



Clinical Psychology PhD Program

Student Handbook 2026-2027

Students indicate their understanding and acceptance of the contents of this Handbook when accepting an offer of admission to our PhD Program. Students are held to the requirements stipulated by the Handbook edition that was active at the time of their admission into the program, unless otherwise indicated; however, students are strongly encouraged to adopt the requirements of the most current Handbook. Please note that clinical students must also read the general *Graduate Program Handbook* for the Department of Psychology.

Sincerely,

A handwritten signature in black ink, appearing to read 'Joah Williams'.

Joah Williams, Ph.D.
Director of Clinical Training

The Clinical Psychology Program at the University of Memphis is accredited by the Commission on Accreditation, American Psychological Association. For information, please contact Program Consultation and Accreditation Office, American Psychological Association, 750 First Street, NE, Washington, DC 20002. Phone: 202.336-5979. apaaccred@apa.org.

(updated August 2026)

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PART I: THE UNIVERSITY OF MEMPHIS AND THE DEPARTMENT OF PSYCHOLOGY

The University of Memphis

The University of Memphis, which was opened in 1912, has developed into an internationally recognized institution of higher learning. Named as an R1 institution by the Carnegie Classification of Institutions of Higher Education, the University is in the top tier of research universities nationally. Today the University educates approximately 20,000 students annually, including over 4,000 graduate students. Conveniently located in an attractive residential section of Memphis, the University includes 1,160 acres and 202 buildings at eight sites.

The University is comprised of 14 distinct academic colleges and schools: the School of Public Health, the College of Arts and Sciences, Fogelman College of Business and Economics, Loewenberg School of Nursing, the School of Communication Sciences and Disorders, Cecil C. Humphreys School of Law, the College of Communication and Fine Arts, the College of Education, the College of Health Sciences, the Herff College of Engineering, the College of Professional and Liberal Studies, the Kemmons Wilson School of Hospitality and Resort Management, the Helen Hardin Honors College, and the Graduate School. Although individual schools function as separate entities, each academic division at the University of Memphis is dedicated to the scholarly advancement of its students and faculty and to the betterment of our community.

The University of Memphis has vibrant collaborations with many well-known resources in Memphis, including St. Jude Children's Research Hospital, the University of Tennessee Health Sciences Center, the VA Medical Center, and LeBonheur Children's Hospital.

The Psychology Department

Housed both in its own building and in the Federal Express Institute for Technology, the psychology department offers doctoral degrees in clinical, experimental, and school psychology, as well as a terminal master's degree, the Master's of Science in General Psychology. The Clinical Ph.D. Program has been continuously accredited by the American Psychological Association since 1972, and the master's in school psychology is accredited by the National Association of School Psychology (NASP). The Ph.D. in School Psychology Program has been accredited by the American Psychological Association since August 2014.

In 1984, the Psychology Department's Center for Applied Psychological Research (CAPR) was recognized by the State of Tennessee as an academic Center of Excellence (COE). Four years later the department was named as an Accomplished Center of Excellence. As a result, the department enjoys special benefits. The CAPR receives a permanent annual financial award from the state-- funds which are available to attract nationally recognized faculty, to facilitate research opportunities, and to offset project costs. Thus, research is a key element of the department mission.

Organization of the Department

Psychology faculty and doctoral students belong to one of three programs: the Clinical Program, the Experimental Program, or the School Program (which includes both a master's and a doctoral program). In addition, the department has a general psychology master's program, referred to as the MSGP ("M.S. in General Psychology"). We typically also have approximately 800 undergraduate psychology majors studying in our department.

Research Areas

You will find that faculty and student research interests in clinical psychology generally cluster into 3 main topics: *Clinical Health Psychology*, *Child and Family Research*, and *Psychotherapy Research*.

These research areas promote collaboration among individuals from different programs. For example, the Child and Family Research Area is comprised of students and faculty from clinical, experimental, and school doctoral programs, as well as MSGP students. In developing your professional identity, you should think of yourself first and foremost as a student in *clinical* psychology. Although we offer a generalist program in clinical psychology, students may elect to identify with one of these research areas. It is optional whether students select a research area. Sometimes students are involved in more than one research area, because their interests lie on the cusp of the two areas.

Major Area of Study

Students can complete an *optional Major Area of Study* in one of two areas: Clinical Child & Adolescent or Clinical Health Psychology. More details regarding either of these major areas of study can be found at the links below. The Clinical Record Form in Appendix A describes the coursework and other training requirements that fulfill these major areas of study.

1) Our Clinical Program is a member of the Clinical Child and Pediatric Psychology Training Council (CCaPPTC). Child and Family Research Area students in the Clinical Program can complete a major area of study in Clinical Child & Adolescent Psychology consistent with the guidelines established by CCaPPTC: <https://www.ccapptc.org/>

2) Our Clinical Program is also a member of the Council of Clinical Health Psychology Training Programs (CCHPTP; <https://www.cchptp.org/d8/>). The research area in Clinical Health Psychology available in our Clinical Program meets the training guidelines required by Council of Clinical Health Psychology Training Programs (CCHPTP) for a major area of study for this field.

The Faculty

The University of Memphis Psychology Department consists of approximately 30 full-time faculty members and several adjunct faculty members (psychologists in the community who teach and/or supervise our students).

Faculty members in administrative and leadership roles are listed below. For a complete list of individual faculty members and their research interests, consult the Psychology Graduate Program Handbook or visit www.memphis.edu/psychology/people/index.php for the most

current information.

Dr. Randy Floyd**Department Chair**

Office: 202 & 332 Phone: 678-4846 Email: rgfloyd@memphis.edu

Randy is also a member of the School Psychology Doctoral Program.

Dr. Melloni Cook**Associate Chair of Research Initiatives**

Office: 406 Phone: 678-1516 Email: mcook1@memphis.edu

Melloni is also a member of the Behavioral Neuroscience area.

Dr. Helen Sable**Associate Chair of Educational Initiatives & Director of Graduate Programs**

Office: 408 Phone: 678-4343 Email: hjsable@memphis.edu

Helen is also a member of the Behavioral Neuroscience area. In her role as Director of Graduate Programs, she handles issues that cross all graduate programs (e.g., clinical, experimental, school).

Dr. Joah Williams**Director of Clinical Training (DCT)**

Office: 366 Phone: 678-7274 Email: jlwl11@memphis.edu

Joah oversees the Clinical Psychology Doctoral Program and is the “go-to” person for all issues involving that program.

Dr. Brook Marcks**Associate Director of Clinical Training**

Office: 360 Phone: 678-3510 Email: bamarcks@memphis.edu

Brook assists in running the Clinical Psychology Doctoral Program, in addition to teaching and supervising in the Psychological Services Center.

Dr. Ryan Farmer**Director of the Psychological Services Center**

Office: 126C Phone: 678-4518 Email: rlfarmer@memphis.edu

Ryan is the director of the Psychological Services Center.

Contacting Faculty Members

Our faculty members are very approachable, so we hope you introduce yourself to as many as you can. Email addresses and telephone numbers are listed on the department website at <https://www.memphis.edu/psychology/people/index.php>. Faculty office numbers are posted on the floors of the building.

The Main Office

The Main Office is in Room 202, located on the second floor in the southeast corner of the building. The Department Chair’s office is in this area, as well as the offices of support staff. If you need general help (e.g., you’ve locked yourself out of your office, you need a map of the university) this is a great place to go.

Support Staff

One of the reasons that our department functions so smoothly is the help of our excellent support staff in the main office. Here are a few people you should know:

Tinesse Hazlett Harris is the Assistant to the Chair and oversees most main office staff. She is available at bthrris3@memphis.edu, Room 202, 901-678-4699.

Office Assistants: We typically hire office assistants to staff the front desk in Room 202. They can also get you keys to your office and schedule rooms for your milestone meetings. To find them, check Room 202 or call 901-678-2145.

Chaquieta Williamson is the department's Business Officer II. She handles issues related to your assistantship payments and work contracts. You can reach her at: c.l.williamson@memphis.edu, Room 220, 901-678- 4698.

Deshone Marshall is our temporary Local Technical Support Provider—the person who maintains our computers. If you have difficulty with your lab computer or other IT issues, put in a work order (<https://umhelpdesk.memphis.edu/>).

Dr. Chelsea Liddell is our Graduate Program Secretary. She is an excellent source of information about issues involving registration, required paperwork, etc. She can be reached at: cdliddell@memphis.edu, Room 326, 901-678-4340.

Where to Get Forms for Virtually Any Purpose

Graduate school requires an unbelievable number of forms—to declare a committee chairperson, to request research hours, to transfer credit, etc. We maintain these forms online at <http://www.memphis.edu/psychology/resources/mediaresources.php> Please make yourself familiar with the materials listed here.

Where to Get IT Help

Submit a help service request ticket at <https://umhelpdesk.memphis.edu/> or email umtech@memphis.edu with a description of your issue, and a service request will automatically be created. You may also call the IT Service Desk Center Mon-Sun at 678- 8888. Operational hours can be found here <https://www.memphis.edu/umtech/hours.php>.

General Information

Keys

Keys to offices are maintained by staff in the main office. For any work requiring access to a faculty's lab, please touch base with that faculty member to determine whether a key is kept in a lockbox vs in the main office. Keys kept in the main office for labs require consent (a note, email, or call) from the faculty assigned the lab indicating the room(s) for which you need a key and the semester time frame for which you will be using it. Students will be required to fill out a card when obtaining key(s). Students are responsible for the security of the keys and for returning the keys when they are no longer needed.

Security

There are red security phones ON THE FIRST, SECOND, AND FOURTH FLOOR. Pick up the receiver and you will be automatically connected to campus police. You can also call the campus police general number for non-emergencies such as being locked out of your office at night or to request an escort to your car (678-3848). **The emergency number to police services is 678-4537 (678-HELP).**

Tiger Patrol is a personal escort program staffed by students to enhance the safety of persons on campus in the evening. There is no need to walk alone and we encourage you to use Tiger Patrol if you aren't walking in a group. Normal hours for the Fall and Spring semesters are dusk until 11:00 p.m., five days a week. To request an escort you should call 678-4663 (678-HOME). Please note that Tiger Patrol are only able to escort to and from on campus locations. All students who are members of Tiger Patrol have had a criminal background check and are in good standing with the University. When they arrive by foot or golf cart, you should notice a brightly colored vest and an ID that says Tiger Patrol under the person's name. After Tiger Patrol hours, campus police provide escorts until dawn, although response time may be dependent upon officer availability.

Parking

General Parking (<http://www.memphis.edu/parking/permit/>) is paid for through the maintenance fee portion of semester tuition. Once the student has registered for classes, a semester validation sticker will be mailed to the address on file with the Student Records Department. New students are mailed a permit (hangtag) along with a semester validation sticker prior to Fee Payment. If, for any reason, you do not receive the semester validation sticker or permit through mail, you will need to go to the Parking Office the first week of class to obtain one. **This validates the permit (hangtag) to be used in General Parking Lots only.** A map of lot designations can be found here: <https://www.memphis.edu/parking/permit/>. General Parking is **not free** during the summer when classes are not in session.

Priority Gate Access Parking is available each semester on a first come first serve basis. Availability of parking lots differs each semester but please be aware that the lot closest to our building (40) sells out quickly and before the start of the semester. The cost of this permit is \$95.00 per semester. Check with the Parking Services Office for information on space availability. Students may only purchase into a Priority lot for a given semester during the permit sales window. Evening only access is also available for students to purchase for \$40.00 per semester. Evening access begins at 4:30p.m. **Priority Lots:** 6, 7, 18, 19, 37, 43,45, 52, and 53 **Parking Garages:** Lots 3 and 40.

Campus Card (i.e., Digital ID Card)

Identification Cards include your student U number (which you will need when registering for classes, etc.) are now available digitally. This identification card is used as the primary campus-wide method for determining privileges and accesses. Students must be currently enrolled and a photo identification (such as a driver's license or passport) is required to have your mobile Campus Care approved and able to download to your digital wallet. Please see <https://www.memphis.edu/campuscard/> for details on how to get started with obtaining your Campus card mobile ID. You will use your ID to obtain access to the building after hours and on weekends, check out materials at the library, gain access to the gym, and gain access to some computer labs on campus. You also add money to your ID.

Computer Labs

The computer labs in Psychology Room 102 (Mac Lab) and Room 103 (PC lab) are available for student use. If a class is being conducted in one of the labs, you should wait until it is completed before entering. You can also use any TigerLAN computer lab on campus. For locations and hours, see

https://www.memphis.edu/umtech/service_desk/technologyandlabs.php. You must have your student ID available for entry.

Mail Room

You will be assigned a mailbox in Room 203, which is typically unlocked during business hours. Note that your box is the box **BELOW** your name. Faculty mailboxes are also in this room, also **BELOW** their names. The copiers require an access code. Printing can also be done in the library, or any printer connected to computer in the building.

Email

All currently enrolled students have a Universal User ID (UUID) created automatically. The UUID is a username shared among various services delivered to students and is the basis of your university email account address, as follows: UUID@memphis.edu. Your university email is the official email address used for university correspondence. If you are used to using another account, you need to have your university email forwarded to your other address. You can use the ID Management website located at www.memphis.edu/its/accounts/uuid.php to adjust your account as needed.

Miscellaneous (university questions, technology help, recreation)

If you have a question concerning anything that has to do with the university, **AskTOM** is a great place to start: <https://www.memphis.edu/umtech/solutions/asktom.php>.

The University of Memphis **Information Technology Department** provides various software free of charge and for purchase. Please see <https://www.memphis.edu/umtech/solutions/software/studentdiscounts.php> for more information and details.

The university also has a **recreation center** located at 3735 Southern Ave, south of the railroad tracks on campus. Please see the website at <https://www.memphis.edu/campusrec/> for information on the variety of services offered, including free classes, the indoor/outdoor pools, gym, personal trainers and much more.

If sports are your interest, the University of Memphis has great athletic teams. For game schedules, tickets, scores and much more, see the athletics page at: <https://gotigersgo.com/>. Students generally receive free or discounted tickets to athletic events.

The University of Memphis Libraries

See <http://www.memphis.edu/libraries/> for information on the University of Memphis libraries. The McWherter Library is located due east of the Psychology Building and has over 13 million volumes. InterLibrary Loan (ILL) can be used to request texts and articles as needed.

Many helpful links to the libraries are located on the psychology website at <http://www.memphis.edu/psychology/resources/libraryresources.php>, including links to databases and lists of journals available at the University of Memphis.

Psychotherapy Videos: the library includes an extensive catalog of psychotherapy videos that can be accessed remotely. You may use this resource as an illustration of a new type of therapy or as a way to brush up on a technique prior to a therapy session:
<http://bibliotech.memphis.edu/record=e1000867~S4>.

The Dean of Arts and Sciences

Dr. Randall Adkins is the Dean of the College of Arts and Sciences. His office is located in room 107 Scates Hall. **Dr. Roger Kreuz**, a professor in our department, is Associate Dean of Arts and Sciences.

The Graduate School

The Graduate School is the administrative unit of the University that has responsibility for all advanced training programs. Dr. Deborah Perron Tollefsen is the current Dean of the Graduate School.

The Graduate School impacts your career in that it is responsible for graduate policy, procedures, and paperwork. Your primary responsibilities to the graduate school are to follow their deadlines, complete their forms, and follow their guidelines for formatting and submitting your thesis and dissertation to them. Our Director of Graduate Training (Dr. Helen Sable) or the Graduate Secretary are our liaisons with the Graduate School and can help you navigate policies and procedures. Additional information about the Graduate School can be found here:
www.memphis.edu/gradschool/.

Financial Aid

For information on financial aid, see www.memphis.edu/financialaid/. This website gives information on student loans, scholarships, and student employment. Other helpful information for students is provided on www.memphis.edu/students/ and at the website for the Council of Graduate Schools, <http://cgsnet.org/>.

Student Health Insurance and Counseling Services

Full-time graduate assistants (enrolled in 9 hrs or late-stage doctoral students taking dissertation credits) are eligible to receive 100% coverage of the annual graduate student health insurance premium, which is offered through the Wellfleet Health Insurance plan (<https://www.studentinsurance.com/Client/2268>). A one-time administrative fee of \$230 will be deducted from the graduate student's first paycheck when the student's coverage begins. Students who wish to waive insurance coverage because you have other insurance coverage (which must be ACA compliant) can do so through the waiver process. You will receive notification of enrollment and instructions on how to waive from Wellfleet. For more information, see:
https://www.memphis.edu/gradschool/current_students/graduate_assistantship_health_benefits.php.

The Counseling Center (<https://www.memphis.edu/counseling/about/>) provides free, limited session counseling and psychiatric services for University of Memphis students. Its goal is to help students thrive by helping them manage emotional, psychological, and interpersonal concerns. If you are interested in meeting with a psychologist in the community, the DCT can confidentially refer you to licensed practitioners who may see students with a sliding fee schedule.

