



Clinical Psychology Doctoral Program Handbook

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Preface

This Program Handbook provides basic information about the University of Nevada, Las Vegas (UNLV) Clinical Psychology Doctoral Program. The Handbook contains information pertinent to Clinical Psychology graduate students at all levels. Most questions about rules, procedures and requirements can be answered by reading this handbook. However, students should not hesitate to consult with their faculty advisors and/or the Director of Clinical Training regarding questions that remain after having read this handbook.

The UNLV Graduate Catalog contains the rules and policies for all graduate students on the UNLV campus, including a list of relevant requirements, forms, and due dates. The Graduate Catalog is online, updated annually, and always available via the Graduate College. Nothing in this Handbook takes precedence over any NSHE, UNLV, or Graduate College policy.

Please retain these materials so you can refer to them in the future. All students will receive updated versions of these documents as changes occur.

I. Program Overview

A. Mission Statement

The UNLV Clinical Psychology Doctoral Program, in the scientist-practitioner tradition, prepares students to address psychological concerns through both scholarly research and the application of psychological knowledge and skills in practice. We recognize psychology as an empirical science and expect students to have a broad understanding of existing psychological knowledge and methods. We train students to base their scholarly and professional activity on the scientific foundation of psychology, including an understanding of and attention to human diversity. We train students as generalists who are prepared to conduct ethically appropriate scientific research and clinical interventions with children and adults in an increasingly multicultural society. We provide an integration of didactic study, supervised clinical activity, and mentored scholarly research. This mission is consistent with and complementary to the mission of the Department of Psychology and UNLV. The program was initially accredited by the APA Commission on Accreditation on October 7, 2005.

B. Goals and Competencies

The central goal of our doctoral program is to train psychological scientist-practitioners who possess a broad foundation of psychological knowledge, the ability to design and implement scientific investigations, and the skills necessary to intervene in psychological concerns. We thus evaluate our students along the following areas of competence:

1. **Scientific Approach:** Demonstration of knowledge, skills, and competence sufficient to produce new knowledge, to critically evaluate and use existing knowledge to solve problems, and to disseminate research.
2. **Ethical and Legal Standards:** Application of ethical concepts and awareness of relevant laws, regulations, rules, and policies governing professional activities at the organizational, local, state, regional and federal levels.
3. **Individual and Cultural Differences/Diversity:** Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with [APA policy](#). Developing an awareness and understanding of personal and systemic privilege and oppression.
4. **Professional Values, Attitudes, and Behaviors:** Behavior and comportment that reflect the values and attitudes of psychology.
5. **Communication and Interpersonal Skills:** Relates effectively and meaningfully with individuals, groups, and/or communities, including those from diverse backgrounds.
6. **Assessment:** Competence in evidence-based assessment and diagnosis of problems, capabilities consistent with the scope of Health Service Psychology*. Students are expected to serve a diverse clientele and are expected to refrain from imposing their values on or discriminating against clients.
7. **Intervention:** Competence in evidence-based interventions consistent with the scope of Health Service Psychology*, including but not limited to psychotherapy, directed at an individual, family, group, organization, community, population or other system. Students are trained in evidence-based practices including multicultural and diversity-informed

approaches. Students are expected to serve a diverse clientele, and are expected to refrain from imposing their values on or discriminating against clients.

8. **Supervision:** Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others. Fostering sensitivity to how the individual's background influences roles as a supervisor or supervisee.
9. **Consultation and Interprofessional/Interdisciplinary Skills:** The ability to collaborate intentionally with other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities.
10. **Research:** Demonstration of knowledge, skills, and competence sufficient to produce new knowledge, to critically evaluate and use existing knowledge to solve problems, and to disseminate research.

* "For the purposes of accreditation by the APA Commission on Accreditation (CoA), "health service psychology" is defined as the integration of psychological science and practice in order to facilitate human development and functioning. Health service psychology includes the generation and provision of knowledge and practices that encompass a wide range of professional activities relevant to health promotion, prevention, consultation, assessment, and treatment for psychological and other health-related disorders." (APA Standards of Accreditation, p. 3)

C. Education and Training Philosophy

We believe that clinical psychology should rest, to the fullest extent possible, on a foundation of psychological science. Accordingly, our training program places an emphasis on students gaining knowledge of and experience with psychological science. This experience comes through a combination of didactic study, mentored scholarly research, and supervised clinical activity. Furthermore, we strive for an integration of these three aspects of the training experience.

1. **Respect.** Central to our training model is the belief that students are junior colleagues. Thus we strive to treat students as professionals and to maintain a collegial and inclusive learning environment. We are concerned with each student's well being and development within the program. We are interested in student feedback about our success in maintaining a healthy and productive learning environment and a collegial atmosphere. We strive to provide multiple avenues for students to provide such feedback, including anonymous course evaluations, group meetings with the Director of Clinical Training (DCT), and direct consultation with individual faculty, the DCT, or the Department Chair. When conflicts or problems arise, we encourage students and/or faculty to address them forthrightly using the conflict resolution procedures specified below. Furthermore, we acknowledge that power differentials do exist between students and faculty, and accordingly we bear responsibility to ensure that students are not exploited or inappropriately harmed by faculty activity.

In addition to striving to maintain a collegial environment for students, the Department and Program faculty explicitly works to create a parallel level of openness, collegiality, and respect for individual differences among ourselves. One aspect of this effort is to make decisions in an open and inclusive manner. Thus all formal decision-making authority within the Department rests with the faculty of the Department of Psychology. Under normal circumstances, for issues related to the Clinical Psychology Doctoral Program, decisions are made by the Clinical Program Committee that consists of all core clinical faculty. The Director of Clinical Training (DCT) administratively leads the

Program. The DCT handles most routine matters and consults with the Clinical Program Committee regarding all substantive decisions.

As we endeavor to treat students as junior colleagues, we expect students to conduct themselves as junior professionals. This entails, at a minimum, having knowledge of and acting in accordance with relevant ethical, professional, and legal standards including the American Psychological Association (APA) Code of Ethics. Each student will be given a copy of the APA Code of Ethics upon matriculation. Failure to act in accordance with these standards can result in being placed on probation and/or being removed from the program.

Consistent with profession-wide beliefs in helping others, all are expected to treat clients, peers, faculty, staff, and students with respect and kindness regardless of one's personal beliefs.

2. **Didactic foundation.** We believe that students should progress through cumulative learning experiences graded in complexity, and therefore begin with didactic study of psychological principles during the first year of the program. This didactic study continues through at least year four of the program. During years one and two of the program the students build a foundation with coursework on assessment and intervention with children and adults, the study of statistics and research methods, and courses covering psychopathology, principles of tests and measurement, history and systems of psychology, multiculturalism and diversity in counseling, and ethics. During years three and four of the program, students take four additional courses in the breadth of psychology (developmental, cognitive, social, and physiological foundations of behavior) and four electives covering more specialized and/or advanced aspects of clinical psychology.
3. **Research.** Some students will have entered the program with a desired research focus and/or faculty research mentor; however, we understand that students are admitted to the program as a whole rather than admitted to a specific faculty member's research lab. Students who do not have a clear research focus upon matriculation are encouraged during the first semester to acquaint themselves with the various faculty research programs and to explore possibilities for collaboration. During the second semester of the first year, each student is required to have chosen a primary research advisor.

In order to protect students' intellectual freedom throughout the program, we allow students to switch research mentors at any time, subject to the approval of the Clinical Program Committee. Although a change of research mentors should not be undertaken lightly, we recognize that the development of the student is a primary goal, and a change of research mentors is permitted if in our judgment it furthers that goal.

Continuous involvement in mentored research is expected to begin no later than the second semester after matriculation into the program. By the beginning of this second semester, students are expected to have at least tentatively identified their initial research advisor. During this second semester, each student develops a proposal to begin his or her research activity. From this point forward, each student is expected to demonstrate continuous involvement in scholarly research. At a minimum, this work will lead to completion of a Master's Thesis and a Doctoral Dissertation. In addition to these required projects, students are expected to author or co-author conference presentations and/or scholarly publications.

Given the centrality of the development of scientific skills and psychological knowledge to our program, failure to demonstrate continuous involvement in a program of scholarly research may be judged to be failure to make adequate academic progress. This can be considered grounds for placing a student on academic probation and eventual dismissal from the program. See Evaluation Procedures below.

