

# Clinical Student Handbook

August, 2018

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*.

Sincerely,

Meghan E. McDevitt-Murphy , 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](mailto:apaaccred@apa.org).

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## **PART I: The University of Memphis and the Department of Psychology**

### **The University of Memphis**

Opened in 1912, the University of Memphis has developed into an internationally recognized institution of higher learning. Today the University educates approximately 23,000 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 eleven 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 Audiology and Speech-Language Pathology, Cecil C. Humphreys School of Law, the College of Communication and Fine Arts, the College of Education, Herff College of Engineering, the University 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 the community.

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

### **The Psychology Department**

Housed both in its own building and in the Federal Express Institute for Emerging 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 was just accredited by the American Psychological Association in 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 outstanding, 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 master's program, called the MSGP ("M.S. in General Psychology"). We also have over 800 undergraduate psychology majors studying in our department.

## Research Areas

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

These research areas represent our common interests. In addition, they also help 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, each research area has 2-3 specialized courses and expectations that you conduct related research. Sometimes students are involved in more than one research area, because their interests lie on the cusp of the two areas. In this case, we allow students to create their own interest area, usually by blending existing areas (e.g., taking one course from Child and Family and one from Clinical Health) or substituting a course in a different area (e.g., an advanced statistics/methods course, a course in public health) for one of the area requirements. If a student wants to create their own research area, s/he should approach their Major Professor to discuss the student's career plans and how a unique research area might meet their needs. The Major Professor and student can work together to come up with training experiences that would be comparable to other research areas but in the topics of the student's special interest. The student would then write up a plan for his/her research area requirements, submitting that plan to the Major Professor, DCT, and clinical faculty during spring evaluations (you can detail the plan in the *Annual Performance Review* Form you complete each May for your yearly evaluation). The plan will then be reviewed for approval with their other evaluation materials. Approval of the plan will be communicated in the spring evaluation letter. For example, you might choose to develop an emphasis in quantitative methods or public health by taking additional courses in those areas instead of the three areas described above. All students should have a research area declared or created by the time of their 3<sup>rd</sup> year spring evaluations. This plan should allow the students sufficient time to complete their planned research, clinical, and coursework goals.

Please note that 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 complete a training experience that is consistent with the guidelines established by CCaPPTC: <http://www.clinicalchildpsychology.com/clinical-child-and-pediatric-psychology-training-council/>

## **The Faculty**

The University of Memphis Psychology Department consists of approximately 30 full-time faculty members, 20 adjunct faculty (psychologists in the community who teach and/or supervise our students), 5 postdoctoral fellows, 90 doctoral students, 58 masters' students, and over 700 undergraduate majors and minors.

Several faculty members central to the clinical program 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](http://www.memphis.edu/psychology/people/index.php) for the most current information.

### **Dr. Frank Andrasik**

#### **Department Chair**

Office: 202 Phone: 678-2146 Email: [fndrasik@memphis.edu](mailto:fndrasik@memphis.edu)

Frank is a member of our clinical faculty.

### **Dr. Randy Floyd**

#### **Associate Chair**

Office: 332 Phone: 678-4846 Email: [rgfloyd@memphis.edu](mailto:rgfloyd@memphis.edu)

Randy is also the Director of the School Psychology Doctoral Program

### **Dr. Robert Cohen**

#### **Director of Graduate Programs**

Office: 340 Phone: 678-4679 Email: [rcohen@memphis.edu](mailto:rcohen@memphis.edu)

Bob is in the Child & Family area. In his role as Director of Graduate Programs, he handles issues that cross different graduate programs (e.g., clinical, experimental, school).

### **Dr. Meghan McDevitt-Murphy**

#### **Director of Clinical Training (DCT)**

Office: 3 Phone: 678-2891 Email: [mmcdvttm@memphis.edu](mailto:mmcdvttm@memphis.edu)

Meghan oversees the clinical doctoral program and is the “go to” person for all issues involving that program.

### **Dr. Brook Marcks**

Office: 360 Phone: 678-3510 Email: [bamarcks@memphis.edu](mailto:bamarcks@memphis.edu)

Brook is a Clinical Professor in Clinical Psychology and assists in many tasks related to running the Clinical Doctoral Program. In addition to teaching and supervising, she serves as Associate Director of Clinical Training (DCT).

**Dr. James Whelan**

**Director of the Psychological Services Center**

Office: 126C Phone: 678-3736 Email: [jwhelan@memphis.edu](mailto:jwhelan@memphis.edu)

Jim directs the Psychological Services Center (PSC) and is also a clinical faculty member.

**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 <http://www.memphis.edu/psychology/people/index.php>. Faculty office numbers are posted on the floors of the building and are also listed in the graduate bulletin and the Psychology Graduate Program Handbook. All faculty members have weekly office hours.

**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 (Room 208). Here are a few people you should know:

**Cynthia Walker** is the Graduate Program Secretary and the Assistant to the Director of Clinical Training. She is an excellent source of information about issues involving registration.

[cywshngt@memphis.edu](mailto:cywshngt@memphis.edu), Room # 326, 678-4340

**Laura Simpson** is the Assistant to the Chair and oversees most main office staff.

[lsmpson1@memphis.edu](mailto:lsmpson1@memphis.edu), Room 202, 678-4699

**Office assistants:** We typically hire student workers to take care of the front desk in Room 202. They can help with placing book orders if you teach a class and with general needs. They can also get you keys to your office and the building and schedule rooms for your milestone meetings. Our current workers are and Michael Cox: Room 202, 678-2145

**Ann Brock** is our Publications Writer. She develops the departmental newsletter and produces press releases.

[annbrock@memphis.edu](mailto:annbrock@memphis.edu), Room 202, 678-5310

**Belinda Scott** is the department Business Officer for issues related to your assistantship payments/contracts.

[bscott@memphis.edu](mailto:bscott@memphis.edu), Room 220, 678- 4698

**James Beel** is our Local Technical Support Provider—the person who maintains all of our computers. He also maintains and updates our website. If you have difficulty with your lab computer, email him directly AND put a work order in to him at <https://umhelpdesk.memphis.edu/>.

and email/call him directly at [jcbeel@memphis.edu](mailto:jcbeel@memphis.edu), Room 100A (psyc auditorium building) 678-2336

## 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/mediareources.php> Please make yourself familiar with the materials listed here.

## Computer Help

Contact James Beel for computer help: [jcbeel@memphis.edu](mailto:jcbeel@memphis.edu) and be sure to place a help ticket as well <https://umhelpdesk.memphis.edu/>

## GENERAL INFORMATION:

### Keys

Keys to offices and labs are maintained by staff in the main office. Keys 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

Grad students may be in the building at all hours. As always, you should be careful about 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 call the campus police general number for non-emergencies such as being locked out of your office at night (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 6:00 p.m. until 2:00 a.m. seven days a week. To request an escort you should call 678-4663 (678-HOME).

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 multicolored lanyard holding an ID that says Tiger Patrol under the person's name. After Tiger Patrol hours, campus police provides 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. The permits (hangtags) run on a three-year cycle and need to be updated every semester. If, for any reason, you do not receive the semester validation sticker or permit through mail, you 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.** The parking office website shows a map of where these lots are on campus. Unfortunately, General Parking is not free during the summer because you are not taking classes so you have to pay to park on campus during the summer.

*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. 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. 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.

## **ID Cards**

Identification Cards include your student U number (which you will need when registering for classes etc.) are available in the Ask TOM Answer Center in the Wilder Tower Lobby between the hours of 8:00am-5:00pm Monday-Thursday or 8:00am-4:00pm Friday. Students should obtain an ID prior to the start of classes. In order to receive your ID card, you must have picture identification with you. You will use this card to check out materials at the library, gain access to the gym, and gain access to some computer labs on campus. Your card may also be used as a debit card. A \$10.00 minimum deposit is required (Bursar's Office, Wilder Tower). This allows you to pay for meals at campus dining locations or to purchase books, supplies, and personal items at the University Store. You can also use your card in copier machines and for services at the Health Center and the Bursar's Office. The money will be deducted from your account. If you lose your card, first go to the Bursar's Office to pay a replacement cost and then take your receipt to Wilder Tower Lobby.

## **Computer Labs**

The computer labs in Psychology Room 102 (Mac Lab) and Room 103 (PC lab) are available for you to 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://umwa.memphis.edu/trl/public/computerlabs/> You should have your student ID available for entry.

## **Mail /Copy Room**

You will have a key to the mail/copy room with approval (see key section above), which is Room 203. You will also have an assigned mailbox. Note that your box is the box **BELOW** your name. Faculty mailboxes are also in this room, and also **BELOW** their names. The copiers

require an access code, which you can get from your major professor if the copying is work-related. You can also pay the front office a small fee for personal use of the copier.

### **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 <http://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: <http://www.memphis.edu/umtech/asktom.php>

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

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

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

As a student, you are given discounts at area events such as the Orpheum Theatre and Playhouse on the Square. There are also discounts for Malco movies, the Pink Palace Museum and IMAX Theater, Ballet Memphis, and many more. To check out information on where, when and how much you can save being a student, check out the website at - <http://saweb.memphis.edu/uc/infodesk.htm>

### **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. Familiarize yourself with the library and with InterLibrary Loan (ILL).

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 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>

## **The Dean of Arts and Sciences**

Dr. Thomas J. Nenon is Dean of Arts and Sciences. His office is located in room 219 of Mitchell Hall, which is a few minutes' walk from the Psychology Building. Our front office has a campus map and the secretaries can also give you directions. 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. Its website is [www.memphis.edu/gradschool/](http://www.memphis.edu/gradschool/). Dr. Robin Poston, is our Interim Dean of the Graduate School and Vice Provost for Academic Affairs.

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 get your thesis and dissertation over there on time. For the most part, you don't need to worry about what is happening over there. Our Director of Graduate Training (Dr. Bob Cohen) or the Graduate Secretary (Ms. Cynthia Walker) are our liaison with the Graduate School and can help you navigate the graduate school rules.

## **Financial Aid**

For information on financial aid, see [www.memphis.edu/financialaid/](http://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.htm](http://www.memphis.edu/students.htm) and at the website for the Council of Graduate Schools, <http://cgsnet.org/>

## **Student Health Care and Counseling Services**

Although many students remain on their parents' health insurance plan, or find insurance through healthcare.gov (<https://www.hhs.gov/healthcare/index.html>), medical and dental health care services are available for graduate students who are currently on any university assistantship (including external placements) through the *Church Health Center* (<http://www.churchhealthcenter.org>) Memphis Plan. The link below is to the graduate school description, including the costs and services included:

[http://www.memphis.edu/gradschool/current\\_students/ga.php](http://www.memphis.edu/gradschool/current_students/ga.php) Some medical services are also available free of charge in the *Student Health Center* upon presentation of a valid student identification card. Outpatient medical services, including general clinical evaluation, diagnosis, and treatment; laboratory and X-ray; family planning; and a dispensary are available. The Student Health Center Provides free treatment for acute illnesses and injuries. No routine physicals are performed at Student Health Services.

[http://saweb.memphis.edu/health/General\\_Information/info.htm](http://saweb.memphis.edu/health/General_Information/info.htm)

The Counseling Center (<http://www.memphis.edu/cpcc/>) provides free counseling, wellness, and psychiatric services for University of Memphis students. Its goal is to help students thrive in academic pursuits by helping them manage emotional, psychological, and interpersonal problems. If you are interested in meeting with a psychologist in the community we can refer you to individuals who may see students with a sliding fee schedule.

## **Your Assistantship/Stipend**

Students earn their stipend (2018-2019 level is \$16,000 per year before you earn your master's degree; \$17,000 afterward, with the raise beginning the fall after you defend your thesis and officially graduate with your masters) by working 20 hours a week, on a 12-month schedule. You get paid on the last business day of the month beginning at the end of September and ending at the end of August each year. 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 include university holidays and several additional weeks. Graduate students who are funded by faculty grants, or other outside graduate student funding positions such as clinical placements, have their own leave policies. Each student should ask the placement supervisor about 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 5<sup>th</sup> and some 6<sup>th</sup> year students). Additionally, students who receive an assistantship do not pay tuition or fees. We have increased our stipends by \$5,000 over the past six years and our stipend amount is consistent with the average stipend level nationwide for university based Clinical Ph.D. Programs, despite well below average cost of living in Memphis.

During your first year in our program, you will probably be assigned as a research assistant to your major professor. After that first year, you must work as a research assistant for one additional year, and another year must be spent 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). After fulfilling these requirements, you have a number of 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. You will have a chance to express your preferences about each year's placement, and placement decisions are made each summer (typically in June/July) for the following year. Assignments are made by the DCT and the placement committee (currently Drs. Howell, McDevitt-Murphy, and Thurston). Decisions are made after considering your training needs (e.g., whether you have completed your required clinical and research placement), your preferences, the fit between your skills/experiences and the needs of the placement, and the preferences of the placement supervisor. Most placements will also interview students to help them determine your fit. Typically students receive one of their top few choices but given the limited supply of placement slots this cannot be guaranteed and another priority is to ensure that all students receive at least one clinical placement (therefore a 4<sup>th</sup> or 5<sup>th</sup> year student who has already completed a clinical placement will be a lower priority than a 3<sup>rd</sup> or 4<sup>th</sup> year student who has not yet completed a clinical placement).

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 placements that are willing to pay for your stipend plus 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 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. A listing of our 2017-2018 placements is included in Appendix C.

### **All Outside Work (volunteer and paid) Must Be Approved**

Your assistantship and your other responsibilities in the department (including coursework, thesis, 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 major professor and DCT approval. If you are considering a non-departmental 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 supervisor), and proposed dates of employment and hours. Mentors should receive a copy of the written request. The mentor and DCT will jointly make a decision 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 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.

### **Diversity at the University of Memphis**

The University of Memphis will promote and ensure equal opportunity for all persons without regard to race, color, religion, sex, national origin, disability status, age or status as a qualified veteran with a disability or veteran of the Vietnam era. Our **Office for Institutional Equity** website is <http://www.memphis.edu/oie/>. We have a broad program of services and academic accommodations designed to provide access and opportunity to qualified students with disabilities through **Disability Resources for Students**, [www.memphis.edu/drs/](http://www.memphis.edu/drs/). If you have a disability, DRS will make recommendations to your program without revealing the nature of your disability. More generally, as a graduate student in this diverse city we encourage you to take advantage of the opportunities to gain experience relevant to diversity. For example, please visit the *Civil Rights Museum* to learn more about discrimination faced by African Americans and others in the United States. Finally, as noted below, the program also values training in diversity and requires that all students develop the ability to work with a diverse population of individuals in terms of age, ethnicity, race, disability, and sexual orientation. There is also a required psychotherapy course focused on diversity.