Your Assistantship/Stipend

Students earn their stipend by working 20 hours a week, on a 12-month schedule. The 2026- 2027 stipend is \$18,000 per year prior to earning a master's degree, and \$19,000, with the raise beginning the Fall after completion of the degree. Students are paid on the last business day of the month September – August. The university requires that regular paychecks be handled through direct deposit. Time off from duties for vacation, illness, travel, or holidays may be taken. Typically, these days off include university holidays and several additional weeks. Graduate students who are funded by faculty grants or by other funding sources such as clinical placements have their own leave policies. Each student should ask the placement supervisor about their leave policy. Time off should be scheduled and negotiated in advance with the supervising faculty member. This work—called your “assistantship” or “placement” - is a key part of your training. Our department guarantees at least 4 years of funded assistantship training, as long as you remain in good standing, but over the past 10 years we have provided funding for all students in good standing (including 5th and some 6th year students). Additionally, students who receive an assistantship do not pay tuition during the fall and spring semesters for up to a maximum of 9 credits per semester. However, the department does not provide tuition during the summer.

Students who enroll in dissertation credit hours following the end of their graduate assistantships (for example, during the internship year) pay costs for these credits. Tuition fees are not paid for the required internship year, if a student successfully defends their dissertation prior to internship. If a student elects to register for thesis or dissertation credits during the summer months, the student is responsible for paying costs for these credits. Tuition estimates can be calculated here: <https://umwa.memphis.edu/estimator/>.

During your first year in our program, you will probably be assigned as a research assistant (RA) to your major professor and/or potentially to be a TA (teaching assistant) in the department. After that first year, you must work as a research assistant for one additional year. Students are also required to work for one year in a clinical placement such as in the PSC, a clinical research grant, or an external clinical placement. This clinical placement could be for 20 hours a week for one year or for ten hours a week for two years. After fulfilling these requirements, you have several options, including serving as a research assistant again, gaining further clinical experience, working as a teaching assistant, or teaching an undergraduate course.

Assistantship/Placement Assignment Process. Placement decisions are made in the summer prior to the upcoming academic year. After your first year in the program, you will have a chance to express your preferences about each year's placement. Assignments are made by the DCT and the Placement Committee (currently Drs. Marcks and McDevitt-Murphy). Decisions are made in consideration of the student's training needs (e.g., whether you have completed your clinical and research placement requirements), student preferences, fit between skills/experiences and the needs of the placement, and the preferences of the placement supervisor/site. Some placements will interview students to help them determine best fit. Typically, students receive one of their top choices, but given the limited supply of placement slots, a top choice cannot be guaranteed.

Generating new placements. The DCT, placement committee, and other members of the clinical faculty are continuously exploring new placement possibilities. Because it is typically not possible for clinics and hospitals to get reimbursed for services provided by non-licensed graduate students, it is difficult to find organizations that are willing to pay for your stipend and

provide the requisite clinical supervision by a licensed clinical psychologist. We are grateful that we have clinical placements and count on you to do an *exceptional* job in these placements so that the sites continue to fund our students. Please let the DCT know if you have ideas about new clinical or research placements. Most importantly, please let the DCT or another member of the placement committee know if you experience a difficulty or conflict while on placement.

All Outside Work (volunteer and paid) Must Be Approved

Your assistantship and your other responsibilities in the department (including coursework, milestones, etc.) are considered a full-time endeavor. This means that while you are a student in the program, you should not accept any outside employment without both major professor and DCT approval. If you are considering a non-departmental volunteer experience or job, discuss it with your major professor and then make a written request to the DCT. The request needs to include the job title, description of responsibilities, name and contact information of employer (and potential supervisor), and proposed dates of employment and hours. Mentors should receive a copy of the written request. The mentor and DCT will jointly decide about the advisability of the external position. This decision will be based in part on your demonstrated ability to complete mandatory program training elements (your coursework, milestones, placement activities, and PSC responsibilities) in a timely manner.

We want to assure you that there is a good reason that we must review external work experiences. In the State of Tennessee, licensure is required in order to perform certain types of professional services. The only exception occurs *when your training program has a relationship with your supervisor.* Therefore, even if a licensed psychologist supervises you, unless that person has the approval of the clinical program, you may be violating the law by practicing without a license. In fact, even if a faculty member supervises you for private work (not part of the program), you should touch base with the DCT for clarification. We do have a number of sanctioned volunteer opportunities (these are referred to as **practicum**) described below.

Preparing Students for the Professional Practice of Psychology

Our training-related expectations for clinical students. Our program prepares students for the professional practice of psychology, including the ability to work with a diverse population of individuals and serving the broader Memphis community. This value is reflected in the requirement of completing at least one psychotherapy course focused on appreciating our differences. Students are expected to demonstrate respect for diversity. Diversity is defined as the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and the appreciation of different cultural and socioeconomic group practices. We expect that you will treat clients and research participants with respect and dignity regardless of their affiliations or associations with sexual identity, multicultural, cultural, international or socioeconomic issues or any underrepresented populations. Students completing clinical training in our program are required to provide services to all clients deemed appropriate by their supervisors.

In addition, the American Psychological Association (APA) has explicit policies regarding writing about race, gender, class, sexual orientation, disability, ethnicity, and religion. These standards can be found in the **Publication Manual of the APA** or at the APA's website for the Office of Ethnicity, Race, and Cultural Affairs at <https://www.apa.org/pi/oema/>.

Finally, it is important to note that harassment, discrimination, and other such behaviors that undermine our supportive climate are unacceptable, and concerns about these

behaviors can be expressed to your DCT, the Director of Graduate Training, the Chair, the Department, or the University Office for Institutional Equity.

Additional Resources

The University of Memphis offers services and organizations to assist you in implementing a classroom environment that helps ensure the safety, involvement, and success of all students, including the following:

- The **Office of Institutional Equity** (<https://www.memphis.edu/oie/>) monitors the University's policy on equal opportunity in employment and education and provides resources. The University of Memphis is committed to equal opportunity in employment and education.
- **Disability Resources for Students** (<https://www.memphis.edu/drs/>) helps ensure equal access to all university programs and activities for students with disabilities and helps all members of the university community understand and accommodate their needs. If you have a disability, DRS will make recommendations to your program without revealing the nature of your disability.
- **International Students Office** (<https://www.memphis.edu/iss/>) supports the international population at The University of Memphis by providing information, resources, and assistance on immigration matters, employment, taxation, cultural adjustment, and other practical issues.

PART II: BEING A GRADUATE STUDENT IN OUR CLINICAL PROGRAM

Our Model of Training

Our Clinical Ph.D. Program is a *Boulder Model* program. Consistent with the consensus statement issued by the National Conference on Scientist-Practitioner Education and Training for the Professional Practice of Psychology (Belar & Perry, 1992), we aim to train graduates who are “uniquely educated and trained to generate and integrate scientific and professional knowledge, attitudes, and skills so as to further psychological science, the professional practice of psychology, and human welfare,” and as such, are “capable of functioning as an investigator and as a practitioner, and may function as either or both, consistent with the highest standards of psychology” (p. 72). Thus, our program aims to provide excellent training in research and research-based clinical work. [See Tanner & Danielson (2007) for more information on the characteristics of scientist-practitioner programs.] Graduates from our clinical program typically become employed in positions in which they combine their clinical and research skills, such as positions in medical school settings, academic departments, and research hospitals. A minority of our graduates work in settings that are exclusively clinical or exclusively research.

Consequently, we expect all our students to develop clinical expertise and to be actively engaged in research (above and beyond milestone projects) throughout their time in the program, irrespective of their ultimate career goals. For example, all students are expected to attend research conferences, submit papers for publication, and to continually develop their clinical skills throughout their time in our program (e.g., to see clients for 3 years in the PSC, complete psychotherapy courses and clinical placements). We expect that your future career will involve some combination of research and clinical work, likely changing over time in response to dynamic market pressures and your preferences, so it is imperative that students consciously develop both skill sets (in addition to skills related to teaching, consultation/supervision, and dissemination/outreach).

The program’s strong commitment to the integration of research and practice is demonstrated in its membership in the *Academy of Psychological Clinical Science*, a group of scientifically-oriented clinical and health psychology doctoral programs in the United States and Canada. Member schools must demonstrate strong commitments to, and successful records in, training in clinical science.

Program Values: Evidence-Based Practice and Community-Engaged Work. The program has a strong commitment to training in evidence-based approaches to the assessment and treatment of behavioral and psychological problems. This means that clinical decisions should be as data- driven as possible, and that students should gain expertise in evidence-based practices for a variety of common psychological complaints. The program values community-engaged work and requires that all students develop the ability to work with a diverse population of individuals in terms of age, ethnicity, race, disability, sexual orientation, and other aspects of multicultural identity.

Program Goals and Objectives

Our Program's Training Model is organized around the following 5 goals and 19 objectives:

1. **Students will become competent in general knowledge of psychology as a science and the breadth of the field's foundations.**
 - Students will demonstrate competency in the history of psychology, its development as a field, and its relations with other scientific disciplines.
 - Students will demonstrate an understanding of the fundamental areas of psychology.
 - Students will demonstrate an understanding of the science-based nature of clinical psychology.
2. **Students will demonstrate a thorough understanding and appreciation of scientific methodology and the ability to apply this methodology to issues in clinical psychology.**
 - Students will be knowledgeable concerning basic research methodology and statistics.
 - Students will be able to apply their research and statistical skills to evaluate the efficacy of various clinical treatments.
 - Students will demonstrate an understanding of how clinical measurement instruments should be developed and validated.
 - Students will produce competent scientific products. Students will value their role as scientist-practitioners.
 - Students will develop an understanding of theories and methods of effective psychological consultation.
3. **Students will be competent at diagnosis and case conceptualization.**
 - Students will be knowledgeable regarding the presentation and range of normal and abnormal behavior.
 - Students will be knowledgeable of the purposes, models, and procedures for clinical interviewing and cognitive assessment.
 - Students will be able to integrate findings from interview and assessment to generate a case conceptualization and initial plan for treatment, if applicable.
 - Students will integrate into case conceptualization issues such as social forces, ethnic background, and physical health, among other issues.
4. **Students will demonstrate competent skills as therapists, with intervention procedures driven by empirical findings and a theoretical foundation.**
 - Students will demonstrate the "common factors" that underlie effective therapeutic relationships.

- Students will demonstrate an awareness of a variety of psychotherapeutic interventions and evidence-based practices.
 - Students will be able to design an intervention program with an appreciation for sequencing skill development for the client, choosing intervention strategies appropriate for the client, and developing appropriate therapeutic goals.
 - Students will be able to implement treatment programs, adjusting the intervention to address diversity issues.
 - Students will demonstrate an understanding of theories and methods of clinical supervision.
5. **Students will integrate ethical guidelines into their approach to research and practice and show an understanding of the intersection of psychology and law.**
- Students will display ethical attitudes and values.
 - Students will develop ethical self-awareness.

Admissions Process

Our program employs a holistic approach to reviewing applications for admission. We consider the following dimensions when evaluating applicants for admission: match with program goals and with a specific faculty member; research interests and experiences; personal statement; letters of recommendation; undergraduate grade point average (and graduate GPA, if applicable); and our impression of the students during their interview. We carefully review the applications of all candidates who might be a good fit with our program.

Being a Professional and Developing a Professional Work Ethic

You will be expected to be a professional from day one when you work in your lab (potentially interacting with research participants) and begin conducting assessments in your core clinical classes. Being considered professional assumes that you have a high degree of skill and act according to the APA ethical guidelines (<https://www.apa.org/ethics/code>). Although ethical training will be an important part of your education, you should start by carefully reading and understanding your responsibility per the APA ethical guidelines.

Although you typically won't be enrolled in courses over the summer, you are now a 12-month employee of the University and you are expected to contribute to the research mission of the university year-round. You will be expected to invest yourself actively in the reading and learning that academic education entails. How much you enjoy your graduate training will depend largely on how much you invest in it (particularly in self-directed learning that takes place in your lab, at conferences, and in hours spent reading and writing in various locations).

As a professional-in-training, you should be aware of the manner in which you represent the profession to the world. You are expected to dress professionally and conduct yourself professionally. You will learn what "confidentiality" means and how to carefully monitor your communications. You will also learn that *once you represent your profession, your behavior has important consequences not only at work, but also in a societal context*. Your profession becomes part of your identity, which you cannot simply remove when you exit work. Keep in mind that you may run into a client or student when you are out socializing, and you are expected to behave in a way that would not compromise your professional reputation. This

applies to behavior on social media as well.

Online Activities/ Social Media Policies

In an increasingly technologically connected and public world, students are encouraged to remain mindful of your behavior and its consequences online, including the use of social networking, blogs, listservs, and email. It is likely that students, clients, supervisors, potential internship sites, research participants, and future employers may be interested in searching or accessing online information about you. While all the information available about you may not be within your control, students are urged to exercise caution and restraint and to utilize safeguards when possible. Activities online, including those that you may consider purely personal in nature, may reflect upon your professional life and our profession in general. Keep in mind the ideals of the preamble to the APA ethics code in which we aspire to do no harm to our clients, our research participants, or the profession with our actions. You are encouraged to consider the following cautions and suggestions:

1. With social networking sites, utilize privacy settings to limit access to your pages and personal information. Use thoughtful discretion when considering “friend” requests and consider the boundary implications. For example, you should not become virtual “friends” with clients, former clients, or undergraduates for whom you have or have had supervisory or evaluative responsibilities (e.g., students in classes you TA), or with supervisors who evaluate you.
2. With email, keep in mind that everything you write may exist perpetually or be retrievable, so be thoughtful about what you write. Emails sent via the University of Memphis email system are considered public records and the property of the University. Participation in listservs include the peril of inadvertently writing things to a much more public audience than intended, so be cautious with posts to such forums. Email is not an appropriate venue to discuss confidential information, so if such communications are necessary, make sure any information is appropriately encrypted.
3. Email “signatures” should be professional and appropriately represent one’s status and credentials. Students are encouraged to consider adding a confidentiality disclaimer to email signature files.
4. Be mindful of voicemail greetings if you utilize a private phone for any professional purposes (e.g., teaching, or research). Make sure that such messages reflect a maturity and professionalism that you would want to portray to the public.
5. Online photo and video sharing, including within social networking sites, should be considered very public venues, and discretion should be used when posting such information.

It is not the intention of the Clinical Psychology Program to interfere in your personal life or to limit your ability to enjoy the benefits of online activities, express your personality or opinions, or have a little fun. As with off-line activity, we encourage you to be mindful of the implications of your behavior and make efforts to protect your professional image and reputation. If the program becomes aware of online activity that represents a violation of the APA Code of Ethics, local, state or federal laws, such information may be included in evaluation of student progress and may be grounds for disciplinary action, including dismissal from the program. Please also review the recently established APA guidelines on optimal use of social media in psychological practice: <https://www.apa.org/about/policy/guidelines-optimal-use-social-media.pdf>.

Expectations for Active Engagement in the Department and Program

In addition to your routine duties as a graduate student, part of the graduate school learning experience involves being an active member of the clinical program and the wider department. We expect that you will be involved with our graduate applicant interview day each year, including participating in panels and serving as a buddy. Each year we hold weekly colloquia on various topics in psychology. Our Clinical Forum colloquium for clinical doctoral students will give you an opportunity not only to present your own research, but also to hear from community psychologists in the “real world.” Students are also expected to attend “job talks” conducted each time the department recruits a new faculty member. Clinical Forum occurs most Fridays from 12:00 – 1:00 PM during the Fall and Spring Semesters. Attendance is mandatory for all clinical doctoral students. One Friday per month, at this same time (12:00 to 1:00), instead of Clinical Forum, the Department holds Psychology Serving our Community (Psy-SOC) colloquium meetings. All clinical doctoral students are expected to attend Psy-SOC meetings. You will also find that the larger university provides a rich environment in which to broaden your skills through interaction with other professionals.

Active participation and attendance at lab meetings, clinical forum meetings, and other department colloquiums is expected. External placements must allow you to attend these functions. It is important that you plan accordingly and give adequate notice of these commitments to external placement supervisors. Please talk with the DCT if you are having difficulty negotiating that release time.

Working Effectively with your Mentor and Other Faculty Members

At entry into the doctoral program, each student is admitted to work with a specific major professor/advisor, who will serve as the main guide as a student works to develop a professional identity. One of your goals as a first-year student should be to develop a working relationship with your mentor. While developing a working relationship with your mentor, it is important to establish collaborative expectations for your work and time. These expectations may include how often you meet individually and in what way and timeframe they provide feedback on your work.