4. **Clinical skills.** Students develop their skills for intervening in human concerns through the integration of didactic learning, supervised professional experience, and clinically relevant research. Throughout training emphasis is placed upon understanding the empirical foundation of clinical activity. During the first year of the program, students gain a foundation of knowledge concerning psychopathology, psychological assessment, diversity, ethics, and theories and models of psychotherapy. This knowledge base and the concomitant intervention skills continue to develop in the second year of the program and beyond through the combination of additional coursework, supervised clinical experience, and clinically relevant research activity.

The initial clinical activity of students, beginning in the second year of the program, generally occurs via a 10-hour-per-week placement at the UNLV Partnership for Research, Assessment, Counseling, Therapy and Innovative Clinical Education (the PRACTICE). This outpatient mental health clinic serves the Las Vegas community and is jointly staffed by students from the Psychology Department and the Counseling Department. Core Clinical Faculty members in the doctoral program provide supervision for this initial clinical experience. Additional clinical experience is gained during the third and fourth years of the program through participation in more advanced clinical placements. These placements may be at sites on or off campus and may be between 10 and 20 hours per week. Licensed professionals from the community will generally supervise these clinical experiences. Students will complete their clinical training by participating in a one-year full-time APA approved clinical internship.

5. **Multicultural Competence and Diversity.** Multicultural competence and diversity is an integral part of the program's research and clinical training mission. The curriculum instructs students in multicultural competencies at all levels of the research enterprise (critical evaluation of existing literature, design, methodology, interpretation of findings) and of clinical activity (assessment, intervention, program development, consultation, program evaluation). Additionally, we value, seek and support diversity among faculty and students with regard to age, sex, sexual orientation, gender identity and expression, ableness, socio-economic status, race, culture, and other forms of diversity.
6. **Scientist/practitioner integration.** We explicitly recognize the value of a reciprocal relationship between the science and the practice of psychology. We expect that the science of psychology will powerfully inform students' clinical work and that this clinical work will, in turn, inform students' scientific pursuits. As students mature professionally, their cumulative foundation of knowledge and skills will increasingly allow them to function as supervised semi-professionals, capable of handling more difficult, diverse, and complex psychological concerns. Although students are expected to display increasing clinical ability, the learning that occurs within the program is considered foundational for the full-year clinical internship. At the conclusion of the program, including the full-year internship, we expect students to be prepared to function as entry-level clinical psychologists. Furthermore, as we recognize the learning and training process never truly ends, we model for students an appreciation of the need for and value of lifelong learning.

7. **Student Support.** Because of the extensive commitment necessary to fulfill the requirements of this program, we discourage students from accepting employment while enrolled in the program. To allow students to immerse themselves fully in the learning opportunities of our program, we seek to provide support to all students who request it. We hope to support all interested students during their first two years of the program through UNLV Graduate College Graduate Assistantships (GA) or equivalent grant funding. GA positions carry a waiver of out of state tuition, approximately 85% tuition remission for 10 credits per semester, and a stipend of \$12,000 for 9 months. The GA position also provides partial support for student health insurance but does not cover student fees. After year two, we hope to support all students through some combination of teaching of psychology courses, work on grant-funded research projects, and paid clinical placements. Students supported through Graduate Assistantships cannot hold other employment unless explicitly approved by the advisor, the Clinical Program Committee and the Graduate College. Employment will be approved only if the position is judged to be not likely to impede the student's development/progress. Students who are on an assistantship will not be granted approval for more than 10 hours a week.

D. Program Faculty

We strive to have a dedicated and diverse clinical faculty who serve as scholars, teachers, clinical supervisors, and mentors, modeling the best characteristics of the scientist-practitioner clinical psychologist. The clinical faculty maintains active, clinically relevant research programs and are professionally qualified to provide clinical services and clinical supervision. The majority of the clinical faculty members are licensed to practice psychology in the State of Nevada.

The faculty shares a commitment to science and to developing a scientific foundation for the practice of clinical psychology. The faculty is committed to providing high-quality education and training for students. In this respect, we strive to provide an open and collegial learning atmosphere, positive mentoring experiences, and state-of-the-art clinical supervision. The program emphasizes a balance between scientific and applied concerns and our faculty model by engaging in and valuing both scholarly and clinical activity.

II. Admission

The program admits students for matriculation only in the fall semester. The application deadline is **December 1** prior to the fall for which matriculation is being requested. Applicants will be notified of their status prior to April 15. We anticipate entering classes of approximately 6-8 students each year.

A. Admission Requirements and Student Selection

1. A bachelor's degree from an accredited institution or a master's degree or equivalent from an accredited institution. Applicants should have completed at least 18 hours of undergraduate psychology courses including statistics, abnormal psychology, and experimental psychology.
2. Scores on the Verbal, Quantitative, and Advanced Psychology sections of the Graduate Record Exam (GRE).
3. Three letters of recommendation.
4. A statement of purpose written by the applicant.

5. A personal interview with members of the program faculty is required for finalists in the selection process. We will notify applicants if they are finalists in approximately February. If a personal interview is not feasible, a telephone interview may be substituted.

Admission is a competitive process in which the faculty judge each applicant's credentials with the goal of selecting those who are most qualified and represent the best fit with our Clinical Psychology program.

Student selection is based on review of application materials by the clinical psychology doctoral program faculty. Applicants are reviewed on six major criteria: (1) undergraduate grade point average and graduate grade point average (if applicable), (2) Graduate Record Exam Scores (Verbal and Quantitative), (3) letters of recommendation, (4) statement of purpose, (5) maturity and interpersonal skills which are examined during individual and group interviews, (6) fit with the program, and (7) students' backgrounds, experiences, or interests contribute to the diversity of the program and the field of psychology. Consideration of fit includes factors such as the applicant's goals and the program's goals, research interests, and past volunteer and paid work experiences. We believe that the study and treatment of human experience is benefited by views from diverse walks of life. Therefore, we attempt to maintain a culturally diverse student body and so we encourage applications from students with a variety of life experiences and those from under-represented minority groups.

Although it is impossible to predict admission decisions in advance, some sense of an applicant's likelihood of being admitted can be gained from comparing qualifications with those of recently admitted students. Performance and outcome data for students that have been admitted to the program during past years can be found at https://www.unlv.edu/sites/default/files/page_files/27/Psychology-StudentAdmissionsData.pdf. Please note that the listed qualifications do not include factors such as fit with the program, relevant experience, letters of recommendation, and statement of purpose.

B. Application Procedures

Application materials and detailed application instructions can be obtained from the UNLV Graduate College or via the UNLV Psychology Department web site, <http://psychology.unlv.edu>.

C. Transfer/Waiver Credit

Upon approval, credits of coursework from another graduate program may be used to fulfill requirements within the program, depending on Graduate College policy. Upon approval, students may also use up to six credits of thesis to fulfill the thesis requirement. Students are precluded from transferring/waiving credit for PSY 755: Ethics and Professional Issues.

The Clinical Program Subcommittee reviews requests for transfer/waiver credit. Students wishing to use prior graduate coursework to fulfill program requirements should submit a letter stating which courses they are proposing to use to fulfill each requirement along with a syllabus for any courses and a copy of the thesis, if applicable, to the DCT. These requests should be submitted before July 1 of the year of matriculation. These requests are reviewed by the Clinical Program Subcommittee. Typically, the subcommittee asks for consultation from faculty who teach the course the student is requesting to transfer/waive based on prior coursework. The subcommittee reviews these requests near the beginning of the fall term.

III. Degree Requirements

The student must meet the following 22 requirements:

A. Coursework

Clinical Foundation Classes

1. PSY 712: Psychometrics
2. PSY 714: History and Foundations of Clinical Psychology
3. PSY 715: Assessment of Children
4. PSY 716: Assessment of Adults
5. PSY 725: Intervention with Children
6. PSY 726: Intervention with Adults
7. PSY 736: Psychopathology
8. PSY 750: Diversity Issues in Professional Psychology
9. PSY 755: Ethics and Professional Issues

Research Methods and Statistics

10. PSY 708: Statistics for Psychologists I
11. PSY 709: Statistics for Psychologists II
12. PSY 707: Research Methods

Scientific Breadth in Psychology

13. 3 credits addressing the biological aspects of behavior*
14. 3 credits addressing the cognitive and affective aspects of behavior*
15. 3 credits addressing the social aspects of behavior*
16. 3 credits addressing human development*

*Courses must be chosen from approved list in Student Handbook or be approved by petition of the Clinical Program Committee.

