA for a course **and** delivering at least three supervised lectures.
3. Under certain circumstances, students who have not had other teaching opportunities may petition their area head to allow them to satisfy the teaching requirement by volunteering to deliver at least three lectures in other courses. Students who opt to satisfy the teaching requirement by delivering three lectures must arrange for observation and feedback with the instructor(s) of the course(s) in which they lecture.

Annual Progress Report

Every student is required to submit an Annual Progress Report once per year to your Area Committee (see annual progress report), that is reviewed by the Committee at the scheduled time.

At the end of each academic year you will be asked to turn in an Annual Progress Report (see Appendix F). You are required to complete this form annually and submit a copy to your faculty mentor and area head. A signed copy must be submitted to the department academic advisor. This is not optional. The information you provide in this report will help your area committee to provide feedback to you 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. The feedback from your area committee will therefore include its evaluation of your performance on each of these 4 or 5 dimensions. Appendices F and G show the criteria used to evaluate and grade your performance in research involvement and progress through the program, respectively. The committee's evaluation of your progress will be used in considering eligibility for departmental funding (primarily determined by standing on the "satisfactory progress" dimension), and (optionally) a statement of your overall standing in the program. The letter containing this feedback will typically also include comments on your strengths and weaknesses and provide specific recommendations or contingencies. It becomes part of your permanent file.

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). In as much 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 to be held in the fall and spring at the University Arena (The Pit). The President of the University of New Mexico confers degrees upon all degree candidates at this ceremony. Bachelors and Masters 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 formal departmental commencement convocation in May. Both Master's and Doctoral degree recipients are hooded by their major professors as part of this ceremony. Contact the department Editorial Tech for more information.

Student Funding

Graduate student support funds at UNM are provided in a variety of forms, including fellowships, grants, and assistantships. Support based solely on need, in the form of work-study and loans may be applied for through the University Financial Aid Office. You may also apply for extramural support by contacting national, international, or private foundations directly. The University Library is a useful resource for investigating other funding sources. Students who have been admitted to graduate study may also search the MIDAS database for additional funding. The Office of Graduate Studies (OGS) administers a variety of financial support programs, some of which require nomination by a graduate unit. Visit the OGS web page for more information http://www.unm.edu/~grad/financial_aid/assistantships.html

Departmental Funding

Generally, departmental funding is in the form of an assistantship (TA/GA). An assistantship is a financial award to a graduate student for part-time work in teaching, assisting in classes, or research while pursuing study toward an advanced degree. The primary goal of an assistantship is to assist students in strengthening and successfully completing their academic program. The Financial Aid Committee, appointed by the Associate Chair for Graduate Education, makes decisions concerning departmental funding to students. Unless otherwise notified by the Financial Aid Committee, applications for Departmental funding are completed when filling out the Annual Progress Report. Continuing students are also advised to make their needs and preferences for financial aid known to the Associate Chair for Graduate Education early in spring semester, as these projections are used to determine how many Assistantships can be set aside for newly admitted students. All eligible applications from new and continuing students are considered on a competitive basis. The Financial Aid Committee will use your Annual Progress Report and recommendations from course instructors in making awards.

Eligibility for financial aid in a given year is dependent upon satisfactory progress in the program (see definitions of good standing in Appendices D&E). The minimum eligibility requirements must be completed by the end of the prior academic year (i.e., the end of the Spring term) in order to ensure eligibility for aid in the next year. Under exceptional circumstances, students may request an extension to the end of the summer term for completing requirements. These requirements apply only to types of aid assigned through the Department (e.g., teaching assistantships, appointments in the Psychology Clinic), and do not apply to other types of support (e.g., external clinical placements, research assistantships on grants). Awards made through the Department (including fellowships) carry specific duties and responsibilities. For details, consult the Chair of the Financial Aid Committee. Students are eligible for financial aid for no more than five years, except in unusual situations.

You are encouraged to explore and apply for external sources of aid including fellowships, scholarships, assistantships and grants. Information about such possibilities is available through the OGS, the Office of Research and the Graduate Association of Students in Psychology (GASP).

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 the Associate Chair for Graduate Education. Failure to obtain such approval may result in revocation of financial aid. This regulation applies only during the fall and spring semesters, and does not apply to the summer period. If the outside employment involves the provision of professional services, then the policy specified earlier on Provision of Professional Services by Students applies.

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

Extra Compensation

It is departmental policy to allow students, including those already funded, to obtain extra compensation for additional tasks or appointments within the Department. Normally a student has only one principal appointment (RA, TA, fellowship) at a given time. The Associate Chair must approve additional duties for compensation in advance in writing for Graduate Education. By OGS policy, extra compensation must also be approved (by appropriate application form) by the Chair and by the Dean of Graduate Studies. Extra compensation employment may not exceed 10 hours per week when regular FTE is .50, or 20 hours per week when one's regular FTE is .25 (maximum, therefore, is .75 FTE or 30 hours per week).

Total Employment Commitments

As of spring 1998 it is departmental policy that each graduate student's total work commitment (principal appointment plus outside employment plus extra compensation as defined above) should not exceed 20 hours per week. With prior approval of the Associate Chair for Graduate Education and the student's research mentor, the student may exceed 20 hours, however permission to exceed 30 hours will normally not be given unless the "excess" hours contribute directly to the student's professional development.

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 I.

Student Grievances

Graduate students occasionally experience conflicts with their course instructors, Faculty Mentors, or other departmental faculty.

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

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

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

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

**If any of the faculty parties indicated above is the subject of the complaint, the step in the process involving that person should be skipped.*

** From this point on, all discussions are to be held in strictest confidence unless the complainant gives permission to any party to discuss the matter with the subject of the complaint.*

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

1. resolution is sought between the student and the faculty member or instructor involved, or
2. the student brings the matter to the attention of his/her Faculty Mentor. If resolution is not achieved,
3. the student brings the conflict to the Area Head. Absent resolution,
4. the student brings the conflict to the Associate Chair for Graduate Studies. Failing resolution,
5. the Associate Chair for Graduate Studies contacts the Student Complaint Committee. If unresolved,
6. the student brings the conflict to the Department Chair, and if not resolved,
7. the student may pursue formal means of resolving the conflict outside of the department. This includes the resources of the University Dispute Resolution Department (www.unm.edu/~askdrc) and/or the Faculty Dispute Resolution Center (277-3212). The student may also at this point take his/her complaint to the Office of Graduate Study and institute a formal complaint:
<http://www.unm.edu/~grad/catalog/catalog11.html#Anchor-Graduat-63296>

Approved by Faculty on 1/25/08

Departmental Facilities and Information

Department Office

The staff in the Department Office performs a wide range of duties to keep the Department running smoothly. Because they are typically quite busy, they can provide only very limited services to graduate students. The Administrative Assistant can tell you whether a specific request is reasonable or not. The Office will not provide supplies, typing,

proofreading, or photocopying services for students. The Office staff can help you to understand University procedures and regulations, obtain keys and necessary forms (e.g., human or animal subjects approval).

Copying

The departmental copy machine is not available for student use unless you are teaching a course. Please see the department Administrative Assistant for further instructions. Personal photocopying (including copies of articles) may be done on the graduate student copy machine which is located in the Grice Electronic Library (computer pod in room 125). GASP is responsible for the account codes.

Offices

The severe shortage of space within the Department may prevent us from being able to provide 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 Library is designed to provide students with an area for study and discussion.

Keys

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

Lobo ID Proximity Cards

All students are required to obtain a UNM Lobo ID proxy card. You will need this to access to the Grice Electronic Library (computer pod, room 125). You will receive information at the new student orientation on how to obtain the UNM Lobo ID Prox card, or information is also available at the department office. The cost of a prox card is \$6.00.

Mailboxes

All Graduate students will be assigned a mailbox in the Graduate Library, Logan 130. Faculty and Staff mailboxes are in the main office, Logan 182. Outgoing mail (campus or standard) can be left in the Department Office in the designated bins.

Telephones

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

You may not make long distance telephone calls from University telephones unless the call is explicitly authorized by and part of your regular research duties with a faculty member. All long distance calls must be made through the University billing access system rather than by direct dialing. Only certain telephones are wired to make long distance calls and require an authorization code. Charges for long distance calls are billed directly to the account number. Invoices are sent monthly to each department listing the call detail (date, time, number called, length of call, cost, etc.), so the department is

able to monitor your phone activity. **Unauthorized long distance calls will be charged to you at the current MCI rates.**

Parking

All parking on campus is either by permit or metered only 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 or use metered parking. There are also several reserved spaces reserved only for the car of the designated persons. For information on purchasing parking permits or parking zones, contact Parking Services at 277-1938 (7-1938) or visit the web site at: <http://pats.unm.edu/index.htm>.

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

- Permit display and meter payment are required from 7am to 8pm Monday through Thursday, and from 7am to 6pm on Fridays, during summer session and academic breaks.
- Parking services **DOES** enforce on academic breaks, but **NOT** on University Holidays when UNM is closed.
- Avoid parking in spaces that are not clearly marked with either two painted lines or a bumper barrier.
- 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 at a meter, be sure to deposit enough change.

Building Security

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

1. The outside doors to the building are to be locked at all times except during normal class hours. If you find the doors unlocked late in the evening or on a weekend, please notify a custodian (if present in the building) or call the Campus Police (7-2241). You will not be able to lock the door yourself because a special bar-releasing tool is required.
2. Do not prop doors open or otherwise attempt to override the automatic locking features of the outside doors.
3. Do not lend your keys to any unauthorized person or permit your keys to be duplicated.
4. Do not open the outside doors for unauthorized persons. If you find someone desiring admission after the doors have been locked, inquire as to their business and accompany them. Anyone with official business in the building should have his or her own access key.
5. If you find strangers wandering in the halls during evening or weekend hours, inquire as to their business.
6. If you observe any suspicious activity, notify Campus Police immediately. No unauthorized persons are allowed on the second floor or roof of the building at any time.
7. Whenever you leave your office or research space, close and lock the door. Equipment and personal possessions have often been stolen during a few minutes when they were unattended.
8. If you observe any lights burned out in or around the building, please report this to the Departmental Administrator.
9. Due to expensive equipment and housing of lab animals, the second floor of the Psychology Department is to remain locked at all times and is restricted. Do not prop open the door and do not allow unauthorized people in.

Animal Facility

The Department's animal facility is equipped to house a variety of species including rodents and primates. A federal veterinarian for compliance with animal care standards inspects the facility regularly. Questions regarding the acquisition and maintenance of experimental animals and the care and use of laboratory animals should be directed to the Department Veterinarian.

LOBO IDs

The department uses Prox cards for access to the Grice Electronic Library (computer pod, room 125). These cards also serve as your LOBO ID Card (student identification card). Get your Lobo ID prox cards at the LOBO Card Office located on the lower level of the Student Union Building (SUB), Rm 1077. You will need to have the prox card authorization form which can be obtained in main office. You will be charged a one-time fee by the department of \$6.00 for your prox card. The Lobo Card office may have additional fees to replace lost cards.

NET ID'S

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

Libraries

University Libraries

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

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

Fine Arts Library

falref@unm.edu

277-2355

Education, Humanities, and Social Sciences

Zimmerman Library - Instruction Services

zimref@unm.edu

277-5761

Business, Management, and Economics

Parish Memorial Library

pmleref@unm.edu

277-8853

Science, Engineering, and Patents

Centennial Science & Engineering Library

cselref@unm.edu
277-4412

New Mexico and the Southwest, Rare Books, Archives, Manuscripts, and Special Collections
Center for Southwest Research
cswrref@unm.edu
277-6451

New Mexico, US, and International Government Publications
govref@unm.edu
277-5441

Health Sciences Library
272-2311

Graduate Student Library

A departmental library is maintained for your use and convenience in the southeast corner of Logan Hall. Bound copies of journals are available and current subscriptions are provided through partial reimbursement of GSA fees and the voluntary contributions of faculty. Other resources available in the library include postings of current job openings, pre- and postdoctoral internship files, information about sources of extramural grants and financial aid, bound abstracts, and a variety of books. Journals older than 1960 are stored in a special Journal Archives located in B23B. For access see the Administrative Assistant.

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.