Our diversity-related expectations for clinical students. Students are expected to demonstrate respect for diversity. Diversity means 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. The University of Memphis aspires to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. 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. In addition, the American Psychological Association (APA) has explicit policies regarding the issues of and 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 Ethnic Minority Affairs (<http://www.apa.org/pi/oema/index.aspx>). Based on our academic judgment as to the best preparation for clinical psychologists, our program is committed to providing training that will prepare all students to work with client populations that are diverse with respect to a variety of characteristics (e.g., age, ethnicity, sexual orientation, religion, disability status). Students completing clinical training in our program are required to provide services to all clients deemed appropriate by their supervisors.

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 Diversity Committee, or the university Office for Institutional Equity.

### **Additional Resources**

The University of Memphis offers a number of 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** (<http://www.memphis.edu/oie/>) monitors the University's policy on equal opportunity and affirmative action in employment and education and provides resources such as the Welcoming Diversity tutorial (<http://training.newmedialearning.com/diversity/umemphis/>)
- **Disability Resources for Students** (<http://www.memphis.edu/drs/>) helps ensure equal access to all university programs and activities for students with disabilities, helps all members of the university community understand and accommodate their needs, and promotes the independence of such students.
- The **University of Memphis Office of Multicultural Affairs** (<http://www.memphis.edu/multiculturalaffairs/>) provides a supportive environment that advises students of color with regard to their academic, social, cultural, and financial affairs. The office is home to several student organizations, including the Black Student Association, Black Scholars Unlimited, Empowered Men of Color, the Hispanic Student Association, and the University of Memphis chapter of the National Association for the Advancement of Colored People.
- The **Center for Research on Women** (<http://www.memphis.edu/crow/>) conducts, promotes, and disseminates scholarship on women and social inequality, with particular emphasis

on the relationships among race, class, gender and sexuality in the experience of Southern women. It supports a variety of events in the university and community to highlight the contributions and achievements of women including films, lectures, performances and awards.

- **Students for Bisexual Gay and Lesbian Awareness**

([http://map.memphis.edu/deptsbldg.php?Building\\_Id=84&Dept\\_Id=65](http://map.memphis.edu/deptsbldg.php?Building_Id=84&Dept_Id=65)) is committed to diversity and civility in our department and across campus and offers a welcoming environment for Lesbian, Gay, Bisexual, and Transgendered students. It supports a SafeZone Program (<http://www.memphis.edu/safezone/>).

- **International Students Office** (<http://www.memphis.edu/iso/>) supports the international population at The University of Memphis by providing advice on immigration matters, employment, taxation, cultural adjustment, and other practical issues. The office conducts an international student orientation each semester, coordinates insurance information, and assists student groups.

## 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 of our students to develop clinical expertise and to be actively engaged in research (above and beyond milestone projects) during their entire 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 classes 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 please 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 Diversity Training. 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. For more information on evidence based practice see the following links:

EBBP website:

<http://www.ebbp.org>

EBBP skills based resource page:

<http://www.ebbp.org/skillsBasedResources.html>

Cochrane Collaboration website for systematic reviews:

<http://www.thecochranelibrary.com/view/0/index.html>

NICE treatment guidelines:

<http://www.nice.org.uk>

IOM guidelines page:

<http://www.iom.edu/Reports/2011/Clinical-Practice-Guidelines-We-Can-Trust.aspx>

As noted earlier, the program also values training in diversity and requires that all students develop the ability to work with a diverse population of individuals in terms of age, ethnicity, race, disability, and sexual orientation.

### **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 in order 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**

Students are admitted to our program through a careful selection process that evaluates applicant's grades, GRE scores and fit with our program and a specific mentor. Selection of students depends not only on their academic expertise, but also on their letters of recommendation, interest match our program model and our faculty, and our impression of the students during their interview. We also greatly value diversity in this program, and we carefully review the applications of all minority 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 (<http://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 for 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 self-directed learning that takes place in your lab, at conferences, and in hours spent reading and writing in various locations). Successful graduate students develop a year-round pattern of work that is similar to medical school and far exceeds undergraduate workloads or a 40-hour workweek.

In sum: work hard in graduate school, you will wind up enjoying it more because you will excel, you will worry less about finding a good internship and postdoc, and it will open up doors throughout your career.

As a professional-in-training, you should be aware of the manner in which you present the profession to the world. You should learn how to dress professionally and how to handle yourself in a professional context. 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 the world at large. Your profession becomes part of your identity, which you cannot simply remove when you exit work. Please keep in mind that you may run into a client or student when you are out socializing and behave in a way that would not compromise your professional reputation. This applies to behavior on social media as well:

#### Responsibilities Regarding Online Activities/Social Media

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 of the information that may exist 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 unfortunately reflect upon your professional life. 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. With this in mind, you are encouraged to consider the following cautions and suggestions:

1. With social networking sites such as Facebook, 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, it is not advisable to become virtual “friends” with clients or former clients or undergraduates for whom you have supervisory or evaluative responsibilities (students in the 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 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 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 (clinical work, 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 use discretion 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 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.

### **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. There are many ways for you to become more involved in the department. We expect that you will be fully involved with our applicant interview day each year, including hosting applicants and participating in meals and group interviews. Each year we hold 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 the “job talks” conducted each time the department recruits a new faculty member. Clinical Forum occurs most Fridays from Noon – 1:00 PM during the Fall and Spring Semesters. One Friday per month, at this same time (12:00 to 1:00), instead of Clinical Forum, the Department has *Welcoming Diversity* forum meetings. All clinical PhD students are expected to attend Welcoming Diversity 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, forum meetings, and other department colloquiums is expected and will be part of the criteria used to evaluate you each year. External placements should allow you to attend these functions – 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 comfortable working relationship with your mentor. Try to maintain weekly or bi-weekly meetings even before you

may be working on specific papers and other projects. He/she will need to get to know you and your professional interests in order to provide appropriately tailored career advice and eventually to be able to convey your unique interests and skills in letters of recommendations. Although your mentor will most likely become your most important professional influence in graduate school (and likely an enduring influence and collaborator throughout your career), he or she is not your only source of advice or guidance. You can benefit a good deal from other faculty members whose research or professional interests match your own.

Keep in mind that your mentor is a busy professional with numerous responsibilities, including maintaining a nationally recognized program of research. Unlike private liberal arts colleges where faculty are evaluated primarily on teaching and mentoring, at Ph.D. granting research universities like the U of M, faculty are expected to maintain highly visible programs of research, and decisions about tenure and promotion are heavily tied to research productivity. 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. Your mentor will devote an incredible 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, above and beyond your paid RA hours, your milestone projects and particular papers that you might take the lead on. 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. As mentors we have agreed to attempt to give you feedback on your work products within **two weeks**. We agreed to this because we want to do all we can to allow you to make rapid progress. However, there will be times when your mentor will be unable to meet this expectation, due to travel, illness, or other pressing work commitments (grant applications, grading, etc.). Most importantly, faculty are generally able to turn around high quality drafts more quickly, so make every effort to turn in your best work only after you have edited and reread it several times. Do not expect faculty to turn your rough draft into a finished product. If your mentor consistently is unable to meet the two-week expectation please talk with her/him about this and also feel free to talk with the DCT or Graduate Coordinator.

Annual Mentor-Mentee Contracts. Please schedule a meeting at the beginning of each academic year to discuss mutual expectations for the upcoming 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 your milestone progress (including a timeline for drafts and meetings) and discuss and specific training experiences you would like to receive from your lab/mentor over the next year. Please also discuss your plans for 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 he/she prefers 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, we assume that you will work with your mentor during your entire time in our program. Changing Major Professors is a significant decision that must be made only after much thought and discussions with your current Major Professor, the DCT, and the Graduate Coordinator. A student's desire to change Major Professors typically reflects a major shift in that student's research or career interests. Occasionally, personality conflicts lead students to change Major Professors. If you want to change major professors, Drs. McDevitt-Murphy and/or Cohen are available to help.

## Student Evaluations

Each year at the end of the spring semester, clinical students complete a self-evaluation form recording their grades, research progress, level of engagement in program activities (e.g., forum and other colloquium attendance), and lab and clinical work. This includes an updated CV and summary of program progress/goals (Overview Form), forms rating research and clinical competencies, and a listing of documented competencies in the administration of empirically supported treatments. Evaluations are also collected from clinical supervisors, research supervisors, and off-site placement and practica supervisors. You should obtain a clinical evaluation form for every setting in which you provided clinical services, including your lab and volunteer (practicum) experiences. Students review all of these materials in a meeting with their Major Professor. This meeting should help each student to evaluate their own progress and set goals for their development over the following academic year. The clinical faculty then meets and carefully discusses the data on each student's performance and progress.

After the faculty meeting each student receives a letter from the DCT (co-written by the student's mentor) summarizing his or her research and applied skills, knowledge, and credentials. The primary purpose of this annual evaluation process is to provide feedback to students concerning their progress through the training program. We aim to help you recognize your strengths and weaknesses as you go through training, choose activities that will enhance your skills, and identify goals that will improve your marketability. 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 Clinical Program Evaluation forms are included in Appendix A.

### Here are the criteria that faculty use 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 his/her 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 might 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 take into account the variability in student goals and effort level required to complete various milestone projects. This does not reflect an *ideal* timeline (that is presented later in this manual) 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 be considered problematic enough to put a student in the “needs improvement” category, depending on the circumstances. The clinical faculty will determine specific consequences associated with this status on a case-by-case basis.

First year - work to generate thesis idea

Second year – propose thesis, write IRB, begin data collection

Third year - defend thesis, begin 2<sup>nd</sup> milestone

Fourth year – complete second milestone (by May 31 deadline), begin work on dissertation proposal

Fifth year – propose dissertation by September 15 deadline (ideally sooner), write IRB, collect dissertation data

### **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 leaving 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 should know that all graduate students in the Department of Psychology 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, that you do not have a grade below a B in a core clinical course, and that you are making satisfactory progress toward your degree on all measures that you are evaluated on (practicum, placements, lab work, 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 in order to facilitate successful completion of the program. We might, for example, 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 in an effort 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 of time 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, 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 (Dr. Whelan) also conducts PSC supervisor evaluations every other year (this is to protect student confidentiality given the small group sizes). We will also ask you to complete yearly evaluations of external placements, which will be reviewed by the DCT and the placement committee. We also complete a bi-annual clinical student survey, which provides you with the opportunity to provide feedback related to the program and the DCT. Finally, the DCT holds weekly office hours that provide an opportunity to discuss any concerns.

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, GSCC clinical program representative [currently Lauren Schaefer]). If you have ideas for improving the program please convey them to the DCT or the clinical program representative. We have recently developed a DCT Advisory Committee to assist the DCT in keeping abreast of student feedback/suggestions. The committee includes several students who are available to convey any program-related feedback or suggestions to the DCT. Please also use other forums such as course/assistantship evaluations and our anonymous clinical student surveys to provide constructive feedback. The DCT maintains regular office hours and is available to meet outside those hours to receive program-related feedback or to address questions. If you have a concern about the DCT please talk to the Department Chair, Associate Chair, or Graduate Director.

## The GSCC

Graduate students comprise the Graduate Student Coordinating Committee (GSCC), which represents student interests and is allotted 3 votes at faculty meetings. (The GSCC representatives can also give you information about applying for funds to attend conferences). Elections for GSCC positions are held once per year in the spring. In addition, each year the clinical students elect a representative to attend clinical faculty meetings (except those in which students are discussed). To see the GSCC's newsletter and current officers, go to: <http://www.memphis.edu/psychology/graduate/gsc>About.php>

## Student Participation in the Program and the Department

In addition to the student representation that is afforded by the GSCC, students are encouraged to take an active voice in the clinical program. For example, the clinical student representative on the GSCC 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. Third, the DCT welcomes student input in a variety of ways, including anonymous on-line surveys, informal forums with groups of students (including the *DCT Advisory Group* mentioned previously), 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 on page 35 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](http://www.memphis.edu/oie/harrassment/index.php). Please note that formal harassment or discrimination complaints are handled by the University Office of Institutional Equity (<http://www.memphis.edu/oie/complaint.php>) 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.” Therefore, if you describe a harassment or discrimination situation to any university employee (including faculty), they are mandated to report this to the University Office of Institutional Equity.

**Other Grievances.** 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:

First, 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 other faculty member about the issue. At any time you may consult with other students, including a GSCC member to discuss the issue confidentially. You may elect to have the GSCC representative(s) meet with a department administrator to inform them of the concern and/or to discuss possible ways to resolve the concern. You may also contact the GSCC by email or you can put a written complaint into the GSCC mailbox. With the exception of harassment and discrimination complaints (see above), the nature of these conversations can be kept confidential.

If your conflict or concern is related to an external supervisor you should first go to the supervisor with whom you have the concern and try to come to a resolution. If this is not possible please discuss this with the DCT.

If your concern is related to course instruction please also talk to the chair and/or use the SETE evaluation to provide formal feedback (these are reviewed by the chair each semester).

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. However, if you believe a faculty member should receive formal feedback about the situation you should either a) form a Grievance Committee as described below or b) bring that issue to the

Department Chair as he/she is 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 offending 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 he/she 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 I**.

More information can be found in the Graduate Handbook, the University Bulletin, and the GSCC page at [http://www.memphis.edu/psychology/graduate/gsccl\\_complaints.php](http://www.memphis.edu/psychology/graduate/gsccl_complaints.php).

## **PART III: “The Big Three”--Coursework, Research, & 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\*\*\*.

#### **Where to get Class Permits and Help Registering for Classes**

The graduate secretary, Ms. Cynthia Walker, is the person who will help you with all of the various permits, forms, and registrations that you may need. She also keeps track of your records and updated CV’s. Please note that her office is on the 3rd floor (Room 326). Come by and get to know her! Many department and university forms can also be found at the website ([www.memphis.edu/psychology](http://www.memphis.edu/psychology).) Cynthia also will send out a form prior to the beginning of the semester/during class registration periods for classes you need permits for – students should be on the lookout for that at the beginning of the class registration period.