Electives

17. Psychology Electives (6 credits). Electives consist of any 700 level psychology course except PSY 766: Independent Study; PSY 767: Practicum; PSY 768: Independent Research; PSY 769: Thesis; PSY 770: Dissertation; or PSY 771: Professional Internship. 700-level courses offered by other departments may fulfill the elective requirement with approval of the student's advisor and the Clinical Program Committee.

B. Practica and Internship

18. PSY 767: Practicum (18 credits)
19. PSY 771: Professional Internship (6 credits). The student must complete a full calendar year APA-approved clinical psychology internship. During the internship year, students must register for 6 credits of PSY 771: Professional Internship.

C. Thesis, Comprehensive Examinations, and Dissertation

20. PSY 769: Thesis (6 credits) The thesis must be orally proposed and defended. The thesis must be approved by a committee consisting of a minimum of three Graduate Faculty from the Psychology Department and one external Graduate College representative. Continuous enrollment in thesis credits (minimum 3 credits/semester) is required from the time thesis work begins until the thesis is completed.
21. Comprehensive examination. Students must meet the following requirements to be eligible to take the comprehensive examination: completion of coursework requirements 1 – 12 in section III.B., completion of 6 credits of PSY 767: Practicum, and be in good academic standing (i.e., not on probation). All students who enter the program, except those entering with a Masters degree in Psychology, should take the comprehensive examination after the end of year 3, provided they meet the eligibility requirements. Students who enter the program with a Masters degree in Psychology will be allowed to take the comprehensive examination at the end of year 2, provided they meet the eligibility requirements. A passing grade on the Comprehensive examination is required before the student is allowed to apply for internship. The Comprehensive examination will be offered each year in August.
22. PSY 770: Dissertation (12 credits). The dissertation must constitute an original contribution to the scholarly literature on a topic relevant to clinical psychology. The dissertation must be orally proposed and defended. The dissertation must be approved by a committee consisting of a minimum of three Graduate Faculty from the Psychology Department and one external Graduate College representative. Continuous enrollment in dissertation credits (minimum 3 credits/semester) is required from the time dissertation work begins until the dissertation is completed.

D. Course of Study

The doctoral degree in clinical psychology requires a minimum of 96 credits. En route to doctoral candidacy the student will complete the requirements for a Master's degree in psychology (the 36 credits numbered 1-12 above, 6 credits of PSY 767: Practicum, and 6 credits of PSY 769: Thesis). Upon completing these requirements, students must file for and be awarded a Master's degree in psychology. Students are expected to complete the requirements for the Master's degree during their first two years of study.

Representative Course of Study

Year One: Fall

PSY 708: Statistics for Psychologists I
PSY 736: Psychopathology
PSY 715: Assessment of Children
PSY 725: Intervention with Children

Year One: Spring

PSY 709: Statistics for Psychologists II
PSY 716: Assessment of Adults
PSY 726: Intervention with Adults
PSY 714: History and Foundations of Clinical Psychology

Summer after Year One

May: PSY 755: Ethics and Professional Issues

Year Two: Fall

PSY 707: Research Methods
PSY 750: Diversity Issues in Prof. Psych.
PSY 767: Clinical Practicum I
PSY 769: Thesis

Year Two: Spring

PSY 712: Psychometrics
PSY 767: Clinical Practicum I
PSY 769: Thesis
Elective or Open

Year Three: Fall

Breadth Course Selection*
Elective or Open
PSY 767: Clinical Practicum II
PSY 770: Dissertation

Year Three: Spring

Breadth Course Selection*
Elective or Open
PSY 767: Clinical Practicum II
PSY 770: Dissertation

Year Four: Fall

Breadth Course Selection*
PSY 767: Clinical Practicum III
PSY 770: Dissertation

Year Four: Spring

Breadth Course Selection*
PSY 767: Clinical Practicum III
PSY 770: Dissertation

Year Five: Fall

PSY 771: Professional Internship

Year Five: Spring

PSY 771: Professional Internship

*Breadth Course Selections currently include PSY 701: Physiological Foundations of Behavior; PSY 703: Cognitive Psychology; PSY 704: Social Psychology; and PSY 705/721: Developmental Psychology.

IV. Policies and Procedures

A. Administration and Management of the Program

Our objective is to administer and manage the Program according to its stated philosophy and objectives, with an emphasis on open communication, consensus building, and fairness.

The Clinical Program Committee serves as the major structure through which program decisions are made. The Clinical Program Committee is comprised of all clinical faculty members, but all psychology faculty are invited to Clinical Program Committee meetings. Consensus is the usual method for determining issues, although formal votes are taken when consensus is not reached. All core clinical faculty attending a meeting of the Clinical Program Committee are eligible to vote. The Committee determines policy and makes decisions on substantive issues, including changes in general policy or program requirements. Minutes of all meetings are published and program decisions can be reviewed by the entire faculty, if requested.

The Clinical Psychology Program is administered by a Director of Clinical Training. The Director of Clinical Training, on behalf of the Clinical Program Committee, specifically approves the makeup of thesis and dissertation committees, approves transfer/waiver credits, approves deviations from policies, leaves of absence, provides written feedback to students on an annual basis, and performs other duties as directed by the Clinical Program Committee.

Student petitions in written form (e.g., for leaves of absence, probation exemptions and extensions, policy exceptions, transfer/waiver credit) are submitted to the Director of Clinical Training, who in turn will present the material to a Clinical Program Subcommittee. If the

Subcommittee unanimously approves the student request, then the matter is approved and not referred to the full clinical committee. If the Subcommittee arrives at a split vote in any fashion (even if one member votes differently than the other members) or if the student's request is unanimously declined, then the matter is automatically sent to the full Clinical Program Committee for consideration.

The Associate Director of Clinical Training has primary responsibility for the functioning of the Practicum experience. This includes didactics, approval and coordination of external practicum sites, assignment of students to practicum sites and supervisors, and coordination of practicum supervision.

B. Clinical Student Committee

A student committee with up to two students from each cohort in program years 1 through 4 and up to two students representing students in program years 5+ shall be formed each spring semester by a process determined by the students. The student group will then choose their own leader from among the year 4 and year 5+ representatives. The leader will serve as the student representative to both the Department and the Clinical Program Committee meetings. This student group will serve as a major conduit for communication between program students and program faculty by meeting approximately monthly with the DCT and Associate DCT and via the student group leader serving on the Department and Program committees. The DCT will also meet with clinical graduate students as a whole periodically and with diverse students at least once per year.

The Clinical Student Committee will determine what goals and activities they will pursue in addition to facilitating communication within the Program. These include, but are not limited to, advocating for student needs and concerns, organizing social functions for students, coordinating the "buddy system" for incoming students, and hosting meetings for all clinical student approximately once per semester to discuss the Program, committee goals, and any other issues that may arise.

C. Conflict Resolution and Grievance Procedure

The department makes a conscious effort to maintain a collegial environment in which students are treated fairly. However, conflicts between students and faculty or other students may occur. We endeavor to protect students' interests during any conflict. Conflicts are usually most effectively resolved at the lowest level; students are therefore encouraged to work out conflicts directly with the persons involved. If a student is unable to resolve a conflict in this manner, or feels that he or she is being treated unfairly, he or she is encouraged to discuss the concerns with any member of the faculty, the Director of Clinical Training or Experimental Psychology Program Coordinator, or the Department Chair. (If the Director of Clinical Training/ Experimental Psychology Program Coordinator and/or the Department Chair are involved in the conflict, the student can discuss his or her concerns directly with the Associate Dean of the College of Liberal Arts.) The chosen faculty member, program coordinator, Chair, or Associate Dean can then represent the student's interests in an attempt to resolve the conflict with the other involved person. If the conflict is not resolved in this manner, the student can file a formal conflict resolution complaint as described below. If the conflict remains unresolved, the student may file a formal appeal with Dean of the College of Liberal Arts and then the Graduate College Dean. If the issue involves a UNLV Student Conduct Code violation, it is important to report it accordingly.