Just as you as a graduate student have numerous responsibilities to attend to, your mentor is also engaged in multiple roles. Consequently, it is important to think of your relationship with your mentor as being a reciprocal professional working partnership rather than a unidirectional relationship where you receive mentoring. It is the expectation that your mentor will devote a significant amount of time to mentoring you and advancing your career, and likewise you should devote substantial effort to contributing to the research mission of your lab. Your work in your lab is also a primary experiential element of your training in the Ph.D. model. Your lab work will involve a variety of tasks, ranging from collecting, cleaning, and analyzing data, to helping your mentor with a variety of professional tasks.

Expectations for turnaround time on your manuscript and milestone drafts. Mentors have agreed to provide feedback on your work products within **two weeks**. However, there may be exceptions due to extenuating circumstances (e.g., illness, travel, upcoming deadlines). An ongoing conversation regarding reasonable expectations for feedback should be maintained between student and faculty member. Additionally, students should discuss with

their mentor what constitutes a “draft” and what type of feedback is expected for the work product in each phase. It is not expected for faculty to turn rough drafts into finished products. If your mentor consistently is unable to meet the two-week expectation, please talk with them about this and feel free to talk with the DCT or Graduate Coordinator.

Annual Mentor-Mentee Contracts. Please plan to meet with your mentor at the beginning of each academic year to discuss mutual expectations for the year, as well as to discuss any feedback or concerns related to your work with your mentor over the previous year. During this meeting your mentor will let you know what they expect from you in the lab for the next year, and discuss your specific role and expectations related to lab projects and papers. You should use this meeting to:

- plan milestone progress - including a timeline for drafts, meetings, and feedback
- discuss any specific training experiences you would like to receive from your lab/mentor over the next year (e.g., stats programs you’d like to learn)
- discuss plans for submitting to and attending conferences during the next year

Should I refer to a faculty member by their first name or call him/her Dr.? Although most faculty members prefer to communicate with graduate students on a first name basis, it is generally best to go with Dr. when addressing a faculty member or external supervisor unless you are sure they prefer that you use their first name. You can simply ask them their preference or talk to other students who have experience with that individual.

Changing Major Professors

Because we have a mentor model and students are admitted to work with a particular professor, it is assumed that you will work with your mentor during your entire time in our program. A student’s desire to change major professors typically reflects a major shift in that student’s research or career interests. Occasionally, personality conflicts or an incongruency between a student’s developmental needs and a faculty’s mentorship style may lead a student to change major professors. Regardless of the reasoning, if you feel you may want to explore changing major professors, Drs. Williams and/or Sable are available for support. To officially change major professors, a student must meet to discuss with the DCT and/or Graduate Coordinator.

Student Evaluations

At the end of each spring semester, clinical students complete a self-evaluation form recording their grades, research progress, and clinical work. Forms and documents included in the evaluation packet are as follows:

- Updated CV
- Clinical Record Form (summary of program progress)
- Assessment of Clinical Competencies Rating Form
 - You should obtain this form for every setting in which you provided clinical services, including your lab (if relevant) and volunteer (practicum) experiences.
- Assistantship Evaluation Form
 - You should obtain an assistantship information form from all

Students will review all of these materials in a meeting with their major professor. The purpose of this meeting is to help students evaluate their own progress over the previous year, set goals for their development for the upcoming year, and discuss any concerns they may have with their mentor. The clinical faculty then meets and carefully discusses the data on each student's performance and progress in a secure setting.

Following the faculty meeting, each student will receive a letter from their mentor/program (co- written by the DCT) summarizing their progress in the program, including in terms of research and clinical skills. The student and mentor will also discuss any feedback from the faculty meeting. The primary purpose of this annual evaluation process is to provide feedback to students concerning their progress through the training program and identify goals that align with your career trajectory.

First year students and students who receive a rating of “*Unsatisfactory*” or “*Needs Improvement*” will also be evaluated at the end of the Fall Semester. Sample evaluation forms are included in Appendix A.

Criteria used in evaluating students:

Successful: Meeting expectations in all domains – making good progress with classes and milestones, receiving satisfactory or better clinical ratings, actively contributing to their lab, and presenting research at conferences. It is expected that all students in our program will be actively engaged in research and clinical work, as well as their lab, program, and department.

Needs improvement: Not meeting expectations in one or more domains: inadequate progress with milestones, clinical development or poor engagement in lab or program activities. Lack of research engagement/productivity outside of milestone research (failing to present at conferences or submit manuscripts); interpersonal, work-ethic, or ethical concerns.

Unsatisfactory: Substantially behind on milestone progress, interpersonal, work ethic, or ethical concerns that are highly significant or chronic and have not improved with feedback. Failure to engage in suggested remediation for any identified concerns.

Appeal of Evaluation. If you are concerned about and/or disagree with your evaluation, please arrange a meeting with the DCT and feel free to invite your mentor and/or any other faculty member who you think could provide an appraisal of your performance that might have been overlooked in the evaluation meeting. If you wish to appeal the evaluation based on information discussed in this meeting, the DCT will revisit the evaluation with the clinical faculty during the next scheduled clinical faculty meeting.

Expected Milestone Progress by the Time of the Spring (May) Evaluation Meeting. These are broad, liberal guidelines that consider the variability in student goals and effort level required to complete various milestone projects. This does not reflect an *ideal* timeline but instead a minimal standard for the purposes of judging adequate milestone progress. Please

be assured that students will not be penalized for being delinquent on milestone progress when their project is delayed due to factors beyond their control (e.g., delays related to IRB or participant recruitment, equipment failure, etc.) especially if they are being productive in other areas of research (e.g., submitting other manuscripts). Falling more than 2 semesters behind on a milestone project could warrant “needs improvement” status, depending on the circumstances. The clinical faculty will determine an appropriate response associated with this status on a case-by-case basis.

First Year	Generate thesis idea, discuss with major professor
Second Year	Propose thesis. If collecting novel data: write IRB, begin data collection
Third Year	Defend thesis, Begin generating 2 nd milestone (Midpoint project)
Fourth Year	Defend Midpoint milestone by May 31. Begin work on dissertation proposal
Fifth year	Propose dissertation by September 15. Write IRB, collect dissertation data

Records Retention

Student records are considered highly confidential and are maintained electronically on our secure, FERPA-compliant OneDrive system. For students admitted prior to AY 2025, hard copies of student records are maintained by the Graduate Program Secretary. Access to each student record is restricted to that student, the Director of Clinical Training, Associate Director of Clinical Training, and Program Coordinators, as well as the student’s faculty mentor(s).

The Clinical Psychology Program retains historical/vital student records (e.g., applications, documentation of successful completion of program milestones, annual evaluation materials) permanently. This allows the program to respond to requests for specific information related to graduation, licensure, and credentialing that may be submitted many years later.

Withdrawing from the Program and Leaves of Absence

Keep in mind that graduate school is a marathon rather than a sprint and that it is normal to have periods of uncertainty about career goals and variable levels of motivation. Almost all students find graduate school very difficult, particularly in contrast to the typically more relaxed undergraduate lifestyle and are conflicted about the sacrifices required to obtain the Ph.D. Occasionally students discover that their career interests have changed and withdraw from the program to pursue these other interests. Please talk with your mentor and with the DCT if you are thinking about withdrawing from the program. In some cases, a student may benefit from a Leave of Absence instead of a withdrawal, and the DCT can provide you with information about this option.

Students in the Department of Psychology operate on a 12-month contract and are expected to maintain continuous enrollment during the fall and spring semesters. A student who plans not to enroll for a semester or more must request a leave of absence in writing.

The Leave of Absence Request Form must indicate the general reason for the request and specify the anticipated date of return. Submission of this form will be taken as confirmation that the student understands that GA funding upon return to the program will be based on the conditions approved by the program at the time the leave is granted, contingent on budget availability. This request must be approved by the Program Director, Graduate Coordinator, and Department Chair. This does not apply to students going on a program-required internship.

The student should be aware that the university may require submission of an application for readmission to the University. Any extensions beyond the period initially requested must be justified and reapproved by all parties. Students who fail to return to the program at the end of their approved leave without notification to the program may be considered for termination from the graduate program. Leave forms are located at: <http://www.memphis.edu/gradschool/pdfs/forms/leaveofabsence.pdf>.

Maintaining Good Standing

Good standing means that your progress has been judged as satisfactory by the clinical faculty. In making this assessment, the faculty expects that you are:

- maintaining at least a B average in all coursework
 - Please note, a grade of B- **does not** meet our minimum level of achievement for our required courses, and should a student earn a B- or lower on any required program course, that course would need to be repeated until the student has successfully earned a B or higher to satisfy our program requirements.
- making satisfactory progress toward your degree on all measures of evaluation (practicum, courses, and professional behavior). Please see both the Graduate Program Handbook and the University Bulletin for detailed information on required GPA, repetition of courses, and other such issues. Minimal timelines for milestone progress are noted above.

The clinical faculty is committed to working with each student that we accept into the program. We make every effort to help students who are struggling to facilitate successful completion of the program. In the instance a student falls below good standing, faculty may design a plan for remediation, along with re-assessment after some determined interval, to assess progress. During this time, we would provide as much support and direction as possible to help the student to succeed. Written feedback will be given to the student at the conclusion of a remediation program to clearly indicate whether the problem was successfully resolved, and the student has the opportunity to discuss the matter directly with the clinical faculty.

Under rare circumstances, a student may be asked to leave the program. Dismissal typically occurs after a period in which expectations for remediation are clearly stated. Reasons for dismissal can include a failure to perform adequately in courses, inadequate progress toward program milestones (such as thesis and dissertation), inadequate clinical or research work or poor performance on an assistantship, poor productivity/work ethic, and unethical or unprofessional behavior. In the case of egregious misbehavior that cannot be safely rehabilitated, a student may be dismissed from the program without a period of attempted

remediation following a majority vote from the clinical faculty.

Program Evaluation (providing feedback to the program)

Your opinions are crucial to the growth of the clinical doctoral program. We urge you to share ideas regarding the program with your major professor and the DCT. There are several mechanisms through which we ask students to provide feedback about faculty performance. First, students complete anonymous course ratings (called SETES) at the end of each semester. These ratings become part of each faculty member's file and serve as an important basis for evaluation of the faculty member. Similarly, you will use the SETES to evaluate your PSC supervision course as well. These ratings become part of the faculty member's file. The PSC Director also conducts PSC supervisor evaluations periodically (this is to protect student confidentiality given the small group sizes). We will also ask you to complete periodic evaluations of external placements, which will be reviewed by the DCT and the placement committee. We also complete periodic clinical student surveys, which allows the provision of feedback related to the program and the DCT.

If you have an issue that you are unhappy about, please talk to the appropriate people (your advisor, the DCT, chair, PSC director, graduate director, PGSA clinical program representative). If you have ideas for improving the program, please convey them to the DCT or the clinical program representative. Please also use other forums such as course evaluations and our anonymous clinical student surveys to provide constructive feedback.

If your concern includes the DCT, please speak with the Department Chair, Associate Chair, or Graduate Director.

The PGSA

Graduate students comprise the Psychology Graduate Student Association (PGSA), formally the Graduate Student Coordinating Committee (GSCC), which represents student interests and is allotted 3 votes at faculty meetings. The PGSA also distributes travel award funding for conference attendance at three points throughout the year:

Summer: conferences occurring in May – August

Fall: conferences occurring in September – December

Spring: conferences occurring in January – April

Information regarding applications will be sent to students via the PGSA treasurer and are typically due the month prior to the funding period. Students interested in serving on PGSA are nominated by their peers and then elections for each position are held once per year in the spring.

Student Participation in the Program and the Department

In addition to the student representation that is afforded by the PGSA, students are encouraged to take an active voice in the Clinical Program. For example, the clinical student representative on the PGSA attends and participates in clinical faculty meetings (unless confidential student information is being discussed). Second, we recruit students to assist with program-related activities, including the admissions process, providing input on accreditation materials, recruiting new faculty members, and constructing surveys to assess student opinion. The DCT welcomes student input in a variety of ways, including anonymous on-line surveys, informal forums with groups of students, and one-on-one meetings. Finally,

the DCT schedules informal meetings with student cohorts in the context of Clinical Forum.

Grievance Procedures

Grade disputes. (described in coursework section)

University Policy on Harassment and Discrimination. No form of sexual or racial harassment will be tolerated. Retaliation is prohibited. You have the right to raise concerns and ask questions about our policies prohibiting harassment or discrimination. You also have the right to submit a complaint under any of our policies. The University procedures for dealing with suspected harassment and discrimination may be found at:

memphis.edu/oie/harrassment/index.php. Please note that formal harassment or discrimination complaints are handled by the University Office of Institutional Equity (<https://www.memphis.edu/oie/>) and not by the Psychology Department.

It should be noted that, as part of these procedures, “All faculty members, students and staff, particularly management and supervisory personnel, are responsible for taking reasonable and necessary action to prevent and discourage sexual or racial harassment and are required to promptly report conduct that could be in violation of institutional policies and guidelines. Such reporting should occur when information concerning a complaint is received formally or informally.”

Other Grievances. In the event that a student requires mediation to reduce/resolve conflict within the department, The Psychology Department suggests utilizing the following procedures:

- I. Discuss the grievance with the other party directly to attempt resolution. You may also consult with other faculty or students, including a PGSA member to discuss the issue confidentially.
- II. Elect to have the PGSA representative(s) meet with a department administrator on your behalf to inform them of the concern and/or to discuss possible ways to resolve the concern. You may contact the PGSA member by email or you can put a written complaint into the PGSA mailbox in the office mailroom. *With the exception of harassment and discrimination complaints (see above), the nature of these conversations can be kept confidential.*
- III. If you are unsatisfied or remain concerned, you may directly go to any Graduate Program Director to address the issue; you may go to the Graduate Coordinator; or you may go to the Department Chair or Associate Chair. *With the exception of harassment and discrimination complaints (see above), the nature of these conversations can be kept confidential.*

External supervisor conflict. First go to the supervisor with whom you have the concern and attempt resolution. If this is not possible, please discuss this with the DCT.

Course instruction conflict. See the department chair and/or use the SETE evaluation to provide formal feedback (these are reviewed by the chair each semester).

If you believe a faculty member should receive formal feedback about the situation:

- a) form a Grievance Committee as described below
- b) bring that issue to the Department Chair as they are the direct supervisor of faculty members (if your concern is with the chair you can bring the issue to the College of Arts and Sciences Dean). Please note that if you want the faculty member to receive feedback it is generally not possible for you to remain anonymous. This is because employees have the right to respond to formal complaints. However, even if you wish to remain anonymous it can still be helpful to present your concern to the Chair so that they can provide guidance, and because their knowledge of the situation might allow them to provide more generic feedback to the faculty member if there is a pattern of informal complaints over time. Finally, if you wish you may take a more formal step and form a Grievance Committee. A full description of this procedure may be found in **Appendix F**.

More information can be found in the Graduate Handbook, the University Bulletin, and the PGSA page at http://www.memphis.edu/psychology/graduate/gscs_complaints.php.

PART III: COURSEWORK, RESEARCH, AND CLINICAL WORK

COURSEWORK

Permits and Registration

Registration is done through myMemphis, available at:
<http://my.memphis.edu/cp/home/displaylogin>.

You should have your student ID and your password. The password was assigned to you by the graduate admissions office when you applied. Your password was indicated in the last paragraph of the letter from graduate admissions acknowledging your application. If you have lost your password, call (901) 678-2810 to have your password reset.

Most graduate classes are listed under two numbers, one starting with a 7 (e.g., PSYC 7010) and one starting with an 8 (e.g., PSYC 8010). Often these appear together as, for example, PSYC 7010/8010 or 7/8010. Students who **have not** yet received a master's degree should enroll in the course beginning with 7. Students who **have** been awarded a master's degree should register for courses beginning with 8. Note. A student must be enrolled in at least one credit hour of thesis (PSYC 7996) or dissertation (PSYC 9000) for the defense meeting and for graduation to occur.

The Graduate Coordinator, DCT, or Graduate Program Secretary will send instructions on registration to new students before they arrive at the University of Memphis. All students are required to enroll online after consulting with their major professor. ***Please register for all graduate courses well in advance before the semester begins – otherwise low enrollment courses may be dropped by the university.***

When a Permit is Required. Some courses require a permit to register. This will be denoted in MyMemphis when you attempt to add the course to your schedule. "Permit required" means you must obtain permission from the instructor prior to registering for a course.