Logan Literature of Learning Library (Quad-L)

Through the generous donations of Professor Logan, a special Literature of Learning Library has been established in the Department. Located in room 281, this library is available for use of faculty and graduate students through advance arrangement. 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. A graduate assistant is appointed as the Quad-L librarian each year, to maintain and update the resources. You can arrange to use the Quad-L by checking with the current librarian or with the Administrative Assistant

Grice Electronic Library

The Grice Electronic Library (AKA department computer pod) located in Logan 125 was made possible by a donation **made by the Estate of G. Robert Grice (the “Donor”) and the University of New Mexico Foundation, Inc. (the “Foundation”), a New Mexico non-profit corporation.** This room is used mainly by graduate students for research, however some courses may also be offered in this room such as PSY 505 Research Seminar. A schedule of courses offered is posted on the door each semester.

Appendices

- Appendix A: Statement of Mission
- Appendix B: Who Can Help
- Appendix C: Graduate Courses by Area
- Appendix D: Criteria For Remaining As A Graduate In Good Standing In The Department
- Appendix E: Guidelines For Evaluating Graduate Student Research Activity
- Appendix F: Annual Progress Report
- Appendix G: Annual Meeting Report Form
- Appendix H: Departmental Policy on Waiving Graduate Required Courses
- Appendix I: Policy on Master's Degrees from Non-Psychology Department
- Appendix J: Policy on Private Employment of Students by Faculty
- Appendix K: Policy on Postdoctoral Retraining
- Appendix L: Graduate Program Forms
- Appendix M: Clinical Program Graduate Guidelines



UNM Duckpond, photo courtesy of Deandra Xaynhachack

Appendix A

Statement of Mission

The Department of Psychology shares with other academic departments at the university its *raison d'être*: the discovery and dissemination of knowledge. It shares with other science departments a commitment to empirical research as the means of validating that knowledge. The distinguishing feature of this purpose for a psychology department is that the knowledge being sought concerns the individual organism, and most typically the behavior of the individual person.

Because of its particular historical development, composition and geographical location the UNM Psychology Department embraces a number of goals that serve to give the program a distinctive flavor. These are reflected in the mission of the department that is to:

- Create an environment in which those faculty and students associated with the department are encouraged to achieve their maximum potential as scholars.
- Promote active research programs within the department.
- Maintain a distinctive emphasis on the psychology of learning, broadly defined, in our programs. (That is, those areas of psychology concerned with the scientific study of changes in behavior as a result of experience will be emphasized, which includes, among others, the areas of human and animal learning, memory, cognition and information processing.)
- Place particular emphasis on teaching and cultivate a reputation as a department consisting of unusually effective teachers, both in communicating psychology to undergraduates as a critical part of a liberal arts education and in training graduate students at a professional level.
- Train all graduate students in general experimental psychology in such a way that they will be well prepared for professional positions in academic or applied settings.
- Ensure graduate students in all areas are well trained in methodology appropriate for their effective functioning as researchers and professionals.
- Make available educational opportunities that enable students to understand the development and operation of psychology in the context of the larger culture and its application in the culture of the Southwest in particular.
- Be actively involved in service to the university, the community and the profession.
- Evaluate, in an ongoing fashion, our performance as a department with respect to our mission, and the potential need to revise this Statement of Mission to accommodate to changing situations.

Appendix B Who Can Help

<u>Position</u>	<u>Personnel Name</u>	<u>Phone</u>	<u>Office</u>
Department Chair	Jane Ellen Smith janelle@unm.edu	277-4249	178
Associate Chair, Graduate Program	Steven Verney sverney@unm.edu	277-0633	164
Associate Chair, Undergraduate Program	Gordon Hodge ghodge@unm.edu	277-3019	176
Director of Clinical Training (DCT)	Sarah Erickson erickson@unm.edu	277-0635	168
CBB Area Head	Vince Clark vclark@unm.edu	277-2223	118
Evolutionary/Developmental Area Head	Steven Gangestad sgangest@unm.edu	277-2022	104
Quantitative/Methodology Area Head	Harold Delaney hdelaney@unm.edu	277-5224	172
Health Psychology Area Head	Angela Bryan abryan@unm.edu	277-5676	158
Clinic Director	Daniel Matthews danda@unm.edu	277-5164	Psychology Clinic
Clinic Administrative Assistant II	Wanda Sharts wsharts@unm.edu	277-5164	Psychology Clinic
Administrative Assistant II (Office and departmental procedures, AV equipment, forms for human subjects clearance (IRB), supplies, copies, Dept Room Scheduling)	Esther Golden etgolden@unm.edu	277-4121	182
Administrative Assistant III PAL, Colloquia, Word processing, Logan Hall room scheduling, schedule of classes, Graduate Program Forms	Kim Larranaga klarran@unm.edu	277-3426	182
Coordinator, Program Advisement Undergraduate Advisement, Graduate program procedures and admissions, student related departmental and university regulations, Catalog Curriculum	Chriselle Martínez ellemar@unm.edu	277-5009	181F
Supervisor Administrative Support-Accountant University and Departmental procedures, Department Keys, Department RA contracts, Grant Submission	Stan Bennett sbennett@unm.edu	277-4406	181A
Administrative Assistant III Travel vouchers, Department Assistantship Contracts, Grant Submission Back-up	Carol Ann Griffin cgriffin@unm.edu	277-7492	181E
Department Administrator University and departmental procedures, Graduate program procedures and regulations, telephone and Internet access, TA/GA budget, Scheduling, office assignments PTI Teaching Assignments Hire	Trish Aragon-Mascarenas trishara@unm.edu	277-2230	180
Research Engineer (Work orders for equipment, repairs, resolves computer hardware/software issues)	Patrick Sharp gurd@unm.edu	277-2001	B22
Supervisor of Animal Facilities	Ector Estrada ector@unm.edu	277-4632	263
Animal Facilities Technician	Gilbert Borunda gborunda@unm.edu	277-4632	263

Department of Psychology-Guidelines for Graduate Students

Director, Animal Resource Facility	Kevin O'Hair KOHair@salud.unm.edu	272-8126	BMS B32
Director of Animal Care	William Gannon wgannon@unm.edu	277-3488	Scholes Hall
IRB Specialist, Main campus Committee Chair	Scott Tonigan jtonigan@unm.edu	277-0067	CASAA
Department Human Subjects Committee Chairs	Tim Goldsmith gold@unm.edu	277-7505	148
Dean of Graduate Studies	Amy B Wohlert awohlert@unm.edu	277-6062	OGS
GASP President (Copy machine and computer pod: Logan 129)	Tessa Margett tmargett@unm.edu	277-4121	B25L

Appendix C

Graduate Courses by Area

CLINICAL

530	Alcoholism	
531	Professional Issues in Clinical Psychology	
532	Seminar in Psychopathology	
533	Psychological Evaluation: Cognitive and Neuropsychology Functions	
534	Psychological Evaluation Practicum	
535	Psychological Evaluation: Personality Functions	
538	Introduction to Clinical Science	<i>(Formerly PSY 650 ST: Clinical Science)</i>
600	Clinical Interviewing Practicum	<i>(Formerly PSY 600L Practicum; Interview)</i>
602	Pre-Clinical Practicum	<i>(Formerly PSY 600L Practicum: Preclinical)</i>
603	Case Formulation Practicum	<i>(Formerly 650 ST: Case Formulation)</i>
610	Case Conference Practicum	<i>(Formerly PSY 650 ST: Case Conference)</i>
631	Psychotherapy Practicum	<i>(Formerly 631L Practicum in Psychotherapy with Adults I)</i>
634	Ethics and Professional Issues in Clinical Psychology	
635	Child Assessment Practicum	
636	Diversity/Multicultural Perspectives in Clinical Psychology	<i>(Formerly PSY 650 ST: Diversity/Multicultural Perspectives)</i>
637	Empirically Supported Treatments	<i>(Formerly PSY 650 ST: Empirically Supported Treatments)</i>
691	Clinical Internship	

BEHAVIORAL NEUROSCIENCE

540	Biological Bases of Behavior	
542	Seminar in the Recovery of Function and Epilepsy	
547	Drugs and Behavior	
641	Seminar in Physiological Psychology	
650	Neuroanatomy	
650	Principles of Learning, Motivation and 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	

COGNITIVE NEUROSCIENCE

540	Biological Bases of Behavior	
547	Drugs and Behavior	
561	Cognitive Processes I	
563	Seminar in Human Memory	
641	Seminar in Physiological Psychology	
650	Neuroanatomy	
650	Advanced Topics in Functional Neuroimaging	
650	Biological Basis of Memory	
650	Neural Bases of Addiction	
650	Pediatric Neuroimaging	

COGNITIVE/LEARNING

- 561 Cognitive Processes I
- 563 Seminar in Human Memory
- 564 Psychology of Perception
- 565 Seminar in Thought and Language
- 566 Psychology of Bilingualism
- 569 Seminar in Psycholinguistics
- 650 Seminar in Attention
- 650 Seminar in Aging and Cognition
- 650 Seminar in Knowledge Representation
- 650 Principles of Learning, Motivation and Behavior

DEVELOPMENTAL

- 521 Advanced Developmental Psychology
- 522 Child Language
- 523 Social Development
- 528 Seminar on Cognitive Development
- 539 Child Psychopathology
- 650 Seminar Development

SOCIAL

- 578 Social Interaction

QUANTITATIVE/METHODOLOGY

- 501 Advanced Statistics
- 502 Design and Analysis of Experiments
- 503 Advanced Statistics Laboratory
- 504 Design and Analysis of Experiments Lab
- 505 Research Seminar
- 506 Seminar in Mathematical Psychology

HEALTH PSYCHOLOGY

- 512 Advanced Health Psychology
- 513 Emotion and Health
- 514 Health Psychology Interventions

Appendix D

Criteria for Remaining As a Graduate 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” with respect to these milestones if they have been reached by the established guidelines. The guidelines are as follows:

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

Any exceptions to the status of good standing, require the Department’s approval of a student’s petition for an exception. Criteria for remaining a student in good standing for students with an approved Thesis are available in the department’s student advisor office.

Appendix E

Guidelines for Evaluating Graduate Student Research Activity

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

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

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

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

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

Table 1. Allocation of Points to Research Activities

Category	Description	Points
Publications	1 st author refereed journal	100
	Co-author refereed journal	80
	1 st author chapter in edited volume	70
	Co-author chapter in edited volume	60
	Co-editor of edited volume	50
Presentations	Paper at national conference (e.g., APA, APS)	40
	Paper at regional conference (e.g., RMPA, SWPA)	30
	Poster at national conference	30
	Poster at regional conference	20
	Paper at local talk (e.g., PAL)	10
	Organizing a symposium	10
Grants & Awards	PI on extramural grant (e.g., NIMH)	100
	Collaborator on extramural funding (e.g., co-PI on NIMH)	40
	National research award (e.g., NSF fellowship)	40
	Internal funding (e.g., SRAC, RPT)	30
	Local research awards (e.g., Haught, Mariani)	10
Preliminary Work¹	Write up report for a single study	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

Note: ¹Points from the research category, Preliminary Work, can count only during the first and second years.

Table 2. Minimum number of points to achieve each grade

Grade	1 st Year	2 nd Year	3 rd Year	4 th Year ¹	5 th Year ¹
Satisfactory	≥20	≥30	≥ 50	≥ 70	≥ 70
Good	≥40	≥60	≥ 80	≥150	≥150
Exemplary	≥60	≥90	≥150	≥200	≥200

Note: ¹During the 4th and 5th years, points from only the categories Publications and Presentations can count.

Adopted by Faculty
May 3, 2002

Appendix F
Annual Progress Report

SAMPLE FORM

Every graduate student in the psychology PhD program is responsible for completing an Annual Progress Report in the spring semester. The completed report must be submitted to your Faculty Mentor and area head **prior to your annual review meeting**. Signed copies must be submitted to the Coordinator, Program Advisement after your annual review meeting.