Conflict resolution procedure. If a student believes that his or her status as a student has been adversely affected by a specific incorrect or inappropriate decision or behavior, and that adverse effect has not been satisfactorily resolved by any of the informal procedures described above, the student may initiate a formal conflict resolution procedure. Examples of conflicts include, but are not limited to, the following:

- having a department policy applied inappropriately;
- being required to complete inappropriate tasks as part of an assistantship;
- being improperly terminated from a student-based University appointment (e.g., teaching or research assistantship);
- being improperly terminated from a program (see NSHE/UNLV policy here: http://graduatecollege.unlv.edu/PDF_Docs/StudentProgramDismissalProcedures-Fall2014.pdf);
- being required to meet unreasonable requirements for a degree that extend the normal requirements established by the campus or by the department and that are inconsistent with the scholarly standards in the discipline;
- being the subject of retaliation for exercising his or her rights under this policy or participating in the exercise of another student's rights under this policy;
- being the subject of professional misconduct by a student's supervisor or other faculty or staff member;
- being the subject of inappropriate withholding of opportunities for training and professional development;
- being forced by a faculty member to participate in acts that constitute professional misconduct.

The formal conflict resolution procedure consists of the following steps; in all steps, if the Department Chair is involved in the conflict, the student may substitute the Associate Dean of the College of Liberal Arts:

1. The student specifies in writing to the Department Chair the facts and circumstances giving rise to the complaint.
2. Within 10 working days of receipt of a written conflict resolution complaint, the Department Chair will create an ad hoc Conflict Resolution Committee consisting of three Department faculty members and one student. Once the committee is established, the Department Chair shall define the subject matter and scope of the issues related to the conflict in a written charge to the Conflict Resolution Committee. The parties involved [the complaining student and the individual(s) complained against] shall receive a copy of the charge and notification of the composition of the committee. Any party to the procedure may challenge the appointment of any member of the Conflict Resolution Committee for any reason. The challenge should be made in writing to the Department Chair within 10 working days of being notified of the committee's composition. The party may exercise two peremptory challenges; subsequent challenges require justification from the challenger; the Department Chair shall decide whether the challenge is reasonable. If the challenge is prompt and either peremptory or reasonable, the Department Chair shall replace the challenged member with one who meets the stated criteria. The decision of the Department Chair as to whether the challenge is reasonable and as to the acceptability of the replacement selected may be a basis for appeal of the Conflict Resolution Committee's recommendation.

3. The Committee will select its own chair.
4. The Committee's investigation shall include a review of written materials presented and may involve information solicited from the parties or other witnesses in writing or in person. During a hearing, each of the parties may make a brief opening statement and then respond to questions from the Committee. The parties may ask the Committee chair to call specific witnesses, and if the chair agrees that the witnesses requested may have useful information, the chair will call the witnesses. The Committee also may call witnesses and obtain evidence on its own initiative. The parties may not question each other or any witness directly, but may pose questions through the committee chair. At the end of the hearing, each party may make a closing statement. All parties are entitled to bring one advisor to the meeting. The advisor, whether an attorney or not, can advise the party but not participate in the discussion in any way.
5. Within 30 academic calendar days (i.e., working days, not including vacations and holidays) from the day the hearing is concluded, the chair of the Committee shall report its recommendations in writing to the department Chair. At the same time, a copy of the Committee's report shall be given to the parties. The Committee's report shall contain:
 - a. a summary of the complaining student's contentions and relief sought;
 - b. the response of the individual or departmental entity against whom/which the complaint was filed;
 - c. a general description of the investigative process;
 - d. a citation of relevant policies;
 - e. an explicit finding of fact based on the preponderance of the evidence with respect to each conflict included in the investigative committee's charge;
 - f. a summary of the evidence relevant to each finding;
 - g. an indication of whether there was a reasonable basis in fact and honest belief in the allegations of the complainant;
 - h. a recommendation of appropriate redress for the complaining student, if applicable; and
 - i. recommended changes in policies and procedures, if applicable.
6. Within 30 calendar days of receipt of the Committee's report, the Department Chair shall determine the disposition of the case and communicate the decision to the parties. All individuals involved in the investigation shall be informed by the Chair of the decision. The Chair may, after consultation with appropriate campus officers, prescribe redress for the complaining student. In addition, the Chair may initiate modifications of department policies or procedures. The Chair shall notify the parties and the Conflict Resolution Committee members of actions taken.
7. Within 30 calendar days of receipt of written notification of the Department Chair's determination, an appeal may be made by any party to the Dean of the College of Liberal Arts; if resolution there is not satisfactory, then appeal may be made to the Graduate College according to policies in the Graduate Catalog. University Appeal procedures for graduate students are available here: http://graduatecollege.unlv.edu/PDF_Docs/AppealGuide-2.pdf

Discrimination and harassment. The Office of Diversity Initiatives is responsible for investigating complaints and receiving grievances from faculty, staff, and students in matters dealing with discrimination and harassment. All questions and complaints are confidential. The Office of Diversity Initiatives is located in Campus Service Building Room 142; (702) 895-3495.

Grade appeals. Grade appeals must be filed with the Graduate College within 60 calendar days from the last day of the term/semester in question. Grade changes due to clerical error

must be filed with the Registrar's Office within 60 calendar days from the last day of the term/semester.

D. Academic Policies

Students must obtain a grade of B- or better in each course taken for that course to count toward degree requirements. One grade below a B- (i.e. C+ or lower) will result in probation. Once on probation for receiving a grade below a B-, a second grade (in the same or different classes) below a B-, will result in immediate separation from the program. If a student re-takes a course in which s/he received a grade lower than a B- (i.e. C+ or lower) and earns a B- or better, s/he will be removed from probation. A student may only be on academic probation twice during their graduate career in Psychology; a third probation will result in separation from the program. No student shall be allowed more than two simultaneous grades of incomplete, except in the case of a documented and approved medical leave. No student on probation may apply for a Graduate College funding award.

Students must follow all academic policies of the UNLV Graduate College. These academic policies are explained in the UNLV Graduate Catalogue. Relevant policies include, but are not limited to the following: Academic Integrity, Continuous Enrollment, Six-Year and Eight-Year Policy, Interruption of Study, Probation and Separation, and Graduate Assistantship policies for those holding such a position.

Students wishing to take a leave of absence must formally request a leave by writing to the Director of Clinical Training. If granted, a leave of absence does not impact the six-year or eight-year policies of the Graduate College.

A student may appeal any administrative action by writing to the Director of Clinical Training. The Clinical Program Subcommittee and/or full Committee will consider all appeals.

E. Evaluation Procedures

The Clinical Program Committee conducts the evaluation to assess each student's progress and provide students substantive feedback. Students are evaluated in the spring semester of each year in the program. Students are evaluated and given feedback on the following five areas: (1) Academic performance; (2) scholarly research activity; (3) clinical knowledge and skill; (4) ethical knowledge and functioning; and (5) assistantship performance, if applicable.

The evaluation procedure will first involve collecting the following performance information:

- a statement from the student of accomplishments during the evaluation period;
- a list of grades for courses completed during the evaluation period;
- a statement of from the student's research advisor;
- a statement from the Associate DCT regarding practicum performance;
- a statement from the assistantship supervisor(s) if applicable.

This information will be collated and presented to a meeting of the Clinical Program Committee for discussion and comment.

The results of this feedback and the discussion will be distilled in a letter from the DCT to the student. This letter will be given to the student, who will be asked to sign a copy of the letter to indicate that he or she read it. A copy will also be given to the research advisor/mentor. If

students have questions or concerns about their evaluation, they may request an opportunity to discuss their evaluation in a meeting with the DCT.

Inadequate performance in one or more of the five areas of functioning (or aforementioned competencies) may result in the imposition of additional requirements, probation, or separation from the program. In the event of an unfavorable evaluation, the student will be given specific written feedback on (a) the nature of the problem or areas in which performance is not satisfactory, (b) guidance regarding steps to remediate all problems (if remediable). The next evaluation of the student will include substantive written feedback on the extent to which corrective actions have or have not been successful in addressing the issues of concern.