#### **Registering for Courses**

**Please register for all graduate courses at least one month before the semester begins – otherwise low enrollment courses may be dropped by the University**

The graduate coordinator, DCT, or graduate 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. Current students are required to enroll and complete the Registration Notification Form.

If for some reason you are unable to meet the deadline (that will be announced by the graduate directors each semester) please contact the graduate secretary:

Cynthia Walker, Room 326, 678-4340. [cywshngt@memphis.edu](mailto:cywshngt@memphis.edu).

## When a Permit is Required

“Permit required” means you must obtain permission from the instructor prior to registering for a course. Sometimes you can get the necessary permit by just asking the graduate secretary. Otherwise, you can contact the instructor in person or by email.

## Registering for Milestone Credits and Independent Study Courses

There are quirky rules about registering for "milestones" such as thesis and dissertation credits. Once you enroll for these courses, you continue to do so until the project is completed. Each semester you would receive an IP (In Progress) until the work is completed; in the final semester your grade would be S (Satisfactory) or U (Unsatisfactory). 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. You can earn up to 3 hours of credit for work on your thesis, up to 6 hours for your MAP, and up to 9 hours for work on your dissertation (though only 6 dissertation credit hours are required).

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.

## Registering for Classes while on Internship (see also Appendix G)

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 also to continue deferment on student loans until graduation. This course does not allow you to take new student loan while on internship. You should also register for dissertation credits during the semester you plan to defend.

## GRADUATION

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

[http://www.memphis.edu/gradschool/current\\_students/graduation\\_information/graduation.php](http://www.memphis.edu/gradschool/current_students/graduation_information/graduation.php)

Print out and complete this form, and then have it signed by your major professor. This form should then be turned in to the Chair's administrative assistant (Laura Simpson), who will make a

copy for the department's records and ensure that the form is submitted to the College of Arts and Sciences for the signature of the Director of Graduate Studies.

You should have a checklist of which requirements you need to meet to earn your degree. The graduate catalog that was in force the year of your admission is the catalog that lists the requirements that apply to you.

**The intent to graduate, masters/doctoral degree candidacy, and cap and gown order forms should be turned into the Graduate School according to the schedule indicated on the website.**

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.

When it is time to get your degree you must turn in the appropriate paperwork to the Graduate School. Failure to turn in the appropriate forms and material to the Graduate School will result in the delay of graduation.

Be sure to consult the graduate catalogue and pay attention to announcements from the Graduate Secretary so that you comply with all deadlines and procedures.

Important note: You must be enrolled in at least one credit hour of thesis (PSYC 7996) or dissertation, (PSYC 9000) in order for the defense meeting, binding, and graduation to occur.

**IT IS THE STUDENT'S RESPONSIBILITY TO SUBMIT GRADUATION MATERIALS TO THE GRADUATE SCHOOL BY THE GRADUATE SCHOOL'S DEADLINES!!**

## **GRADUATE STUDENT 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 (Cynthia Walker), 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 mail box 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 Laura Simpson in the main office. She will circulate them through the appropriate University channels.

## Selecting Courses

Your coursework will include both required and elective courses relevant to your career objectives. For a complete list of required courses broken down by research areas see the Appendix. To review available course offerings, including meeting times and locations, visit <http://www.memphis.edu/registrar/register/index.php>.

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. We recommend that you meet with your major professor at the beginning of each term to discuss the courses for which you should register.

What is a Full-Time Load? Students on assistantships must maintain enrollment in at least 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. A typical load would be one, two, or three courses, each worth 3 or 4 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.

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. Cohen. 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*).

7/8000	<b>History and Systems</b> (spring of second, third, or fourth year)
7/8301	<b>Research Design and Methodology</b> (spring first year)
7/8302 or 7/8303	<b>Advanced Statistics in Psychology I</b> (fall first year) OR <b>Advanced Statistics in Psychology II</b> (fall second year)
7/8304	<b>Measurement Theory and Psychometrics</b> [fall second year]
7/8412	<b>Psychopathology</b> [fall first year]
7/8428	<b>Foundations of Clinical Psychology</b> [fall first year]
7/8430	<b>Clinical Assessment: Abilities Achievement</b> [spring first year]
7/8432	<b>Clinical Assessment: Case Conceptualization</b> [spring first year]
7/8435	<b>Introduction To Psychotherapy</b> [fall second year, with additional credit hour in spring second year]
7/8434	<b>Clinical Psychotherapies: Appreciating our Differences</b> (focused on diversity)  <b>Clinical Psychotherapies</b> (2 <sup>nd</sup> psychotherapy course under a different instructor)
7/8438	2nd year Practicum in Clinical Treatment (PSC)

	3rd year Practicum in Clinical Treatment (PSC)
	4th year Practicum in Clinical Treatment (PSC)
7/8705	<b>Neuropharmacology</b>
7/8407	<b>Cognition and Emotion</b>
7/8207	<b>Developmental Psychology</b>
7/8217	<b>Social Psychology</b>
8707	<b>Professional Issues</b> (1 credit course fall and spring of the year you apply to 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 by Research Concentration

Each research area has additional coursework (2 classes) that is required for those seeking more intensive training in that area. Each area's requirements are listed below:

#### Child/Family Requirements (2 total classes)

7/8416	Child Psychopathology
7/8434	Clinical Psychotherapy courses related to Children, Adolescents, or Families.

#### Clinical Health Requirements (any 2 of the following classes)

7/8440	Behavior Medicine I
7/8441	Psychology And Medical Illness
7/8434	Clinical Psychotherapies course related to health behavior, addiction, or work with medical patients

**Psychotherapy Requirements (2 total classes)**

7/8516	Issues in Psychotherapy Research
7/8438	Clinical Psychotherapies (taken w/ 3 <sup>rd</sup> instructor) (or, with DCT permission, a psychotherapy class from the APA Accredited <i>Counseling Psychology Department</i> ; ( <a href="http://www.memphis.edu/gradcatalog/degreeprog/cehhs/cepr.php">http://www.memphis.edu/gradcatalog/degreeprog/cehhs/cepr.php</a> ))

**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 Programs Secretary has the necessary paperwork.

The two-step process involves first asking the university to accept a certain number of hours of credit, and then asking the department to let you count one or two of those courses toward your degree requirements. 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 Graduate Programs Secretary for directions and forms. Department decisions about transfers are made by the Graduate Programs Coordinator.

Substitutions are rarely granted for any of the clinical program's core clinical courses. For transfer credit to count in the clinical program 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 [http://www.memphis.edu/gradcatalog/academic\\_regulations/transfer\\_credit.php](http://www.memphis.edu/gradcatalog/academic_regulations/transfer_credit.php)

**Grades**

Although you need to do well (earn Bs or As) in all your courses, from here on out your grades will be emphasized less relative to your research productivity, clinical skills, and professional skills set (writing and quantitative ability, work ethic, collegiality).

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. If a C or lower is earned for a required clinical course, the course must be repeated and a grade of B or higher must be earned the next time around.

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 3.00 will be placed on probation. A second consecutive semester 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, the first thing to do is to set up a time to speak with your 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 (available online, in the Main Office or in the Graduate School Office) 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 <http://www.memphis.edu/gradschool/pdfs/forms/gradeappeal.pdf>

## **Academic Integrity**

The University's policy on academic integrity can be found at <http://libguides.memphis.edu/academicintegrity>

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.

### **Psychological Services Center (PSC)- 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, 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 (typically after several drafts), he/she 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. Likewise, it will often take your mentor ~ 2 weeks to turn around drafts. 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 handed in upon the completion of each stage for each milestone (summarized in Appendix F and here <http://www.memphis.edu/psychology/resources/mediareources.php>).

There are deadlines for filing these each semester. The following page gives useful information:  
[http://www.memphis.edu/gradschool/current\\_students/graduation\\_information/graduation\\_deadlines.php](http://www.memphis.edu/gradschool/current_students/graduation_information/graduation_deadlines.php)

The department also has a competency rating form that needs to be completed by each committee member at your milestone meeting. You must bring copies of the competency

assessment form to your meeting. Each member of your committee must complete this form and turn it in to the graduate director to evaluate your competency.

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 it provides the student the opportunity to devise and implement his or her own research project and to begin to establish a course 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. The graduation regulations can be very confusing. The website for up-to-date information is:

[http://www.memphis.edu/gradschool/current\\_students/graduation\\_information/graduation.php](http://www.memphis.edu/gradschool/current_students/graduation_information/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 paper is known as the Mid-Point Project. 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 his/her mentor. For this option the work should be sufficiently distinct from their 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 consists of the student's mentor and 3 other members, at least 1 of whom must be from outside the Clinical area. Similarly, the Dissertation committee consists of the Chairperson and 3 other members. At least one member must be from another department or from outside the Clinical area. Also, 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) 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 can 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 discuss their plan at least annually to see whether any changes should be made. Depending on whether or not you enter with a master's degree, the program usually takes 4 or 5 years in residence, plus a one-year internship (5 – 6 years total). Some students who enter with a bachelors degree are able to complete the program (including internship) in five years but this is rare because 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 begin the internship application process). There are slightly lower internship match rates for students who apply in their 4<sup>th</sup> versus 5<sup>th</sup> 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, etc., so you can never count on completing in 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. It will also save you a trip back to Memphis to defend during your internship year. Most importantly, it will save you from becoming ABD “all but dissertation,” and having to come back to Memphis 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 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 4<sup>th</sup> 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 U of M 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 -applying for internship by December	Defend MPP by 9/1 Dissertation proposal by 12/1	Collect dissertation data Present in Clinical Forum	Collect dissertation data, prepare for internship applications (write essays, prep site list, determine letter writers)
Year 5	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)
Year 6	Internship		

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 by December	Propose dissertation by 9/15, complete internship applications by 11/1, interviews begin 12/1	internship interviews; dissertation data collection Present to Clinical Forum	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 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 see 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, page 35). The committee will review the completed thesis and accept or reject the thesis. 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. Students are assigned to clinical supervisors for a one year (12 months) at a time.

### **Learning to be a Therapist**

There are three main ways that students receive training in providing psychotherapy. First, 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 taught by Dr. Thurston). Students in the Psychotherapy Research Area are required to take a third psychotherapy 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 in and orientations toward psychotherapy, but all endorse empirically-supported treatments (ESTs). 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 could take place in the PSC, in an external placement, or working as a therapist on a clinical research study. Fourth, many students complete volunteer practica, and also obtain clinical hours in their lab. Finally, Dr. Neil Aronov offers a monthly Skills Lab that provides students with the opportunity to practice psychotherapy skills. Please email Neil for more information:

[neil\\_aronov@hotmail.com](mailto: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 of your clinical hours on a spreadsheet you design and personalize or through the Time2track program. The department has paid for subscriptions for all U of M clinical doctoral students (<https://app.time2track.com/login>). Please review the internship application (APPI to <http://www.appic.org/A-API-APPA>) to see what client demographic and clinical information you need to track.

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 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 2-3 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 4<sup>th</sup> or even 5<sup>th</sup> year. You can accrue hours that count towards your internship application until November of the year you apply to internship. Please keep in mind that hours are not the most important element of your application. It is much more 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 begin 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, be sure to begin every PSC intake with a comprehensive assessment, and ask for opportunities to complete psycho-educational assessments in the PSC as well (and try to complete several during your time in our program).

### **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 2-5 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.

\*\*\* 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 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.

Students who wish to do a practicum should understand that these opportunities change frequently and the DCT frequently sends out emails with available practica. New practica 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 in order to prevent one student from staying in a practicum indefinitely and essentially denying other students that opportunity. Please see Appendix C for the Clinical Practicum Contract required to obtain a practicum. The VAMC offers excellent unpaid training (across a variety of their specialty clinics), as does the Exchange Club Family Center, LeBonheur Pediatric Neuropsychology, Job Corps Vocational Training Center, and Semmes-Murphy Neurology Clinic. Varangon Academy (youth training facility) sometimes offers a paid practica. At times Dr. Aronov also offers a paid

assessment practica at times. The DCT will email all students when practica opportunities become available.

### **Selecting a Clinical Placement (see Appendix C for placement options)**

Each spring, the Director of Clinical Training 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 complicated system by early summer. Placements generally run from September 1- August 31.

### **Internship**

Also 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 before they apply for internship. 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 matching. If they do not achieve a match, the student may apply to any APPIC program that has an available position. Students receive considerable help in this process, and not matching is an extremely rare phenomenon.

The APPIC website ([www.appic.org](http://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 on their students. 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 also approve (and most importantly provide feedback/suggestions on) your 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 makes reference 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 types and amounts 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, 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 have taken our students below. After 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 give you a reasonable chance 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 all kinds of relevant information at the website for the organization that oversees formal internship and post-doc programs, APPIC (<http://www.appic.org/>).

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If there is concern that a student’s competency in an area is making unacceptably slow progress, the needs improvement column should be checked. Please comment on this in the “Recommendations for Further Development” section.

	Rating of skill/knowledge level			
	Self-Rating	Mid-year	End of year	Needs improvement
<b>Relationship/Interpersonal Skills</b>				
With client				
Ability to take a respectful professional approach with clients while maintaining professional boundaries.				
Ability to form an effective therapeutic alliance.				
With colleagues				
To be actively engaged in establishing and maintaining professional relationships.				
Ability to provide helpful feedback to peers.				
Ability to receive feedback from peers.				
With supervisor				
Works collaboratively with the supervisor.				
Is prepared for supervision.				
Accepts supervisory input, including direction.				
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.				
With the agency				
Ability to understand and observe agency’s operating procedures.				
Ability to work effectively with support personnel.				

Rating of  
skill/knowledge level

Self-Rating	Mid-year	End of year	Needs improvement
-------------	----------	-------------	-------------------

**Assessment and Intervention Skills**

Ability to select and apply assessment methods that draw from best available empirical literature to inform clinical decision-making.				
Ability to interpret assessment results following standards and guidelines, and to effectively communicate assessment findings.				
Ability to formulate and conceptualize cases, including diagnoses.				
Knowledge of evidence-based approaches and ability to develop evidence-based intervention plans.				
Ability to implement interventions informed by scientific literature, assessment findings, diversity characteristics, and contextual variables.				
Ability to modify/adapt evidence-based approaches when evidence-base is lacking.				
Ability to select and implement multiple methods to assess treatment progress/outcome, and to adapt intervention goals/methods as needed.				

**Diversity - Individual and Cultural Differences**

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.				
Knowledge about the nature and impact of diversity in different clinical situations.				
Ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews are different from one's own.				