I. Student Information

Full Name: _____ Alternate Names on record: _____
Ethnic Origin: _____ Gender: _____ Date: _____
Foreign National (yes/no): _____ Subject to Americans with Disabilities Act (yes/no): _____
Mailing Address: _____
Email: _____ Home Phone: _____
Year You Entered Program: _____ Concentration (major): _____
Current Faculty Mentor: _____
Current Funding: _____
Undergraduate Institute: _____
Undergraduate Major: _____ Degree: _____ Year Graduated: _____
Graduate Institute: _____
Graduate Major: _____ Degree: _____ Year Graduated: _____

Do you have an approved Master's Degree from another institute? Yes No
Date Completed: _____

General questions for current academic year (please answer yes or no)

Are you a member of a professional or research society?
Are you an author/co-author of papers or workshops at professional meetings?
Are you an author/co-author of articles in professional or scientific journals?
Are you an author/co-author of books or book chapters?
Are you involved in grant-supported research?
Are you involved in teaching?
Are you involved in supervised practicum training on or off campus?
Did you apply for internship during the current academic year?

If you answered yes, please indicate the following:
Total intervention and assessment hours
Total support hours
Total supervision hours

II. Degree Requirements

A. General Requirements:

Please indicate the Date or Semester in which you have completed the following requirements, Put IP for those in progress:

Requirement:

Date completed:

Formed Master's thesis committee

Chair: Committee members:

N/A-External Masters Thesis Approved (skip to comprehensive Exam)

Master's thesis proposal. Approved? Yes No

If no, list committee recommendations :

Program of Studies (**POS-due fall semester of second year**)

Master's thesis data collected

Master's thesis defense

Master's degree awarded (graduation date)

Semester

Initiated Comps

Pre-Comprehensive exam meeting

Comprehensive Exam Committee:

Chair: Members:

Comprehensive Exam Deadline (6 months after mtg., 5 months clinical students):

Clinical Option (Clinical only): A B

Comprehensive exam- Passed Yes No (list conditions)

Conditional pass (list conditions)

List Conditions and Deadline to retake comps:

Application for Candidacy (**Due semester in which you pass comps**)

Dissertation committee:

Chair: Members:

Approved by Dean of graduate studies? Yes Not sure
(see advisor)

Dissertation proposal. Approved? Yes No

If no, list committee recommendations :

Dissertation data collected

Dissertation defense

Internship (Clinical Students only)

Date completed Internship:

Location: Dates of Internship:

B. Coursework:

Please list coursework you have completed or those in progress in appropriate section(s) below (**attach a current copy of your transcripts from Lobo Web**), list IP under grade column if the course is currently in progress.

1. Coursework within Concentration:

List courses required within your concentration

Course	Title	Credit hours	Grade	Semester
--------	-------	--------------	-------	----------

2. Breadth Requirement:

To ensure a breadth of training experimental students are required to complete a 12 credit hour breadth requirement. History and systems (511) will count toward this requirement. The remaining 9 credits can be taken inside or outside the department, but must be outside the concentration and must be scholarly in nature. **Clinical students satisfy this requirement with APA Requirements skip to section B.5.**

Coursework (12 Cr.)

Course	Title	Credit hours	Grade	Semester
--------	-------	--------------	-------	----------

3. Additional Doctoral Requirement (formerly Minor)

In addition to coursework in the concentration, students must complete 9 credit hours of approved coursework in an additional concentration outside of their concentration.

Concentration being used to satisfy this requirement:

Coursework (9 Cr.)

Course	Title	Credit hours	Grade	Semester
--------	-------	--------------	-------	----------

4. Additional Coursework

List additional courses used towards degree if applicable:

Course	Title	Credit hours	Grade	Semester
--------	-------	--------------	-------	----------

5. Clinical APA Requirement (clinical students only-satisfies breadth requirement):

List courses being used to satisfy the following:

	Course	Title	Semester	Grade
Biological Aspects				
Cognitive/Affective Aspects				
Social Aspects				
Human Development				

5. Incomplete or Audit Coursework

List any courses that are incomplete (i.e. you have: a grade of incomplete, W, WF, WP, or audit):

Course	Course Title	Department	Instructor	Credit hours
--------	--------------	------------	------------	--------------

Incomplete grades must be resolved by the published ending date of the next semester in attendance or within the next four semesters if the student does not re-enroll in residence. See UNM Catalog for more information on Incomplete grades.

C. Teaching Experience

1. Have you satisfied the Teaching Requirement? YES NO (Go to Section III)

Taught a course Lecture TARC

2. List the course(s) for which you taught or were a TA/GA and delivered at least three supervised lectures (be sure to indicate whether you assisted in the course or were the instructor on record). If you were not the instructor of record for the course you lectured in, please provide a memo from the Instructor of record. If you will be using the TARC program to satisfy the teaching requirement, list courses below and indicate grade earned under ICES/IDEA section.

Please provide your ICES/IDEA score for courses you have taught in the past year below and provide copies of your ICES/IDEA report. Spring ICES/IDEA reports are usually not available until June, thus this report should include courses from previous spring semester (spring courses are usually submitted twice, once w/o score, and again in following year with your scores).

<u>Course</u>	<u>Title</u>	<u>Instructor of record</u>	<u># of Students</u>	<u>Semester</u>	<u>ICES/IDEA Rate Instructor as excellent</u>	<u>ICES/IDEA Rate Course as excellent</u>
---------------	--------------	-----------------------------	----------------------	-----------------	---	---

Results of the informal evaluation conducted:

Describe briefly the nature of the evaluation conducted:

If you wish to submit any additional materials to support your teaching performance, or you wish to clarify any of your ICES evaluations, please note here:

III. Research Productivity

Note: Please include information regarding your research productivity for current academic year:

A. Papers published (or in press):

B. Papers submitted for publication:

C. Manuscripts in preparation:

D. Short description of other studies for which data collection is in progress. Number & list separately:

E. Professional Presentations (papers or posters):
(Note if the paper received an award)

F. Paper Presentation Submissions:

G. Grants or Fellowships Received: (national or local)
(list the granting agency, the year, & the amount)

H. Grants Submitted (other than those already listed above):
(list the granting agency, the year, & the amount)

I. Department's Nominee for a Fellowship:

J. University or Departmental Awards Received:

IV. Clinical Internship (Experimental student skip to section V):

Please attach supplemental clinical worksheet. In the supplemental worksheet you will list information on clients seen during the past academic year.

Internship (if applicable)

Date started Date completed APA accredited internship (yes/no)

Internship setting

(settings include community mental health center, health maintenance organization, medical center, military medical center, private general hospital, general hospital, VA medical center, private psychiatric hospital, state or county hospital, correctional facility, school district or system, university counseling center, medical school, consortium, multiple internship setting)

V. Additional Responsibilities & Activities:

List for the past academic year only:

A. GASP or GPSA Officer?

B. Committee Representative:

C. Professional Association Activities:

D. Community Service:

VI. Funding:

Are you currently in progress (1st year students skip to VI.A.)? Yes No (if no, state reasons and plans to reacquire good standing)

A. Departmental Funding (TA/GA):

1. List current funding:

2. Do you plan to submit a Department Funding Application (Deadline: April 24, 2009)?

Yes No-I already have funding next year (Skip to section B.)

3. Type of department funding you will be requesting:

- TA (teaching assignment)
- GA Fall and Spring Fall only Spring only
- Tuition only
- NM Scholars

B. Other Funding (RA, Grants, Fellowships...):

1. List other funding for next year:

- RA - where:
- Haught Award
- Fellowship -
- Scholarship -
- Other

2. Additional notes on funding:

VI. Personal Statement

Are there special circumstances you wish to make known (e.g., change of concentration, Faculty Mentor...)?

Personal Statement (optional):

VIII. Approvals and Signatures

Please indicate whether or not the following requirements have been satisfied

Coursework:

Experimental students:

Breadth Requirement YES NO
Additional Doctoral Requirement (AKA Minor) YES NO

Clinical students:

APA Requirement YES NO

Teaching Requirement

YES NO

Is student in progress? YES NO (if no, state reasons and plans to reacquire good standing below)

Research Productivity Rating: _____ Exemplary Good Satisfactory

A signed copy of this form and evaluation letters should be given to the Coordinator, Program Advisement for processing.

Date of annual review meeting: _____

Students Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Faculty Notes:

Appendix G
Annual Meeting Report Form

Student Name: _____ Date of Meeting _____

Year in Program _____ Faculty Mentor _____

Committee Members _____

Discussion of remaining courses and plans to complete them _____

Additional Requirements (AKA: Minor) and plans to satisfy: _____

Breadth Requirement and plans to satisfy: _____

Is student in progress? _____ If no, state reasons and plans to reacquire good standing

Research productivity rating _____ If less than satisfactory, state reasons and plans to remediate

Teaching requirement fulfilled? _____ How? _____. If not completed yet, how does the student plan to complete it?

Student's career plans _____

Was there discussion of how best to prepare for career plan? _____

Student's Strengths _____

Areas Requiring Attention (e.g., professional behavior, time management) _____

Student's concerns, comments, and requests _____

Describe any specific contingencies placed on student _____

Student's Goals for Next Year:

(1) Research: _____

(2) Courses: _____

(3) Other: _____

Other comments _____

Student's Signature

Faculty Mentor

Area Head

Date

Appendix H

Policy on Waiving Graduate Required Courses

Methodology Courses

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

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

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

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

Appendix I

Policy on Previous Non-Psychology Master's Degree

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 J

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 K

Policy on Postdoctoral Retraining

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

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

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

Admission

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

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

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

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

Requirements

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

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

Supervision

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

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

Completion

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

Adopted by the Faculty
September 2, 1988

Appendix L

Graduate Program Forms

This list of forms and the suggested timeline are included as examples; please contact the Coordinator, Program Advisement for additional information. ***Please note that all completed forms must be turned into the Academic Advisor three weeks prior to the deadline date. This deadline is established by OGS and is not negotiable.**

- I. **Program of Studies.** OGS form. Due your second year in the program after completion of 12 cr. of graduate coursework. Must be filed prior to defense of your thesis and at least one semester prior to the intended date of graduation.
- II. **Thesis Proposal Meeting Report.** Department form. Used to name the members of your thesis committee.
- III. **Thesis Red Border sheets** (4) OGS Manuscript forms. Title Page, Signature Page, and Abstract Page. These forms must be included when submitting your manuscript to OGS **and** the department for binding.
- IV. **Comprehensive Exam form** . Departmental form. Used to establish your comps committee, reading list for your comprehensive exam, initiation of comprehensive exams, and which option you have chosen (clinical). You must provide to the Coordinator, Program Advisement, your reading list and questions.
 - a. **Clinical Option A Position Statements**
 - b. **Clinical Option B Scholarly Review Paper**
- V. **Application for Candidacy form:** OGS form. Must be submitted the semester in which you pass comps.
- VI. **Dissertation Proposal Meeting.** Department form. Used to document your dissertation proposal meeting, committee, and topic.
- VII. **Appointment of Dissertation Committee.** OGS form. Used by OGS to verify the dissertation committee. The Dean of graduate studies must approve your Dissertation committee before you propose and/or defend.
- VIII. **Graduation Checklist.** Department form. To aid you in verifying that all graduation requirements have been completed for MS or Ph.D.
- IX. **Dissertation Red Border Pages.** OGS Manuscript forms: title page, abstract page, and signature pages. These forms must be included when submitting your manuscript to OGS **and** the department for binding.
- X. **Announcement of Examination/Report of Examination.** OGS form. This form must be turned in for the M.S. Thesis defense, Comprehensive Exam, and Dissertation defense three weeks prior to the exams. Please see the Coordinator, Program Advisement when you are ready to schedule your these exams for the correct procedure and to ensure all necessary forms are processed.
- XI. **Information Cover Sheet.** OGS Manuscript form. This form is to be turned in to OGS with the final copy of your Thesis or Dissertation.
- XII. **Report on Thesis or Dissertation.** OGS Manuscript form. This form will be submitted to each member of your committee when you defend your Thesis or Dissertation with the report of exam.
- XIII. **Annual Progress Report.** Department form. To be turned in each Spring semester, used to evaluate your progress in the program.
- XIV. **Department Financial Aid application.** Department form. Department funding requests.

Appendix M

Clinical Program Graduate Guidelines

University of New Mexico

Mission and Training Objectives of the Clinical Program

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

In line with these objectives, we have designed a curriculum that is intended to provide students with:

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

Required courses for clinical students

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

- Introduction to Clinical Science
- Seminar in Psychopathology
- Clinical Interviewing
- Pre-Clinical Practicum
- Psychological Evaluation: Cognitive and Neuropsychology Functions
- Psychological Evaluation: Personality Functions
- Evaluation Lab, Practicum in Psychological Evaluation
- Diversity Issues in Clinical Psychology
- Clinical Ethics
- Empirically Supported Interventions
- Case Formulation
- Case Conference
- Three clinical electives - The choice of electives and substitution of any alternative elective courses must be approved by the Committee of Studies.
- APA foundation courses

Additional Requirement: Clinical students are not required to complete a minor or secondary concentration.