Five Areas of Evaluation

1. **Academic performance.** The academic performance area consists of all courses and exams taken during the graduate program. A grade of B- or higher is required in all courses. A course must be repeated if a grade of B- or higher is not attained. Each grade of Incomplete is explicitly reviewed.
2. **Scholarly research activity.** Scholarly and research activities include participation in faculty research projects, the master's level research project, the doctoral dissertation, individual research projects, and attendance/participation at conferences. Both the master's level research project and doctoral dissertation are monitored and evaluated by appropriate committees. Students are expected to be continuously involved in scholarly research after their first semester of enrollment.
3. **Clinical knowledge and skill.** Clinical activities include psychotherapy, psychological evaluations and assessments, and other clinically relevant activities. Both knowledge and skills are evaluated. Information will be gathered from clinical coursework and practica supervisors.
4. **Ethical knowledge and functioning.** Students are expected to be knowledgeable about and conduct themselves in accordance with the ethical standards set forth by the American Psychological Association and other professional standards.
5. **Assistantship performance** (if applicable). Students who receive stipends from the Psychology Department are evaluated according to the responsibilities for that stipend.

F. Problems in Professional Competency Policy and Due Process

Clinical faculty and relevant program personnel (e.g., clinical supervisors) have a professional, ethical, and potentially legal obligation to (a) establish criteria and methods through which program competency areas may be assessed that include but are not limited to emotional stability and well being, interpersonal skills, professional development, and personal fitness for practice; and (b) ensure that students who complete the clinical doctoral program are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, the clinical faculty will not advance, graduate, or recommend students who fail to achieve minimum levels of expected competence to other programs/ internships, the profession, employers, or the public at large.

As such, clinical faculty will evaluate student competence in areas other than, and in addition to, coursework, practica, scholarship, comprehensive examinations, or related program requirements and competencies. These evaluative areas include but are not limited to: (a) interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-

awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues that interfere with professional development or judgment or functioning in a satisfactory manner (e.g., by responding constructively to feedback from clinical faculty and relevant program personnel and by successfully completing remediation plans).

This policy generally applies to settings and contexts in which evaluation would normally occur (e.g., coursework, research activities, practica, supervision) rather than settings and contexts normally unrelated to the formal process of education and training (e.g., nonacademic, social contexts). However, irrespective of setting or context, when a student's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student, (b) negatively impacts the development of other students, (c) raises questions of an ethical nature, (d) represents a risk to public safety, or (e) damages the representation of psychology to the profession or public, the clinical faculty may review such conduct within the context of the program's evaluation processes.

In addition, the APA Ethics Code requires, in Standard 2.06, that psychologists refrain from initiating an activity when they know or should know that there is a substantial likelihood that their personal problems will prevent them from performing their work-related activities in a competent manner. When psychologists become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance, and determine whether they should limit, suspend, or terminate their work-related duties. Students are expected to adhere to the APA Ethics Code and are thus expected to disclose and assist in resolving competency issues by consulting with clinical faculty, relevant program personnel, and the Director of Clinical Training (DCT) and Associate Director of Clinical Training (ADCT) as appropriate and as described below.

When questions about a student's competency and behavior arise, the clinical faculty will assess the nature and define the scope of the problematic behavior(s). Clinical faculty will also determine whether the problem can likely be remediated and can make this determination at any time. When appropriate, a formal remediation plan will be developed. If the competency problem is egregious or not amenable to remediation, then the student may not be permitted to continue in the program.

A written remediation plan will be constructed by the student's primary advisor, the ADCT, the DCT, and a practicum supervisor as appropriate. The plan will then be reviewed as necessary by the clinical faculty. The student who is the subject of the remediation plan will be allowed to consult and contribute to the plan and asked to provide a signature for the plan, but the final remediation plan will be sanctioned by clinical faculty only. Signatures will also be solicited from the student's primary advisor, the ADCT, the DCT, and a practicum supervisor as appropriate.

Actions necessary for remediation may include, but are not limited to: repetition of a course or other program requirement, reduced practicum or course load, personal therapy, psychological or medical or other assessment, leave of absence, consultation with the Disability Resource Center, documentation of disability-related information, additional coursework or practica, increased supervision, frequent and regularly scheduled meetings with specific clinical faculty or other

relevant program personnel, adherence to specific deadlines, restriction of participation in professional/program activities, and other modifications or accommodations as appropriate. The remediation plan will contain specific descriptions of problems, benchmarks for progress, suggestions for remediation, a definitive timeline (after which the plan must be reviewed), and consequences for failure to satisfactorily meet remediation requirements.

Following the end of the remediation plan timeline, the student's primary advisor, the ADCT, and the DCT will review the student's progress and consult with clinical faculty, practicum supervisors, and other program personnel as appropriate. At this time, the remediation plan may be ended (if all concerns have been adequately resolved), renewed or extended for a specific time, and/or modified as appropriate. All written remediation plans will be entered into a student's confidential program file. If a student engaged in successful remediation and the competency problem is resolved, then written documentation of this fact will be provided by the DCT and placed in the student's file and shared with the student.

If a student continues to fail to make satisfactory progress toward remediation (as determined by the student's primary advisor, ADCT, and DCT), then the clinical faculty will convene to review the student's status and consider additional remedial steps. In some cases, a student may be requested to withdraw from the program, may be separated from the program, may be suspended from the program, or may experience a loss of or change in funding from the program. A student who is the subject of the remediation process shall have, at any time during the course of the remediation process, the right to a hearing with the clinical faculty and may follow stipulated department, College of Liberal Arts, Graduate College and University appeals and other relevant procedures and options. Information regarding the UNLV Graduate College appeals process may be found at <https://www.unlv.edu/graduatecollege/fs-issues-committee>.

V. Clinical Experience

Clinical practica provide ongoing supervised clinical experience to graduate students during the early stages of their training. A central goal of the program is for students to become familiar with various approaches for inducing change and different ways of conceptualizing the change process. The development of cultural competence is also emphasized. Students are expected to build an understanding and awareness of alternative worldviews, to develop culturally appropriate assessment and intervention approaches, and to gain awareness of life experiences and cultural values that affect their clients and themselves. Some trainees may possess worldviews, values, or religious beliefs that conflict with serving or working with certain groups. Students' rights to maintain their personal belief systems are respected. However, students will be encouraged to explore these beliefs and attitudes, be aware of the impact of their beliefs on others, and develop the flexibility required to serve a diversity of clients/patients. Supervisors will help students acquire the competencies necessary to work with diverse populations. Students have no reasonable expectation of being exempted from clinical work, teaching, or other responsibilities with any particular category of clients/patients assigned to them for the duration of training.

The Associate DCT has primary responsibility for the administration of clinical practica. A minimum of six semesters of clinical practica are required. As a general guideline, three credits of practica should translate into at least ten hours per week of client contact, supervision, preparation, and record keeping. Thus the required practica provide approximately $6 \times 10 \times 15 = 900$ practicum hours.

A. Practicum I (Second Year in the Program)

Practicum I is designed for students in their second year in the program. Practicum I students generally provide supervised clinical services at the UNLV Partnership for Research, Assessment, Counseling, Therapy and Innovative Clinical Education (the PRACTICE), a community-based clinic used for training by the departments of Psychology and College of Education. The goal of Practicum I is to provide clinical experience with various clients in a multicultural context utilizing empirically-supported assessment and treatment modalities that are consistent with the goals, life experiences, and cultural values of clients. Thus, students are encouraged to consider both universal and culture-specific strategies in the assessment, diagnosis, and treatment of clients.

Students are required to complete a minimum of 50 direct client contact hours each semester of Practicum I. This equates to approximately four direct contact hours per week. A total of 10 hours per week of client contact, supervision, preparation, and note writing is expected. This usually necessitates maintaining an active caseload of 5-6 clients and completing 4 comprehensive psychological evaluations and reports over the course of two semesters. Within these guidelines, the decision about specific client load or client type is made by the student's clinical supervisor in conjunction with the student. In addition, all students registered in practica are required to participate in a weekly meeting led by the Associate DCT. This meeting will involve a combination of case conference and didactic trainings, which are geared towards enhancing one's repertoire of skills with case conceptualization and empirically-supported treatments as well as the on-going development of multicultural competence.

Students will be asked to keep detailed records of their clinical activity. These logs will be used to document clinical experiences for internship applications.

Clinical faculty will supervise Practicum I. Students may receive supervision from faculty members to whom they have not been assigned in certain circumstances. Such circumstances include, but are not limited to, cases where other faculty have particular expertise in the needed assessment or treatment.