Requesting a Permit. The graduate secretary is the person you will need to contact to receive a permit. To request a permit, email the graduate secretary ideally prior to the beginning of registration, and include:

- UID number
- Course title and listing number (e.g., Dissertation PSYC 9000)
- Course reference number (CRN)

Milestone and Independent Study Credits

To complete the milestone, you must be registered for and have completed the appropriate number of thesis and dissertation credits. You will receive a grade of “S” as long as you are making satisfactory progress toward completion or have successfully defended the thesis or dissertation; the grade of “U” is awarded when a student fails to make satisfactory progress toward completion or has defended unsuccessfully. Two consecutive semesters of “U” in thesis or dissertation coursework may result in termination from the program. Rule of thumb: Take the last of these hours only when you are not only sure you will defend the final project, but you will have time to submit the final project to the Graduate School. There is an upper limit on how many hours you can accumulate toward a degree under different types of credit. Please note that the department pays tuition for the milestone credits. It is important to only enroll in these credits when appropriate and needed, while meeting the minimum required. For instance, for the thesis, you should not enroll in your thesis credits until your mentor and you determine you are ready to defend your thesis. If you enroll in thesis credits prior to being ready to defend your thesis, you should not re-enroll in thesis credits until the semester you plan to defend (and feel confident you will do so). Doing otherwise means you are taking additional credits that DO NOT count towards your degree and cost the department unnecessary tuition fees.

Milestone	Minimum/Required	Maximum
Thesis	3	3
Midpoint	0	6
Dissertation	6	9

If you wish to get course credit for doing research in a lab or for completing an independent research project other than a thesis or dissertation, you can register for Research Practicum (PSYC 7/8601 through 7/8609). If the work is more like an independent study or involves work in the community, then it is considered Special Problems (PSYC 7/8615). These "courses" are graded as S (satisfactory) or U (unsatisfactory) akin to a Pass/Fail system. Again, the department pays tuition on these credits, so these should only be registered when needing to fill in minimum hour requirements to maintain fulltime status and when there are no other required classes you could be registering for instead.

Registering for Classes while on Internship (see also Appendix E)

Students who are on internship should register for PSYC 8999 (Clinical and School Students). The internship courses are categorized as "EX" for externship with a designated grade of "NC" for non-credit. There are no fees associated with this course number. The rationale is to allow students to continue enrollment and to continue deferment on student loans until graduation. This course does not allow you to take new student loan while on internship. If you have not yet defended your dissertation, you will need to also register for dissertation credits. Dissertation credits taken on internship are not funded by the department and must be paid for by the student.

Graduation

At the beginning of the semester the student intends to graduate, he or she must submit a candidacy form to the Graduate School:

https://www.memphis.edu/gradschool/current_students/candidacy-forms.php.

This form is filled out and signed by all parties electronically. Instructions for completing the candidacy form are found here:

https://www.memphis.edu/gradschool/current_students/candidacy-masters-instructions.php.

Additional information pertaining to graduation, including how to Apply to Graduate, diploma

mailing, cap and gown order forms, and important deadlines, can be found here:

https://www.memphis.edu/gradschool/current_students/graduation.php.

A checklist outlining all necessary steps to meet the requirements for graduation can be found here: <https://www.memphis.edu/commencement/graduates/grad-checklist.php>.

The student should also turn in the defended and corrected thesis/dissertation copy to the office of the Graduate School for review according to the timeline listed on the website.

The final electronic thesis/dissertation should be turned in to the Graduate School by a certain date. Be sure to check the graduate school web site for information regarding the layout of your thesis/dissertation pages that will be handed in to the Graduate School. Further information about final thesis/dissertation submission can be found here:

https://www.memphis.edu/gradschool/current_students/td-prep.php#.

It is the student's responsibility to submit all required materials to the graduate school by the indicated deadlines. Failure to do so will result in the delay of graduation. For any questions about graduation, contact the Graduate School Graduation Analysts via email at gsgraduateanalyst@memphis.edu.

Graduate School Forms

General Information about Forms. All forms are available online at:

<http://www.memphis.edu/psychology/resources/mediaresources.php>.

If you have departmental form(s) with all the required signatures, give them to the Graduate Programs Secretary, located in Room 326.

If you need a signature from the Chair, leave the form in the appropriate tray in the main office. If you need signature from the Graduate Coordinator, leave the form in the mailbox located in the mail/copy room. Once signed, the form will be given to the Graduate Programs Secretary.

Signed Graduate School forms must be given to the Chair's administrative assistant in the main office. She will circulate them through the appropriate University channels.

Selecting Courses

Your coursework will include both program requirements and elective courses relevant to your career objectives. For a complete list of required courses broken down by research areas see the Appendix A. To review available course offerings, including meeting times and locations, log in to MyMemphis and click on "Course Catalog" or "Look Up Classes."

During the first year in graduate school, students enroll in a relatively regimented set of courses. As students progress, they have more room for electives. In advance of registration, please meet with your major professor to discuss the courses for which you should register. Be

mindful that more specialized courses are offered less frequently (e.g., every two to three years) and course availability can vary a bit by year based on instructor availability and other factors.

What is a Full-Time Load? Students on assistantships typically maintain enrollment of 9 credit hours for fall and for spring semesters, this meets the university's definition of "Full time" for graduate students, allowing you to maintain an assistantship and to be eligible for student loans and the university's health insurance. A typical load would be one, two, or three courses, each worth 3 hours of credit. Any other hours needed to make the 9-hour cutoff would be filled with courses such as a course credit for working in a research lab (Research Practicum), or course credit for working on a thesis or dissertation. The department tuition remission for your assistantship will only cover 9 hours maximum per semester. Should you need to register for more than 9 credits in a semester, you must obtain approval from the DCT and the department chair, who will determine if the department can cover the excess.

First-Year Colloquium. Please note that all first-year students are required to participate in the First-Year Colloquium (Fridays from 1 – 2 PM in Room 208) directed by Dr. Sable. Students do not need to register for this course if they already have at least 9 hours that they are registered for, but all first-year graduate students are expected to attend.

Required Courses in Clinical Psychology

The following courses are required for all clinical psychology doctoral students. *(also noted here is when students typically take each course and/or when the course is typically offered. Please note that instructor availability can change, meaning there can be deviations to when a given course is offered).*

7/8000	History and Systems (fall and spring; Note: a previously completed undergrad H & S course with B or higher satisfies this requirement)
7/8301	Research Design and Methodology (spring first year)
7/8302 or 7/8303	Advanced Statistics in Psychology I (fall first year) OR Advanced Statistics in Psychology II (fall second year)
7/8304	Measurement Theory and Psychometrics (spring second year)
7/8412	Psychopathology (fall first year)
7/8428	Foundations of Clinical Psychology (fall first year)
7/8430	Clinical Assessment: Abilities Achievement (spring first year)
7/8432	Clinical Assessment: Case Conceptualization (spring first year)
7/8435	Introduction To Psychotherapy (fall second year)
7/8434	Clinical Psychotherapies: Appreciating our Differences (typically spring semester)
7/8434	Clinical Psychotherapies (2 nd psychotherapy course under a different instructor)

7/8438	Practicum in Clinical Treatment (PSC) (6 semesters; 2 nd , 3 rd , & 4 th yrs)
7/8701	Behavioral Neuroscience (typically fall semester)
7/8207	Developmental Psychology (typically fall semester)
7/8407	Cognition & Emotion (fall and spring semesters)
7/8217	Social Psychology (typically fall semester)
8707	Professional Issues (2 semesters; fall and spring, year before internship)

Statistics Courses. As noted above, students are required to take Research Design, Psychometric Theory, Statistics 1 or 2, and one other Statistics or Methods Course listed below (the fourth statistics class requirement can also be satisfied by taking Statistics 1 and 2). Many of the courses below are cross-listed with Public Health. If you are interested in qualitative research methodology, there are a variety of offerings in the College of Education, including EDPR 7561, 7563, 7565.

7/8305	Quant Meth Review Rsch [psychology]
7/8306	Linear Struct Modeling [psychology]
7/8308	Appl Multivariate Stat [offering in public health]
7/8310	Mixed-Model Regress Anly [offered in public health]
7/8311	Appl Cat Data Analysis [offered in public health]
7/8312	Qualitative Resrch/Psyc [offered in Education/Counseling Psych]

Courses Required for Major Area of Study

See below coursework required to satisfy the Major Area of Study in Clinical Health and Clinical Child & Adolescent Psychology. Please review the Clinical Record Form in Appendix A for training requirements, beyond coursework, for each Major Area of Study. As a reminder, it is optional as to whether you pursue a Major Area of Study.

<i>Coursework Required for Clinical Health Psychology Major Area of Study</i>	
7/8440	Behavioral Medicine I
7/8441	Psychology of Medical Illness

<i>Coursework Required for Clinical Child & Adolescent Psychology (CCAP) Major Area of Study</i>	
CCAP Course 1: PSYC 7/8416 Child Psychopathology	
CCAP Course 2: PSYC 7/8434 Clinical Psychotherapies (must be a dedicated CCAP treatment course)	

CCAP Course 3: Selected from CCAP course list or another CCAP faculty-approved course.

Course #: _____

CCAP Course 4: Selected from CCAP course list or another CCAP faculty-approved course.

Course #: _____

Approved CCAP Courses are listed below:

CCAP Treatment Courses:

- PSYC 7/8434 Clinical Psychotherapies (A section focused on youth & / or families)
- PSYC 7/8419 Family Therapy
- PSYC 7/8806 School Psychology Interventions
- PSYC 7/8807 Advanced Interventions in School Psychology
- SWRK 7016/7017 – Adv. Individual Child/Youth
- SWRK 7017 – Adv. Family Child/Youth
- COUN 7/8720 – Sys Develp Family Thrpy
- COUN 7/8721 – Thry/Tchnqs Fam Thrpy

CCAP Assessment & Consultation Courses:

- PSYC 7/8803 Psych Ed Assessment I
- PSYC 7/8804 Psych Ed Assessment II
- PSYC 7/8805 Psychological Consultation

Course Combination Options:

- 2 semesters of PSYC 7/8438 Practicum in Clinical Treatment with at least 50% CCAP- clients on a CCAP focused Supervisor/Team.
- Other dedicated CCAP faculty-approved courses in the areas of developmental psychopathology, assessment, treatment, & consultation. Can be a combination of material from other courses that would equate to a course equivalent (e.g., half of a semester of 2 separate courses focused on child/adolescent material that combine to the course equivalent of a full semester).

Suggested Curricular Plan

1st year

Fall

- 7302 **Advanced Stat I** or **7303 Advanced Stat II**
- 8412 **Psychopathology**
- 7428 **Foundations of Clinical Psychology**

Spring

- 7301 **Research Design & Methods**
- 7430 **Clinical Assessment: Abilities & Achievement**
- 7432 **Clinical Assessment: Case Conceptualization**

2nd year

Fall

- 4th statistics class, to be chosen from the list in the catalog
- 7435 **Introduction to Psychotherapy**
- 7438 **Clinical Treatment (PSC)**

Spring

- 7304 **Measurement Theory**
- 7438 **Clinical Treatment (PSC)**
- 7996 **3 hours of THESIS, ONLY if student is ready to defend their final paper**

3rd year**Fall**

- 8207 **Developmental** (1st of 4 breadth classes required)
- 8701 **Behavioral Neuroscience** (2nd of 4 breadth classes required)
- 8438 **Clinical Treatment (PSC)**

Spring

- 8407 **Cognition & Emotion** (3rd of 4 breadth classes required)
- 8434 **Clinical Psychotherapies: Appreciating our Differences**
- 8438 **Clinical Treatment (PSC)**

4th year**Fall**

- 8000 **History & Systems** (1 hr) (***IF not taken as undergrad***)
- 8217 **Social** (4th of 4 breadth classes required)
- 8438 **Clinical Treatment (PSC)**

Spring

- 8434 **Clinical Psychotherapies** (*additional required section*)
- **1st Elective course (OR course required for Major Area of Study)**
- 8438 **Clinical Treatment (PSC)**

5th year**Fall**

- 8707 **Professional Issues** (1 hr)
- **2nd Elective course (OR course required for Major Area of Study)**
- **3 hours of DISSERTATION credit (ONLY if you are ready to start continuously enrolling in the dissertation credits; must complete min. of 6 credits, with a maximum of 9 credits counting towards degree)**

Spring

- 8707 **Professional Issues** (1 hr)
- **3rd Elective course (or course required for Major Area of Study)**
- **3 hours of DISSERTATION credit**

Internship year**Fall and Spring**

8999 Predoctoral Internship

If you start taking dissertation hours, you must continue to take **at least 1 hour of dissertation credit** in fall and spring of internship (& thereafter) until your final dissertation is defended. Dissertation credits taken on internship are not funded by the department and must be paid for by the student.

DURATION OF TRAINING PLAN

For students planning to finish training *in 4 years*:

1. In Fall of 4th year
 - a. Add 1 hr of Professional Issues to the plan outlined above
 - b. Add 1 hr of dissertation credit.
2. In Spring of 4th year
 - a. Add 1 hr of Professional Issues to the plan outlined above
 - b. Add 2 hours of dissertation credit (delete spring elective course.)
 - c. You must complete 3 hours of dissertation on internship.

Transferring Courses from another University

If you have taken graduate courses elsewhere, you may want to apply for transfer credit for your coursework. The Graduate Program Secretary has the necessary paperwork.

The two-step process involves first asking the program to let you count some of those courses toward your degree requirement, and then the university must also accept the transferred credits. These don't always match up—you might transfer some hours that will count toward the grand total of hours needed to get your degree, but they might not exempt you from specific program requirements. For example, you might have taken an interesting and high-quality Psych course at another school, and the University of Memphis would likely accept those hours as general transfer credits. But, if the course doesn't match up well with any of your program's required courses, the department might not allow you to use that transfer credit to get out of a specific course requirement.

The university and the department decide how many hours can be transferred and/or substituted for specific courses. However, only 6 of these hours can be used as substitutions for courses if you are in a Masters degree program, and only 12 of these hours can be used as substitutions for courses if you are in an Ed.S. or Ph.D. program. You **must** follow the right procedures to get the university's transfer credit and the department's substitutions. See the DCT and/or Associate DCT for more information. Please see https://www.memphis.edu/gradschool/resources/forms_index.php for necessary paperwork.

Please note that substitutions are rarely granted for any of the clinical program's core clinical courses (e.g., Foundations, Clinical Assessment Courses, Introduction to Psychotherapy, Practicum). For transfer credit to count in the clinical program, typically it must have been earned in an APA clinical doctoral program in psychology. Decisions about transfers are made by the clinical faculty to ensure that required content (e.g., regarding ethics, multicultural issues) is adequately covered.

Further information regarding graduate course transfers is available online at <https://catalog.memphis.edu/content.php?catoid=27&navoid=1564>

Grades

A grade of B or higher is required in all program required courses. However, grades are less central to your developmental expectations, relative to your research productivity, clinical skills, and professional skill set (writing and quantitative ability, work ethic, collegiality). According to the graduate school, no more than seven (7) credit hours of courses in which a grade of “C+,” “C,” or “C-” was earned will be counted toward degree requirements. Again though, for any program required courses, a grade of B or higher is necessary.

In order to remain eligible for departmental funding, you must maintain an overall grade point average (GPA) of 3.0 on a 4-point scale. A minimum of 3.0 is also required for graduation. According to the Graduate School, grades of “D” and “F” will not apply toward any graduate degree but will be calculated in the GPA. Please note that grades from other institutions are not computed in calculating the GPA.

Academic Probation

A graduate student whose cumulative GPA drops below 3.0 will be placed on academic probation. Two consecutive semesters on probation can result in suspension. Conditions under which continuation in the Graduate School beyond two consecutive semesters on probation will be granted must be recommended by the academic unit and approved by the director of graduate studies in the student's college and the Vice Provost for Graduate Programs. If, in the opinion of the director of graduate studies, the academic unit, and the Graduate School, a degree-seeking student is not making satisfactory progress toward degree completion, the student will be dismissed from the degree program.

Appealing a Grade

If you are uncertain about why you received a specific grade, first speak with the professor for the course. You can then request a breakdown of the grade you received. If you meet with your professor and are still unsatisfied, you may formally appeal a grade by submitting a Graduate Grade Appeal Form (https://www.memphis.edu/gradschool/pdfs/forms/gradeappeal_form.pdf) to the Department Chair. In addition to this form, you must include a written letter outlining the factual basis for your complaint and the professor's written rebuttal. You have 30 days from the end of the term in which the contested grade was received to submit these materials.

The Chair has 15 days to address the complaint with you and the professor. If the department chair was the professor, or if the complaint cannot be successfully resolved within the above guidelines, then you have 5 days to request in writing, with a copy to the Graduate School, that the Chair forward the appeal to the Graduate School office for evaluation. For a detailed discussion of all aspects of grade appeal, refer to the University's Graduate Bulletin or online at https://www.memphis.edu/gradschool/pdfs/forms/gradeappeal_form.pdf.