	Rating of skill/knowledge level			
	Self-Rating	Mid-year	End of year	Needs improvement
<b>Ethical and Legal Issues</b>				
Knowledge of and act in accordance with ethical/professional codes, standards and guidelines.				
Knowledge of and act in accordance with statutes, rules and regulations, and case law relevant to the practice of psychology.				
Recognize and seek appropriate information and consultation when faced with ethical or legal questions/issues.				
Evidence commitment to ethical and legal risk management.				
<b>Practical Skills to Maintain Effective Clinical Practice</b>				
Timeliness: completing professional tasks in allotted/appropriate time; arriving promptly at meetings and appointments.				
Communicates (orally and in written documents) in a way that is informative, well-integrated, and uses appropriate professional language/concepts.				
How to self-identify and address personal distress, particularly as it relates to clinical work, and to use resources to support wellness.				
Responsibility and accountability relative to one's level of training, and seeking consultation when needed.				
Time management.				
Willingness to acknowledge and correct errors.				
<b>Consultation and Interprofessional/Interdisciplinary Skills</b>				
Knowledge of the roles and perspectives of other professions.				
Knowledge of consultation models and practices.				

Ability to work effectively with other health care providers and agencies.				
	Rating of skill/knowledge level			
	<b>Self-Rating</b>	<b>Mid-year</b>	<b>End of year</b>	<b>Needs Improvement</b>

**Supervision (Section to only be completed by 4<sup>th</sup> year PSC supervisor)**

Knowledge of purposes of supervision and roles of supervisor and supervisee.				
Knowledge of supervision models and practices.				
Ability to form effective supervisory relationship with supervisee.				
Ability to provide constructive feedback to supervisee.				

**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 new APA Standards of Accreditation.**                             Yes                             No

**Strengths and Assets**

Please describe the student’s main strengths and assets.



Name \_\_\_\_\_

Date \_\_\_\_\_

Program Information

Year entered program	
Current major professor	
Research area	

Academic Progress

Courses completed – Fall Semester

Course #	Title	Requirement? (Yes – No)	Grade

Courses completed – Spring Semester

Course #	Title	Requirement? (Yes – No)	Expected Grade

Clinical Program Requirements (*Please circle completed courses and indicate sem/yr completed & course grade.*)

Course	Course title	Sem/yr completed	Grade
7/8301	Research Design and Methodology		
7/8302	Advanced Statistics in Psychology I OR		
7/8303	Advanced Statistics in Psychology II		
7/8412	Psychopathology		
7/8428	Foundations of Clinical Psychology		

Course	Course title	Sem/yr completed	Grade
7/8000	History and Systems		
7/8430	Clinical Assessment: Abilities Achievement		
7/8432	Clinical Assessment: Case Conceptualization		
7/8435	Introduction To Psychotherapy (3 credits Fall)		
7/8435	Introduction to Psychotherapy (1 credit Spring, for students who entered the program in 2012 or later)		
7/8434	Clinical Psychotherapies (a psychotherapy class related to diversity is required for students who entered the program in 2013 or later) Clinical Psychotherapies ( <i>different instructor</i> )		
7/8438	2nd year PSC 3rd year PSC 4th year PSC		
7/8705	Neuropharmacology		
7/8304	Measurement Theory & Psychometrics (required for students entering in 2012 or later)		
7/8217	Social Psychology (required for students entering 2015 or later)		
7/8207	Developmental Psychology (required for students entering 2015 or later)		
8707	Professional Issues in Clinical Psychology (internship preparation and professional development course for 4/5 <sup>th</sup> years) Fall (1 credit) Spring (1 credit)		

### **3<sup>rd</sup> Stat Course (1 required)**

Course	Course title	Sem/yr completed	Grade
7/8304	Meas Th & Psychomet (required for students entering in 2012 or later)		
7/8305			
7/8306	Quant Meth Review Rsch		
7/8307	Linear Struct Modeling		
7/8308	Models Program Eval		
7/8310	Appl Multivariate Stat		

7/8311	Mixed-Model Regress Anly
7/8312	Appl Cat Data Analysis Qualitative Resrch/Psyc Other:

**Cognitive-Affective Bases of Behavior (1 required)**

Course	Course title	Sem/yr completed	Grade
7503/8503	Cognition and Emotion		

**Social and Cultural Bases of Behavior (1 required)**

Course	Course title	Sem/yr completed	Grade
7/8215	Organizational Psych		
7/8217	*Social Psychology (required for students entering 2015 or later)		
7/8219	Soc/Persnlty Devel		
7/8220	Social Cognition		

**Individual Bases for Behavior (1 required)**

Course	Course title	Sem/yr completed	Grade

7/8207	*Developmental Psyc (required for students entering 2015 or later)		
7/8219	Soc/Personlty Devel		
7/8412	*Psychopathology (required above)		
7/8416	Child Psychopathology		
7/8420	Personal Construct Theory		
7/8516	Issues Psychotherapy Rsch		

**Addition Requirements: Clinical Health Research Area (choose any 2)**

Course	Course title	Sem/yr completed	Grade
7/8440	Behavior Medicine I		
7/8441	Psychology And Medical Illness		
7/8434	Clinical Psychotherapies Course Related to Clinical Health Psychology: Psychotherapy with Medical Patients, Changing Health Risk and Addictive Behaviors, or Cognitive-Behavioral Therapy		

**Addition Requirements: Child Clinical Research Area**

Course	Course title	Sem/yr completed	Grade
7/8416	Child Psychopathology		

7/8434	<u>A</u> Clinical Psychotherapy courses related to Children, Adolescents, or Families is required. <i>Course Name:</i>
--------	---------------------------------------------------------------------------------------------------------------------------

**Addition Requirements: Psychotherapy Research Area**

Course	Course title	Sem/yr completed	Grade
7/8516	Issues in Psychotherapy Research		
7/8434	Clinical Psychotherapies ( <i>3<sup>rd</sup> course</i> )		

Please report any additional courses here:

Course	Course title	Sem/yr completed	Grade

Research Progress

**Conference Presentation(s) of Research During Past Year (May to May)**

Provide reference for paper(s) (use APA style)

**Manuscript(s) Published, or In-Press During Past Year (May to May)**

Provide reference for manuscript(s) (use APA style)

**Manuscript(s) SUBMITTED During the Past Year (May to May)**

Provide reference for manuscript(s) (use APA style)

**Grants Proposed or Submitted During Past Year (May to May)**

List granting agency, amount requested or awarded, & name of grant

--

**Year of Research Placement Above First Academic Year**

<b><i>One year of assigned research placement (beyond the first year) is required of all students.</i></b>		
<b>Year You Completed Research Placement</b>	<b>Site of Placement</b>	<b>Research Activities</b>

**Other Research Accomplishments**

<b>Please tell us about any other research accomplishments this year.</b>

**Degree Milestones**

<b>Project</b>	<b>Project Title</b>	<b>Mentor</b>	<b>Date Proposal Accepted</b>	<b>Date of Final Defense</b>
Thesis				
MAP/Exam				
Dissertation				

**Clinical Skills Progress**

<b>Psychological Services Center Practicum During Current Year</b>
--------------------------------------------------------------------

*Note: Be sure to attach your Clinical Competency Evaluation Form*

**Year of Supervised Clinical Placement During Current Year**

<b><i>A minimum one year of clinical placement is required of all students (can be completed as one 20 hour placement or two 10 hour placements over different years). (Be sure to attach your additional Clinical Competency Evaluation Form in you completed a clinical placement)</i></b>		
<b>Year You Completed Clinical Placement(s)</b>	<b>Site of Placement</b>	<b>Clinical Activities</b>

**Other Clinical Skills Training Accomplishments During Current Year**

<b><i>Please describe any other clinical training experiences (practicum, workshops attended) that you had this year. (Be sure to attach your additional Clinical Competency Evaluation Form in you completed a clinical practica)</i></b>

Clinical Hours (Direct Contact Assessment + Intervention Hours)

Past Year total\_\_\_\_\_ Cumulative total\_\_\_\_\_

Professional Development

**Research Conference(s) or Meeting(s) Attended During Past Year (May to May)**

<i>Provide title of conference.</i>

**Current Membership in Professional Organizations**

<i>Provide Name of Organization.</i>

**Involvement in Professional Organizations During Past Year (May to May)**

<i>Provide brief description of your role in or contribution to the organization.</i>

**Courses Taught or TA'd at University of Memphis**

<i>List Course and Semester; Identify Whether You Were Instructor or TA</i>

**Professional, Departmental, University or Community Service -**

<i>Provide a brief description of volunteer services you provided to the department, the university, the psychological profession, or to the community.</i>

--

**Current Career Goals**

<b><i>Provide brief description of your current career goals.</i></b>

**Program Engagement:**

**Please describe your level of attendance at required program events:**

**Clinical forum: a) attended all or > 75%, b) attended 50 – 75%, c) attended less than half**

**Planning**

*Identify specific, measurable performance objectives for the next year. Please keep in mind our program's training objectives.*

**Academic**

<b><i>Please describe at least one specific academic or coursework objective that you plan to accomplish.</i></b>

**Research**

<b><i>Please describe at least one specific research objective that you plan to accomplish.</i></b>

**Clinical Training**

<b><i>Please describe at least one specific clinical skill development objective that you plan to accomplish.</i></b>

**Professional Development**

*Please describe at least one specific professional development activity that you plan to accomplish.*

*If your research area is not one of our 3 established ones (Child & Family, Clinical Health, Psychotherapy), please describe your planned research program below.*

**Student's Signature**

**Mentor's Signature**

**Date**

Name

\_\_\_\_\_

Date

\_\_\_\_\_



**To Supervisor:** We would greatly appreciate your feedback about the performance of our student who has been working under your supervision. Using the scale below each item, please circle the number that best reflects this student's performance. Feel free to make comments where relevant. Your comments are often helpful to our clinical faculty and the student. This evaluation will be used in our annual evaluation meetings to help provide feedback and guidance to our students. Thank you.

Student's Performance

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

1	2	3	NA
Needs Improvement	Consistent with Expectations	Exceeds Expectations	

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

1	2	3	NA
Needs Improvement	Consistent with Expectations	Exceeds Expectations	

**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	NA
Needs Improvement	Consistent with Expectations	Exceeds Expectations	

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

1	2	3	NA
Needs Improvement	Consistent with Expectations	Exceeds Expectations	

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

1	2	3	NA
Needs Improvement	Consistent with Expectations	Exceeds Expectations	

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

1	2	3	NA
Needs Improvement	Consistent with Expectations	Exceeds Expectations	

General Feedback

**Strengths and Assets**

<b>Please describe the student's main strengths and assets during the assistantship.</b>

**Areas for Improvement**

<b>Please describe any areas for improvement identified during the assistantship.</b>

**Student's Signature**

**Supervisor's Signature**

## Student Research Competency Rating Form

### Tracking Progress on Developing Research Competence and Excellence

Success as a scientific researcher requires the development of a variety of skills, competencies, and products that demonstrate achievement and anticipate future contributions. This form describes many of the important competencies for graduate training in psychological science. Advisers complete this form to provide structured feedback on student progress, and to help identify goals for the next year of training. Advisers and students review this feedback in a one-on-one meeting to articulate particular areas of excellence, opportunity for development, and to identify concrete goals for the next stage of research training. Advisor and student both sign the document after discussion.

#### Rating system

- 1 =Competence not yet at expectations for level of experience (skills to work on)  
2 =Competence meets expectations for level of experience (the standard "on track" rating)  
3 =Competence exceeds expectations for level of experience (for demonstration of unusual skill)  
U =Unknown, not enough information to rate yet (particularly for early career students)

#### **Research Style**

- \_\_\_ 1 *Self-starter*: More successful researchers create opportunities rather than wait for them to occur
- \_\_\_ 2 *Action-orientation*: More successful researchers get things done, not just think about getting things done
- \_\_\_ 3 *Persistent*: Research progress is slow and rejection is frequent (darling, you had me at "slow"). More successful researchers will find reinforcers in the research process and learn from rejections, improve, and keep on going
- \_\_\_ 4 *Works hard*: In hard occupations, hard work increases the probability of success.
- \_\_\_ 5 *Has a plan*: More successful researchers have a plan for their research program - they set goals and track progress to guide near and long term efforts.
- \_\_\_ 6 *Problem-solver*: More successful researchers are resourceful in finding solutions when confronted by conceptual or practical barriers to progress

#### **Professional Interaction**

- \_\_\_ 7 Participates effectively in scholarly discussion (e.g., colloquia, lab meetings)
- \_\_\_ 8 Engages professionally with other students and faculty in the Department
- \_\_\_ 9 Interacts with departmental visitors and with other professionals at conferences
- \_\_\_ 10 Creates a scholarly environment for RAs and provides effective mentorship

#### **Critical Thinking**

- \_\_\_ 11 Contributes constructive criticism in formal and informal research interaction with others
- \_\_\_ 12 Anticipates and addresses potential critiques of one's own research

#### **Conceptual Depth and Breadth**

- \_\_\_ 13 Has established expertise in a core area(s) of research

\_\_\_ 14 Has broad knowledge to link core interests to ideas and knowledge in related areas of psychology and other disciplines

### **Research Generation**

\_\_\_ 15 Reviews the existing literature effectively

\_\_\_ 16 Generates ideas

\_\_\_ 17 Ideas are creative and address important topics

\_\_\_ 18 Critiques ideas effectively to identify strong and weak points

\_\_\_ 19 Effective in selecting which ideas are worth pursuing – e.g., weighing the estimated potential to learn something, potential to have impact, probability of success, practicality of conducting the research, interest value of the ideas

\_\_\_ 20 Thinks programmatically – research ideas build on each other

### **Research Execution**

\_\_\_ 21 Creative at translating ideas into operational hypotheses and research designs

\_\_\_ 22 Has expertise in the relevant methodologies for the research area

\_\_\_ 23 Shows effective leadership on first-authored projects

\_\_\_ 24 Is an effective collaborator on co-authored projects

\_\_\_ 25 Is efficient and prioritizes tasks effectively

\_\_\_ 26 Is involved in enough research projects to ensure a productive research program, and not so many to threaten ability to complete them

### **Data Analysis**

\_\_\_ 27 Has mastery of relevant quantitative methods

\_\_\_ 28 Has mastery of relevant software for data management and analysis

\_\_\_ 29 Seeks opportunities to expand quantitative skills

### **Writing**

\_\_\_ 30 Writes well – shows a mastery of the language; writes clearly; writing is interesting to read

\_\_\_ 31 Writes a lot

\_\_\_ 32 Is effective at *finishing* writing projects

### **Presentation Skills**

\_\_\_ 33 Finds opportunities to present research

\_\_\_ 34 Is effective at preparation of presentation (organization, clarity, narrative)

\_\_\_ 35 Is effective at delivery of presentation

\_\_\_ 36 Is effective in improvisational question and answer discussion

Elaborate on specific issues or examples to clarify quantitative feedback, particularly areas needing attention and improvement.