Students will receive a minimum of two hours of direct face-to-face supervision each week, at least one of which will be individual supervision (based upon the expected four hours of direct client contact each week). In addition, faculty supervisors will devote approximately two additional hours per week per student to indirect supervisory functions. These will vary across supervisors, but usually consist of observing videotapes or observation of therapy sessions, and/or in-session modeling or co-therapy. Students will anonymously evaluate the quality of the supervision received each semester. The Practicum Handbook provides detailed information about the practicum experience, and the PRACTICE Handbook describes policies and procedures at the PRACTICE. Also student and supervisor guidelines for supervision are contained in the Supervisor Guidelines and Agreement Form. These documents are reviewed with students prior to starting their first practicum experience and may be obtained from the Associate DCT.

B. Practicum II (Third Year in the Program)

Each semester of Practicum II, students are required to complete a minimum of 50 direct client contact hours and 100 other hours involving supervision, progress note and report writing, and other practice related activities. Practicum II is designed for students in their third year in the program. Practicum II generally involves clinical experience in agencies other than the departmental training clinic, The PRACTICE. The completion of practicums in other settings allows students the opportunity to diversify their clinical training in terms of settings, treatment

approaches, and clinical populations. Licensed professionals in those settings will conduct supervision. Students will continue to participate in the weekly clinical case conference.

In the spring of each year, the Associate DCT compiles a list of students seeking Practicum II placement for the following fall, and distributes a list of available sites to those students. Students may be required to contact indicated persons at the agencies and arrange for interviews. They must interview at enough sites to rank at least two as “acceptable.” Agencies submit their rankings of interviewed students to the Associate DCT. After both sets of rankings are received, the Associate DCT makes assignments, taking into account student and agency preferences, students’ training needs, and agency and program needs.

The Clinical Program Committee maintains final control of all clinical placements. Students may not accept an offer from an agency, accept employment beyond the practicum experience at an established site, or develop new placement sites without the approval of the Clinical Program Committee. The Committee seeks to balance equitably the desires of the student, the Committee’s assessment of the student’s needs and abilities, and the needs of the training settings.

C. Practicum III (Fourth Year in the Program)

The procedures for Practicum III are identical to those for Practicum II, except that Practicum III students are not required to attend the weekly clinical case conference.

D. Outside Clinical Employment

The Clinical Program is a full time program so students in the clinical program do not hold full time employment while completing the program. Students may formally request part time employment, as described below, as long as the part time employment is related to their training in the Clinical Program. Such part time employment is typically no more than 8 hours per week. Additionally, the practice of psychology in Nevada is limited to those individuals who have been granted a license by the Nevada State Board of Psychological Examiners. Graduate students may also practice within the scope of psychology provided that their activities are part of an organized program of study and are conducted under appropriate supervision. Any activity otherwise would be considered practicing psychology without a license.

To provide our students with the highest quality of practical training experience in the field of psychology, we require that the program sanction any and all clinical activity. Gaining experience outside of assigned practicum will be encouraged but will need to be approved by the student’s advisor and the Associate DCT.

A written description of the specific clinical activities and plan for supervision must be submitted to the Associate DCT for review so that contact with the proposed supervisor may be established and expectations regarding the training experience are mutually agreeable. Once the activity is approved, the student will need to enroll in practicum (if they have not already done so). In so doing, all practical work experience will be certified and therefore counted toward hours for internship applications.

Please note that if the student is working in a clinical setting directly under the purview of a current psychology faculty member or conducting clinical research under the supervision of a current psychology faculty member, the student is exempt from the requirements outlined in the previous paragraph.

E. Clinical Internship

The program requires each student successfully to complete 1750 hours of clinical experience at an APA-approved internship. Clinical students must apply to APA-accredited internships and must apply for exemptions to this policy to the clinical faculty. Students who entered the APPIC match process will be allowed to select an APPIC-member internship site on or after Clearinghouse Day even if not APA-accredited; these students are strongly encouraged to consult with relevant faculty (e.g., major advisor, DCT, ADCT). Students who entered the APPIC match process who wish to attend a non-APPIC member, non-APA-accredited site on or after Clearinghouse Day must consult with and seek approval from their major advisor, DCT, and ADCT. If a student wishes to complete an internship that is not APA-approved, he/she must obtain approval from the Clinical Program Committee. The internship constitutes the final phase of the student's training, and should coincide with completion of the doctoral dissertation. More information about policies and procedures for the internship application process are contained in the program's Internship Application Guide, which is reviewed with students who are considering applying for internship and may be obtained from the Associate DCT.

Students generally complete their internships away from Las Vegas, most often out of state. Appropriate internship settings can be more readily located when the choices are expanded to include several states.

Materials describing available internships are received from internship sites each year, as well as a current APPIC (Association of Psychology Postdoctoral and Internship Centers) Directory. A binder of internship materials including sample applications, guidelines for applying, etc. is also available in the office.

Applications for internship are generally due during the months of November and December, for internships beginning the following summer or fall. To obtain certification from the DCT that you are eligible to apply for internship, you must have completed the following:

1. All coursework, a master's thesis, and the Comprehensive exam have been completed.
2. The dissertation prospectus has been successfully defended on or before October 1. Students are encouraged to hold prospectus meetings prior to October 1 because it allows time for revisions to be made if the committee decides the prospectus is not fully acceptable. If the student's committee does not fully accept the prospectus by October 1, then the student will not be allowed to apply for internship that year.
3. Ideally, dissertation data will be collected before leaving for internship. In some cases, dissertation data may be collected during the internship year. Such a plan must be justified by the student and approved by his/her dissertation chair.

The student must adhere to his or her approved Plan of Completion, as well as any contingencies attached by the Clinical Program Committee, in order to remain eligible to pursue internship for the following year. Note that students can defend their dissertations before, during, or after they complete their internship.

June—October	Student plans for internship by identifying appropriate sites and preparing application materials
November—December	Students submit internship applications to internship sites
December—January	Students interview at internship sites
Late February	Match Day
July – Aug	Students leave for internship

While on internship students must register for a minimum of six credits of PSY 771: Professional Internship. Students whose internships begin on or before August 1 must withdraw their names from consideration for Graduate College summer awards. During the internship year, students who wish to participate in summer graduation need to take at least one internship credit in the summer since all students must be enrolled in coursework in the semester in which they intend to graduate. Three credits may be taken in the fall, two in the spring, and one in the summer (6 total credits) for students who wish to graduate in the summer.

F. Curricular Practical Training (CPT) for International Students

If you are an international student on any type of student visa (e.g. F -1) you will need a CPT authorization to participate in practicum training. This is required for on campus (e.g. The PRACTICE) and off campus positions and also for paid and unpaid positions. This application should be completed at the start of your second year in the program or before you start working with any type of patients.

To request the CPT authorization form you will have to go to the international student office (ISO) on campus (<https://www.unlv.edu/iss/students>) or download the form online at the following link: <https://www.unlv.edu/iss/f1-forms>. Once you complete the necessary information you will need a signature from your mentor, academic advisor, or director of clinical training. The start and end date of the CPT usually correspond to the start and end dates of each semester. You will also need a letter from your practicum supervisor stating that you have been hired by them, including a brief description of your position. Sample letters can be found here: <https://www.unlv.edu/iss/f1-forms>. In this letter your supervisor should not include an end date, otherwise you will require a new letter each semester. Once you have all the paperwork you need you have to send it to the international office for approval. Once approved, your CPT will be added to your I-20 document and you will have to pick this up at the ISO. This process must be repeated each semester that you are enrolled in practicum, including summers and winter breaks, regardless whether you are enrolled in PSY 767 Practicum or not. After CPT is approved for a practicum site, you can use the CPT extension form and the same letter of employment if it does not have an end date for the following semesters.

You will also need a CPT authorization when you are completing your professional internship. The application steps will be the same, including a letter from your internship director or supervisor. Before going on internship, it is recommended that you set up a meeting with your ISO advisor or the ISO director.

This is the federal regulation:

(i) *Curricular practical training*. An F-1 student may be authorized by the DSO to participate in a curricular practical training program that is an **integral part of an established curriculum**. Curricular practical training is **defined to be alternative work/study, internship, cooperative education, or any other type of required internship or practicum that is offered by sponsoring employers through cooperative agreements with the school**. Students who have received one year or more of full time curricular practical training are ineligible for post-completion academic training. Exceptions to the one academic year requirement are provided for students enrolled in graduate studies that require immediate participation in curricular practical training. A request for authorization for curricular practical training must be made to the

designated school official (DSO). A student may begin curricular practical training only after receiving his or her Form I-20 with the DSO endorsement.