Clinical Electives: Three clinical electives are required. Clinical electives should be courses that meet the Clinical Science approach of our program, as well as the student's career goals. At least one of a variety of courses, such as Empirically Supported Treatments for Substance Abuse, Empirically Supported Interventions with Children and Adolescents, Assessment Procedures with Children and Adolescents, Trauma, Empirically Supported Treatments of Anxiety and Panic, Acceptance and Commitment Therapies, Health Psychology Interventions, etc, will be offered each semester, and students, in consultation with their advisors, are free to take the electives that are best suited to their specific interests and career plans.

In addition, some Psychology graduate courses that are NOT clinical courses will be accepted as clinical electives, if they fit the student's career goals (e.g., Social Psych of Health Promotion; Seminar in Biological Psychology). Furthermore: in some instances graduate level courses outside of psychology may count. **Students must request approval from the Clinical Committee for such courses.**

Courses that are being used to satisfy the Health Psychology Emphasis can also be used to satisfy the Elective requirement. However, students cannot use a course from the Health Psych list that is already being used to satisfy an APA foundation requirement (e.g., Biological Bases of Behavior).

APA Foundation Courses. In accord with the training requirements of the American Psychological Association (APA) and the certification/licensure requirements of most states, every clinical student must demonstrate competence in several specific areas. Competence is normally demonstrated by completing three or more hours of graduate level coursework with a grade of B or better. The full list of APA foundation requirements along with courses that may be used to satisfy them are presented below. Note that many of these requirements are satisfied by the core clinical courses.

Case Conference: Case conferences are held bi-weekly during the fall and spring semesters and are scheduled on Friday mornings in an attempt to minimize schedule conflicts. Unless otherwise excused, all pre-internship clinical students are required to attend case conferences 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 the case conference series is to provide an opportunity for all of the clinical faculty and students to come together to hear and discuss either an actual clinical case or a presentation relevant to clinical science. While conference presenters include advanced clinical students, faculty, and community professionals, the primary presenters are students enrolled in the Case Formulation course. This course is typically offered in the spring of the third year, once most students have obtained clinical cases. The purpose of the course is to facilitate the process of formulating clinical cases within a clinical science model. Requiring students in this course to present at case conferences derives from the clinical faculty's belief that there is a mutual benefit to both presenters and attendees when case formulations are subject to a dialectical process of open discussion and exploration.

APA Foundation Courses:

A. The breadth of scientific psychology, its history, its research methods, and its applications. This involves exposure to the current body of knowledge in:

1. Biological Aspects of Behavior.

Required course:

PSY 540 Biological Bases of Behavior

2. Cognitive and *Affective Aspects of Behavior.

Required course:

PSY 561 Cognitive Processes I

*The affective part of this breadth requirement will be addressed in sections throughout several other required courses. These courses include: Biological Aspects of Behavior, Cognitive Processes, Social Interaction, Advanced Developmental Psychology, and Psychopathology.

3. Social Aspects of Behavior.

Required course:

PSY 578 Social Interaction

4. History and Systems of Psychology.

Required course:

PSY 511 History and Systems of Psychology

5. Psychological Measurement.

Required courses:

PSY 533 Psychological Evaluation: Cognitive and Neuropsychology Functions

PSY 534 Psychological Evaluation Practicum

PSY 535 Psychological Evaluation: Personality Functions

6. Research Methodology.

Required courses:

PSY 502 Design and Analysis of Experiments

PSY 504 Design and Analysis of Experiments Laboratory

PSY 505 Research Seminar

7. Techniques of Data Analysis.

Required courses:

PSY 501 Advanced Statistics

PSY 503 Advanced Statistics Laboratory

B. The scientific, methodological, and theoretical foundations of practice in professional psychology. This involves exposure to the current body of knowledge in:

1. Individual Differences in Behavior.

Required courses:

PSY 532 Seminar in Psychopathology

PSY 533 Psychological Evaluation: Cognitive and Neuropsychology Functions

PSY 534 Psychological Evaluation Practicum

PSY 535 Psychological Evaluation: Personality Functions

2. Human Development.

Required course:

PSY 521 Advanced Developmental Psychology

3. Psychopathology.

Required course:

PSY 532 Seminar in Psychopathology

4. Professional Standards and Ethics.

Required courses:

PSY 600 Clinical Interviewing Practicum

PSY 602 Pre-Clinical Practicum

PSY 634 Ethics and Professional Issues in Clinical Psychology

C. Diagnosing or defining problems through psychological assessment, and both formulating and implementing intervention strategies. This involves exposure to the current body of knowledge in:

1. Theories and Methods of Assessment and Diagnosis.

Required courses:

PSY 532 Seminar in Psychopathology

Department of Psychology-Guidelines for Graduate Students

PSY 533	Psychological Evaluation: Cognitive and Neuropsychology Functions
PSY 535	Psychological Evaluation: Personality Functions
PSY 603	Case Formulation Practicum
PSY 600	Clinical Interviewing Practicum

2. Effective Intervention; Consultation and Supervision; Evaluating the Efficacy of Interventions.

Required courses:

PSY 637	Empirically Supported Treatments
Courses	Three Clinical Electives [students must take 3 such courses]
Workshop	Supervision: Theory and Methods
Workshop	Psychological Consultation: Theory, Methods, and Practice

D. Issues of cultural and individual diversity.

Required course:

PSY 636	Diversity Multicultural Perspectives in Clinical Psychology
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E. Attitudes essential for life-long learning, scholarship inquiry, and professional problem solving.

Required courses:

PSY 551	Graduate Problems
PSY 599	Master's Thesis (if applicable)
PSY 699	Dissertation

Again, because most of these APA foundation requirements are satisfied by the core clinical courses, most students will need to take one additional course in each of the following areas: Biological Aspects of Behavior, Cognitive and Affective Aspects of Behavior, Social Aspects of Behavior, and Human Development.

Schedule of Courses - Fall of Year 1 through Spring of Year 3

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

Clinical core sequence

Year 1

Fall

PSY 538	Introduction to Clinical Science (3 cr.)	<i>(Formerly PSY 650 ST: Clinical Science)</i>
PSY 600	Clinical Interviewing Practicum (1 cr.)	<i>(Formerly PSY 600L Practicum; Interview)</i>
PSY 610	Case Conference Practicum (1 cr.)	<i>(Formerly PSY 650 ST: Case Conference)</i>

Spring

PSY 532	Seminar in Psychopathology (3 cr.)	
PSY 602	Pre-Clinical Practicum (1 cr.)	<i>(Formerly PSY 600L Practicum: Preclinical)</i>
PSY 610	Case Conference Practicum (1 cr.)	<i>(Formerly PSY 650 ST: Case Conference)</i>

Year 2

Fall

PSY 533	Psychological Evaluation: Cognitive and Neuropsychology Functions (3 cr.)	
PSY 535	Psychological Evaluation: Personality Functions (3 cr.)	
PSY 610	Case Conference Practicum (1 cr.)	<i>(Formerly PSY 650 ST: Case Conference)</i>

Spring

Department of Psychology-Guidelines for Graduate Students

PSY 534	Psychological Evaluation Practicum (3 cr.)
PSY 637	Empirically Supported Treatments (3 cr.) <i>(Formerly PSY 650 ST: Empirically Supported Treatments)</i>
PSY 636	Diversity Multicultural Perspectives in Clinical Psychology (3 cr.) <i>(Formerly PSY 650 ST: Diversity/Multicultural Perspectives)</i>
PSY 610	Case Conference Practicum (1 cr.) <i>(Formerly PSY 650 ST: Case Conference)</i>

Year 3

Fall

PSY 634	Ethics and Professional Issues in Clinical Psychology (3 hrs)
PSY 631	Psychotherapy Practicum in (1-3 cr.) <i>(Formerly PSY 631L and PSY 632L Practicum in Psychotherapy with adults I & II)</i>
Clinical Elective (3-6 cr.)	

Spring

PSY 603	Case Formulation Practicum (2 cr.)
PSY 631	Psychotherapy Practicum (1-3 cr.) <i>(Formerly PSY 631L and PSY 632L Practicum in Psychotherapy with adults I & II)</i>
Clinical Elective (3-6 cr.)	

Clinical training, therapy, supervision, and practica.

Clinical students begin their professional training during the first year with the Clinical Interviewing practicum (fall) and Pre-Clinical practicum (spring) courses. In the Clinical Interviewing practicum, students conduct intake interviews at the Psychology Clinic under the supervision of the course instructor. In the Pre-Clinical practicum, students become familiarized with the procedures and policies of the Clinic and continue intake interviews under the supervision of the Clinic Director. Students are also introduced to general ethical and professional issues, especially those that pertain to working in a clinic setting. Throughout the second year, core courses and practica focus on training in psychological assessment. Although students do not typically begin seeing therapy clients until the fall semester of the third year, interested students with sufficient preparation and experience may begin supervised psychotherapy with one client during the spring semester of the second year.

Beyond the second year of training, all clinical students are required to maintain the equivalent of a minimum caseload of two psychotherapy clients during every semester in residence. 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 and recording Clinic hours). Exceptions to this typical two-client psychotherapy caseload may be approved by petitioning the clinical committee. One example of a request would be a student who wished to substitute ongoing assessment experience at the clinic for one of his/her psychotherapy cases one semester. A second example of a request would be a student who wished to cut back somewhat one semester (e.g., to finish comprehensive or Comprehensive Examinations) when he/she had already accumulated many more than the expected number of clinic hours that year.

The process of picking up a case typically begins with the student reviewing the Clinic's Waiting List, and then consulting with the student's clinical supervisor. It is the student's responsibility to maintain the requisite caseload (assuming cases are available at the Clinic). Any student seeing clients at the Clinic is required to keep timely case notes, including but not limited to: (1) an intake summary, (2) a case note entry for every session, and (3) a termination summary filed immediately upon closing or transfer of a case. The keeping of proper, timely, and accurate case notes is a serious ethical and legal responsibility.

Supervision is available both from faculty and 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. Particulars of arranging supervision can be obtained from the Clinic Orientation Manual. In general, the Director of Clinical Training (DCT) will survey the students at the start of each semester to determine who is in need of a new supervisor, and whether the student has preferences. After determining the availability of potential supervisors, assignments will be made.

Enrollment in the Psychotherapy Practicum (631) is typically required during every fall and spring semester (but not the summer) in residence beyond the second year of training. Students should enroll under their clinical supervisors' section numbers for the practicum. Students with more than one supervisor should enroll for at least one hour under each supervisor's section number. Continuous enrollment in 631 is required as a condition of being in good standing for students beyond the second year of training who are in residence in Albuquerque until they have reached the 500-hour minimum. The only exception to this requirement pertains to students who are conducting therapy through approved external practicum sites under the supervision of a community professional. In order to remain in good standing, these students must enroll in PSY 600 (Practicum) for each semester during which therapy is conducted through an external site.

Clinical students are required to obtain psychotherapy supervision from at least three different members of the Department faculty (but not including adjunct faculty) during their course of training. This provides exposure to a range of styles and viewpoints, and avoids excessive reliance on the time and talents of any particular supervisor. The Clinic Director can be used as one of the three required faculty supervisors.

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/or a description of the practicum site including the professional duties to be performed by the student, the credentials of the professionals who will provide supervision, and the methods and frequency of supervision. Outside supervisors will be contacted periodically to check on students' progress, and at the end of every academic year or termination of the practicum, they will be asked to provide an evaluation of the student's work. Students will also be asked to evaluate his/her supervisory and practica experiences. The Clinic Director is primarily responsible for organizing these evaluations.

There are a number of external practica already approved either for course credit or, in some cases, for pay. These include the UNM Department of Psychiatry, the Albuquerque Veterans Administration Medical Center, Programs for Children, the UNM Center for Developmental Disability, the UNM Department of Pediatrics, the UNM Neuropsychology Clinic, and the Milagro Clinic.