This feedback may translate into concrete goals for the student's training during the next year. Identify those goals here. These may be defined collaboratively in discussion between student and advisor.

The signatures below indicate that the student has reviewed this form, and the student and adviser(s) have discussed it verbally. Signatures do not necessarily imply consensus agreement on competencies.

---

Student

Rater(s)

Date

### **Effective Research Styles – How to develop them**

There are characteristics that are more prevalent in successful researchers than unsuccessful researchers. Developing an effective research style is as important as learning the skills and content of one's research domain. Some of the important characteristics are:

#### **1. *Self-starter*: More successful researchers create opportunities rather than wait for them to occur**

*How?* Be generative with ideas. Take the "Thomas Edison" approach – lots of ideas will surely produce a couple of good ones. Suggest new projects or jump on ideas that sound interesting. Ask for opportunities from people with access to them, don't wait for opportunities to come to you.

#### **2. *Action-orientation*: More successful researchers get things done, they do not just think about getting things done**

*How?* Set goals that are clear, concrete, achievable, and bite-sized. It is hard to get started on a "write that paper", but easy to "write the 'participants' section." Create specific to-do lists for the day and week and critique them to ensure that each activity is serving long-term goals, not just short-term "urgencies." For example, if you have something to write, make sure you write \*something\* daily – even if only a few sentences. Many find it useful to start the day by writing an hour before other demands distract them.

#### **3. *Persistent*: Research progress is slow and rejection is frequent. More successful academics will find reinforcers in the research process and learn from rejections, improve, and keep on going.**

*How?* Be involved in lots of projects - some will move more quickly than others just based on the success of the data collections, and pace of research process. Build-in lots of mini-rewards along the way. Celebrate goal-completions, submissions, good scores, and other positive events along the way. The markers of project *progress* can be reinforcers. Give oneself the space to be pissed off or hurt when something is rejected, but don't wallow in it. Instead of waiting weeks or months to pick up something that has some critical feedback, give yourself days or hours to have the emotional reaction and then dive back in. Avoidance is a killer.

#### **4. *Works hard*: In hard occupations, hard work increases the probability of success**

*How?* This one is just the simple reality. Research is hard, and those that put more time in will develop more skills, have more knowledge, and get more done. That will make them more competitive for the better jobs and enhance their overall impact. Calibrate how much the academic life will be "life." It can be a job, vocation, or calling.

**5. *Has a plan*: More successful researchers have a plan for their research program - they set goals and track progress to guide near and long term efforts**

*How?* Write out goals - for week, month, year, 5 years. Check-in on those goals and revise them regularly - post them on your wall. Ensure that daily activities are serving those goals, and minimize activities that are irrelevant to your goals.

**6. *Problem-solver*: More successful researchers are resourceful when confronted by conceptual or practical barriers to progress**

*How?* Step back from the details of the problem and consider the big picture of what you are trying to accomplish. Recognize that planning and preparation are sometimes among the biggest parts of a project. Start at the goal and work backwards to figure out how to get there. Identify the key barriers to achieving the goal and consider multiple solutions to achieve it. Use your estimates of feasibility, practicality, likelihood of success to inform selection of options.

## APPENDIX B

### SAMPLE CV

#### **Ace A. Student, M.S.**

##### Curriculum Vitae

#### **Academic Contact**

The University of Memphis  
202 Psychology Building  
Psychology Building  
Memphis, TN 38152-3230  
(901) 678-2147

#### **Permanent Contact**

351 Merry Street  
Memphis, TN 38152  
(901) 333-3333 (home)  
(901) 222-2222 (cell)  
aceastuden@memphis.edu

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### **EDUCATION**

**2010**

#### **Doctoral Candidate, Clinical Psychology**

The University of Memphis, Department of Psychology

*Research Area:* Clinical Health Psychology

*Dissertation:* The Effects of Graduate School: A Study of PTSD Rates among Clinical Psychology Graduate Students.

*Proposed:* 7/9/2009. *Expected Completion:* 5/2010.

*Review Paper:* Focus Group Findings regarding Stress in Graduate School

*Chair:* Ace A. Professor, Ph.D.

**2009**

#### **Master of Science, Clinical Psychology**

The University of Memphis, Department of Psychology

*Thesis:* The Effects of Academic Stress on Graduate Student

Relationships

*Chair:* Ace A. Professor, Ph.D.

**2006**

#### **Bachelor of Science, Psychology**

Rhodes College, Memphis, TN

### **HONORS**

2005-2010

#### **Van Vleet Memorial Graduate Fellowship**

- Amount: \$10,000 awarded for academic excellence
- Awarding Institution: The University of Memphis

2008-2010

#### **First Generation Ph.D. Fellowship**

- Amount: \$25,000
- Awarding Institution: The University of Memphis

2008

#### **Research Travel Award**

- Amount: \$500
- Awarding Institution: The University of Memphis, Dept. of Psychology

2006

#### **Phi Beta Kappa**

- Academic honor society

- Awarding Institution: Rhodes College

## **CLINICAL EXPERIENCE**

- 2007-2010 Graduate Clinician, Psychological Services Center, The University of Memphis (5 hrs./wk.)**  
*Setting:* A university-based outpatient training clinic providing mental health services for children, adolescents, and adults from the community.  
*Duties:* Conducting psychotherapy, intake assessments, and other psychological/psychoeducational assessments with individuals, couples, and families; writing intake/closing reports; responding to on-call emergencies.  
*Supervisors:* James Murphy, Ph.D., Meghan McDevitt-Murphy, Ph.D., J. Gayle Beck, Ph.D., Robert A. Neimeyer, Ph.D.
- 2009-2010 Clinical Examiner, Behavioral Science Consulting, Memphis, TN (20 hrs./wk.)**  
*Setting:* Private practice  
*Duties:* Designed & administered outpatient test batteries to determine disability. Administered mental status exams, tests of intelligence, achievement tests, and clinical interviews. Made disability recommendations and wrote integrative reports.  
*Supervisor:* William L. Fulliton, Ph.D.
- 2008-2009 Student Therapist, Memphis Veterans Affairs Medical Center (10 hrs./wk.)**  
*Setting:* A primary care outpatient clinic for veterans.  
*Duties:* Conducted groups for chronic pain patients; provided individual therapy to veterans with a variety of medical & psychological problems (e.g., PTSD, depression, substance abuse); documented sessions using the computerized record system (CPRS).  
*Supervisor:* Jeffery West, Ph. D.
- 1/07–5/08 Health Educator, Psychology Department, The University of Memphis (20 hrs./wk.)**  
*Setting:* Interventionist for large-scale NIH-funded study aiming to help adolescent smokers to quit.  
*Duties:* Provided manual-driven treatment to high school smokers using a motivational interviewing approach. Treatment components included helping students to use stimulus control principles, seek social support for quitting, manage stress, and respond to social pressure.  
*Supervisor:* Leslie A. Robinson, Ph.D.
- 2004 -2008 Graduate Clinician, The Gambling Clinic, The University of Memphis (5 hrs./wk.)**  
*Setting:* Community outpatient facility providing low-cost services for individuals and couples experiencing gambling problems.  
*Duties:* Provided manualized therapy using motivational interviewing, with modifications for gambling addiction.  
*Supervisor:* Andrew Meyers, Ph.D.

## **RESEARCH EXPERIENCE**

### **2009-present Research Assistant (20 hrs./wk.)**

Health, Addiction, and Behavioral Interventions Team, The University of Memphis  
Project Description: A randomized clinical trial of brief alcohol intervention for college students.

Duties: Screened/recruited participants. Conducted brief motivational interventions for alcohol use & college adjustment. Taught deep breathing & progressive muscle relaxation to comparison group participants. Entered & managed data.

Funding Source: NIAAA

Supervisor: James G. Murphy, Ph.D.

### **2003–2009 Doctoral Student (10-20 hrs./wk.)**

Center for Health Promotion and Evaluation, The University of Memphis

Project Description: Worked on 3 NIH-funded studies of tobacco use among adolescents, in addition to a number of smaller projects.

Duties: Wrote a literature review on treatments attempting to minimize expectancies for positive outcomes from drinking & decrease alcohol consumption. Oversaw data entry & created second entry verification procedure for longitudinal dataset from a study of smoking cessation. Labeled data and created complex combinations of variables and data transformations. Verified stability of longitudinal variables. Developed analytic approach and conducted data analysis. Prepared posters and talks for conferences on topics such as social influences on teen smoking, the impact of physician advice to quit, and strategies used by teens to quit. Mentored graduate and undergraduate students.

Funding Sources: NIDA/NHLBI/NCI

Supervisor: Leslie A. Robinson, Ph.D.

### **2003 – 2004 Research Assistant, Department of Behavioral Medicine, St. Jude Children’s Research Hospital (10–20 hrs./wk.)**

Project Description: Researching variables predictive of HPV vaccination intent for mothers of daughters with & without cancer history. Exploring sperm cryopreservation practices among adolescent males with cancer.

Duties: Collecting data on risk factors for declining sperm banking among families of adolescent males diagnosed with cancer, completing statistical analysis of data, creating conference posters, & preparing manuscripts.

Supervisor: James Klosky, Ph.D.

## **PUBLICATIONS**

Throckmorton-Belzer, L., Tyc, V. L., **Robinson, L.**, Klosky, J. L., Lensing, S., & Booth, A. (in press). Anti-smoking communication to preadolescents with and without a cancer diagnosis: Parents and healthcare providers as important communicators. *Children’s Health Care*.

**Robinson, L.A.**, Emmons, K.M., Moolchan, E.T., and Ostroff, J.S. (2008). Developing smoking cessation programs for chronically ill teens: Lessons learned from research with healthy adolescent smokers. *Journal of Pediatric Psychology*, 33, 133-144.

**Robinson, L.A.**, Dalton, W. T., & Nicholson, L. M. (2006). Changes in adolescents’ sources of cigarettes. *Journal of Adolescent Health*, 39, 831-837.

**Robinson, L. A., Murray, D. M., Alfano, C. M., Zbikowski, S. M., Blitstein, J. L., & Klesges, R. C.** (2006). Ethnic differences in predictors of adolescent smoking onset and escalation: A longitudinal study from seventh to twelfth grade. *Nicotine and Tobacco Research*, 8, 297-307.

### **MANUSCRIPTS SUBMITTED**

Robinson, L. A. (2010). *Parental influences on the odds of adolescent smoking cessation*. Manuscript submitted for publication.

### **MANUSCRIPTS IN PROGRESS**

Robinson, L. A. (2010). *The role of stress in smoking cessation*. Unpublished manuscript.

### **PRESENTATIONS, peer-reviewed**

Ali, K. S., **Robinson, L. A.**, & Hum, A. M. (2012, April). *Alcohol expectancy challenges: A comprehensive review*. Presentation accepted for the annual meeting of the Society of Behavioral Medicine, Seattle, Washington.

Hum, A. M., **Robinson, L. A.**, Jackson, A. A., Ali, K. S., & Yurasek, A.M. (2010, April). *Ethnic differences in the impact of physician behaviors on adolescent smoking*. Presentation at the annual meeting of the Society of Behavioral Medicine, Seattle, Washington.

**Robinson, L. A.**, Jackson, A. A., Ali, K. S., & Nelms, J. L. (2009, April). *Do parents sabotage their teens' efforts to quit smoking? A prospective study of the effects of parental attitudes and behaviors on adolescent quitting*. Poster presented at the annual meeting of the Society for Research on Nicotine and Tobacco, Dublin, Ireland.

**Robinson, L. A.**, Jackson, A. A., Ali, K. S., & Yurasek, A. M. (2009, April). *Parental attitudes toward tobacco use predict offspring's smoking habits in young adulthood*. Poster presented at the annual meeting of the Society for Research on Nicotine and Tobacco, Dublin, Ireland.

### **PRESENTATIONS, not peer-reviewed**

Robinson, L. A. (2005, January). *Cigarette smoking prevention: You can make a difference*. Grand Rounds for the University of Mississippi Medical Center at Jackson, Department of Psychiatry, Jackson, MS.

## **GRANTS SUBMITTED**

- 2005-2006 Student, Ace A. , Principle Investigator  
“Parental attitudes toward their offsprings’ attempts to stop smoking”  
F31 dissertation award submission  
*Mentor:* Smart A. Prof, Ph.D.  
*Status:* Funded by NCI at \$58,000
- Submitted 9/2004 Student, Ace A., Principle Investigator  
“Stress in graduate school”  
Submitted for APA Graduate Dissertation Awards  
*Mentor:* Smart A. Prof, Ph.D.  
*Status:* Not funded

## **TEACHING EXPERIENCE**

### **Instructor**

- 9/ 2009 Research and Statistics (undergraduate)  
Class size = 29, The University of Memphis
- 1/2008 Adolescent Psychology (undergraduate)  
Class size = 70, The University of Memphis

### **Teaching Assistant**

- 9/2008 Research and Statistics (undergraduate)  
Class size = 30, The University of Memphis  
*Duties:* Designing teaching activities; leading analysis sessions using SPSS, grading tests.
- 1/2007 Introductory Psychology (undergraduate)  
Class size = 200, The University of Memphis  
*Duties:* Designing and grading tests.

### **Guest Lectures**

- 9/2009 “Depression: Its causes, symptoms, and treatment”  
Lecture given in undergraduate Abnormal Psychology class
- 8/2009 “Cigarette smoking among teens”  
Lecture given to Clinical Colloquium consisting of faculty and doctoral students
- 4/2008 “Computing effect size”  
Lecture given in undergraduate Statistics class

## **SERVICE**

- 2009      **Student Assistant** at the annual meeting of the Society of Behavioral Medicine  
*Duties:* Assisted speakers with audio-visual set-up.
- 2009      **Student Representative for Clinical Psychology**, Graduate Student Coordinating Council  
*Duties:* Represented the students in major departmental votes including hiring of a Chair of Excellence and development of a grievance committee for student complaints
- 2008      **Supervised reviewer**, *Addiction*
- 2007      **Community Volunteer**, Eating Disorders Coalition of Tennessee  
*Duties:* Promoted awareness of eating disorders at middle school events. Participated in TV interview to disseminate accurate information. Provided physicians with informational packets on eating disorders.
- 2004      **Volunteer**, Prospective Student Orientation  
*Duties:* Provide accommodations for prospective students; organize luncheon for 40 people.