VI. Research Experience

Research experiences are an essential aspect of the program and our scientist-practitioner training model. The purpose of such experiences are to provide students with a basic foundation for consuming and producing new scientific knowledge. Developing creativity and an open attitude toward new ideas are important parts of the overall process, as well as instilling scientific attitudes toward clinical work and develop methods of improving existing practices. Students are expected to be continuously involved in research once they enter the program and completing thesis and dissertation requirements are a central means to accomplish this goal. However, students are also expected to present scholarly work at conferences and in professional publications. We anticipate that all students will demonstrate their active involvement in research by co-authoring at least one professional manuscript although many will far exceed this number.

Students are required to participate in research from their second semester, usually on joint projects with faculty. Students should investigate the various faculty research programs of interest and should have a primary research supervisor no later than the end of the first semester.

Both students and faculty are required to follow procedures set up by the Human Subjects Protection Committee at the University of Nevada, Las Vegas; thus all research projects must be individually approved by this committee before data collection begins.

It is expected that students will start data collection only after approval of their thesis or dissertation prospectus.

Students should strive to meet with their committees during the fall or spring semesters. Students should not expect to be able to convene committees during the summer, winter break, or spring break. All documents (prospectus and the completed thesis/dissertation to be defended) must be issued to committee members at least two weeks in advance of the prospectus or defense meeting. Proposals for a Master's thesis or dissertation consist of a full literature review and method section.

A student's advisor is expected to have approved the draft of the thesis/dissertation prior to it being distributed to other committee members. Students are expected to give the approved draft of the thesis/dissertation to committee members at least two weeks prior to the scheduled defense. The scheduled defense could be postponed if one or more committee members judges the draft to be subpar. Committee members are encouraged to notify the committee chair in this regard.

A. Master's Thesis

A Master's thesis is required to be completed by the end of the student's second year of doctoral studies. Master's theses are often studies conducted in conjunction with a faculty member's line of research. Although theses should contribute to scientific knowledge and often will be publishable works, they are usually smaller projects than dissertation research.

1. Thesis Examination Committee

The thesis examination committee requires four UNLV graduate faculty members, three from within the Psychology Department and one from outside the Department of Psychology. The outside member must have full graduate status and serves as the Graduate College representative. The thesis examination committee chairperson has the major responsibility for

supervision of the student and must have full graduate status. For a complete and current listing of faculty members: <http://graduatecollege.unlv.edu/facstaff/status.html>.

The thesis examination committee should be assembled by the student in preparation for the prospectus meeting. The committee is officially designated when the Appointment of Advisory Committee Approval form has been submitted to and approved by the DCT/Clinical Program Committee and the Graduate College. Any committee changes after this point require the submission of another Appointment of Advisory Committee Approval form to the DCT/Clinical Program Committee and the Graduate College.

2. Prospectus Meeting

Before thesis research may be commenced, the prospectus must be approved by the student's thesis committee. This approval should be obtained by the end of the fall semester of the student's second year. The prospectus must be approved by the committee chairperson, and subsequently submitted to committee members at least two weeks prior to the meeting. The prospectus shall be a formal research prospectus including chapters 1-4 according to the Graduate College guidelines for theses and dissertations (i.e., including a substantive, comprehensive, up-to-date literature review, and detailed description of methods and analyses to be performed).

3. Course Registration

Students must continuously register for at least three Thesis credits (PSY 767) per semester (fall and spring semesters) while working on their thesis. The Psychology Department requires a minimum of 6 thesis credits for graduation.

4. Progress Expectations

Students are expected to complete their thesis in a timely fashion that does not hinder their overall progress. The program timeline (Appendix A) shows the expectations for thesis completion and various other milestones in the doctoral program. Failure to make adequate progress, as outlined in the program timeline, may result in the student being placed on academic probation by the Department through the Graduate College. When a student is placed on probation for lack of progress, the specific timeline in which subsequent milestones must be completed will be specified. Failure to meet the timeline specified for probation may lead to dismissal from the program. Students who are on probation for failure to make sufficient progress on their thesis may be prohibited from taking any coursework other than thesis credits until the probation has ended.

5. Final Defense

The student must defend the completed thesis before the examination committee. The student must schedule a meeting of the committee and give each committee member a complete copy of the thesis at least two weeks prior to the scheduled defense meeting. The committee can ask questions related to the thesis as well as questions related to any program competencies. This thesis must be unanimously approved by all members of the committee. The committee can ask for changes to the thesis as a condition of approval. Review of agreed upon changes can be handled in any manner acceptable to all members of the committee.

B. Dissertation

Dissertations are required to be significant, original contributions to the field. The dissertation topic is developed with the mentor and in consultation with committee members (as needed), although the student should assume primary responsibility for the design and implementation of the dissertation.

Dissertations may take one of two forms. The first is the traditional dissertation which typically reports the results of one study or a series of studies and is organized according to Graduate College guidelines (<https://www.unlv.edu/graduatecollege/thesis>). An alternative to fulfilling the dissertation requirement is the [multiple article dissertation](#). Consistent with Graduate College [requirements](#), this option requires a minimum of three under-review, in-press, or published articles reporting empirical research which the student has undertaken after completing the Master's Thesis. The student must have made a substantial and documented contribution to the work which, in practice, is typically acknowledged with lead authorship on a manuscript. A student's contribution in co-authored manuscripts should be noted and clearly explained. Articles must be empirical contributions. Literature review articles or articles reporting master's thesis data are not acceptable for this option, although meta-analyses are acceptable. The multiple article dissertation requires a general abstract, general introductory chapter, bridge sections introducing and linking each of the articles to form a cohesive document, and a concluding chapter. More detailed information can be found in the Graduate College guidelines for the [multiple article dissertation](#).

1. Dissertation Examination Committee

The dissertation examination committee requires four UNLV graduate faculty members, three from within the Psychology Department and one from outside the Department of Psychology who serves as the Graduate College representative. The dissertation examination committee chairperson has the major responsibility for supervision of the student.

The dissertation examination committee should be assembled by the student in preparation for the prospectus meeting. The committee is officially designated when the Appointment of Advisory Committee Approval form has been submitted to and approved by the Clinical Program Committee and the Graduate College. Any committee changes after this point require the submission of another Appointment of Advisory Committee Approval form to the Clinical Program Committee and the Graduate College.

2. Prospectus Meeting

Before dissertation research may be commenced, the prospectus must be approved by the student's dissertation committee. For the traditional dissertation, the prospectus shall be a formal research prospectus including chapters 1-4 according to the Graduate College guidelines for theses and dissertations. For the multiple article dissertation, the prospectus will be the general introductory chapter that provides an introduction to the topic, a review of the relevant literature and presentation of research questions. Prior to including an article in the dissertation and submitting it for publication, the student will submit the article to the dissertation examination committee for approval. The committee will provide written feedback to the student who must provide the committee with a written response to the feedback and revise the article accordingly.

The student is expected to complete the prospectus document and issue copies to committee members at least 2 weeks in advance of the meeting. As outlined in section V.D. above, the dissertation prospectus must be approved by the student's committee by October 1 to be eligible to apply for internship.

3. Course Registration

Students must continuously register for at least 3 Dissertation credits per semester (fall and spring semesters) while working on their dissertation. The Psychology Department requires a minimum of 12 dissertation credits for graduation.

4. Progress Expectations

Students are expected to complete their dissertation in a timely fashion. The program timeline shows the expectations for completing the milestones in the dissertation process. Failure to make adequate progress, as outlined in the program timeline, may result in the student being placed on academic probation. When a student is placed on probation for lack of progress, the specific timeline in which subsequent milestones must be completed will be specified. Failure to meet the timeline specified for probation may lead to dismissal from the program. Students who are on probation for failure to make sufficient progress on their dissertation may be prohibited from taking any coursework other than dissertation credits until the probation has ended.

5. Final Defense

The dissertation defense consists of an oral presentation in which the student must defend the completed dissertation before the examination committee. For the multiple article dissertation, the oral presentation may take the form of a “job talk.” The student must schedule a meeting of the committee and give each committee member a complete copy of the dissertation at least two weeks prior to the scheduled defense meeting. Doctoral dissertation defenses are open to university graduate faculty, staff, students, and the community. They must be announced to the campus via the UNLV Master calendar first, and then submitted to the Graduate College via email to grad.td@unlv.edu, a minimum of 2 weeks prior to the scheduled event. The committee can ask questions related to the dissertation as well as questions related to any program competencies. This dissertation must be unanimously approved by all members of the committee. The committee can ask for changes to the dissertation as a condition of approval. Review of agreed upon changes can be handled in any manner acceptable to all members of the committee.