Academic Integrity

The University's policy on academic misconduct can be found at <https://www.memphis.edu/osa/students/academic-misconduct.php>.

The Psychology Department takes all matters involving academic dishonesty very seriously, and students are responsible for following proper guidelines.

From a broader perspective, the Ethics Code of the American Psychological Association

requires you to follow a number of ethical guidelines. These include your conduct in all spheres of professional functioning (research, academic, clinical, etc). One of your first courses (*Foundations of Clinical Psychology*) will cover the APA Ethics Code, and sections of it will be explored again as you progress in your training. In addition, topics involving ethics are included in our Clinical Forum meetings. A link to the APA Ethics Code can be found here: <http://www.apa.org/ethics/code/index.aspx>.

RESEARCH

Institutional Review Board (IRB)

All University of Memphis faculty, staff, and students who propose to engage in any research activity involving the use of human subjects, including research for theses and dissertations, must have prior approval from the Institutional Review Board (IRB). The IRB is responsible for safeguarding rights and welfare of all persons participating in research projects, whether funded or non-funded. More information about the IRB can be found here: <https://www.memphis.edu/research/researchers/compliance/irb/index.php>.

Psychological Services Center Research Review Board

If you would like to conduct research in the PSC, you would need to get permission from the director of the PSC. Your project will need to go through another level of review in addition to the University's Institutional Review Board. The PSC version of the IRB is called the PSC Research Review Board. This review committee pays special attention to ethical and logistical considerations as they affect the clinic, its therapists, and its clients. Contact the PSC Director, Dr. Ryan Farmer (rlfarmer@memphis.edu) for more information about this process.

Milestone Proposals and Final Defenses

For each research milestone, there must always be a formal proposal meeting and a final defense meeting. Working in collaboration with your major professor, you will prepare a written document for each stage, and also identify a committee (3-4 other faculty members) who will evaluate your work. When the proposal or defense paper has been approved by your mentor, they will give you permission to send the milestone proposal or final paper to your committee. You must send the committee a final draft **two full weeks** before the meeting. Also, when you are attempting to find a time to schedule the meeting, first generate a list of 4-5 times that would work for you and your mentor, and then email those times to the rest of your committee. Please do not email your committee and ask them to identify all of their free times during a given period.

During the meeting you will present your study idea (proposal meeting) or results (defense meeting) typically in the form of a brief power-point presentation. The committee will then ask you questions about your research project. You are expected to be able to answer all questions about any studies you have cited and to fully understand and be able to explain your data analyses, and study limitations; you are expected to demonstrate mastery of the material and analyses. If you pass the meeting there are several forms that must be filled out, signed, and submitted electronically upon the completion of each stage for each milestone (summarized in Appendix D and here <https://www.memphis.edu/psychology/resources/mediaresources.php>). There are deadlines for filing these each semester. The following page gives useful information:

https://www.memphis.edu/gradschool/current_students/graduation.php.

The department also has a project rating form that needs to be completed by each committee member at your milestone meeting. You must provide your committee members the competency assessment form. Each member of your committee must complete this form and submit electronically to the graduate director to evaluate your competency. Also found in link above.

The proposal defense occurs at a committee meeting. Some committee chairs prefer extensive introduction sections, whereas others wish it to approximate a full-length journal article (in all cases it should include a substantive intro/review and discussion and should not resemble a brief report). It is best to work out methodological details and analytic issues during the proposal meeting. Committee members will not sign proposal acceptance forms if there are changes to the methods section until those changes have been clarified in a revised methods section.

For all three milestones, there is a formal final defense stage including a formal committee meeting after each project has been completed and distributed to committee members. The final defense is devoted to clarifying and expanding upon issues from the research or review paper. The student is encouraged to speak with committee members individually prior to the final defense to help prepare for it. An announcement about the defense must be emailed to the faculty and graduate students several days before the defense. All defenses are public events.

Thesis

The Master's Thesis is typically the student's first independent research project, conducted in close supervision with the major professor. The thesis must be empirical, and provide the student the opportunity to devise and implement his or her own research project and to begin to establish a program of research. Students develop ideas for their thesis in conjunction with their major professors in an area of the advisor's expertise. The thesis project generally results from reading and developing a thorough familiarity with a particular area of research literature. From the time they first enter training, students should be developing skills as question-asking researchers, and the thesis represents the empirical investigation of one such question. When you've defended your thesis, you may have completed the requirements for your M.S. degree. Information regarding the master's graduation requirements can be found here, as well as in the graduation section above:

https://www.memphis.edu/gradschool/current_students/graduation.php.

Publication as an Alternative to Thesis

The faculty recognizes that some exceptional students may have developed their research to the extent that they are already contributing to the professional literature. In such cases, the usual requirements of the thesis may not be the most effective means of furthering professional development. Students, therefore, have the option of satisfying the thesis requirement by submitting evidence of published scholarly activity. Publication in psychology often involves a collaborative effort, making it difficult to gauge the substantive contribution of individual authors. Although collaborative endeavor is important in research, the major aim of the thesis is to develop and demonstrate the student's independent thinking and writing skills. Thus there are limited cases in which a publication could serve as a substitute for this research requirement. The student must be the first author on the publication being presented. If there

are other authors on the publication, the student must provide written statements from each of these coauthors indicating the extent of his or her contribution to the conception, execution, and writing of the work. A student may submit a work that is in press. However, the student must provide appropriate documentation certifying that the material has been accepted for publication.

The procedure for submitting publications to meet the thesis requirement parallels the usual procedure for these requirements. The student must select a chairperson and committee to evaluate the published work. The rules concerning the size and composition of these committees depend on the requirement that the student wants to satisfy and are the same as those outlined below (see *Committees*). The student will have to defend his or her publication(s) at a formal committee meeting open to all interested persons. The members of the committee determine whether the student's independent contribution to the published work is of sufficient merit to permit it to be substituted for the research requirement considered. The committee may vote to either accept the published work as an appropriate substitute or reject the work as inappropriate or insufficient to meet the requirement. The decision of the committee is based on a majority vote of the committee members. This is the only milestone option, other than a transferred thesis, that requires only a defense meeting (a proposal meeting is unnecessary).

Mid-Point Project (also known as Doctoral Qualifying Exams)

The second milestone project is known as the Mid-Point Project (MPP). Mid-Point Projects vary widely. There must be a separate proposal and defense meeting for all milestones (you cannot have a combined proposal and defense meeting). Note that the midpoint defense must be completed (and passed) by May 31 of the year you intend to apply to internship. The following are acceptable types of Mid-Point Projects:

1. Traditional review paper. (MAP) review paper modeled after *Psychological Bulletin* papers.
2. Empirical manuscript, submitted to a journal. To meet the requirement for this milestone, the manuscript must be the student's original work (conceptualizing the study, data analysis, final write-up), with guidance from their mentor. For this option the work should be sufficiently distinct from the thesis project.
3. Submission of a grant with student as PI. For this option, the study idea and the written work comprising the grant proposal are the student's original contribution. The prototypical grant submission would be a federally funded pre-doctoral fellowship (e.g., NIH F31 grant). Other grant mechanisms may be approved as sufficiently substantive by the student's Mid-point Project committee.

Students may also opt to pursue applied research projects as follows:

4. Applied clinical research project: Clinical case study design. Students prepare and submit a scholarly manuscript based on their work as a therapist with a single, or small number of, client(s). This work would be conducted in conjunction with the mentor and case supervisor.
5. Applied research project: Consultation. Students would prepare and submit a

scholarly manuscript based on work conducted in collaboration with a community agency or other applied setting. This work would be closely supervised by the student's mentor.

Dissertation

For students entering with a bachelor's degree the dissertation is usually completed in the fifth year. Please note that this milestone must be proposed by 9/15 of the year in which the student plans to apply for internship. Thus, all signed paperwork for the successfully defended proposal must be turned in by this date. For more information about the dissertation, see the Psychology Department Handbook. Although the deadline is 9/15, we strongly advise you to propose your dissertation by August 1 of the year you apply to internship so that you have ample time to devote to internship applications and so that you can complete your data collection before leaving for internship the following June/July.

Committees

The Master's Thesis and Mid-point committees must have a minimum of 3 members, at least 1 of whom must be from outside the Clinical area. Each committee has a Chairperson (your major professor) responsible for the most detailed guidance of the project. Your advisor can help you in selecting the rest of your committee.

The committee for the Dissertation Project similarly consists of the student's mentor, the Chairperson, and 3 other members, at least 1 of whom must be from outside the Clinical area or from another department. , the department chair is an ex officio voting member of all department committees and signs off on all decisions. The student and faculty committee members sign an agreement (Thesis/Dissertation Committee Appointment form: https://www.memphis.edu/gradschool/pdfs/forms/td_committee_form_new.pdf) which is given to the Department Secretary to copy for the student's department file and forwarded to the Graduate School.

Once selected, a committee chairperson or committee members will not be changed except under unusual circumstances. Such changes must be made by the student's Program Director and approved by the Department Chair. The student should not begin the thesis, the major area paper, or the dissertation without formal, written committee approval. Expenses incurred in the conduct of thesis and dissertation research are the responsibility of the student, in consultation with the committee chairperson. Before each committee meeting (e.g., thesis proposal, dissertation final defense) you must send your final draft of the paper to your committee 2 weeks in advance of the meeting date. This is to give your committee time to read your paper. In addition, you are expected to send an email announcement of the upcoming meeting to the faculty and students, so that they may attend the defense if they want.

Progress through the Program

Students should negotiate their planned deadlines with their major professor as early as possible in their graduate career and continue this discussion least annually to reevaluate, if necessary. Depending on whether you enter with a master's degree, the program usually takes 4 or 5 full-time years in residence, plus a one-year internship (5 – 6 years total). Some students who enter with a bachelor's degree are able to complete the program (including internship) in five years but this is rare as it is difficult to obtain the clinical and research skills required to be a competitive internship applicant by the end of your third year (the time when you would

begin the internship application process). There are slightly lower internship match rates for students who apply in their 4th versus 5th year in training. Nevertheless, there have been some highly motivated students who have been able to successfully do this and if that is your plan, talk to your advisor.

Of course, there are many factors that will be beyond your control, including the availability of clinical experiences to accrue hours during training, IRB and participant recruitment delays, personal emergencies, etc. As such, it may not be possible to complete all requirements within 4 years, even with good planning and motivation. If you are ahead of schedule with your milestones, perhaps the *ideal* plan is to apply for internship in your fifth year, and to have defended your dissertation (or at least collected all data) before the November 1 application deadline. This would make you an exceptionally competitive applicant (internships prefer candidates who have made substantial dissertation progress) and allow you to fully take advantage of the training opportunities available on internship without having to worry about working on your dissertation from afar. Most importantly, it will save you from becoming ABD “all but dissertation,” and having to complete the dissertation before applying for postdoc.

Students who enter with a master’s degree. You should aim to complete the program in five years total (four years in residence on campus). You are required to complete 3 years of clinical training, and you cannot begin those clinical experiences until your second year (after completing our core clinical classes in your first year). A good timeline for students entering with their masters is to complete your second milestone project by the end of your second year in the program and then complete your dissertation in year 3 so that you can apply to internship in the fall of your 4th year with a dissertation defended (or at least data collection completed).

An important note about progress. As faculty members we are obligated to uphold the scientific integrity of the research that is conducted under our watch and the integrity of the Ph.D. degree. For this reason, although we want to help you to make rapid progress, we cannot sacrifice the integrity/quality of a project to accommodate a student’s desire to make rapid progress. For example, it is not appropriate to propose a simple and quick dissertation simply because of a desire to meet a deadline. A dissertation should be a major scientific project that contributes to the literature (this is true even if you desire a clinical career). We encourage you to plan ahead and strive to make rapid milestone progress but also to keep in mind that there are events beyond your control (data collection or IRB holdups, etc.) that can stall progress.

Many students also struggle to write quickly and effectively. As previously noted, mentors will typically require about 2 weeks to turn around drafts (not including breaks/holidays), but this assumes a reasonable quality of writing and appropriate analyses. Mentors or committee members will typically not have the time available to turn drafts around in few days to meet your deadline. Also keep in mind that most faculty members do not get paid over the summer and may have limited availability to edit your milestone drafts or manuscripts.

A note about the use of archival data for milestones. Many students are able to complete milestone projects using archival data, but this is not always possible, and it is ideal for all students to have the experience of designing an original data collection project from

scratch (generating the idea, writing the IRB, collecting data, etc.) at least once during your graduate career. In particular, the dissertation is often expected to be a fairly independent and substantive project that will often entail new data collection and possibly an experimental or longitudinal design (keep in mind you will be talking about your dissertation during all of your internship, postdoc, and job interviews). In other cases students do an extensive data collection project for a thesis and wind up generating a dissertation project from that as well.

Suggested deadlines for Clinical Program milestones. *This will vary depending on numerous factors - there is no one size fits all approach.*

Possible 5-Year Plan

	Fall	Spring	Summer
Year 1	Get acclimated to lab, research literature	Develop thesis idea	Write thesis IRB and proposal drafts
Year 2	Present in Clinical Forum Thesis proposal by 12/1	Begin data collection	Continue data collection
Year 3 -external placement	Complete data collection; Thesis defense by 12/1	Propose MPP by 4/1	Complete MPP Project
Year 4	Defend MPP by 9/1 Dissertation proposal by 12/1	Collect dissertation data	Collect dissertation data, prepare for internship applications (write essays, prep site list, determine letter writers)
Year 5 -applying for internship	Internship applications due 11/1; Defend Dissertation by 12/1; internship interviews begin after 12/1	Internship interviews complete by 2/1; match day mid-February (complete dissertation if necessary)	Begin internship (typically July1)

Possible 4 Year Plan

	Fall	Spring	Summer
Year 1	Get acclimated to lab, research literature	Develop thesis idea	Write thesis IRB and proposal drafts
Year 2	Present in Clinical Forum Thesis proposal by 10/1	Collect thesis data	Collect thesis data

Year 3 -external placement	Thesis defense by 9/30	Propose MPP by 11/30	Defend MPP by 5/31 prepare for internship applications (write essays, prep site list, determine letter writers)
Year 4 -applying for internship	Propose dissertation by 9/15, complete internship applications by 11/1, interviews begin 12/1	internship interviews; dissertation data collection	Dissertation data collection, begin internship (typically July 1)
Year 5	Internship Complete dissertation		

Note: To apply for internship, students must defend their Mid-point Project by May 31st of the spring prior to their application cycle and then defend their dissertation proposal by September 15th.

Transferring a Thesis

If you conducted a thesis at another master's program, it must be evaluated by our program faculty to determine if it is acceptable for credit in our program. The thesis must be empirical in nature and must be approved by a three-person committee, headed by your major professor. Membership of the committee should otherwise follow the regular rules for thesis committees (see Milestone Proposals section). You **must** schedule an oral defense with your committee. If a majority of the committee approves, you can transfer your thesis. If the committee fails to approve the thesis, the student must complete a thesis at The University of Memphis.

Attending Conferences

Almost all of our students present their work at professional conferences all over the US and sometimes internationally. Be prepared, as you make progress on your research, to submit abstracts for consideration by various conferences. Often whole labs will travel together. These are wonderful opportunities not only to present your work, but also to forge important connections with other professionals in your field. Of course, attending conferences can be expensive. Please apply for travel support through the graduate school and the department: <http://www.memphis.edu/psychology/graduate/gscctravel.php>. Many conferences also have (competitive) student travel awards.

CLINICAL WORK

Clinical Supervisors

Beginning in the second year, students register for 3 hours of clinical training (7/8438) for a minimum of six semesters in our Psychological Services Center, providing treatment for members of the Memphis community. Students are assigned to clinical supervisors for a one year (12 months) period.

Learning to be a Therapist

There are three main ways that students receive training in providing psychotherapy:

- Coursework
- Supervised practice in the PSC
- Supervised practice in practicum placements

All clinical students are required to take Introduction to Psychotherapy as well as two additional psychotherapy courses taught by different instructors (one of these courses must be the diversity focused Clinical Psychotherapies course).

The second aspect of training in psychotherapy skills is the practice of psychotherapy itself in our PSC under the close supervision of the faculty. Departmental supervisors represent a broad range of expertise with a focus on evidence-based treatments. The PSC is a community-based clinic, meaning therapists will see all members of the community, not only university students, operating on a sliding-scale fee. As such, students are exposed to a wide range of presenting concerns. Third, all students are required to complete 20 hours of paid clinical placement (could be divided into two 10-hour segments over two years). This may take place in the PSC, in an external placement, or working as a therapist on a clinical research study.

Additionally, many students complete volunteer practica in the community, and also obtain clinical hours in their lab. Finally, Dr. Neil Aronov offers a Skills Lab that provides students with the opportunity to practice psychotherapy skills. Please email Neil for more information: neil_aronov@hotmail.com.