## **WORKSHOPS**

- 2009      “Basic motivational interviewing”  
Linda Sobell, Ph.D.  
One-day workshop at The University of Memphis.
- 2008      “Skills Lab Workshop”  
Neil Aronov, Ph.D.  
Ongoing training (8 hrs./month) in psychotherapy skills.
- 2007      “Psychodiagnosis among geriatric patients”  
APA-sponsored conference, St. Louis.  
Two-day workshop designed to develop skills for diagnosing geriatric patients.
- 9/2008      “Stopping the Pain: Suicide and Self-Mutilation”  
Jack Klott, L.I.S.W., Professional Education Systems, Inc. (PESI)  
A workshop designed to enhance clinicians’ skills in assessing risk for suicide and self-mutilation.

## **PROFESSIONAL MEMBERSHIPS**

American Psychological Association, Student Member  
Association for Behavioral and Cognitive Therapies, Student Member  
Society for Research on Nicotine and Tobacco, Student Member

## **REFERENCES**

Leslie A. Robinson, Ph.D.  
Associate Professor  
Director of Clinical Training  
The University of Memphis  
Department of Psychology  
202 Psychology Building  
Memphis, TN 38152  
(901) 678-1667  
[l.robinson@mail.psyc.memphis.edu](mailto:l.robinson@mail.psyc.memphis.edu)

## Designing your Curriculum Vitae: Do's and Don'ts

- **Do NOT** evaluate your own skills (e.g., report you have “excellent psychotherapy skills”).
- **Do NOT** repeat the same words. (e.g., “conducted assessments, conducted psychotherapy”)
- **Do** use action verbs (e.g., “Led psychotherapy groups”)
- **Do** avoid complete sentences and the use of “I.”
- **Do NOT** write a section on your objectives.
- **Do NOT** report your high school education or activities.
- **Do NOT** report college activities, unless they are honors, which are appropriate to still list. College activities should only be included only if they are highly relevant (e.g., getting a scholarship to study at NIH).
- **Do NOT** write a section on your research or clinical interests. You will do this separately.
- **Do** include your supervisor’s name.
- **Do NOT** write about your supervisor’s training background. **DO** write about the therapeutic techniques you were trained in.
- **DO** remember that you should have a supervisor for *any* clinical activity.
- **DO** Provide enough information so that the reader can understand why the work was important.  
Example:  
Worked at the VAMC.  
vs.  
Conducted anger management groups with veterans with spinal cord injuries.
- Avoid claiming more expertise than you actually have. For example, don’t say you conducted a meta-analysis if you only calculated the effect sizes, but didn’t analyze the data.
- Don’t make messy pages. Your CV will be easier to read and leave a better impression if it is crisp and clear.
- Avoid page wraps that are awkward.
- Make absolutely sure you use APA style in references.
- Don’t include project titles/acronyms unless they are defined and/or highly descriptive — otherwise readers will not know what they mean. Do include the grant title and number.

## APPENDIX C:

### PLACEMENT OPTIONS 2017-2018

## DESCRIPTIONS OF PLACEMENTS 2017 - 2018

### CLINICAL PLACEMENTS

#### **1. U.T. Boling Center for Developmental Disabilities**

Director: Laura Murphy, Ed.D

Contact information: [lmurphy@uthsc.edu](mailto:lmurphy@uthsc.edu)

(901) 448-6511

Psychologist supervisors: Sarah Irby, Ph.D.

Type of Placement: Clinical

Two, half-year 20 hr placements (NOTE: one student will be placed here for 20 hours per week from September 1<sup>st</sup> through ~ January 13, and the second from ~January 16 through August 31).

Prerequisites: 1) core courses completed (2) core assessment courses completed, (3) core psychotherapy courses completed, (4) Masters preferred. Must be child clinical. An interview is required.

Description: This facility serves the needs of individuals with developmental disorders, as well as their families. This year 2 positions will be offered for the first time. The work for these two positions will be similar. Although the BCDD is obviously child-focused, there will be a strong effort to bring in adolescents in order to meet the training needs of students more interested in adults.

Students can be involved in a number of activities, including assessment of individuals with a range of low incidence developmental disabilities and integrated report write-up, CANDLE testing (integrated report is optional to student), behavior therapy and/or social skills group for children with Autism, and developmental disabilities didactics. This placement offers excellent opportunities for various training experiences, and the staff are quite committed to student training. Should the students be interested, they have the opportunity to formulate research hypotheses and write manuscripts for the CANDLE project.

Notes: Students usually have 2-3 supervisors. Supervision is reported by site at 4-5 hrs. per week. Hours may change somewhat in summer.

#### **2. St. Jude Children's Research Hospital, Clinical**

Director: Jerlym S. Porter, Ph.D.

Contact information: 595-7437 [jerlymporter@stjude.org](mailto:jerlymporter@stjude.org)

Psychologist supervisors: Various St Jude Psychology faculty members provide supervision

Type of Placement: Clinical

1 20-hr. placement (position cannot be split)

Prerequisites: An interview is required. This should be an advanced student in Child/Family. In this clinical position, a student will learn how to work with children and families who are dealing with the stress of a severe illness. The student should have relatively strong assessment and therapy skills.

NOTE: St Jude will also consider a student for a 10-hour volunteer practicum next year. They will ask but not require that the paid placement student spend some (volunteer) time at St Jude this summer to prepare for the fall assistantship.

Description: St. Jude is a world-class research hospital serving children with catastrophic illnesses.

Notes: None

#### **4. Daybreak Treatment Center**

Director: Garry Del Conte, Psy.D.

Contact information:

901-753-4300 x19  
[gdelconte@daybreaktreatment.com](mailto:gdelconte@daybreaktreatment.com)  
2262 South Germantown Road  
Germantown, TN 38138

Psychologist supervisors: Garry Del Conte, Psy.D.

Type of Placement: Clinical  
1 20-hr. placement (position cannot be split)

Prerequisites: An interview is required. Should be an advanced child student.

Description: Daybreak provides partial hospital services for children, adolescents and families. Patients' attend Monday through Friday with an average stay of 7 weeks. We incorporate comprehensive research adherent Dialectical Behavior Therapy throughout the milieu. Our supervisory staff have been trained through the Linehan Institute. Students would be exposed to all relevant DBT modalities including individual therapy, intersession coaching, DBT skills training and DBT consultation group. A basic background in cognitive behavioral therapy and behavioral analysis would be a prerequisite.

Students receive about 1.5 hours of individual supervision per week.

## **5. PSC**

Director: Jim Whelan, Ph.D.

Contact information: 3736

Psychologist supervisors: Jim Whelan, Ph.D., Neil Aronov, Ph.D., John Leite, Ph.D.

Type of Placement: Clinical  
2 20- hr placements (or several 10 hour placements)

Prerequisites: Students must be beyond their 2<sup>nd</sup> year.

Description: A range of adult and child outpatients. General psychological assessment and treatment, with weekly professional development meeting. Students will be asked to support administrative functions in the clinic. They may also be asked to develop and deliver mental health related presentations to community groups. Students gain experience in intakes, suicide risk assessments, crisis intervention, diverse populations, wellness services, etc. Only about 30% of clients are university students.

Notes: Students receive 1.5 hours of supervision, individually, in groups, and through editing of reports.

## **6. The Gambling Clinic**

Director: Jim Whelan, Ph.D.

Contact information: 3736

Psychologist supervisors: Jim Whelan, Ph.D.

Type of Placement: Clinical  
1 10-hr. placement

Prerequisites: Students must be beyond their first year of training and have completed our training workshop on the treatment of problem/pathological gambling

Description: This student will be responsible for treating individuals presenting with gambling related problems or presenting concerns due significant other's gambling problems. Some treatment will be delivered at other community agencies. This student will also be involved in the community outreach efforts of The Gambling Clinic.

Notes: Students receive about 2 hours of group and individual supervision per week. The supervisor's primary orientation is cognitive-behavioral.

## **7. LeBonheur Pediatric Obesity Clinic**

Director: Idia Thurston, Ph.D. and Joan Han, MD.

Contact information: ithursto@uthsc.edu / [jhan14@uthsc.edu](mailto:jhan14@uthsc.edu); 901-678-4690 / 901-287-6408

Psychologist supervisors: Idia Thurston, Ph.D.

Type of Placement: Research & clinical; 2, twenty-hour placements

Prerequisites: Required: Students should have taken basic statistics courses; have prior research experience; and assessment/clinical interviewing experience

Preferred: Experience working with patients in a medical setting and/or with interprofessional teams; motivational interviewing experience/training; prior research or clinical experience in the area of overweight/obesity

Description: Students will have opportunities to work in a multidisciplinary medical clinic with a range of interprofessionals including physicians, nurse practitioners, psychologists, exercise physiologists, dietitians, social workers, chaplains, and physical therapists. The goal of the newly formed LeBonheur Pediatric Obesity Program is to provide evidence-based multidisciplinary clinical care (including: assessment and treatment-individual & groups) for children, adolescents, and families in the Healthy Lifestyle Clinic. In addition to clinical care, the Pediatric Obesity Program has primary goals to: a) conduct highly impactful basic and applied research on factors associated with and contributing to overweight and obesity, b) conduct prevention and intervention programming within the local Memphis community including schools, and c) train/educate residents and other primary care providers on strategies for providing quality care for overweight and obese youth and families. Students on this placement will have opportunities to work directly with interprofessional teams in the areas of: clinical care (interdisciplinary assessment/ diagnostic evaluations, individual therapy, brief-behavioral interventions, psycho-educational group interventions, consultation with medical teams), research (literature reviews, data management & analysis, paper & grant writing), community programming/intervention development, as well as resident education and teaching.”

## **8. Behavioral Science Consulting**

Director: Bill Fulliton, Ph.D.

Contact information: 901 628 1020, [drfulliton@yahoo.com](mailto:drfulliton@yahoo.com)

Psychologist supervisors: Bill Fulliton, Ph.D.

Type of Placement: Clinical  
two 10 hr. placements

Prerequisites: Students should have a strong foundation in assessment and be able to learn new assessment methods rapidly. Strong writing skills and ability to work independently are important.

Description: This private practice conducts assessments for the evaluation of disability. Students are required to be able to administer intellectual assessments and conduct diagnostic interviews at the time they are placed. During the placement, students do clinical interviews, mental status exams, and also use the WISC-IV, WAIS-IV, WPPSI-III, WMS-IV, and the Bayley Scales of Infant Development-3. Each evaluation includes an integrated report. Students on a 10-hour per week assignment can expect to conduct at least 100 evaluations during the course of a year.

Students will see African American and Caucasian clients ranging in age from 6 months to 65 years. Most of them are poor. Many will have co-occurring medical problems. Clients present a wide range of diagnostic conditions including mood disorders, psychotic disorders, mental retardation, memory disorders, and substance abuse. Students will also learn some techniques to evaluate for malingering.

## **10. Rape Crisis Center - Community Placement**

Director: J. Gayle Beck, Ph.D.

Contact information: 901 683-3973, [jgbeck@memphis.edu](mailto:jgbeck@memphis.edu)

Psychologist supervisors: J. Gayle Beck, Ph.D.

Type of Placement: Clinical, one 20 hour placement

Prerequisites: Previous clinical experience, interview with Dr. Beck.

Description: This placement will be funded by a Department of Justice (DoJ) award to the City of Memphis to improve services to rape victims. In the wake of public awareness about the backlog of untested rape kits, this DoJ award is designed to improve services (broadly defined) for rape victims in our city. This placement will involve: 1) administration of clinical interviews to rape survivors, 2) training in the delivery of Cognitive Processing Therapy (CPT), 3) development of training materials in Cognitive Processing Therapy for personnel at the Rape Crisis Center, and 4) provision of clinical supervision. The latter will include listening to CPT therapy sessions and meeting with the therapists to discuss ways to enhance use of the treatment (and effectiveness). The placement will also include training in outcome monitoring in a real-life environment. Supervision will be provided by Gayle Beck, Ph.D. Research opportunities may be possible if desired.

## **11. Athena Project**

Director: J. Gayle Beck, Ph.D.

Contact information: 901 683-3973, [jgbeck@memphis.edu](mailto:jgbeck@memphis.edu)

Psychologist supervisors: J. Gayle Beck, Ph.D.

Type of Placement: Clinical, one 20 hour placement

Prerequisites: Previous clinical experience, interview with Dr. Beck.

Description: The Athena Project is a research clinic for women who are experiencing mental health issues following intimate partner violence. We work with women from the community. Students who work with the Athena Project are taught use of two structured interviews, with a heavy emphasis on differential diagnosis. As well, students are exposed to use of Cognitive Trauma Therapy. In addition to clinical work, students will have an opportunity to develop research manuscripts (and/or participate in manuscripts spearheaded by other lab members). Training in supervising lab assistants is included. We do a considerable amount of community outreach (psychoeducation about the emotional aftereffects of intimate partner violence) and partner with several agencies in the city.

## **12. Semmes-Murphey Neurology and Spine Institute**

Director/Supervisor: Brandon Baughman, Ph.D., ABPP-CN, Board Certified in Clinical Neuropsychology

Contact information: 901 522-2637, [bbaughman@semmes-murphey.com](mailto:bbaughman@semmes-murphey.com)

Type of Placement: Clinical, one 20 hour placement

Prerequisites: Completion of Master's Degree, Completion of core assessment/measurement/psychometric courses \*State certification as a certified psychological assistant (CPA) is required and can be completed after placement match. Preference for students who've completed coursework in the biological bases of behavior, behavioral neuroscience, behavioral medicine, neuropsychology, etc. An interview is required.