Provision of professional services by students

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

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

Personal psychotherapy

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

Clinical Internship

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

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

Petitioning the Clinical Committee

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

The Clinical Comprehensive Examination

In 2005, the clinical committee decided to establish a Comprehensive Examination process that is different from the comprehensive examination process adopted by the other areas of concentration, which is described in Appendix D of this document. 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 be comprehensive, testing the student's mastery of any and all topics in the field of study. The demonstration of broad psychological knowledge occurs in other ways within the predoctoral program, particularly through successful completion of the required sequence of graduate coursework.

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

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

Yearly Reviews

Near the end of each academic year, all clinical students meet with a three-member clinical faculty committee for a yearly review. The purpose of the review is to assess students' progress, give and get feedback, provide support and guidance, and address problems. The committee members are selected by the DCT and include the student's advisor and two members of the clinical faculty with similar research interests or who have served as an instructor or supervisor for the student. Students are required to complete their annual progress reports (Appendix G) before the scheduled meeting, and a formal meeting-report form (Appendix H) is completed and signed by both the student and his/her advisor at the end. Meetings last between 30 and 60 minutes. The meeting-report form outlines the structure and main topics of discussion, but any topic is open for discussion and 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. As stated earlier, all students are expected to obtain a B or better in all coursework.

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 F). Department guidelines for rating student research activity are presented in Appendix E. Written summaries of the yearly reviews are provided to each student and placed in their files.

Remediation Procedures and Termination Guidelines

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

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

Unsatisfactory Course Performance: If a student fails to achieve a B or better in a required course, the committee consults with the course instructor(s) about the reasons for the student's course performance and discusses possible remediation. In most cases, students are simply 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 clinical committee meets to consider termination from the program. Again, this is a rare event, and the clinical committee exhausts all reasonable options before arriving at this decision.

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 2009-2010 UNM Catalog: The Graduate Program, pp 71-72].

Unsatisfactory Degree Progress: Students not making satisfactory degree progress (Appendix F) for reasons other than extenuating circumstances are given a clear timetable for completing one or more requirements, and a consequence is outlined in the event that this is not accomplished. Failure to meet this timetable would be grounds for the clinical committee to consider termination from the program. Additionally students who are not making satisfactory degree

progress lose priority for funding. Although most students in this situation will still receive funding, occasionally the funding lines are exhausted before that student is reached on the priority list.

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

Clinical Privileges/Impaired Clinician: Clinical privileges are the privileges of clinical doctoral students to provide psychological services within the Psychology Department and the Clinic and at certain settings outside the department which have been approved as part of the student's course of studies. Clinical privileges are automatically granted to students admitted for graduate study in psychology with a major in clinical psychology. Clinical privileges may be suspended or restricted for the protection of clients or to maintain the professional standards of the profession of psychology. The Clinical Committee's Policy on Clinical Privileges describes the circumstances under which clinical privileges may be suspended or restricted if a clinical student becomes impaired in carrying out their clinical duties. The purpose of this policy is to strike a balance between protecting the client, the department and the profession of psychology on the one hand, while simultaneously treating the student-clinician with respect and compassion. (see complete policy, Appendix M).

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

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

Department of Psychology Clinical Committee

Policy on Clinical Privileges

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

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

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

This policy is informed by the American Psychological Associations Ethical principles of psychologists and code of conduct (APA, 2002, hereafter, APA Ethics Code), the Code of Conduct of the New Mexico Board of Psychologist Examiners (NMAC 16.22.2), the Professional Psychologist Act (1978 NMSA 61-9), the Impaired Health Care Provider

Act (1978 NMSA 61-7) and the rules of the New Mexico Board of Psychologist Examiners (NMAC 16.22). The Clinical Committee is also mindful of the Americans with Disabilities Act (ADA) which may be relevant in some cases.

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

Legal Basis for Clinical Privileges

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

NMAC 16.22.3.9 SUPERVISION OF NON LICENSED PERSONS

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

Granting of Clinical privileges

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

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

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

Students may not engage in any professional psychology activities (those which require licensure as a psychologist) on or off campus without clinical privileges, and the prior approval of the Clinical Committee. Under no conditions are students permitted to treat clients without supervision. Failure to obtain proper approval may result in suspension or restriction of

clinical privileges. The professional use of university facilities by students is limited to those functions that are a part of the student's training.

Suspension or Restriction of Clinical Privileges for Ethical Violations

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

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

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

Suspension or Restriction of Clinical Privileges: Impaired Clinician

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

If the DCT, in consultation with the student's supervisors, has reasonable grounds for believing that a student-clinician is impaired in conducting clinical work and that the well-being of clients is in jeopardy, she or he may restrict or suspend clinical privileges immediately. The most likely restriction in such a case is that clinical work be closely monitored either by direct observation or review of recorded sessions between sessions depending on the circumstances. If it is deemed necessary to suspend clinical privileges, supervisors will arrange for continued care of the client. In such cases, the DCT will initiate a Clinical Privileges Review Committee as described in the next section.

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

Clinical Privileges Review Committee

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

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

Tasks of the Review Committee are:

- Ψ Investigate the concerns regarding ethical issues or clinician impairment,

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

Recommendations may include (but are not limited to):

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

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

- Ψ Require evaluation of suspected impairing conditions
- Ψ Require that the individual consult with a designated psychologist regarding ethical practice
- Ψ Require a course or reading requirements regarding ethics
- Ψ Monitor clinical behavior such as review of session recordings, observation
- Ψ Implement other increased supervisory requirements
- Ψ Recommend treatment for impairing conditions
- Ψ Indicate to the student what documentation of evaluation, treatment or improved status will be useful in strengthening the case for reinstatement

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

Role of the Student-Clinician in the Review Process

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

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

Reinstatement of Clinical Privileges

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

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

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

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

Role of the Clinical Committee

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

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

Appeal of the Decision of the Clinical Committee

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

Disability Considerations

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

University of New Mexico Clinical Program

Objectives, Means, Evaluation Methods

Objectives/ Competencies	Coursework	Research	Practicum/ Internship	Compre- hensive Exam (Comps)	Minimal Levels of Accepted Achievement: Criteria [relevant column is indicated]
Objective 1. Research skills to make independent contributions to clinical psychology					
1A. Use of Statistics					
1Aa. Select statistics	Adv. Statistics; Statistics Lab; Design & Analysis; Design Lab	Masters thesis, Dissertation			<u>Coursework</u> : B <u>Research</u> : successfully completed masters thesis & dissertation
1Ab. Use common stats	Adv. Statistics; Statistics Lab; Design & Analysis; Design Lab	Masters thesis, Dissertation			<u>Coursework</u> : B <u>Research</u> : successfully completed masters thesis & dissertation
1Ac. Use stats software	Statistics Lab; Design Lab	Masters thesis, Dissertation			<u>Coursework</u> : B <u>Research</u> : successfully completed masters thesis & dissertation
1B. Independent research					
1Ba. Use literature	Research Seminar	Masters thesis, Dissertation		Literature review & critique in research area	<u>Coursework</u> : B <u>Research</u> : successfully completed masters thesis & dissertation <u>Comps</u> : Successfully completed comps
1Bb. Develop aims & hypotheses	Design & Analysis; Design Lab; Research Seminar; Clinical Science	Masters thesis, Dissertation		Critique of topic leads to new studies/ predictions	<u>Coursework</u> : B <u>Research</u> : successfully completed masters thesis & dissertation <u>Comps</u> : Successfully completed comps
1Bc. Use different methodologies	Design & Analysis; Research Seminar; Clinical Science	Masters thesis, Dissertation; May do additional relevant studies			<u>Coursework</u> : B <u>Research</u> : successfully completed masters thesis & dissertation; mentor's approval; IRB approval
1Bd. Design statistics for research aims	Adv. Statistics; Statistics Lab; Design & Analysis; Design Lab	Masters thesis, Dissertation; May do additional relevant studies			<u>Coursework</u> : B <u>Research</u> : successfully completed masters thesis & dissertation; mentor's approval; IRB approval
1Be. Do two independent research projects		Masters thesis, Dissertation; May do additional	May conduct studies at pract. or intern. sites		<u>Research</u> : successfully completed masters thesis & dissertation; mentor's approval; IRB approval

Objectives/ Competencies	Coursework	Research	Practicum/ Internship	Compre- hensive Exam (Comps)	Minimal Levels of Accepted Achievement: Criteria
		studies			[relevant column is indicated] <u>Practicum/Internship</u> : supervisor's approval; IRB approval
1C. Publish & present work					
1Ca. Present papers	Research Seminar	Masters thesis, Dissertation; May present papers at conferences			<u>Coursework</u> : B <u>Research</u> : successfully defended masters thesis & dissertation; acceptance of abstracts for conferences
1Cb. Answer questions about research	Research Seminar	Masters thesis, Dissertation		A main objective of comps	<u>Coursework</u> : B <u>Research</u> : successfully defended masters thesis & dissertation <u>Comps</u> : successfully defended comps
1Cc. Write for peer-review journals		Masters thesis, Dissertation		A main objective of comps	<u>Research</u> : Successfully completed masters thesis & dissertation <u>Comps</u> : submitted segment of comps exam to journal
1Cd. Attend research presentations at UNM	Research Seminar	Colloquia & lab meetings			<u>Coursework</u> : B <u>Research</u> : Attendance & active participation
1D. Conduct ethical research					
1Da. Learn principles of research ethics	Clinical Ethics	Masters thesis, Dissertation; IRB's online tutorial			<u>Coursework</u> : B <u>Research</u> : IRB approval of studies; received IRB certificate
1Db. Practice ethical research behaviors		Masters thesis, Dissertation; May conduct additional studies			<u>Research</u> : Successfully completed masters thesis & dissertation; IRB approval
Objective 2. Training in evidence-based psychological interventions					
2A. Familiarity and critical thinking about ESTs; apply knowledge to clients					
2Aa. Be able to interview and diagnose	Psychopathology; Clinical Interviewing; Empir. Supported Treatments; Case Conference Practicum (including 1 case presentation); + 3 additional clinical electives	May do this as part of a Research Assistant (RA) position on a study	Clinical casework (assess., therapy)		<u>Coursework</u> : B; Credit (vs No- Credit) for Case Conference attendance & presentation quality. <u>Research</u> : Principal investigator's monitoring of interview & diagnostic skills <u>Practicum/Internship</u> : Rating of performance at

Objectives/ Competencies	Coursework	Research	Practicum/ Internship	Compre- hensive Exam (Comps)	Minimal Levels of Accepted Achievement: Criteria [relevant column is indicated]
					satisfactory level (3) on supervisor evaluation form
2Ab. Use literature with clients	Empir. Supported Treatments; Case Conference Practicum (including 1 case presentation); + 3 additional clinical electives		Clinical casework (assess., therapy)		<u>Coursework:</u> B Credit (vs No- Credit) for Case Conference attendance & presentation quality. <u>Practicum/Internship:</u> Rating of performance at satisfactory level (3) on supervisor evaluation form
2Ac. Use supervision			Clinical casework (assess., therapy); Annual review by supervisors		<u>Practicum/Internship:</u> Rating of performance at satisfactory level (3) on supervisor evaluation form
2B. Learn theory and evidence of processes of change					
2Ba. Identify specific factors	Empir. Supported Treatments; + 3 additional clinical electives				<u>Coursework:</u> B
2Bb. Be familiar with common factors literature	Pre-Clinical Practicum; Empir. Supported Treatments	May conduct research on treatment efficacy			<u>Coursework:</u> B <u>Research:</u> Mentor's approval; IRB approval
2Bc. Effectively monitor treatment	Empir. Supported Treatments; + 3 additional clinical electives	May do this as part of a therapist or RA position on a study; May conduct research on treatment efficacy	Clinical casework (assess., therapy)		<u>Coursework:</u> B <u>Research:</u> Principal investigator's monitoring of work as research assistant; Mentor's approval; IRB approval <u>Practicum/Internship:</u> Rating of performance at satisfactory level (3) on supervisor evaluation form
2C. Skilled in delivery of ESTs					
2Ca. Identify ESTs for common disorders	Empir. Supported Treatments; + 3 additional clinical	May conduct research on treatment efficacy	Clinical casework (assess., therapy)		<u>Coursework:</u> B <u>Research:</u> Mentor's approval; IRB approval