Psychotherapy videos. As noted above, the library includes an extensive catalog of psychotherapy videos that can be accessed remotely. You can use this to get an illustration of a new type of therapy or as a way to brush up on a technique prior to a therapy session: <http://bibliotech.memphis.edu/record=e1000867~S4>.

Students also develop their clinical skills by attending workshops and professional conferences (such as ABCT and APA).

Tracking Your Clinical Hours

Please record all your clinical hours through the Time2track program. The department has paid for subscriptions for all in residence U of M clinical doctoral students (<https://app.time2track.com/login>). We only cover your subscription prior to internship, not your internship year.

Accumulating clinical hours and assessment experience. Students generally accrue ~800 direct contact (assessment plus therapy) clinical hours during their time in our program. Keep in mind that this is an average and not a minimum. Some students may begin accruing hours in their research lab as a first year if their lab is conducting research on clinical populations (this included undergraduates or other individuals who have been selected on the basis of a clinical symptom such as problem gambling or post-traumatic stress symptoms). You

will begin accruing more hours at the start of your second year when you begin to see clients in the PSC. Please keep in mind that it often takes a full semester to build a regular case load of 2-4 clients, so don't worry that you are behind. If by the middle of your third year you have a sense that you are behind in hours you can make an effort to carry a bigger caseload in the PSC, do more clinically-relevant work in your lab, complete an extra volunteer practica, or request an additional clinical placement in your 4th year. You can accrue hours that count towards your internship application until October 1 of the year you apply to internship. Please keep in mind that hours are not the only element of your application that will be evaluated. It is also important to strive for high quality in your work, mastery of some evidence-based treatment approaches, and to earn strong reviews from supervisors/mentor. That being said, do plan to maintain a steady accumulation of hours and keep in mind that there will be ebbs and flows in our PSC client flow, so be willing to pick up extra clients when they are available. Finally, when applying for internship, you will be expected to have experience completing integrated reports. It is recommended to begin every PSC intake with a comprehensive assessment, and ask for opportunities to complete psycho-educational assessments to begin accumulating these reports.

The Psychological Services Center (PSC)

The pedagogical aim of clinical training in the PSC is to facilitate the development of the fundamental skills necessary to conduct successful assessment and psychotherapy, including but not limited to interpersonal skills, clinical judgment skills, rapport building and facility using specific psychotherapeutic techniques. The goal of clinical practicum training is to bring you from being informed of clinical issues in a theoretical sense toward the implementation of skills for intervention with individuals, families, and groups. The PSC is open throughout the year, and you will see clients (typical caseloads are 2-4 clients per week) and meet weekly with your faculty supervisor to learn assessment and therapy methods, to review your cases, and to plan the services you provide your clients. Both individual and group supervision will be used for professional skills instruction. Student therapists are expected to manage their caseload for the full 12-month placement, including through the summer.

For a comprehensive manual detailing all aspects of clinical training in the Psychological Services Center, please see the "PSC Operations Manual."

Clinical Placements (Paid Assistantships) and Practica (Unpaid Training Experiences)

All clinical students are required to spend at least one year on a clinical placement such as the PSC, one of our clinical research grants, or an external clinical placement (this could be 20 hours in one year or ten hours across two years). These applied experiences are developed and maintained by the Director of Clinical Training and the placement committee, and these are typically funded positions. Most often, students complete this placement during their third and or fourth year. Many students also arrange voluntary training experiences (i.e., *practica*) at local organizations (e.g., the VA Medical Center).

Students who wish to complete a volunteer practicum should understand that these opportunities change from year to year. New practicum require the permission of your major professor and the DCT. Permission is granted for one semester and must be renewed if you continue for a second semester. We ask this to prevent one student from staying in a practicum

indefinitely and essentially denying other students that opportunity. Please see Appendix B for the Clinical Practicum Contract required to obtain a practicum placement. Our students have completed practica experiences through the VAMC (across a variety of their specialty clinics), LeBonheur Pediatric Neuropsychology, Job Corps Vocational Training Center, and Semmes-Murphey Neurology Clinic. The DCT will email all students when practica opportunities become available.

Selecting a Clinical Placement and Placement Assignments

Each spring, the placement committee asks students to rank their preferences for clinical placements. The placement assignments are made by a committee of faculty members, one of whom is the DCT. This committee assigns students to placements according to a comprehensive system, taking into account student training needs, by early summer. Typically, 3rd year students are assigned to clinical placements; if available, 4th year students may also be assigned to additional clinical placements. Placement contracts generally run from September 1- August 31.

Internship

In accordance with APA requirements, all clinical students must complete a one- year, full-time clinical internship. Our students typically complete the internship in the fifth or sixth year after entering the program. Individual internships vary considerably in their focus, and although all internships are clinical in nature, some sites more heavily emphasize research than others. Our students enroll in a Professional Issues course (1 hr.) designed to help them prepare for internship applications during the fall they apply. Led by our DCT, the course helps students write the required essays and prepare for interviews. Once students know which internships they would like to apply to, they must submit their list to the clinical faculty for approval. Students may not apply to internships that are not approved for them.

Our program requires that students apply to APA-accredited sites for the first round of The Match. If they do not achieve a match, the student may apply to any APPIC program that has an available position in the second round. Students receive considerable help in this process, and not matching is not a common occurrence.

The APPIC website (www.appic.org) is an invaluable resource for exploring internship opportunities. In addition, the DCT will give you a form useful for tracking your clinical hours.

How to Know When to Apply for Internship. First, you can only apply for internship when you have completed the necessary milestones. The final Mid-Point Project defense must be completed by 5/31 and the Dissertation proposal must be defended successfully by 9/15 of the year in which students plan to apply for internship. Second, students must be cleared by the clinical faculty in the May evaluation meeting for permission to apply for internship during the following fall.

Before this meeting, students should discuss their desire to apply for internship with their major professor and provide evidence that they are ready to attend. We ask that they provide information on their number of hours of psychotherapy and assessment, as well as their number of hours of supervision. In addition, it is helpful to have the estimated hourly totals at the time they will need to complete internship application materials. Students should also review the CUDCP Minimum Requirements for Internship Eligibility. In addition, students should talk with their major professors about the types of internship programs to which they

want to apply. Major professors are responsible for presenting this information for their students to the faculty. At that time the faculty as a whole will vote on each student's request to apply for internship. There will be another faculty meeting in late September or early October where the faculty give final approval for candidates to apply to internship and approve (and most importantly provide feedback/suggestions on) their site list (see below).

Our program is designed so that students will have no difficulty accumulating ~ 800 direct client contact hours. The median number of direct contact (assessment plus intervention) hours nationwide is approximately 800, but keep in mind that the quality of your work, as reflected in your letters of recommendation and your ability to talk (in interviews) and write (in essays) about your clinical work in a sophisticated manner that refers to available literature, is much more important than total hours. You should be aware there is wide variability among our students in terms of the type and amount of experience they have attained by the time they apply for internship. There is no "magic number" of hours. Instead of focusing solely on your number of hours, you should aim to accumulate meaningful and worthwhile training that is consistent with your career goals.

Selecting your internship sites for application and approval of site lists. You will enroll in 8707, Professional Issues, during the fall and spring of the year that you are applying for internship. One of the first tasks you will complete is the selection of internship programs to apply to. It is required that you apply to internship programs that are APA accredited (so that you can be license eligible). Further, you will be encouraged to maximize your chances for success by applying to a range of programs (low, moderate, and high competitiveness), including some programs that our students have previously matched with. Students utilize the APPIC Internship Directory to search for available internship sites and review site-specific requirements: <https://membership.appic.org/directory/search>.

Once you have finalized your list, it must be approved by the clinical faculty as a whole. We do this to be sure you are applying to a range of sites (typically 12 or more) that are consistent with your experiences and present a reasonable likelihood of matching. For example, if you are an adult focused student, we would be unlikely to approve a site list that included predominantly child- focused internships. Please note: We do not ask clinical students *not* to apply to any given site. However, we *do* look at the balance of the list of sites and ask that it meet the specifications above.

Learning more about internships. Each spring the DCT and students who are departing for internships have a symposium (during Clinical Forum) on the lessons learned during the application process. We also have a series of meetings with students who are planning to apply the following year. Finally, we distribute a detailed spreadsheet with information on our students' success with obtaining interviews and matches at internship sites across the country. You can also find relevant information at the website for the organization that oversees formal internship and post-doc programs, APPIC (<http://www.appic.org/>).

Appendices

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Student Name: _____ Setting (e.g., PSC or other agency/lab) _____ Supervisor's Name: _____

Assessment of Clinical Competencies Rating Scale (rev. 12/2025)

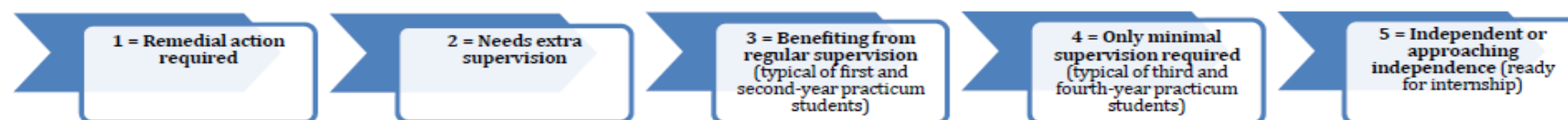
INSTRUCTIONS: Please rate each trainee on each basic profession wide competency and their overall performance in each broad area of training using the scale of measurement below.

5	<u>Independent or approaching independence.</u> This rating suggests readiness for clinical internship and is typical of students in their final semester of clinical training. The student has attained competency in basic profession wide competencies with only a minimal level of ongoing practice and supervision needed. Supervision is focused on more complex issues and cases and advanced profession wide competencies.
4	<u>Only minimal supervision required.</u> This is a rating appropriate for many advanced (e.g., third and fourth-year) practicum students. The student typically requires only a minimal – or at most moderate – level of ongoing practice and supervision but is building some independence in these areas. The student is able to identify specific needs in supervision.
3	<u>Benefiting from usual supervision.</u> This is a rating appropriate for many first and second-year practicum students. The student requires discussion of routine practice areas during scheduled supervision and does not frequently require extra supervision time.
2	<u>Needs extra supervision.</u> Supervision is required for all activities, and the student requires direction regarding how to proceed on routine tasks. Frequent supervision is needed between regularly scheduled meetings.
1	<u>Remedial action required.</u> The student requires additional observational learning or intensive instruction prior to being ready to assume patient care.
N/O	<u>Not observed for this training experience or not assessed during this training experience.</u>

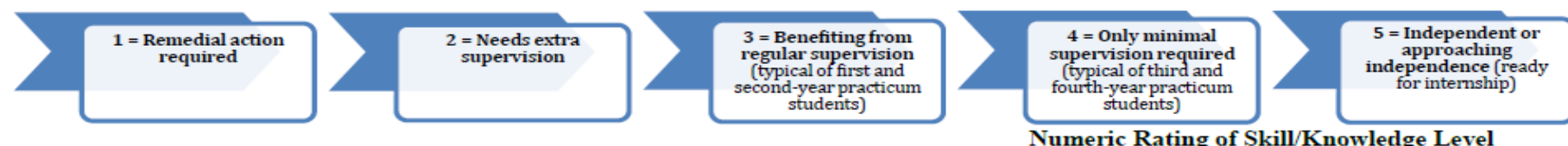
Basic Profession Wide Competencies (PWCs): Basic PWCs comprise essential knowledge, skills, and attitudes that serve as a foundation for all subsequent PWCs. Basic PWCs are typically learned through coursework or early clinical training. Once a Basic PWC has been attained at an independent level, it is expected to be applied similarly to most patients and in most clinical contexts. Basic PWCs are expected to be developed throughout the first and second practicum, and to be attained at an independent level by the start of internship.

A score of 5 indicates that the trainee has developed the PWC at the independent level expected for foundational practice on clinical internship.

Please note If a particular skill or knowledge is not observed then please note this in the column with the words N/O.

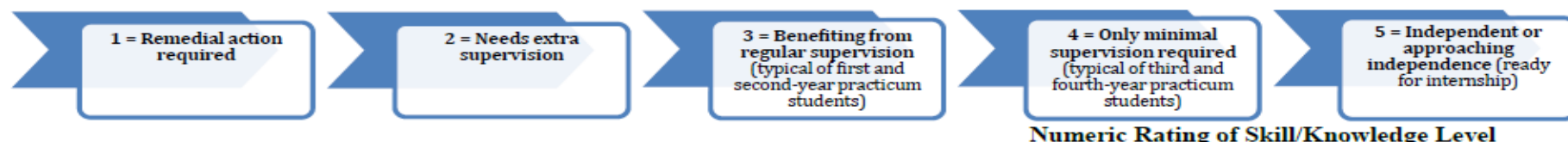


Student Yr in Program : _____ Date Student Self-Rating Obtained: _____		Numeric Rating of Skill/Knowledge Level		
		Initial Student Self-Rating	Mid-Year Supervisor Rating	End of Year Supervisor Rating
Ethical and Legal Standards				
1.	Knowledgeable of and acts in accordance with the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, statutes, rules and regulations.			
2.	Recognizes and analyzes ethical and legal issues across the range of professional activities in the practicum setting.			
3.	Demonstrates knowledge of and applies relevant elements of ethical decision-making model to a dilemma.			
4.	Integrates own moral principles/ethical values in professional conduct.			
OVERALL AREA RATING				
Individual and Cultural Diversity				
5.	Demonstrates an understanding of how one's own personal/cultural history, attitudes, and biases affect how one understands and interacts with people different from oneself.			
6.	Knowledgeable about the scientific, theoretical, and contextual issues related to the impact of diversity in assessment, treatment, and consultation.			
7.	Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others.			
8.	Ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews are different from one's own.			
OVERALL AREA RATING				

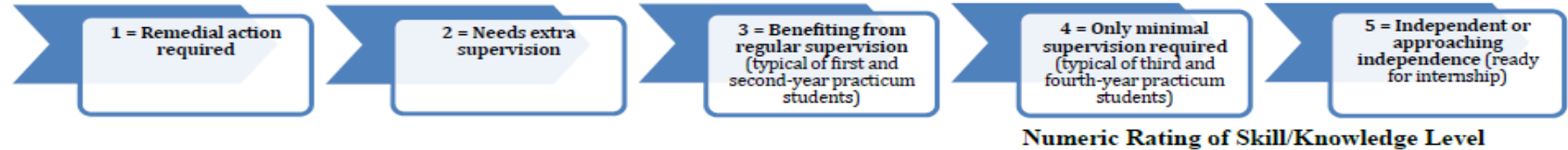


Numeric Rating of Skill/Knowledge Level

	Student Self-Rating	Mid-Year	End of Year
Professional Values, Attitudes, and Behaviors			
9. Adherence to professional values infuses work as psychologist-in-training.			
10. Communication and physical conduct is professionally appropriate for the work setting.			
11. Displays timeliness in completing professional tasks in allotted/appropriate time and arrives promptly at meetings and appointments.			
12. Accepts responsibility for own actions and acknowledges and corrects errors.			
13. Acts to understand and safeguard the welfare of others.			
14. Displays emerging professional identity as psychologist.			
15. Values and applies scientific methods to professional practice.			
16. Self-identifies and addresses personal distress, particularly as it relates to clinical work, and uses resources to support wellness.			
17. Consistently monitors and evaluates practice activities, works to recognize limits of knowledge/skills, and to seeks means to enhance knowledge/skills (e.g., supervision, literature).			
With supervisor:			
18. Is prepared for supervision.			
19. Accepts supervisory input, including direction.			
20. Ability to self-reflect and self-evaluate regarding clinical skills and use of supervision, including using good judgment as to when supervisory input is necessary.			
OVERALL AREA RATING			



	Student Self-Rating	Mid-Year	End of Year
Communications and Interpersonal Skills			
21. Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines.			
22. Communicates (orally, nonverbally, and in written documents) in a way that is informative, well-integrated, and uses appropriate professional language/concepts.			
23. Negotiates differences and handles conflict satisfactorily.			
24. Provides effective feedback to others and receives feedback nondefensively.			
OVERALL AREA RATING			
Assessment			
25. Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of developmental stage and diversity.			
26. Ability to select and apply multiple assessment methods that draw from best available empirical literature to inform clinical decision-making.			
27. Ability to interpret assessment results following standards and guidelines, and to effectively communicate assessment findings.			
28. Writes assessment reports and progress notes and communicates assessment findings verbally to client.			
OVERALL AREA RATING			
Intervention			
29. Ability to take a respectful professional approach with clients while maintaining professional boundaries.			
30. Ability to form an effective therapeutic alliance.			