Placement Description: Semmes Murphey Clinic is a multidisciplinary physician group, with over 40 clinical specialties representing Neurosurgery, Neurology, Physical Medicine, and Neuropsychology. A majority of the physician members also are faculty at the University of Tennessee Health Science Center. The neuropsychology department receives referrals primarily from neurology and neurosurgery, with primary care, internal medicine, and psychiatry being other common referral sources. The neuropsychology clinic is predominantly neuromedical in nature. Diagnostic groups referred for assessment include (but are not limited to): dementia, mild cognitive impairment, traumatic brain injury/concussion, stroke, Parkinson's Disease, multiple Sclerosis, brain tumor/neuro-oncology, pulmonary disorders (i.e., sleep

apnea), endocrine disorders, and infectious disease. The neuropsychology program is a lifespan clinic, with patients' ages

ranging from early adolescents through geriatrics. Students would have the opportunity to participate in all aspects of the clinical assessment. The practicum placement would be entirely consultation-liaison or assessment-based. More than 90% of assessments are completed on an outpatient basis; however, there are opportunities for inpatient assessments, as well as advanced intraoperative procedures (e.g., Wada exams). The practicum student on the rotation would also have the opportunity to engage in research (METIS clinical trial), doing directed studies within our electronic medical record, concussion related research with HS and college aged patients, or assisting with a recently approved UT grant where we are looking at psychiatric and cognitive outcomes didactics through the clinic and UT neuro residency programs, including stroke case conference, brain tumor board, neurosurgery journal club, pain management conference, neuroimaging conference, etc. If interested, students will also have the opportunity to observe neurosurgical procedures in the OR.

## **CLINICAL RESEARCH PLACEMENTS**

### **1. St. Jude Children's Research Hospital, Clinical Research**

Director: Jerlym S. Porter, Ph.D.

Contact information: 595-7437 jerlymporter@stjude.org

Psychologist supervisors: Various St Jude Psychology faculty members provide supervision

Type of Placement: Research  
5 20-hr. positions

Prerequisites: These placements are designed for the doctoral student in a clinical child/adolescent, family, clinical health or school program with intention toward a career in pediatric/health psychology as a clinical investigator in an academic hospital/clinic-based setting. It is preferable for a student to be versed in research methods, have a general understanding of statistics, know how to conduct a literature search, be meticulous with regard to data entry/monitoring, have good professional/scientific writing skills, and if having patient contact, already have gained clinical interviewing experience, especially with child patients. Understanding of randomized controlled clinical trials research is helpful, and thorough understanding of clinical and research ethics are expected.

Description: As SJCRH is primarily a specialty children's cancer hospital, research emphasis is on pediatric cancers (leukemia, lymphoma, brain tumor and CNS neoplasms, and bone marrow transplantation), pediatric cancer survivorship (5 years post-treatment and later), and most recently adults with long-term pediatric cancer survivorship). However, SJCRH also serves regional populations with pediatric perinatally acquired HIV and behaviorally acquired HIV via high risk means during adolescence, age newborn through age 24, and also sickle cell disease. The latter two populations reside in the surrounding Memphis region, while the cancer population and survivors often come in from out of state/country and are housed locally while receiving treatment/follow up care.

Students are matched with a faculty supervisor based on research interest and skill level and integrated into each faculty member's research team; thus, training experiences are unique to the mentor's area of research, state of ongoing studies, student skill level, and professional goals. Student research practicum activities may include any or all of the following: literature searches/reviews, medical chart abstraction, informed consent, data collection, data entry/verification, ad hoc analyses, preparation of data for presentation and/or publication, contributions toward submitted abstracts, posters, and manuscripts commensurate with student skill development, interest, enthusiasm, and productivity.

### **2. Gambling Grant, Clinical Research**

Director: Jim Whelan, Ph.D.

Contact information: 3736

Psychologist supervisors: Jim Whelan, Ph.D.

Type of Placement: Research  
2 20-hr position (hours can be split among students)  
1 10-hr position

Prerequisites: Background in the empirical literature related to gambling behavior and related pathology. .

Description:

This grant involves outreach and treatment around gambling related issues.

Our goal is to increase public awareness about gambling related problems and to provide treatment for those with gambling problems. We also maintain a treatment outcome data base and conduct research with our community partners.

Notes: About 2 hours a week of supervision are offered. The supervisor's orientation is cognitive-behavioral.

### **3. HABIT lab, Clinical Research**

Director: Jim Murphy, Ph.D.

Contact information: jgmurphy@memphis.edu  
678 - 2630

Psychologist supervisors: James Murphy, Ph.D.

Type of Placement: Research  
Various 10 and 20-hr. positions

Prerequisites: None

Description: These positions are for Dr. Murphy's grants, which focuses on an interventions for alcohol and marijuana abuse among young adults. Students can be involved in clinical assessment, participant recruitment, assistance with literature searches, data analysis, manuscript preparation, and assisting with a multi-site clinical trial.

Notes: Students in the research placement will not conduct interventions but still have the opportunity to participate in supervision and gain assessment hours.

### **4. University of Tennessee Health Science Center, Center for Population Sciences (UTHSC-CPS), Clinical Research**

Directors/Supervisors (points of contact):

Karen Derefinko, Ph.D. Clinical Psychologist. Research interests: Substance use and conduct problems.

Phone: 901.448.2526; Email: [kderefin@uthsc.edu](mailto:kderefin@uthsc.edu).

Rebecca Krukowski, Ph.D. Clinical Psychologist. Research interests: Behavioral weight control interventions, gestational weight gain. Phone: 901.448.2426; Email: [rkrukows@uthsc.edu](mailto:rkrukows@uthsc.edu).

All supervisors' information can be found on the UTHSC Preventive Medicine faculty directory:

<https://www.uthsc.edu/prevmed/faculty.php>

Type of Placement: Research

3 possible positions, 10 or 20-hr positions available

Prerequisites: These placements are designed for the Doctoral or Master's student in a clinical adolescent or adult program with interests in substance use (nicotine and tobacco, alcohol, marijuana) or obesity. The placement is designed to introduce students to the duties of academic clinicians working in medical settings. It is imperative for a student to be well versed in research methods, including literature searches, scientific writing, assessment of fidelity, and basic supervision skills. Working understanding of clinical trials research and clinical and research ethics is expected.

Description: The Center for Population Sciences currently conducts three large scale research projects in conjunction with the United States Air Force. These projects include three broad areas, including weight loss, smoking cessation, and the reduction of problematic alcohol use. Each of these studies have involved intervention and study protocol development, and are now at the stage of monitoring ongoing interventions and study procedures, including fidelity and efficacy assessment. All of the interventions are conducted at Air Force Technical Training bases located throughout the country. These placements involve only research skills, as none of these interventions are conducted in the Memphis area. The UTHSC-CPS faculty have also been involved in numerous completed research studies outside of the Air Force, which provide other opportunities for manuscript writing. In addition, there are several pending grants that would be conducted in the Memphis area, which may begin early as the fall of 2015.

Students are matched with a faculty supervisor based on research interest and specific skills. Students will gain experience directly related to the research project and mentor they were matched with; therefore, each research experience will be study-specific. Opportunities are available to work with more than one research mentor on various projects, depending upon interests and logistics. Depending upon the placement match, progress of the ongoing study, and student experience and ability, students will gain experience with problem-solving alternative study design (e.g., how to conduct research in the United States Air Force), conducting intervention fidelity ratings (content and motivational interviewing strategies), assessment measure development, manuscript writing, grant writing, and preparation of data for presentation and/or publication. It is our goal to offer a wide range of experiences and to have students feel that they are an active voice and contributing member of the research team.

**5. RA Position in Your Mentor (or another professor's) Lab.** First year students will be assigned as a 20 hour TA in their mentor's lab. If your mentor does not have an incoming first-year student, please indicate if you are interested in being placed in your mentor's lab. You may also be interested in being considered for a RA position in the lab of another professor who does not have an incoming first year student.

#### **6. LeBonheur Pediatric Gastroenterology Clinic**

Director: Mark R. Corkins, MD, CNSP

Contact information: [mcorkins@uthsc.edu](mailto:mcorkins@uthsc.edu)

Psychologist supervisor: Kristoffer S. Berlin, PhD, [ksberlin@memphis.edu](mailto:ksberlin@memphis.edu)

Type of placement: research (with clinical opportunities); 1 ten hour placement

Prerequisites: Students ideally will have taken basic statistics and research methods courses and assessment/clinical interviewing experience. An interview may be required. Should be a student affiliated with child and family studies.

Description: a student will have the opportunity to work in two multidisciplinary medical clinics (Inflammatory Bowel Disease and Intestinal Failure) with a range of interprofessionals including physicians, nurses, dietitians, and pharmacists. The goal of this placement is to conduct highly impactful basic and applied research on outcomes related to psychosocial functioning, health related-quality of life, and social-emotional functioning in youth with gastrointestinal illnesses and their families. Students will facilitate psychosocial screening of patients. Research mostly consists of project/data management, manuscript writing, conducting literature reviews, data collection/analysis, IRB compliance, and the development of new projects (e.g. intervention trials, qualitative interviews, Quality Improvement).

**1. TA Clinical Assessment – Abilities and Achievement,** Instructor, Dr. Katie Howell

(10 hours; note it is possible we will be able to support a second 10 hour TA that is split between the two assessment classes)

The TA for Clinical Assessment: Abilities and Achievement will be primarily responsible for overseeing the weekly assessment lab during which the TA will review test administration, scoring and interpretation; provide feedback on in-class practice administrations; and offer guidance on report writing. The TA will also assist me in providing feedback on student's videotaped test administration and scoring, coordinating assessment volunteers, and developing practice materials. The TA should have experience with administering both adult and child assessments, including the WAIS, WISC, WJ, and WIAT.

**2. TA Clinical Assessment – Case Conceptualization,** Instructor, Dr. Meghan McDevitt-Murphy (10 hours;

note it is possible we will be able to support a second 10 hour TA that is split between the two assessment classes). The TA will be primarily responsible for overseeing the weekly lab during which the TA will develop and guide the students through activities that relate to course material (e.g., basic interviewing skills, test interpretation). The TA will also review video recordings of student interviews and provide detailed feedback. To be prepared for this position, candidates must have familiarity with the MMPI-2-RF and PAI scales as well as good clinical interviewing skills.

**3. Other undergraduate or graduate Research Design or Statistics TA position (10 hours).**

**4. Undergraduate Course Instructor position (10 hours).** If you have taken the teaching of psychology course, please indicate if you are interested in serving as the primary instructor for a course (e.g., Abnormal Psychology, Intro to Psychology, Abnormal Child Psychology).

*If you have any questions, feel free to talk with Dr. Murphy and with your advisor. Additionally, a great source of information is the student who is just now completing the placement you are considering.*

## APPENDIX D

### 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 1<sup>st</sup> of that year. Requests for renewed practica that begin in the spring semester need to be submitted by November 1<sup>st</sup> 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.

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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: \_\_\_\_\_

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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 Cynthia Walker.]

## APPENDIX E

### Graduate Awards & Fellowships 2016-2017

#### Graduate Assistant Meritorious Teaching Award:

**Application Deadline:** see page (typically early March)

[http://web0.memphis.edu/gradschool/ga\\_awards\\_fellowships/gaaward.php](http://web0.memphis.edu/gradschool/ga_awards_fellowships/gaaward.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 \$500 awards

#### **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:**

- Candidates are nominated by faculty, students, or alumni by filling out the Nomination Form and submitting it with required documentation, to the Dean of the College in which the student is teaching. Deans will determine the means of selecting no more than two nominations to be forwarded to the Graduate School from that college. EXCEPTION: The College of Arts and Sciences may forward two nominees from each of the following subdivisions: 1) natural, physical, biological, and mathematical sciences; and 2) humanities and social sciences.
- The selected nominations from each of the colleges or schools are sent to the Teaching Awards Committee appointed by the Vice Provost for Graduate Studies.
- The Awards Committee will review all nominees on the following criteria:
  - 1) Innovative and/or creative approaches to teaching
  - 2) Impact of the TA upon student attitudes and/or learning skills
  - 3) Assessment by faculty supervisors and/or others familiar with the TA's teaching ability
  - 4) Evidence of the TA's potential as a scholar
- **No teaching award may be made to the same individual more than once in a six-year period.**

#### **Nomination Form:**

- The form is available on the web at [http://www.memphis.edu/gradschool/ga\\_awards\\_fellowships/gaaward.php](http://www.memphis.edu/gradschool/ga_awards_fellowships/gaaward.php) or in the Graduate School, 215 Administration Building.

#### 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 \$500 master's award
- One \$750 doctoral award

**Eligibility:**

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

**Selection Process:**

- Departments will recommend students to the Dean of their respective College by February 20, 2010. The recommendation should include the Nomination Form and all required documentation as noted on the back of the form. Each Dean will recommend one master and one doctoral student to the Vice Provost for Graduate Studies. The College of Arts and Sciences will be allowed to recommend two students at each level.
- Recipients will be selected by a committee composed of the College Graduate Directors and the Vice Provost for Graduate Studies.

**Nomination Form:**

- The form is available on the Web at [http://web0.memphis.edu/gradschool/ga\\_awards\\_fellowships/morton.php](http://web0.memphis.edu/gradschool/ga_awards_fellowships/morton.php) or in the Graduate School, 215 Administration Building.

**Documentation:**

- The completed application & all supporting documents (see “Documentation Required for Graduate Awards” Chart on website listed above) are to be turned in to the Graduate School, 215 Administration Building.

<b><u>University of Memphis Society Doctoral Fellowship:</u></b>
------------------------------------------------------------------

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.

**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 Process:**

- The applicant must complete the Graduate School Competitive Awards Self-Application Form and provide all supporting documentation.

**Application Form:**

- The form is available on the Web at [http://web0.memphis.edu/gradschool/ga\\_awards\\_fellowships/umsfellow.php](http://web0.memphis.edu/gradschool/ga_awards_fellowships/umsfellow.php) or in the Graduate School, 215 Administration Building.

**Award Criteria:**

- Academic achievement
- Brief personal essay discussing your professional goals and how The University of Memphis Society Fellowship will help you attain your goals

**Selection Process:**

- Recipients will be selected by a committee composed of the College Graduate Directors and the Vice Provost for Graduate Studies.

**Documentation:**

- The completed application & all supporting documents (see “Documentation Required for Graduate Awards” Chart on website listed above) are to be turned in to the Graduate School, 215 Administration Building.

**First Generation PhD/MFA Fellowship Program:**

The funds for the 1<sup>ST</sup> Generation PhD/MFA Fellowship Program are made available to The University of Memphis by the State of Tennessee. The purpose of the fellowship is to provide financial assistance to graduate students who are underrepresented in their respective disciplines and who will become the first person in their immediate families to earn a doctoral or MFA degree.