Objectives/ Competencies	Coursework	Research	Practicum/ Internship	Compre- hensive Exam (Comps)	Minimal Levels of Accepted Achievement: Criteria [relevant column is indicated]
	electives				<u>Practicum/Internship:</u> Rating of performance at satisfactory level (3) on supervisor evaluation form
2Cb. Critique research	Empir. Supported Treatments; + 3 additional clinical electives	May conduct research on treatment efficacy	Clinical casework (assess., therapy)		<u>Coursework:</u> B <u>Research:</u> Mentor's approval; IRB approval <u>Practicum/Internship:</u> Rating of performance at satisfactory level (3) on supervisor evaluation form
2Cc. Competently deliver ESTs	Empir. Supported Treatments; + 3 additional clinical electives	May do this as part of a therapist position on a study	Clinical casework (assess., therapy)		<u>Coursework:</u> B <u>Research:</u> Principal Investigator's monitoring of clinical work <u>Practicum/Internship:</u> Rating of performance at satisfactory level (3) on supervisor evaluation form
2D. Familiarity with principles of supervision					
2Da. Know barriers	Workshop on supervision theory and methods		Clinical casework (assess., therapy)		<u>Coursework:</u> B <u>Practicum/Internship:</u> Rating of performance at satisfactory level (3) on supervisor evaluation form
2Db. Have entry- level knowledge of supervision	Workshop on supervision theory and methods		Clinical casework (assess., therapy)		<u>Coursework:</u> B <u>Practicum/Internship:</u> Rating of performance at satisfactory level (3) on supervisor evaluation form
2E. Practice of ethical clinical behavior					
2Ea. Obtain knowledge of professional and clinical ethics	Clinical Ethics	IRB's online tutorial			<u>Coursework:</u> B <u>Research:</u> received IRB's certificate of completion
2Eb. Demonstrate ethical clinical behavior		May do this as part of a therapist position on a study	Clinical casework (assess., therapy)		<u>Research:</u> Monitoring by principal investigator of research project <u>Practicum/Internship:</u>

Objectives/ Competencies	Coursework	Research	Practicum/ Internship	Compre- hensive Exam (Comps)	Minimal Levels of Accepted Achievement: Criteria [relevant column is indicated]
					Rating of performance at satisfactory level (3) on supervisor evaluation form
Objective 3. Critical thinking about psychological functioning, based on knowledge					
3A. Knowledge of psychopathology and diagnostic approaches					
3Aa. Be proficient at using the DSM-IV, while knowing its limitations	Psychopathology; Clinical Interviewing; Case Formulation; Empir. Supported Treatments	May do this as part of a Research Assistant position on a study	Clinical casework (assess., therapy)		<u>Coursework:</u> B <u>Research:</u> monitoring by principal investigator of research project <u>Practicum/Internship:</u> Rating of performance at satisfactory level (3) on supervisor evaluation form
3Ab. Know factors affecting psychopath-ology	Psychopathology; Case Formulation; Diversity/ Multicult. Issues; + 3 additional clinical electives; Case Conference (presentation)		Clinical casework (assess., therapy)		<u>Coursework:</u> B; or Credit (vs No Credit) for Case Conference <u>Practicum/Internship:</u> Rating of performance at satisfactory level (3) on supervisor evaluation form
3B. Skilled in obtaining and integrating client information					
3Ba. Demonstrate interviewing & assessment skills	Clinical Interviewing; Cognitive & Neuropsych. Assessment; Personality Assessment; Psych. Evaluation Practicum; + 3 additional clinical electives	May do this as part of a Research Assistant position on a study	Clinical casework (assess., therapy)		<u>Coursework:</u> B <u>Research:</u> Monitoring by principal investigator of research project <u>Practicum/Internship:</u> Rating of performance at satisfactory level (3) on supervisor evaluation form; Video/Audiotape Review
3Bb. Know literature of interpersonal factors in assessment	Personality Assessment; Clinical Interviewing; Diversity/ Multicult. Issues		Clinical casework (assess., therapy)		<u>Coursework:</u> B <u>Practicum/Internship:</u> Rating of performance at satisfactory level (3) on supervisor evaluation form
3Bc. Learn structured interviewing skills	Clinical Interviewing; Psych. Evaluation Practicum	May do this as part of a Research Assistant position on a study	Clinical casework (assess., therapy)		<u>Coursework:</u> B <u>Research:</u> Monitoring by principal investigator of research project <u>Practicum/Internship:</u>

Objectives/ Competencies	Coursework	Research	Practicum/ Internship	Compre- hensive Exam (Comps)	Minimal Levels of Accepted Achievement: Criteria [relevant column is indicated]
					Rating of performance at satisfactory level (3) on supervisor evaluation form; Video/Audiotape review
3C. Knowledge of principles of psychometrics					
3Ca. Identify test psychometrics	Cognitive & Neuro. Assessment; Personality Assessment	Masters thesis; Dissertation			<u>Coursework:</u> B <u>Research:</u> successfully defending masters thesis & dissertation
3Cb. Be knowledgeable about culture and tests	Cognitive & Neuro. Assessment; Personality Assessment; Psych. Evaluation Practicum; Diversity/ Multicult. Issues	May learn this as part of a Research Assistant position on a study		An objective of comps	<u>Coursework:</u> B <u>Research:</u> Monitoring by principal investigator of research project <u>Comps:</u> successfully completed comps
3Cc. Be proficient at administering personality & cognitive tests	Cognitive & Neuropsych Assessment; Psych. Evaluation Practicum; Personality Assessment	May learn this as part of a Research Assistant position on a study	Clinical casework (assess., therapy)		<u>Coursework:</u> B ; Observation and evaluation of test administration skills during course <u>Research:</u> Monitoring by principal investigator of research project <u>Practicum/Internship:</u> Rating of performance at satisfactory level (3) on supervisor evaluation form; Video/audiotape review
3Cd. Have knowledge of test development	Cognitive & Neuro. Assessment; Personality Assessment				<u>Coursework:</u> B
3Ce. Be skilled at integrating assessment information & writing reports	Personality Assessment; Psych. Evaluation Practicum; May take additional assessment courses		Clinical casework (assess., therapy); May do additional assess. practica		<u>Coursework:</u> B <u>Practicum/Internship:</u> Rating of performance at satisfactory level (3) on supervisor evaluation form
Objective 4. Core content domains of psychological science					
4A. Cognitive and affective bases of behavior					
4Aa. Have	Cognitive Processes	May include		May include	<u>Coursework:</u> B

Objectives/ Competencies	Coursework	Research	Practicum/ Internship	Compre- hensive Exam (Comps)	Minimal Levels of Accepted Achievement: Criteria
knowledge of central cognitive processes		cognitive constructs		cognitive constructs	[relevant column is indicated] <u>Research:</u> Mentor approval, IRB approval <u>Comps:</u> Successfully completed comps
4Ab. Have knowledge of emotional processes	Key component in all APA required foundation courses; Psychopathology	May include affective constructs		May include cognitive constructs	<u>Coursework:</u> B <u>Research:</u> Mentor approval, IRB approval <u>Comps:</u> Successfully completed comps
4B. Lifespan developmental perspective					
4Ba. Be proficient at adopting a lifespan perspective	Advanced Developmental Psychology	May include developmt. constructs		May include developmt. constructs	<u>Coursework:</u> B <u>Research:</u> Mentor approval, IRB approval <u>Comps:</u> Successfully completed comps
4Bb. Know general cognitive & affective development	Advanced Developmental Psychology	May include developmt. constructs		May include developmt. constructs	<u>Coursework:</u> B <u>Research:</u> Mentor approval, IRB approval <u>Comps:</u> Successfully completed comps
4C. Social bases of behavior					
4Ca. Be familiar with interpersonal & group behavior	Social Interaction	May include social psych. constructs		May include social psych. constructs	<u>Coursework:</u> B <u>Research:</u> Mentor approval, IRB approval <u>Comps:</u> Successfully completed comps
4Cb. Know basic social issues and theory	Social Interaction	May include social psych. constructs		May include social psych. constructs	<u>Coursework:</u> B <u>Research:</u> Mentor approval, IRB approval <u>Comps:</u> Successfully completed comps
4D. Biological bases of behavior					
4Da. Know basic human brain function	Biological Basis of Behavior	May include neurosci. constructs	May include clinical assessments	May include neurosci. constructs	<u>Coursework:</u> B <u>Research:</u> Mentor approval, IRB approval <u>Practicum/Internship:</u> Rating of performance at satisfactory level (3) on supervisor evaluation form <u>Comps:</u> Successfully completed comps
4Db. Know biological bases of cognition & affect	Biological Basis of Behavior	May include neurosci. constructs	May include clinical assessments	May include neurosci. constructs	<u>Coursework:</u> B <u>Research:</u> Mentor approval, IRB approval <u>Practicum/Internship:</u> Rating of performance at satisfactory level (3) on supervisor evaluation form <u>Comps:</u> Successfully completed comps

Objectives/ Competencies	Coursework	Research	Practicum/ Internship	Compre- hensive Exam (Comps)	Minimal Levels of Accepted Achievement: Criteria [relevant column is indicated]
4Dc. Know research on genetics & environment	Biological Basis of Behavior	May include neurosci. constructs		May include neurosci. constructs	<u>Coursework</u> : B <u>Research</u> : Mentor approval, IRB approval <u>Comps</u> : Successfully completed comps
4E. History and systems					
4Ea. Be familiar with scientific & philosophical roots	History & Systems of Psychology; Clinical Science				<u>Coursework</u> : B
4Eb. Know major current schools of thought	History & Systems of Psychology; Clinical Science				<u>Coursework</u> : B
4F. Diversity/Multicultural Perspectives					
4Fa. Have awareness of own cultural worldviews	Diversity/ Multicult. Issues		Clinical casework (assess., therapy)		<u>Coursework</u> : B <u>Practicum/Internship</u> : Rating of performance at satisfactory level (3) on supervisor evaluation form
4Fb. Have awareness of client's worldview	Diversity/ Multicult. Issues; Psychopathology; Clinical Interviewing; Case Formulation; Case Conference Practicum (including 1 case presentation);	May include cross-cultural aspects	Clinical casework (assess., therapy)		<u>Coursework</u> : B ; Credit (vs No- Credit) for Case Conference. Required case conference presentation must address client's cultural background and worldview <u>Research</u> : Mentor approval, IRB approval <u>Practicum/Internship</u> : Rating of performance at satisfactory level (3) on supervisor evaluation form
4Fc. Have awareness of culturally appropriate interventions	Diversity/ Multicult. Issues; Empir. Supported Treatments; Case Formulation; Case Conference Practicum (including 1 case presentation);	May include cross-cultural aspects	Clinical casework (assess., therapy)		<u>Coursework</u> : B; Credit (vs No- Credit) for Case Conference. Required case conference presentation must address treatment effectiveness literature for client's cultural group <u>Research</u> : Mentor approval, IRB approval <u>Practicum/Internship</u> : Rating of performance at satisfactory level (3) on supervisor evaluation form

Objectives/ Competencies	Coursework	Research	Practicum/ Internship	Compre- hensive Exam (Comps)	Minimal Levels of Accepted Achievement: Criteria [relevant column is indicated]
Objective 5. Teaching skills					
5a. Be able to organize material for course lecture & discussion	May take a teaching workshop offered by the University's Center for Advancement of Scholarship in Teaching & Learning		Teach a course or 3 lectures; meetings with dept. teaching mentor		<u>Coursework</u> : Certificate of Completion <u>Practicum/Internship</u> : Ratings on observed lectures must "meet minimal expectations" (a score of '3') in all categories
5b. Demonstrate skill at classroom management by engaging students & establishing an atmosphere conducive to learning	May take a teaching workshop offered by the University's Center for Advancement of Scholarship in Teaching & Learning		Teach a course or 3 lectures; meetings with dept. teaching mentor		<u>Coursework</u> : Certificate of Completion <u>Practicum/Internship</u> : Ratings on observed lectures must "meet minimal expectations" (a score of '3') in all categories
5c. Effectively monitor learning & teaching effectiveness	May take a teaching workshop offered by the University's Center for Advancement of Scholarship in Teaching & Learning		Teach a course or 3 lectures; meetings with dept. teaching mentor		<u>Coursework</u> : Certificate of Completion <u>Practicum/Internship</u> : Ratings on observed lectures must "meet minimal expectations" (a score of '3') in all categories
5d. Be aware of cultural issues relevant to teaching	May take a teaching workshop offered by the University's Center for Advancement of Scholarship in Teaching & Learning		Teach a course or 3 lectures; meetings with dept. teaching mentor		<u>Coursework</u> : Certificate of Completion <u>Practicum/Internship</u> : Ratings on observed lectures must "meet minimal expectations" (a score of '3') in all categories

Approved Clinical Supervision

Policy of the UNM Department of Psychology Clinical Committee

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 payor a fee for the services performed.