VII. Comprehensive Examination

The Comprehensive Examination is designed to be both educational and evaluative. In this regard, the examination is intended to facilitate and ensure the consolidation of foundational knowledge related to the science and practice of clinical psychology and the ability to apply this knowledge in the service of remediating psychological concerns. Our program values 1) a broad foundation of knowledge related to both children and adults, 2) an understanding of scientific methods involved in designing and implementing empirical investigations, 3) an understanding of the empirical foundation of clinical assessment and intervention, 4) the ability to integrate this knowledge to address familiar and novel challenges, and 5) the ability to communicate knowledge effectively. These values constitute guiding principles in the construction of the examination.

The examination is offered each summer from August 1 – 15. The examination will have four questions. Students are required to answer three of the four questions in writing within the two-week period. Questions will be integrative, addressing the following areas of clinical psychology: Psychopathology, assessment and intervention, diversity, ethics, and research methods and statistics. For each question, a page limit for the answer will be provided (typically 10 pages). Answers must be typed, double-spaced, with one inch margins and a font no smaller than 10 point. Answers should be written in APA style. The reference section does not count against the page limit.

The examination will be prepared by a Comprehensive Examination Committee comprising no fewer than three program faculty and chaired by the Director of Clinical Training. The

Committee may consult with other program faculty in developing the questions for the examination and in scoring the responses.

All students who enter the program, except those entering with a Masters degree in Psychology, should take the comprehensive examination after the end of year three, provided they meet the eligibility requirements. Students who enter the program with a Masters degree in Psychology will be allowed to take the comprehensive examination at the end of year two, provided they meet the eligibility requirements. Eligibility requirements include the following: a) be in good academic standing (e.g., not be on probation); and b) have successfully completed the following courses or have transfer/waiver credit for: PSY 707 (Research Methods), PSY 708 (Stat I), PSY 709 (Stat II), PSY 712 (Tests & Measurements), PSY 714 (History and Foundations of Clinical Psychology), PSY 715 (Assessment of Children), PSY 716 (Assessment of Adults), PSY 725 (Intervention w/Children), PSY 726 (Intervention w/Adults), PSY 736 (Psychopathology), PSY 750 (Diversity), PSY 755 (Ethics), and 6 hours of PSY 767 (Practicum I). Completion of the thesis and 66 credits of coursework are required prior taking the comprehensive examination. The student shall also have constituted their dissertation committee.

Each response will be evaluated by two faculty. The identity of the students will not be available to those evaluating the responses. Responses will be evaluated based on the following considerations: clarity of writing, level of scholarly content, and comprehensiveness of answer. Performance of each dimension will be rated using the following 100-point scale: 100 – 90 = High Pass; 89 – 80 = Pass; 79 – 75 = Marginal Pass; 74 and below = Fail. The score for each question will be the average of the scores given by the two readers. The Comprehensive Examination Committee will review exam scores with the Clinical Program Committee and attempt to provide students with feedback within three weeks of the completion of the examination.

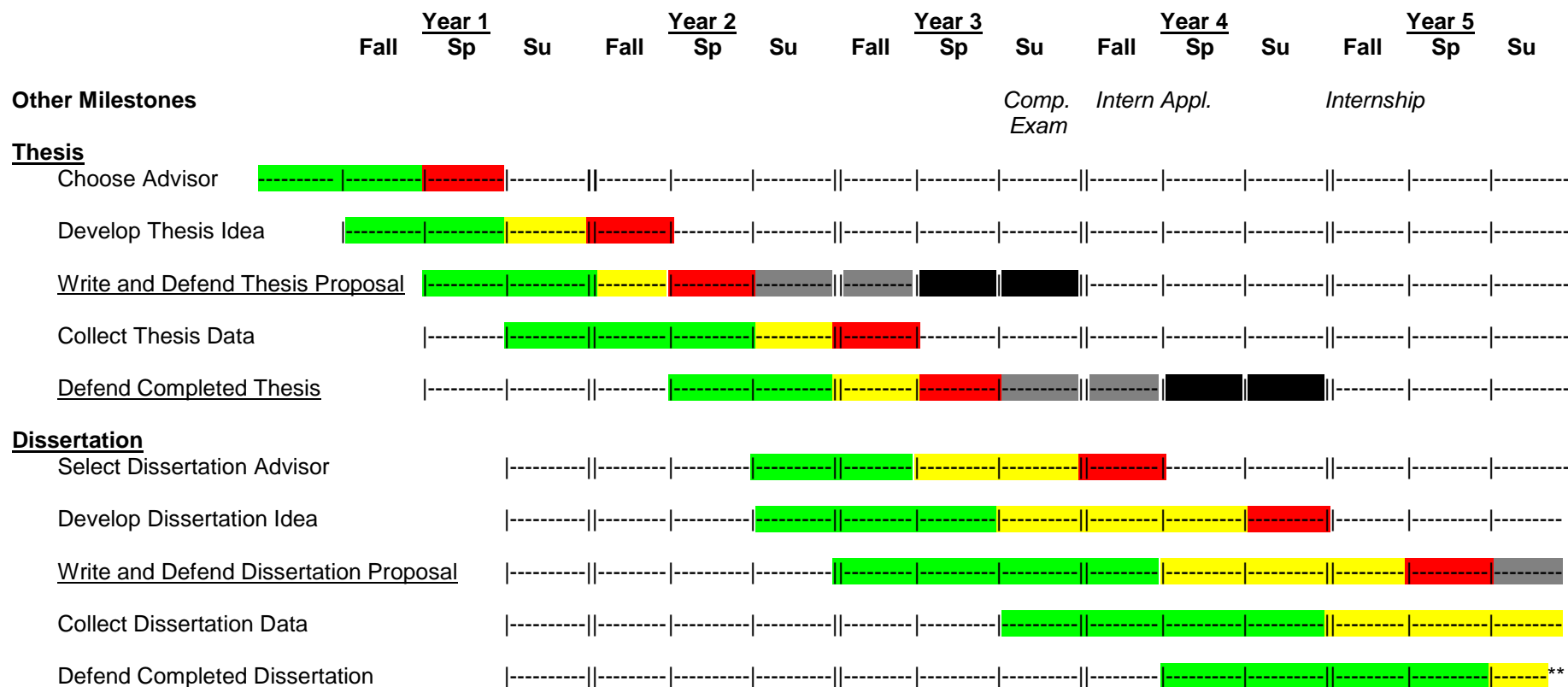
Students who fail one or two questions (an average score of 74 or below) will have the opportunity to rewrite the answers to these two questions within two weeks of the time the examination was returned. Students are encouraged to consider the feedback of the readers in re-writing their responses. Students who fail more than two questions will have to retake the entire examination at the next administration. Students who fail the examination twice (i.e., fail more than two questions on two administrations) will not be eligible to continue in the program.

Students who initially fail questions from the examination but go on to successfully pass the questions following initial revision will remain eligible to apply for internship in that fall semester. Students who initially fail examination questions but who do not successfully pass the questions following initial revision will be ineligible to apply for internship in that fall semester.

Students are encouraged to prepare for the examination together. However, once the examination questions have been distributed, no communication between students regarding any aspect of the examination is permitted. Any procedural or clarification questions should be directed to the Director of Clinical Training.

Appendix A: Program Timeline

Progress Timeline for the UNLV Clinical Psychology Doctoral Program



**Note: Graduate College's "Eight Year Rule" applies to completing all program requirements, including dissertation and internship (six years for those with an incoming Master's degree).

This diagram illustrates adequate progress for important program milestones. Those periods indicated by green are "optimal," those indicated by yellow are "acceptable," and those indicated by red are "marginal." For those milestones that are underlined: if you do not complete the milestone before the end of "marginal" period you will be placed on department-level probation (gray area) on May 15 of that year. Continued failure to make progress when on department-level probation will result in placement on Graduate College-level probation (black area) on November 15 of that year and possible loss of subsequent funding or dismissal from the program. Note that the "black area" for the dissertation proposal would apply to the spring of one's sixth year of study.