	Student Self-Rating	Mid-Year	End of Year
31. Ability to formulate and conceptualize cases and develop evidence-based intervention plans utilizing at least one consistent theoretical orientation.			
32. Ability to implement interventions informed by scientific literature, assessment findings, diversity characteristics, and contextual variables.			
33. Ability to modify/adapt evidence-based approaches when evidence-base is lacking.			
34. Ability to select and implement multiple methods to assess treatment progress/outcome, and to adapt intervention goals/methods as needed.			
OVERALL AREA RATING			
Consultation and Interprofessional/Interdisciplinary Skills			
35. Knowledge of the roles and perspectives of other professions.			
36. Knowledge of consultation models and practices.			
37. Ability to work effectively with other health care providers and agencies.			
OVERALL AREA RATING			
Supervision (Section to only be completed by 4th year PSC supervisor)			
38. Knowledge of purposes of supervision and roles of supervisor and supervisee.			
39. Knowledge of supervision models and practices.			
40. Ability to form effective supervisory relationship with supervisee.			
41. Ability to provide constructive feedback to supervisee.			
42. Demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals.			
OVERALL AREA RATING			

This evaluation was based on at least one direct observation (live observation and/or audio or video recording) of the student's clinical work, per the APA Standards of Accreditation. _____ Yes _____ No

Strengths and Assets

Please describe the student's main strengths and assets.

Recommendations for Further Development

Please describe any areas for further development or growth. Note: If a rating of 1 or 2 was checked for any item, please comment on how this will be addressed within supervision or otherwise.

Student Signature Date
Mid-year

Supervisor Signature Date
Mid-year

Student Signature Date
End of year

Supervisor Signature Date
End of year

CLINICAL PROGRAM RECORD 2025**Student Name:** _____**Month & Year Submitted:** _____

Instructions: Please complete this form, reporting all program requirements completed (not just those completed *within* a given year). You & your mentor should sign this record of program completion before clinical evaluations are scheduled. These records will be collected from mentors by the DCT, who will file them as part of your educational record.

CORE CLINICAL COURSES REQUIRED	For each course, enter YES or NO to indicate whether you completed it.	For each course completed, enter the <u>semester</u> (Fall/Spring) & <u>year</u> that you took it.	For each course completed, enter the final grade earned.
History & Systems: Indicate which of these 2 options you used to complete this requirement: 7/8000 History & Systems - Undergraduate equivalent (This option must be approved by the DCT in writing.)			
7/8412 Psychopathology			
7/8428 Foundations of Clinical Psychology			
7/8430 Clinical Assessment: Abilities & Achievement			
7/8432 Clinical Assessment: Case Conceptualization			
7/8434 Practicum in Clinical Treatment (PSC Hours: 1 st of 6 required semesters)			
7/8434 Practicum in Clinical Treatment (PSC Hours: 2 nd of 6 required semesters)			
7/8434 Practicum in Clinical Treatment (PSC Hours: 3 rd of 6 required semesters)			

7/8434 Practicum in Clinical Treatment (PSC Hours: 4 th of 6 required semesters)			
7/8434 Practicum in Clinical Treatment (PSC Hours: 5 th of 6 required semesters)			
7/8434 Practicum in Clinical Treatment (PSC Hours: 6 th of 6 required semesters)			
7/8207 Developmental Psychology			
7/8701 Behavioral Neuroscience <i>You may graduate under any catalog during your doctoral education. However, you must adhere to all requirements of the catalog you use. In other words, you cannot choose requirements from more than one catalog.</i> <i>7/8701 Behavioral Neuroscience became our required course in the 2024-2025 catalog. The courses that previously satisfied this requirement varied, depending on year, but could include the following options:</i> • 7/8705 Neuropsychopharmacology • 7/8441 Psych/Medical Illness <i>Below, please list the year of the catalog you want to graduate under & the number & name of the course in that catalog that you want to use to meet this requirement:</i> Year of Catalog: _____ Alternate Course: _____			

7/8407 Cognition & Emotion			
7/8217 Social Psychology			
7/8475 Introduction to Psychotherapy			
7/8434 Clinical Psychotherapies: Appreciating Our Differences			
7/8434 Clinical Psychotherapies (<i>An additional course section focusing on a different type of psychotherapy.</i>) In the space below, name the type of therapy covered in your 3 rd psychotherapy class. Type of Therapy: _____ _____			
8707 Professional Issues (<i>Fall version</i>)			
8707 Professional Issues (<i>Spring version</i>)			

STATISTICS COURSES REQUIRED	<i>For each course, enter YES or NO to indicate whether you completed it.</i>	<i>For each course, enter the <u>semester</u> (Fall/Spring) & <u>year</u> that you completed it.</i>	<i>For each course completed, enter the final grade earned.</i>
7/8301 Research Methods			
<i>Which of these 2 courses did you take?</i> 7/8302 Advanced Stat I OR 7/8303 Advanced Stat II			

7/8304 Measurement Theory (required)			
IN ADDITION, STUDENTS MUST COMPLETE AT LEAST <u>ONE</u> OF THE FOLLOWING COURSES:			
7/8303 Advanced Stat II			
7/8305 Quantitative Review			
7/8306 Linear Structural Modeling			
7/8307 Models in Program Eval			
7/8308 Appl Multivariate Stat			
7/8310 Mixed-Model Regress Only			
7/8311 Appl Cat Data Analysis			
7/8312 Qualitative Res/Psyc			

MILESTONE CREDIT REQUIRED	<u>Enter the date that you defended your <i>proposal</i> successfully.</u>	<u>For each semester, list the # of hours, the <i>semester</i> (Fall/ Spring/ Summer) & <i>year</i> that you completed credit hours for this milestone.</u>	<u>Enter the date that you defended your <i>final</i> paper successfully.</u>
7996 Thesis (A minimum of 3 hours must be completed. No more than 3 hours counts toward the degree.)		Example: 1 hr Fall, 2023 2 hrs Spring, 2024	

Mid-Point Project (<i>In the Clinical Program this milestone does <u>not</u> require registering for course credit.</i>)			
9000 Dissertation (<i>At least 6 hours of 9000 credit must be completed, up to a maximum of 9 credit hours.</i>)			

REQUIRED RESEARCH & CLINICAL ASSISTANTSHIPS (If you completed two 10-hr assistantships, use the extra blocks below labeled “b” to report the 2 nd site as well.)	<i>Please identify the site and supervisor for this assistantship below.</i>	<i>Enter the dates that you began & completed this training & the # of hours worked per week.</i>
Research Assistantship #1a	Site: Supervisor:	Began: Completed: Hrs/Wk:
Research Assistantship #1b	Site: Supervisor:	Began: Completed: Hrs/Wk:
Research Assistantship #2a	Site: Supervisor:	Began: Completed: Hrs/Wk:

Research Assistantship #2b	Site: Supervisor:	Began: Completed: Hrs/Wk:
Clinical Assistantship #1a	Site: Supervisor:	Began: Completed: Hrs/Wk:
Clinical Assistantship #1b	Site: Supervisor:	Began: Completed: Hrs/Wk:

If you'd like, you can use the space below to report additional assistantships or practicums:

TYPE OF ASSISTANTSHIP or PRACTICUM (Teaching, Research, Clinical. Etc.)	<i>Please identify the site & supervisor for this assistantship or practicum below.</i>	<i>Enter the dates that you began & completed this training & the # of hours of work per week.</i>
	Site: Supervisor:	Began: Completed: Hrs/Wk:

	Site: Supervisor:	Began: Completed: Hrs/Wk:
	Site: Supervisor:	Began: Completed: Hrs/Wk:
	Site: Supervisor:	Began: Completed: Hrs/Wk:

Do you plan to complete a **Major Area of Study (MAS)** in **Clinical Health Psychology**? ☐ YES ☐ NO

CLINICAL HEALTH TRAINING REQUIREMENTS FOR MAS	<i>For each course/training requirement, enter YES or NO to indicate whether you have now completed it.</i>	<i>For each course/training requirement, <u>enter the semester (Fall/Spring)</u> & <u>the year</u> that you completed it.</i>	<i>For each course or training requirement completed, <u>enter the final grade</u> earned or note your <u>satisfactory evaluation</u>.</i>
7/8440 Behavioral Medicine I			
7/8441 Psychology of Medical Illness			

*Have you completed a <u>practicum or externship</u> that meets the following requirements? • Lasted at least 9 months • Provided 8 hours of clinical training per week • At least 50% of the training included clinical service delivery with health-related issues of patients, family members, and/or interprofessional care teams • Was supervised by an appropriately licensed professional and approved by the DCT. Name of Practicum: _____		Date began: Date completed: Hours/Week:	
*Have you completed a <u>2nd practicum or externship</u> that meets the requirements listed above? Name of Practicum: _____		Date began: Date completed: Hours/Week:	
Have you completed a dissertation or other research project in Clinical Health Psychology? It could include empirical research, extended case studies, literature critiques & analysis, or capstone projects.			

***Note:** If you completed a practicum that meets these requirements but provided more hours of training (e.g., 20 hrs/wk instead of 8 hours), you can count that as 2 practicums because you finished at least 16 hours per week of training. Similarly, if you finished one qualifying practicum for 12 months & another qualifying practicum for 6 months, you may count this training as 2 practicums, since you obtained a total of 18 months of training in total. Reported practicum training must receive written DCT approval.

Do you plan to complete a **Major Area of Study** in **Clinical Child & Adolescent Psychology**? ____ YES ____ NO

CLINICAL CHILD & PEDIATRIC PSYCHOLOGY TRAINING Requirements for Clinical Child & Adolescent Psychology (CCAP) MAS	<i>For each course, enter YES or NO to indicate whether you completed it.</i>	<i>For each course/training requirement, <u>enter the</u> <u>semester (Fall/Spring)</u> & <u>the year</u> that you completed it.</i>	<i>For each course or training requirement completed, <u>enter the</u> <u>final grade</u> earned or note your <u>satisfactory</u> <u>evaluation</u>.</i>
CCAP Course 1: PSYC 7/8416 Child Psychopathology			
CCAP Course 2: PSYC 7/8434 Clinical Psychotherapies (must be a dedicated CCAP treatment course)			
CCAP Course 3: Selected from CCAP course list or another CCAP faculty-approved course. Course #: _____			
CCAP Course 4: Selected from CCAP course list or another CCAP faculty-approved course. Course #: _____ <u>Approved CCAP Courses are listed below:</u> CCAP Treatment Courses: • PSYC 7/8434 Clinical Psychotherapies (A section focused on youth & / or families) • PSYC 7/8419 Family Therapy • PSYC 7/8806 School Psychology Interventions • PSYC 7/8807 Advanced Interventions in School Psychology • SWRK 7016/7017 – Adv. Individual Child/Youth • SWRK 7017 – Adv. Family Child/Youth			

• COUN 7/8720 – Sys Develop Family Thrpy • COUN 7/8721 – Thry/Tchnqs Fam Thrpy CCAP Assessment & Consultation Courses: • PSYC 7/8803 Psych Ed Assessment I • PSYC 7/8804 Psych Ed Assessment II • PSYC 7/8805 Psychological Consultation Course Combination Options: • 2 semesters of PSYC 7/8438 Practicum in Clinical Treatment with at least 50% CCAP-clients on a CCAP focused Supervisor/Team. • Other dedicated CCAP faculty-approved courses in the areas of developmental psychopathology, assessment, treatment, & consultation. Can be a combination of material from other courses that would equate to a course equivalent (e.g., half of a semester of 2 separate courses focused on child/adolescent material that combine to the course equivalent of a full semester).			
Have you completed the equivalent of “<u>> 3 CCAP” practicum or externships (i.e. > 720 total hours) that meet the following requirements?</u> • Clinical Child and Adolescent Psychology Practicum is defined as a practicum experience (approximately 9 months) of supervised training, at least 8 hours per week <u>or its equivalent</u> (e.g., a minimum of 240 total hours) with at least 50% of clinical service delivery with a child/ adolescent-focused presenting concern. • Example: One 12-month clinical placement for 16-20 hours per week yields approximately 768 to 1000 Total Hours; OR two 12-month		For each practicum enter the following information: Date began: Date complete: Hours/Week:	

clinical placements for 8-10 hours per week yield 768 to 1000 Total Hours, meeting the 720-hour minimum. Name of Practicum(s): _____ _____ _____ _____ _____ _____		Total Hours across all practicums:	
Have you completed a CAPP-focused dissertation or other research project? It could include empirical research, extended case studies/small-N designs, literature reviews & analyses, or capstone projects.			

<i>ELECTIVE COURSES COMPLETED</i> <i>(Do not enter courses completed for a Major Area of Study here. Those courses are listed in sections above.)</i>	<i>For each elective course, enter YES or NO to indicate whether you completed it.</i>	<i>For each elective course completed, enter the <u>semester</u> (Fall/Spring) & <u>year</u> that you took it.</i>	<i>For each elective course completed, enter the final grade earned.</i>

Course Substitutions: If you have substituted any course or other training experience for a requirement in the curricular plan above, please document this substitution below. The DCT & your mentor must also sign below to indicate that they have approved the substitution. Report all substitutions annually, even those from previous years.

Required Course or Training Experience	What course or training experience was substituted for this requirement?	Documentation of Mentor Approval <i>(Enter signature & date for each substitution below.)</i>	Documentation of DCT Approval <i>(Enter signature & date for each substitution below.)</i>

The signatures below indicate that all parties have reviewed this report and agreed that it accurately reflects this student's training as of this date:

Student Name: _____ Date of Signature: _____

Mentor Name: _____ Date of Signature: _____

DCT Name: _____ Date of Signature: _____

**ASSISTANTSHIP EVALUATION
2026-2027**

Name _____

Date _____

Instructions for Students: Please complete the sections on this page & have your assistantship supervisor review & complete the rest. This form should be completed by all your assistantship supervisors each year, regardless of whether you are in a clinical, research, or teaching assistantship.

Assistantship Information

Assistantship Location

Assistantship Supervisor

Dates of Assistantship

Start Date:

End Date:

Date Evaluation Completed

Assistantship Responsibilities or Assignments

Please briefly describe your responsibilities, activities and assignments while on assistantship.

Instructions for Supervisor: We value your feedback about the performance of this clinical student. Using the 3-point scale below each item, please circle the response that best reflects this student's performance. If an item is not relevant for your assistantship, circle N/A (i.e., Not Available). Feel free to add comments, as your feedback is helpful both to our clinical faculty & our students. This evaluation will be used to provide feedback and guidance to this student. Thank you!

Student's Performance

1. How would you rank the quality of the students' performance on whole?

1	2	3	N/A
Needs Improvement	Consistent with Expectations	Exceeds Expectations	

2. Did the student reliably complete responsibilities and assignments in a timely manner?

1	2	3	N/A
Needs Improvement	Consistent with Expectations	Exceeds Expectations	

3. How would you rate the student's interpersonal skills during the assistantship? (e.g., acting professionally with clients, students, or research participants)

1	2	3	N/A
Needs Improvement	Consistent with Expectations	Exceeds Expectations	

4. Did the student communicate with you in a professional manner? (e.g., keeping you informed, being cooperative, etc.)

1	2	3	N/A
Needs Improvement	Consistent with Expectations	Exceeds Expectations	

5. Did the student behave in an ethical manner during the assistantship and seek consultation appropriately?

1	2	3	N/A
Needs Improvement	Consistent with Expectations	Exceeds Expectations	

6. How would you rate the student's written work during the assistantship?

1	2	3	N/A
Needs Improvement	Consistent with Expectations	Exceeds Expectations	

Student Strengths and Assets

What are this student's primary strengths & assets?

Areas for Student Improvement

What skills should this student to continue to improve?

Student & supervisor should sign below to indicate they have reviewed this form:

Student's Signature _____ Supervisor's Signature _____

APPENDIX B

Clinical Practicum Contract

Clinical practica experiences are structured as a brief exposure to forms of clinical practice that meet career goals for a student. The students and supervisor should develop a contract with specific learning objectives to be met over that semester.

Students require the permission of their major professor & DCT to engage in a semester of a new practicum. If the student and supervisor want to extend a practicum experience, permission needs to be renewed each semester as learning objectives change. For a renewed practica, permission needs to be sought from the major professor, the DCT, and the program. Before asking for the DCT's signature, be sure that the learning objectives are listed and that the signatures of the major professor and clinical supervisor are already in place.

Requests for renewed practica that begin in the fall or summer semesters need to be submitted before April 1st of that year. Requests for renewed practica that begin in the spring semester need to be submitted by November 1st of the previous year.

We encourage sites that offer practica repeatedly to consider offering a placement, if possible, to further support the students' training process. For **both** new and renewed practica, a completed contract must be turned into the graduate secretary before the practicum begins.