“Currently enrolled”

This policy applies only to students who are currently enrolled and in good standing academically in the doctoral program of the UNM Department of Psychology with an approved major in clinical psychology. Such students are under the

auspices of the department's Clinical Committee, are granted clinical privileges (see also Policy on Clinical Privileges) and are referred to as "student clinicians".

"Rendering services under supervision . . ."

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

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

- 1. Clinic Cases:** The student-clinician is enrolled in practicum hours with a faculty member and engaged in psychotherapy, psychological assessment, consultation or other psychological services through the Department of Psychology Clinic ("the Clinic"). This is the primary training setting required of all students and is referred to as "core clinical experience." Supervision is provided by clinical faculty or approved supervisors (see below); lines of authority and responsibility are as described above. Students are required to maintain a caseload of two such cases starting in their third year. The experiences described next (Items 2 and 3) may substitute for one of the student-clinician's two required cases.
- 2. Approved practicum settings:** The student is providing services in designated settings under a specific supervisor approved by the Clinical Committee. These settings are sufficiently well known to the Clinical Committee and considered to be of high enough quality that these services are also considered core clinical experience. Lines of authority and responsibility are as described above
- 3. IRB approved clinical research:** A student is doing clinical work as part of a research project that has been approved by the UNM Human Subjects Institutional Review Board (IRB). If IRB-approved clinical work is conducted for clinical experience and the student is not paid in the form of an assistantship or in another manner, such work is also considered core clinical experience. Supervisory responsibility for such work lies with the principle investigator for the project as approved by the IRB. If neither the principle investigator nor the faculty chair of the thesis or dissertation committee is a member of the Clinical Committee, the Clinical Committee must assure that appropriate supervision is provided and approve that supervision in order that the services count as core clinical experiences.
- 4. Paid or voluntary work:** The student is providing services that might be considered psychological services, paid or voluntary, in a setting outside the University with permission of the Clinical Committee. In this situation, the focus of the student's effort is work rather than training. Examples of such services might be as a test administrator in a private practice setting, volunteer work in a community mental health or health care setting, services provided under an assistantship in a service setting (rather than IRB-approved research) or other similar settings. In such cases, the setting and supervision must be approved by the Clinical Committee in order to clearly recognize that it is an approved portion of the student's experiences. 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 nonlicensed persons to other qualified specialists under the supervisor’s authority for specific skill training. The other specialist shall have a clearly established practice and shall possess demonstrable teaching skills. The supervisor shall limit the number of non-licensed persons under supervision, taking into account the requirements of the supervisor’s principal work or practice and clinical responsibilities, to ensure that the supervision provided and the practice are consistent with professional standards. The supervisor or assigned qualified specialist shall not supervise an applicant who is a member of the supervisor’s immediate or extended family, who has a financial interest in the supervisor’s business or practice, or with whom the supervisor has a dual relationship. (NMAC 16.22.3.9 B)

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

- (1) The supervisor has ultimate responsibility to the patient or client for all professional psychological services rendered, whether rendered by the supervisor or the non-licensed person.
 - (a) The supervisor shall ensure that the patient or client knows the supervisory status of the non-licensed person and that consent is obtained.
 - (b) The supervisor shall ensure that the patient or client understands the possibility that a third party payor may not reimburse for services rendered by the non-licensed person.
 - (c) The supervisor shall ensure that the patient or client is aware of the non-licensed person’s qualifications and functions.
 - (d) The supervisor shall be available to patients or clients, shall be available to the nonlicensed person for professional guidance and direction and intervention as needed, and shall be responsible for proper record-keeping and proper documentation in the patient's or client’s case file, progress notes, or medical record. (NMAC 16.22.3.9 C)

Additional qualifications for supervisors of core clinical experiences

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

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

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

Dear Colleague:

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

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

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

Approved Clinical Supervision (02/09/09)

Recent Practicum Settings

Setting	Years used	Highest degree of supervisor	Credentials of primary supervisors	Number of students placed in that setting (typically)	Type of setting	Services provided	Types of clients served
Center for Development and Disabilities	2005-present	Doctorate (Ph.D. or Psy.D.)	Licensed psychologist	2	Treatment research setting	Assessment and therapy	Parents seeking early intervention services
Center for Family and Adolescent Research	1995-present	Doctorate (Ph.D. or Psy.D.)	Licensed psychologist	1	Treatment research setting	Family therapy	Families with a substance abusing adolescent
Center On Alcoholism, Substance Abuse, and Addictions	1990-present	Doctorate (Ph.D. or Psy.D.)	Licensed psychologist	6 to 12	Treatment research setting	Substance abuse treatment and research	Adult substance abusers
First Choice Community Healthcare (FCCH) (Director: Brian Shelley, M.D.)	2009-present	Doctorate (Ph.D. or Psy.D.)	Licensed psychologist (UNM)	1-2	Treatment research setting	Mindfulness based stress reduction	English and Spanish speaking adults
Forensic evaluations (private practice: Bill Foote, Ph.D.)	1998-present	Doctorate (Ph.D. or Psy.D.)	Licensed psychologist	1	Private practice	Forensic assessment	Adults with legal issues
MIND Institute	2003-present	Doctorate (Ph.D. or Psy.D.)	Licensed psychologist	6	Research institute	Assessment	Adults and children with schizophrenia and other disorders
Neuropsychology Associates	1998-present	Doctorate (Ph.D. or Psy.D.)	Licensed psychologist	1	Private practice	Neuropsychological assessment	"Any age, primarily adults"
New Heart Center for Wellness, Exercise, and Cardiac Rehabilitation	2005-present	Doctorate (Ph.D.)	Licensed Psychologist (UNM)	1-2	Outpatient treatment research setting	Motivational Interviewing	Adults enrolled in cardiac rehabilitation
The New Mexico Maternal and Child Health (MCH) Interdisciplinary Leadership Training Program (NM LEND)	2001-present	Doctorate (Ph.D. or Psy.D.)	Licensed psychologist	1	Interdisciplinary leadership training	Training in interdisciplinary work	Children with disabilities

Department of Psychology-Guidelines for Graduate Students

UNM Hospital: Department of Pediatrics	1998-present	Doctorate (Ph.D. or Psy.D.)	Licensed psychologist	1	Treatment research setting	Normative data collection, child assessment	Children in medical settings
UNM Department of Family and Community Medicine	2008-present	Doctorate (Ph.D.)	Licensed psychologist	1	Short-term behavioral health care in primary care setting	Therapy	Behavioral medicine clients referred by primary care
UNM: Early Assessment and Resource Linkage for Youth (EARLY)	2009-present	Doctorate (Ph.D.)	Licensed psychologist	?	Outpatient screening and therapy	limited individual therapy with adolescents and families, multi-family group co-facilitation	Adolescents and families
UNM: Healthcare for the Homeless	2009-present	Doctorate (Ph.D.)	Licensed Psychologist	2	Outpatient therapy	Trauma-related therapy	Homeless adults
UNM Hospital: Family Practice Centers	2004	Doctorate (Ph.D. or Psy.D.)	Licensed psychologist	1	Outpatient services	Consultation with medical staff	Adult medical patients
UNM Hospital: Psychiatric Center	1993-present	Doctorate (Ph.D. or Psy.D.)	Licensed psychologist	1	Outpatient psychiatric assessment	Neuropsychological assessment	Children
UNM: Programs for Children and Adolescents	2008-present	Doctorate (Ph.D.)	Licensed Psychologist	1	Outpatient child and family therapy	Therapy	Children, adolescents, families
UNM: Rural Health Services	2009-present	Doctorate (Ph.D.)	Licensed Psychologist	?	Rural outreach, telehealth	Outreach psychological services	Children, adolescents, and families
VA: Behavioral Medicine Rotation	2008-present	Doctorate (Ph.D.)	Licensed psychologist	2	Outpatient & inpatient treatment	Assessment, treatment (individual & group)	Veterans
VA: DBT	2008-present	Doctorate (Ph.D.)	Licensed psychologist	1	Outpatient treatment	DBT skills groups as adjunct treatment in other programs	Veterans
VA: Domiciliary Residential Rehabilitation Treatment Program (DRRTP)	2008-present	Doctorate (Ph.D.)	Licensed psychologist	2	Residential treatment facility	Group and individual therapy, program development and evaluation	Homeless veterans

Department of Psychology-Guidelines for Graduate Students

VA: Family Psychology Practicum	2008-present	Doctorate (Ph.D.)	Licensed psychologist	2	Outpatient treatment	Behavioral Couples Therapy, Functional Family Therapy, group therapy	Veterans and their family members
VA: Inpatient Psychiatry (Ward 7)	2008-present	Doctorate (Ph.D.)	Licensed psychologist	1-2	Inpatient treatment	Group therapy; working on an interdisciplinary team; possible opportunities for individual therapy	Veterans
VA: Men's Outpatient PTSD	2008-present	Doctorate (Ph.D.)	Licensed psychologist	1-2	Outpatient treatment	Group therapy	Male veterans
VA: Neuropsychology Practicum	2008-present	Doctorate (Ph.D.)	Licensed psychologist	2	Outpatient & inpatient treatment	Neuropsychological assessment	Veterans
VA: PRRTTP Psychiatric Residential Rehabilitation Treatment Program	2008-present	Doctorate (Ph.D.)	Licensed psychologist	1-2	Inpatient treatment	Group therapy; program development; working on an interdisciplinary team	Veterans
VA: STARR Substance abuse, Trauma, and Rehabilitation Residence	2008-present	Doctorate (Ph.D.)	Licensed psychologist	1-2	Inpatient treatment	Group therapy; working on an interdisciplinary team	Veterans
VA: Substance Use Disorder Treatment Program	2008-present	Doctorate (Ph.D.)	Licensed psychologist	1-2	Outpatient treatment	Group and individual interventions	Veterans
VA: Suicide Prevention Team	2008-present	Doctorate (Ph.D.)	Licensed psychologist	1-2	Inpatient & outpatient treatment	Group therapy; safety planning with family members; psychological autopsies	Veterans
VA: Women's Stress Disorder Treatment Team	2008-present	Doctorate (Ph.D.)	Licensed Psychologist	1 Must be female graduate student	Outpatient & inpatient treatment	Assessment (CAPS) and report writing; possibly group work	Female veterans
VA: ZIA Spinal Cord Injury Unit	2008-present	Doctorate (Ph.D.)	Licensed Psychologist	1-2	Inpatient & outpatient treatment	Assessment; working on an interdisciplinary team	Veterans with spinal cord injury and related diseases

Annual Meeting Report Form for Clinical Students

Student _____ Date of Meeting _____

Year in Program _____ Faculty Mentor _____

Committee Members _____

Discussion of remaining clinical core courses and plans to complete _____

Suggestions for clinical electives _____

APA Foundation Areas remaining and plans to satisfy them _____

Other required courses remaining and plans to take them _____

Is student in progress? _____ If no, state reasons and plans to reacquire good standing

Research productivity rating _____ If less than satisfactory, state reasons and plans to remediate

Current clinical case-load _____ Has student had an external supervisor or been at a practicum site?

Student's comments on external supervisor or practicum experience _____

Additional clinical training interests and needs _____

Diversity/Multicultural Training: How will competence be demonstrated? _____

Teaching requirement fulfilled? _____ How? _____. If not completed yet, how does the student plan to complete it?

Is student planning to apply for internship next year? _____ If yes, were requirements and process discussed?