**Eligibility:**

In order to be eligible, students must be:

- A resident of Tennessee
- Fully admitted to a graduate program by March 2010
- Underrepresented in the discipline/major by gender or race
- 1st immediate family member to complete a doctoral or MFA program

**Fellowship recipients must agree to the following:**

- To enroll in at least 9 semester hours of graduate course work for the full-time option or 6 hours for the part-time option
- Maintain a grade point average of at least 3.0 in order to be eligible to continue the fellowship

**Award Information:**

- **Full-Time Option** (minimum of 9 hours per semester): Tuition scholarship plus a \$6,000 stipend (\$750 per month for four months each semester)
- **Part-Time Option** (6 hours per semester): Tuition scholarship plus a \$1,000 stipend (\$500 per semester)
- **Award Period:** The fellowship is awarded for one academic year contingent upon the student maintaining each semester a 3.00 or higher grade point average.
- **Summer Support:** Summer support is contingent upon availability of funds and is not guaranteed.

**Application Information:**

Applicants must complete the 1st Generation PhD/MFA application along with required documentation and the Graduate School Competitive Award Self-Application. Both applications are available on the web at:

[http://www.memphis.edu/gradschool/current\\_students/fellowships/first\\_generation.php](http://www.memphis.edu/gradschool/current_students/fellowships/first_generation.php)

and in Administration 215.

In addition to the application, applicants must submit two letters of recommendation, one of which should be academic. Letters should be sent by the recommender directly to the following address:

**ATTN:** 1<sup>ST</sup> Generation PhD/MFA Fellowship Selection Committee  
 The University of Memphis  
 Vice Provost for Graduate Programs  
 The Graduate School Administration 215  
 Memphis, TN 38152

**Documentation:**

- The completed application & all supporting documents (see “Documentation Required for Graduate Awards” Chart on website listed above) are to be turned in to the Graduate School, 215 Administration Building.

Please don't forget that awards are also available through professional organizations (e.g., American Psychological Association). We can help you identify specific awards you may be interested in competing for.

## Appendix F

### Summary Table for Milestone Forms

Milestone	Proposal Phase		Final Defense Phase	
	Department	Graduate School	Department	Graduate School
<b>Masters Thesis</b>	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  Comprehensive Examination Results Form (for MSGP students)
<b>Second Milestone</b>	Form E  Form F  Student Milestone Project Rating Form		Form E  Form G  Student Milestone Project Rating Form	Comprehensive Examination Results Form
<b>MSGP Specialty Review</b>	Student Milestone Project Rating Form		Student Milestone Project Rating Form	Thesis/Dissertation Final Defense Results  Comprehensive Examination Results Form
<b>School MA oral exam or the Ed.S. Praxis exam</b>			Comprehensive Examination Results Form	Comprehensive Examination Results Form
<b>Dissertation</b>	Student Milestone Project Rating Form  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

Department forms: <http://www.memphis.edu/psychology/resources/mediareources.php>

Graduate School Forms: [http://www.memphis.edu/gradschool/current\\_students/index.php](http://www.memphis.edu/gradschool/current_students/index.php)

**LINK FOR GRADUATE CATALOG: <HTTP://WWW.MEMPHIS.EDU/GRADCATALOG>**

## Appendix G

### 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; six are worked out below. From 1 to 6, 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.
5. 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.
6. 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 H

### INTERNSHIP AND POSTDOC SITES FOR RECENT GRADUATES

#### 2016 (100% Match Rate at APA Accredited Internships)

Salgado-Garcia, Francisco Isaac [Southwest Consortium/NMVAHCS](#)  
Albuquerque, NM [UNM Hospital](#)

Teeters, Jenni Beth [Charleston Consortium Internship](#)  
Charleston, SC [Substance Abuse Emphasis](#)

Torres, Carlos [Tewksbury Hospital](#)  
Tewksbury, MA [Clinical Psychology/Health Psychology](#)

Woodward, Matt [Charleston Consortium Internship](#)  
Charleston, SC [Traumatic Stress Emphasis](#)

#### 2015 (100% Match Rate at APA Accredited Internships)

FRANKFURT, PAIGE A.	CHARLES GEORGE (ASHEVILLE) VA ASHEVILLE, NC PSYCHOLOGY INTERNSHIP Program Code: 206611
GINLEY, MEREDITH K.	UNIV MISSISSIPPI MED/VA JACKSON JACKSON, MS PSYCHOLOGY INTERNSHIP Program Code: 140311
LANG, KATIE PATRICIA	PORTLAND VA MEDICAL CENTER PORTLAND, OR GENERALIST INTERNSHIP Program Code: 152711
RACH, AMANDA M	WICHITA COLLABORATIVE PSYCHOLOGY WICHITA, KS KUSM-W CLINICAL NEUROPSYCHOLOGY Program Code: 130816
RAO, PREETI	UNIV OF ALABAMA AT BIRMINGHAM BIRMINGHAM, AL UAB CHILD Program Code: 110115
SHARP, KATIANNE MH	UNIV MISSISSIPPI MED/VA JACKSON JACKSON, MS PSYCHOLOGY INTERNSHIP Program Code: 140311
STAPLETON, CHARLES MATTHEW	NORTHEASTERN OKLAHOMA PSY INTERN VINITA, OK INDIAN HEALTH CARE RESOURCE CTR Program Code: 152114

TILLERY, RACHEL N	BAYLOR COLLEGE OF MED-PEDIATRICS HOUSTON, TX BCM/TCH CLINICAL CHILD/PEDIATRIC Program Code: 194814
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**2014 (100% Match Rate at APA Accredited Internships)**

AVERY, MEGANL	FEDERAL MEDICAL CTR - CARSWELL FT. WORTH, TX PSYCHOLOGY INTERNSHIP Program Code: 174311
JONES, JUDIANN MCNIFF	UNIV OF ALABAMA AT BIRMINGHAM BIRMINGHAM, AL UAB VA Program Code: 110113
PIAZZA-BONIN, ELIZABETH	VA MEDICAL CENTER - DENVER DENVER, CO GENERAL PSYCHOLOGY Program Code: 117411
REICH, CATHERINE M.	VA MEDICAL CENTER - DC WASHINGTON, DC PSYCHOLOGY INTERNSHIP Program Code: 119311
WINFREE, WALTER RYAN	UNIV OF OKLAHOMA HEALTH SCI CTR OKLAHOMA CITY, OK VA MEDICAL CENTER - GENERAL Program Code: 151912

**2013 (100% Match Rate at APA Accredited Internships)**

BURKE LAURIE A. Code: 28874  
MEMPHIS VA MEDICAL CENTER  
MEMPHIS, TN  
GENERAL INTERNSHIP  
Program Code: 155811

FIELDS JORDAN A Code: 37294  
WILFORD HALL MED/LACKLAND AFB  
SAN ANTONIO, TX  
PSYCHOLOGY INTERNSHIP  
Program Code: 158911

HUM ASHLEY M Code: 31231  
KENNEDY KRIEGER/JOHNS HOPKINS U  
BALTIMORE, MD  
CHILD FAM THERAPY/PEDS CONSULT  
Program Code: 134419

PEASANT COURTNEY J Code: 31454  
DUKE UNIV MED - DEPT PSYCHIATRY  
DURHAM, NC  
ADULT - HEALTH BIOFEEDBACK TRK  
Program Code: 141316

YURASEK ALI MARIE Code: 33252  
ALPERT MED SCHOOL OF BROWN UNIV  
PROVIDENCE, RI  
ADULT CLINICAL  
Program Code: 155112

**2012 (100% Match Rate at APA Accredited Internships)**

BRACKEN-MINOR KATHERINE L Code: 31588  
FED CORRECTIONAL COMPLEX-BUTNER  
BUTNER, NC  
DRUG ABUSE TREATMENT  
Program Code: 140716

BUCKHOLDT KELLY E Code: 31646  
UNIV MISSISSIPPI MED/VA JACKSON  
JACKSON, MS  
PSYCHOLOGY INTERNSHIP  
Program Code: 140311

DENNHARDT ASHLEY A. Code: 36676  
MEMPHIS VA MEDICAL CENTER  
MEMPHIS, TN  
GENERAL INTERNSHIP  
Program Code: 155811

JOBE-SHIELDS LISA E Code: 31807  
CHARLESTON CONSORTIUM INTERNSHIP  
CHARLESTON, SC  
CHILD PSYCHOLOGY EMPHASIS  
Program Code: 155215

MONAHAN CHRISTOPHER J Code: 29218  
JAMES A. HALEY VETERANS HOSPITAL  
TAMPA, FL  
GENERAL INTERNSHIP  
Program Code: 122511

OLSEN SHIRA A. Code: 26781  
UNIV OF WASHINGTON-PSYCHIATRY  
SEATTLE, WA

GENERAL ADULT PSYCHOLOGY

Program Code: 161913

WILLIAMS      JOAH LANDON      Code: 34655  
CHARLESTON CONSORTIUM INTERNSHIP  
CHARLESTON, SC  
TRAUMATIC STRESS EMPHASIS  
Program Code: 155212

**2011 (88% match rate at APA Accredited Internships; the one student who did not match matched in 2012)**

COLEMAN                  RACHEL A                  Code: 21470  
SOUTHWEST CONSORTIUM/NMVAHC  
ALBUQUERQUE, NM  
ALBUQUERQUE VA  
Program Code: 143712

JACKSON                  ASHLEY ADELLE              Code: 30644  
MEMPHIS VA MEDICAL CENTER  
MEMPHIS, TN  
GENERAL INTERNSHIP  
Program Code: 155811

KANNAN                  DIVYA                  Code: 19594  
VANDERBILT U/VA MED INT CONSORT  
NASHVILLE, TN  
PSYCHOLOGICAL AND COUNSELING CTR  
Program Code: 156617

MITZNER                  GEORGE BADER              Code: 39061  
WRIGHT-PATTERSON USAF MED CENTER  
WRIGHT-PATTERSON, OH  
PSYCHOLOGY INTERNSHIP  
Program Code: 151411

SCHOFFSTALL              CORRIE LYNN              Code: 19666  
CHARLESTON CONSORTIUM INTERNSHIP  
CHARLESTON, SC  
CHILD PSYCHOLOGY EMPHASIS  
Program Code: 155215

SKIDMORE                  JESSICA ROSE              Code: 30483  
U CALIF-SAN DIEGO-CONSORT/VA MED  
SAN DIEGO, CA  
VA PRIMARY CARE/ALC DRUG TX  
Program Code: 112515

WATSON                  ANDREA NICHOLE              Code: 43178  
US MED-FED PRISONERS-SPRINGFIELD  
SPRINGFIELD, MO  
PSYCHOLOGY INTERNSHIP  
Program Code: 139811

## **Recent Postdoc/Employment Outcomes**

### **2016 Graduates (outcomes as of August 2016):**

PAIGE FRANKFURT – pursuing position in Ashville NC

GINLEY, MEREDITH K. – NIH funded Postdoctoral Research Fellow, University of Connecticut Health Sciences Center

LANG, KATIE PATRICIA - Clinical Health Psychology Postdoctoral Fellowship, Memphis VAMC

RACH, AMANDA M - Neuropsychology Postdoctoral Fellowship, University of Virginia

SHARP, KATIANNE - Postdoctoral Research Fellowship, Nationwide Children's Hospital

C. MATTEW STAPLETON -

K. PREETI RAO – relocated to home country (India) to pursue employment

TILLERY, RACHEL N - Postdoctoral Research Fellowship, Cincinnati Children's Hospital

### **2015 Graduates:**

Megan Avery – psychologist, Aronov-Morgan Practice

Judiann McNiff Jones - postdoctoral fellowship at the Memphis VAMC (polytrauma clinic)

Elizabeth Piazza-Bonin – postdoctoral fellowship at the Denver VAMC (trauma treatment)

Catherine Reich - postdoctoral research fellowship at the Baltimore VA MIRECC, Serious Mental Illness Research, Assistant Professor Position at University of Minnesota, Duluth

Walter Winfree - postdoctoral fellowship at the Hines (Chicago) VAMC (primary care clinic)

### **2014 Graduates:**

Laurie Burke (mentored by Bob Neimeyer): clinical/research postdoc position with Transitions Professional Center in Portland, OR., Private Practice Oregon

Jordan Fields (mentored by Meghan McDevitt-Murphy): Staff Psychologist at Wilford Hall Ambulatory Surgical Center, at Lackland AF base in San Antonio.

Ashley Hum Clawson (mentored by Leslie Robinson): T-32 Research Postdoc at Brown University, Assistant Professor Position, Oklahoma State University

Courtney Peasant (mentored by Jim Murphy and Gilbert Parra): T-32 Research Postdoc at Yale University, research faculty position at Research Triangle Institute

Ali Yurasek (mentored by Jim Murphy): T-32 Research Postdoc at Brown University. Assistant Professor at the University of Florida

**2013 Graduates:**

Katherine Bracken Minor (mentored by Meghan McDevitt-Murphy): Clinical evaluator and treatment provider at Fellowship Health Resources (forensic evaluations in Wake County Detention Center, outpatient mental health and substance abuse treatment in the community)

Kelly Buckholdt (mentored by Katherine Kitzmann): Staff Psychologist, Jackson VAMC, Assistant Professor, University of Mississippi Medical Center

Ashley Dennhardt (mentored by Jim Murphy): NIH Funded Postdoctoral Research Fellow → University of Memphis Department of Psychology (HABIT Lab)

Lisa Jobe-Shields (mentored by Gilbert Parra): NIH Funded Postdoctoral Research Fellow →Medical University of South Carolina, Assistant Professor University of Richmond

Chris Monahan (mentored by Meghan McDevitt-Murphy): Staff Psychologist, Tampa VAMC

Shira (Bennett) Olson (mentored by Gayle Beck): Postdoctoral Fellowship, University of Washington Medical Center, Director/Therapist, Mental Health Clinic

Joah Williams (mentored by Meghan McDevitt-Murphy): NIH Funded Postdoctoral Research Fellow - →Medical University of South Carolina, Assistant Professor, University of Missouri Columbia

## **APPENDIX I**

### **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 GSCC member to discuss the issue confidentially. You may elect to have the GSCC 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 GSCC by email or put a written complaint into the GSCC 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 GSCC 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.