Student Name: _____

Practicum Site: _____

Clinical Supervisor: _____

Hours per week (up to 10 hours): _____

Dates of practicum (equaling one semester): From _____ To _____

Specific learning objectives for this semester: _____

Signature of Practicum Supervisor: _____

Signature of Major Professor: _____

Signature of DCT (for a renewal request): _____

[Please ensure that this form becomes part of your clinical file by returning to the Graduate Secretary.

APPENDIX C

Graduate Awards & Fellowships

Graduate Assistant Meritorious Teaching Award:

Application Deadline: see page (typically early March)

https://www.memphis.edu/gradschool/current_students/ga_merit.php

Nominations are sought for the annual Graduate Assistant Meritorious Teaching Awards. These awards acknowledge the importance of the instructional enterprise in the transmission, creation, and application of advanced knowledge by the university. Two awards are made annually to outstanding graduate teaching assistants (TAs) for their skill in transmitting knowledge in the classroom or laboratory.

The Awards:

- Two awards, \$1,000

Eligibility:

- Must have had major responsibility for teaching a lecture or laboratory course
- Must have completed at least one full term of teaching
- Must have the support of the department offering the course

Application Process and Nomination Forms:

- Please see the above link for details on the application process and nomination forms.

Morton Thesis/ Dissertation Award:

The annual Morton Thesis/Dissertation awards are the result of a generous donation by S. Morgan Morton ('63) in 1998. These awards honor outstanding master's and doctoral students whose thesis or dissertation prospectus has been approved by their committee.

The Awards:

- One \$750 master's award
- One \$1,000 doctoral award

Eligibility:

- Graduate students with an approved prospectus for their thesis or dissertation

Selection Process and Nomination Forms:

- Please see the following link for more information on the selection process and nomination forms;

https://www.memphis.edu/gradschool/current_students/awards-morton.php

University of Memphis Society Doctoral Fellowship:

The Graduate School and The University of Memphis Society are pleased to announce a fellowship for a doctoral student who will be designated a University of Memphis Society Fellow. The amount of the award varies from year to year.

The Award:

- Up to \$2,500

Eligibility:

- The student must be a full-time graduate student
- The student must be currently enrolled in a doctoral degree program
- The student must demonstrate exceptional academic achievement
- The student must not have received this fellowship previously

Application and Selection Process:

- Please see the following link for more information on the application and selection process: https://www.memphis.edu/gradschool/current_students/fellowships-ums.php

Please see the Graduate School's webpage for the most up to date information on these and other possible awards and fellowship opportunities:

https://www.memphis.edu/gradschool/current_students/fellowships-awards.php

APPENDIX D

Summary Table for Milestone Forms

Milestone	Proposal Phase		Final Defense Phase	
	Department	Graduate School	Department	Graduate School
Masters Thesis	Student Milestone Project Rating Form	Thesis/Dissertation Faculty Committee Appointment Form Thesis or Dissertation Proposal Defense Form (including IRB)	Student Milestone Project Rating Form	Thesis/Dissertation Final Defense Results Final Committee Approval Form for Electronic Thesis or Dissertation Submission Thesis/Dissertation Checklist Graduate School: Program Modification Form (only for Ph.D. students earning MS on the way to Ph.D. – completed by graduate director, Dr. Sable; see website for instructions)
Second Milestone	Form E – Midpoint Proposal Form Form F – Midpoint Proposal Acceptance Form Student Milestone Project Rating Form		Form G – Midpoint Defense Form Student Milestone Project Rating Form	Comprehensive Examination Results Form
Dissertation	Student Milestone Project Rating Form	Thesis/Dissertation Faculty Committee Appointment Form Thesis or Dissertation Proposal Defense Form (including IRB)	Student Milestone Project Rating Form	Thesis/Dissertation Final Defense Results Final Committee Approval Form for Electronic Thesis or Dissertation Submission Thesis/Dissertation Checklist

Department forms: <https://www.memphis.edu/psychology/resources/mediaresources.php>

Graduate School Forms: http://www.memphis.edu/gradschool/current_students/index.php

APPENDIX E

Internship and Dissertation Hours Policy

During the year of internship, students enroll for **PSYC 8999 - Predoctoral Internship (0)** each semester. There is no charge. Students must have a minimum of 6 hours of **PSYC 9000 – Dissertation** for graduation; more than 6 hours cannot be counted toward the degree

Students should not begin to enroll in dissertation hours unless they expect to continuously enroll in at least 1 hour per semester through graduation. Summers are excluded from the continuous enrollment requirement except for students who defend their dissertations in the Summer session (so if you defend in the summer register for dissertation hours in the summer). All students must be enrolled the semester in which they graduate, unless you are on internship and have completed your dissertation and the 6 credit hours prior to the summer you graduate.

Bottom line: Unless there are significant extenuating circumstances, dissertation hours must be continuously taken, once started, until you successfully defend your dissertation and submit all forms and the completed dissertation is approved by the graduate school.

In short, any combination works as long as the general policy rules are followed.

There are a number of scenarios; five are worked out below. From 1 to 5, these are increasingly expensive to the student.

1. Completely finish the dissertation, with final defense and manuscript to Grad School, ***before the deadline for the Spring***. Take 6 total dissertation hours during the Fall and Spring while on GA so you don't have to pay out of pocket for them. Keep in mind that everything must be completed and submitted to the graduate school ***prior to*** the Spring deadline.
2. Completely finish the dissertation, with final defense and manuscript to Grad School, ***before the deadline for the Summer submission***. Take 5 total dissertation hours during the Fall and Spring while on GA so you don't have to pay out of pocket for them. Take and pay for 1 dissertation hour during the summer before internship and get everything done before the Summer deadline.
3. Take 5 total dissertation hours during the Fall and Spring while on GA so you don't have to pay out of pocket for them. Take and pay for 1 dissertation hour during the Fall while on internship; completely defend and submit before the Fall deadline.
4. Take 4 total dissertation hours during the Fall and Spring while on GA so you don't have to pay out of pocket for them. Take and pay for 1 dissertation hour during the Fall and 1 during the Spring while on internship; completely defend/ submit before the Spring deadline.
5. Take 3 total dissertation hours during the Fall and Spring while on GA so you don't have to pay out of pocket for them. Take and pay for 1 dissertation hour during the Fall semester, and 1 during the Spring semester while on internship. Take and pay for 1 hour during the Summer ***after*** the internship and completely defend/submit before the August deadline.

APPENDIX F

Department Grievance Procedures

As detailed elsewhere in this Handbook, sometimes during a student's time in graduate school a situation can arise that requires mediation to reduce/resolve conflict. The Psychology Department suggests you use the following procedures. You should go to the person with whom you have a complaint and try to come to a resolution. You should feel free to consult informally with any faculty member about the issue. You may consult with other students, including a PGSA member to discuss the issue confidentially. You may elect to have the PGSA representative(s) meet with a department administrator to inform them of the concern and/or to discuss ways to resolve the concern. You may contact the PGSA by email or put a written complaint into the PGSA mailbox.

If you are unsatisfied or remain concerned, you may directly go to any Graduate Program Director to address the issue; you may go to the Graduate Coordinator; or you may go to the Department Chair or Associate Chair. After consulting with any or all of the individuals above, if you wish you may take a more formal step and form a Grievance Committee.

Formation of Grievance Committee

1. The Grievance Committee will consist of three faculty members (a chair plus two additional tenured faculty members).
2. The members of the Grievance Committee will not be permanent but rather will be selected for each individual case.
3. The selection of these committee members will be done in the following way:
 - a. The student bringing the grievance will select one of the program directors to be the chair.
 - b. The selected chair will choose one tenured faculty member to serve on the committee.
 - c. The student will choose one tenured faculty member to serve on the committee.
 - d. It is advisable that the selected chair and the student confer on their selections.

Function of the Committee

1. The committee will attempt to mediate the grievance and find a resolution.
2. The committee can make recommendations to the department chair. The department chair does have the power to override decisions made by the committee.

Important Considerations

1. By taking an issue to the Grievance Committee it is likely necessary to notify the person to whom the complaint is directed towards in an effort to remedy the situation.
2. It is possible that additional people may be contacted in order to gather information pertaining to the complaint (e.g., if a complaint is about mentoring, bring in other students of the mentor to inquire about their experiences with the mentor).
3. The Grievance Committee should be used only when other points of contact for grievances have not yielded a satisfactory resolution.
4. A grievance can be brought by one or more students or can be presented by a PGSA representative for a group of students. It is important to recognize that the names of students bringing the grievance cannot be confidential; the accused person has the right to know who is lodging the complaint against them.

6. Other than the goals/expectations outlined in the items above, what does the mentor expect from the student as a mentee?

7. Other than the goals/expectations outlined in the items above, what does the mentee expect from the mentor?

8. Mentee wellness (note any strategies/plans to promote wellness):

Mentee Signature

Date

Mentor Signature

APPENDIX H

Guidelines and Policies on the Use of Generative AI

The purpose of this document is to establish a set of guidelines regarding the use of generative artificial intelligence, or generative AI, by students in the clinical psychology doctoral program. These expectations apply across all domains of training, including academic work, clinical practice, and research. The integration of generative AI into behavioral health is evolving rapidly, presenting opportunities and challenges for health service psychologists. Recognizing the rapidly evolving state of the science and technology related to generative AI, the goal of this document is to create a set of guidelines to inform psychology doctoral students about professional and ethical issues related to the use of generative AI and establish policies regarding prohibited uses of generative AI in the context of doctoral training. This document was informed by existing academic documents and guidelines from peer programs and the APA statement on Ethical Guidance for AI in the Professional Practice of Health Service Psychology. Whenever possible, the language from these existing guidelines has been adopted. As the state of the science and technology related to generative AI continues to evolve, we expect that these guidelines will continue to evolve, too, and must be considered along with other department and university-level guidelines on the use of generative AI.

Generative AI is a technology that creates material from an existing corpus of material based on a user's prompts. This corpus is nearly always never fully documented (being considered a trade secret), the authors of works in the corpus rarely give consent for their work to be used in that way, and contributions of particular parts of the corpus are almost never cited. Generative AI companies also typically maintain the right to use the prompts and other information that users submit as part of that corpus. Furthermore, generative AI can confabulate whole research study results and references, legal cases and citations, and potentially incorrect image features. Thus, as the state of the generative AI field stands currently, using generative AI for scholarly work in clinical psychology would be inadvisable in most circumstances and, if used in any aspect of scholarly training in clinical psychology, should only be used in light of the following considerations.

Community Impacts of Generative AI

Psychologists strive to benefit those with whom they work and take care to do no harm. In their professional actions, psychologists seek to safeguard the welfare and rights of those with whom they interact professionally, including the broader communities in which they live and work. Recognizing this, psychologists and doctoral-level trainees consider the environmental impacts of using generative AI when deciding whether and how to use it. The computational power required to create and train generative AI models places major demands on electric grids, which leads to increased industrial emissions and often drives up energy costs for consumers near data centers. Beyond electricity demands, a great deal of water is needed at data centers to cool the hardware used for training, deploying, and fine-tuning generative AI models, which can strain municipal water supplies and disrupt local ecosystems. Moreover, these impacts disproportionately affect individuals from socioeconomically disadvantaged and racially and ethnically minoritized communities. Psychologists and doctoral-level trainees weigh the pros of using generative AI for any given purpose with the cons of generative AI's social and environmental impacts on local communities.

Generative AI for Clinical Work

Generative AI vendors reserve the right to retain the prompts supplied to offer their services; with

enough data, client information could be identifiably reconstructed from those prompts. Additionally, client information could be elicited in response to prompts from other users, which would at least violate clients' confidentiality. Some vendors explicitly disallow inputting of confidential information, highlighting that they put the onus on the user to determine what is confidential, not their algorithms. Additionally, we train students in the competencies of communication of assessment findings and progress evaluation as part of the skill base we expect trainees to develop. We expect supervisors to model these competencies and facilitate open discussions around if and how generative AI can be used for clinical purposes within specific training settings. Therefore:

- 1) to maintain client privacy and confidentiality, clinical data should never be used as a prompt to generative AI, even if it is de-identified, unless it is both HIPAA compliant and permissible under clinic policy to use compliant AI models for these purposes, and
- 2) generative AI should not be used to write or assist in writing clinical notes, reports, or any other clinical documentation unless it is both HIPAA compliant and permissible under clinic policy to use compliant AI models for these purposes.

Aside from using specific generative AI models for clinical work, AI commonly collects information from user interactions with common word processing applications like Microsoft Word that psychologists and trainees may use when writing clinical notes, reports, etc., and users may opt in to allow this data to be used for the purpose of training generative AI models. In such cases, users may unintentionally compromise personal client information. Psychologists and trainees consider how to maximize privacy and security when using personal or private software for clinical documentation purposes.

Generative AI for Course Work

Without consent documented in the syllabus or other means, inputting material from assignments an instructor gives violates the instructor's copyright over their instructional material, as they do not then consent to repurposing their materials into a generative AI's corpus. Thus, we prohibit using generative AI to examine its responses to instructors' assignments without permission. However, generative AI may be useful in refining work a person creates, such as editing the verbiage from an initial draft of work (e.g., using Grammarly). Some generative AI tools may also support accommodations for students with disabilities, with text-to-speech and speech-to-text tools, for example, potentially helping students overcome barriers and making communication more accessible. Therefore:

- 1) we prohibit using generative AI to examine its responses to instructors' assignments without permission or to assist in writing initial drafts of assignments unless the use of such tools are part of an academic accommodations plan approved in consultation with Disability Resources for Students (DRS), and
- 2) graduate student instructors are prohibited from inputting material shared by other instructors when designing courses or creating course material without the instructor's permission, and
- 3) any work that uses generative AI should be acknowledged in written assignments if it aided in creating initial ideas for work (conceptualization) or aided in writing either the original draft or review and editing of a paper, and documentation of any prompts used should be made available upon request.

Generative AI for Research Work

The use of generative AI in drafting research works should be minimized. The scholarly competencies

we train include literature selection and integration, which we expect as independent intellectual activities from doctoral-level trainees. While AI can be useful in finding and synthesizing literature related to various research topics, the accuracy of information generated by AI systems is not guaranteed and needs to be verified against reliable sources. Generative AI may be useful in refining individual sentences in Introduction or Discussion sections of manuscripts and research milestones (in which case the generative AI should be acknowledged in the document), but prompting generative AI to write entire paragraphs or sections represents an inappropriate amount of input on research products. Method and Results sections should be prepared without the assistance of generative AI. Those sections contain specific information that should not be used as prompts to avoid seeding future generative AI corpora with draft information that might not be accurate or fully vetted for release. To ensure that the use of generative AI is appropriately acknowledged when used:

- 1) any work that uses generative AI should be acknowledged in research products if it aided in creating initial ideas for work (conceptualization) or aided in review and editing, and
- 2) authors, including student authors, are responsible for knowing journal policies on acceptable uses of AI when considering outlets for their work, journal-specific disclosure requirements, and ensuring the accuracy of any AI-generated content.

How to Verify People Generated Work Instead of Generative AI? There is no foolproof method for verifying that a human being created a work instead of a generative AI. OpenAI initially offered a detection tool based on its own software that they pulled six months later due to its unacceptably high error rates. Among other problems, such tools have biases against simpler sentence structures, which gives more frequent false positive results for texts generated by non-native writers. Thus, rather than using a detection tool to flag content as created through generative AI, we advocate a process-based method of developing writing. Trainees can generate outlines of scholarly works, followed by incremental drafts of work that are reviewed on a weekly to monthly basis, on which instructors, supervisors, or mentors give feedback to incorporate. This process allows the instructor, supervisor, or mentor to observe the growth of writing over time and guide the trainee's learning about the craft of scholarly writing. It also helps trainees gain experience in weaving together pieces of information into larger wholes organically. This kind of collaborative training does not guarantee that trainees abstain from using generative AI at any step in the process, but it minimizes the utility of outsourcing scholarly production to external sources. It also models the iterative, elaborative nature of human writing.

A process-based method of developing research products can also be applied to student milestone proposal and defense meetings. Greater emphasis on oral examination by major professors and committee members can help ensure adequate knowledge of all papers cited and ideas developed in student papers and further models how to engage in productive scientific debate. Similarly, instructors should reserve the right to use oral questions related to a student's written work in order to independently confirm knowledge and competencies.

Misuse of Generative AI

Students may be concerned that faculty will perceive their work as being created through generative AI instead of their own intellectual labors. We expect faculty to give students the benefit of the doubt in these circumstances. However, if there is strong evidence that a student has used generative AI in unsanctioned ways, students may be asked to redo the work in question, complete a remediation plan to ensure that the student demonstrates basic professional competencies related to the work in question, or, in the case of

egregious misbehavior, may be dismissed from the program (see section “Maintaining Good Standing” in our program’s handbook).