Student's career plans _____

Was there discussion of how best to prepare for career plan? _____

Student's Strengths _____

Areas Requiring Attention (e.g., professional behavior, time management) _____

Student's concerns, comments, and requests _____

Describe any specific contingencies placed on student _____

Student's Goals for Next Year:

(3) Research: _____

(4) Clinical: _____

(3) Other: _____

Other comments _____

Student's Signature

Faculty Mentor

Director of Clinical Training

Date

Clinical Comprehensive Exam Options

Option A: Position Statements

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

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

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

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

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

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

3. Based on how the student wants to approach the three areas, he/she should with the chair to identify other possible members of the committee. Normally, the committee shall be comprised of three members of the Psychology faculty (including the Clinic Director), at least two of whom (including your chair) must be tenure-track faculty. If the student and committee chair think it appropriate, the student may petition the clinical committee to allow professionals from outside the Psychology faculty to serve on the committee.
4. In consultation with the committee chair, the student then develops a brief outline (e.g., 1-2 pages) of how they will approach each of the three areas. The purpose of this initial outline is to provide a context for discussion at the initial committee meeting.
5. The student should then meet with other members of the Psychology faculty who are potential committee members, and discuss how s/he intends to approach the topic areas. If they agree to serve on the committee, the student should obtain their recommended modifications, if any, to the initial outline.
6. When the outline has been modified in line with committee input, the student should convene the initial committee meeting. At this meeting, the student presents their planned approach to each of the topic areas. The committee may recommend further modification before approving the outline. At this point, the student is excused from the meeting, and the committee chair will assign members to write the three specific questions

7. By the next working day, the chair will submit a committee meeting form along with the approved initial outline to the Director of Clinical Training, who reviews it and sends it on to the Department Chair. Normally both the DCT and Chair will approve the initial outline, but if there are concerns the DCT or Department Chair will discuss these with the committee chair within two weeks of the committee meeting date. The student and Comprehensive Examination committee would then convene again to resolve the concerns.
8. Within one week of the initial meeting, the committee members will send question drafts to the committee chair. The chair may negotiate modifications to the questions before sending the final set to the student. The final set of questions will be sent to the student within two weeks of the last committee meeting. The instructions to the question set will specify the date on which your questions were provided and the date (**five months later**) by which the position statements are due. **It is the responsibility of the student to give copies of the questions along with the dates of the initial meeting and the deadline for completing the statements to the Graduate Student Advisor within 48 hours of receiving the final questions.**
9. The student then writes the three position statements, the total combined length of which must be no more than 50 pages (excluding references), double-spaced, Ariel 12-point font, with 1" margins all around. The full question as posed by the committee should be stated at the beginning of each position statement. The statements must reflect the student's own, independent work. Faculty will not read or comment on drafts.
10. The student should deliver copies of all three position statements together to each committee member. Again, these must be submitted no later than five months after receiving the finals set of questions. Of course, they may be submitted sooner.
11. Students should schedule a defense meeting allowing the committee three weeks to read the statements. Students should immediately notify the Graduate Student Advisor of the scheduled defense date.
12. The committee will read the position statements with regard to how well the student addresses the dimensions specified below. At the oral defense, the committee will explore those dimensions, if any, which were not sufficiently addressed in the statements. The student's responses will be included in the committee's determination of whether the examination was passed or failed.
13. The oral defense will focus on discussion of the three position papers. Students are responsible for all of the material in the reference section, and the committee may ask about specific readings. Students should be prepared to ground and defend their positions in relation to the relevant literature and within the constraints of a clinical science perspective. The normal time allotted for the oral defense meeting is two hours. When the chair determines that there has been sufficient discussion, the student will be excused for a period of committee deliberation, after which s/he will be notified of the result. The committee has only three options. The first is to pass the student. The second is to fail the student with the opportunity for specific remediation (usually in the form of rewriting one or more of the papers within a specified period of time). The third option is to fail the student and require them to retake the examination. Students will be allowed to retake the examination only once. A second failure will be considered grounds for termination from the program.
14. The committee chair submits a report of examination to the Department Chair, along with the three position papers, the individual faculty ratings, and the committee's final recommendation. With the Chair's approval, this report is forwarded to the Graduate School.
15. Upon completion of both the master's thesis and the Comprehensive Examination, students should immediately see the Graduate Student Advisor to apply for advancement to Ph.D. candidacy.

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

Dimensions of Evaluation: Option A

Student: _____

Committee Member: _____

The following are the six dimensions upon which each of your positions statements will be evaluated. Passing the examination is contingent upon adequately addressing each of these dimensions. The oral defense may include further exploration of these dimensions as the committee sees appropriate. The defense will also include discussion and exploration of other issues raised by your statements or pertinent to the readings listed in your reference section.

1. Scope: How fully and well does this position statement address the questions posed by the committee?
2. Writing Style: How clear and sound is the writing style in this position statement?
3. Scholarship: How well formulated is this position statement in its conceptual and theoretical basis?
4. Clinical Science: How well is this position statement supported by the available literature and how does it fit within the parameters of clinical science?
5. Future Directions: How will your work on this position statement affect your future work as a psychologist?
6. Overall: Rate the overall quality of this position statement.

Option B: Scholarly Review Paper

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

Another intent of Option B is to provide a springboard for writing the dissertation. While publishable in its own right, the review should also form the corpus of the introduction for the dissertation. As is the case with Option A, Option B reviews must address the role of cultural diversity in the target research area. Cultural diversity issues need not be limited to racial/ethnicity diversity but may include gender, age, disability, sexual orientation, religion, or other forms of human diversity.

Many of the steps for Option B are the same as Option A. Once a committee chair is selected, students should consult with the chair about the general focus of the review. The initial task is to define an area that is broad enough to warrant an integrative scholarly review, but not so broad as to encompass an overwhelming literature. Also identify how the review would differ from or improve upon any existing review of research in this area. After the student and chair select a Comprehensive Exam committee, the student, with input from individual committee members prepares an initial 2-3-page outline of the proposed review, which is discussed and possibly refined at the initial meeting. By the next working day, the committee chair will submit to the Director of Clinical Training a committee meeting form along with a one-page summary of the review topic and the initial outline. The DCT reviews these and sends them on to the Department Chair. Normally both the DCT and Chair accept the proposal, but if there are concerns, they will discuss these with the committee chair within two weeks of the committee meeting date. The student and Comprehensive Examination committee would then reconvene to resolve the concerns. Once the project is approved, the student has five months to complete the review and schedule a defense meeting. **Within 48 hours of final approval, the student will give copies of the summary and outline along with the dates of the initial meeting and the deadline for completing the statements to the Graduate Student**

The total length of the review should be no more than 50 pages (excluding references), double-spaced, Ariel 12-point font, with 1" margins all around. The review must reflect the student's own, independent work. Faculty will not read and comment on drafts.

Once the review is completed, the student should distribute it to the committee and schedule the defense meeting. The meeting date should be scheduled at least three weeks after the review has been turned in to the committee. **Students should immediately notify the Graduate Advisor of your scheduled defense date.**

The committee will read and evaluate the review with regard to how well it addresses the dimensions specified below. At the oral defense, the committee will explore those dimensions, if any, which were not sufficiently addressed in the statements. The student's responses will be included in the committee's determination of whether the examination was passed or failed. 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 reference notes to the defense meeting and should be prepared to ground and defend their review in relation to the relevant literature and within the constraints of a clinical science perspective. The normal time allotted for the oral defense meeting is two hours. When the chair determines that there has been sufficient discussion, the student will be excused for a period of committee deliberation, after which s/he will be notified of the result. The committee has only three options. The first is to pass the student. The second is to fail the student with the opportunity for specific remediation (usually in the form of rewriting one or more of the papers within a specified period of time). The third option is to fail the student and require them to retake the examination. Students will be allowed to retake the examination only once. A second failure will be considered grounds for termination from the program.

After the defense meeting, the committee chair submits a report of examination to the Department Chair, along with the literature review, the individual faculty ratings, and the committee's final recommendation. With the Chair's approval, this report is forwarded to the Graduate School. When students have completed both the master's degree and Comprehensive Examination, they should see the Graduate Advisor promptly to apply for advancement to Ph.D. candidacy.

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

Dimensions of Evaluation: Option B

Student: _____

Committee Member: _____

The following are the six dimensions upon which your review will be evaluated. Passing the examination is contingent upon adequately addressing each of these dimensions. The oral defense may include further exploration of these dimensions as the committee sees appropriate. The defense will also include discussion and exploration of other issues raised by your statements or pertinent to the readings listed in your reference section.

1. Scope: How fully and well does this review address the relevant issues in the identified research area?

2. Writing Style: How clear and sound is the writing style of the review?

3. Scholarship: How well formulated is the review in its conceptual and theoretical basis?

4. Clinical Science: How well are the assertions and conclusions in the review supported by the available literature and how well do they fit within the parameters of clinical science?

5. Future Directions: How well does the review identify promising future research directions?

6. Overall: Rate the overall quality the review.

Index

A

Accountant · 37
Additional Facilities and Information · 31
Advancement to Candidacy · 22
Allocation of Points to Research Activities · 43
Animal Facilities Technician · 37
Animal Facility · 33
Animal research · 26
Announcement of Examination form · 58
Annual Progress Report · 27, 28, 35
APPENDICES · 35
Application for Candidacy form · 58
Associate Chair, Graduate Program · 37

B

Behavioral Neuroscience Concentration · 11
Building Security · 32

C

Centennial Science & Engineering Library · 33
Center for Southwest Research · 34
Clinic Director · 37
Clinic Test Library · 34
Clinical Concentration Requirements · 12
Cognitive Neuroscience Concentration · 11
Cognitive/Learning Concentration · 11
College Institutional Review Board Chair · 37
Colloquium series · 27
Commencement Exercises · 28
Comprehensive Exam Committee · 20
Comprehensive Examination · 20
Concentration Area · 8
Continuous Enrollment · 25
Continuous Enrollment in Dissertation Hours · 23
Continuous enrollment in Thesis hours · 17
Copying · 31
Course of Studies · 7

D

Department Administrator · 37
Department Chair · 37
Department Convocation · 28
Department Human Subjects Committee Chair · 38

Department Office · 31
Departmental Funding · 28
Developmental Concentration · 8
Director of Clinical Training · 37
Dissertation Committee · 23
Dissertation Committee form · 58
Dissertation Defense · 24
Dissertation Manuscript · 24
Dissertation Proposal · 23
Dissertation Proposal form · 58

E

Evolutionary Concentration · 9
Extra Compensation · 29

F

Faculty Director for Care and Use of Animals · 37
Financial Aid Office · 28

G

GASP · 29
GASP President
 President · 38
Good Standing In The Department · 35, 41
Graduate Courses By Area · 39
Graduate Student Library · 34
Guidelines For Evaluating Graduate Student Research
 Activity · 42

H

Health Sciences Library · 34
Human Subjects Committee · 26

I

Information Cover Sheet · 58
Institutional Review Board · 26

K

Keys · 31

L

Leave of Absence · 26
Libraries · 33
Logan Literature of Learning Library · 34

M

Master's Degree · 17
Masters Thesis Defense · 18

N

New Mexico, US, and International Government
Publications · 34
Notification of Intent to Graduate · 24

O

Offices · 31
OGS web page · 28
Outside Employment · 29

P

Parish Memorial Library · 33
Parking · 32
Pathfinder · 30
Policy On Previous Non-Psychology Master's Degree ·
54
Policy On Private Employment Of Students By Faculty ·
55
Postdoctoral Retraining · 56
Preliminary Exam · 22
Preliminary Exam form · 58
Previous Masters Degree · 20
Private Employment · 35
Private Employment of Students by Faculty · 30
Program of Studies · 17, 18, 58

Q

Qualifications for comprehensive exam · 20
Quantitative Concentration · 9

questionnaires · 27

R

Reinstatement of Dissertation hours · 23
Reinstatement of Thesis hours · 18
Report of Examination form · 58
Report on Thesis or Dissertation · 58
Required Courses all concentrations · 7
Research Engineer · 37
Research Involvement · 26
research supervision · 26

S

Sample Forms · 58
Statement Of Mission · 36
Student Funding · 28
Submitting your Thesis · 19
Supervisor of Animal Facilities · 37
surveys · 27

T

Teaching Experience · 27
Telephones · 32
The Committee on Studies · 6
Thesis Committee · 17
Thesis Proposal · 18, 58
Thesis Red Border sheets · 58
Total Employment Commitments · 29

U

undergraduate students as participants · 27
University Commencement · 28
University Libraries · 33
UNM Graduate Catalog · 96

W

Waiving Graduate Required Courses · 53
Withdrawals from Required Courses · 25