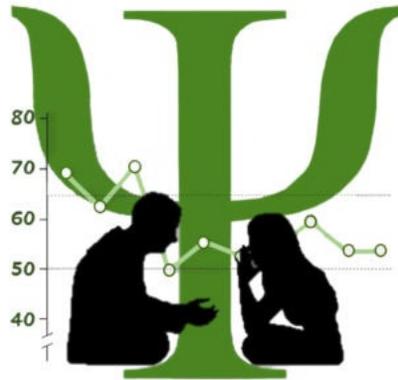




DOCTORAL STUDENT HANDBOOK

PhD in Psychology: Clinical Psychology Program



Department of Psychology
University of Wisconsin-Milwaukee

Edition C2021

Note: This edition of the handbook applies only to students who are currently enrolled in the Clinical Psychology program. It was produced on August 15, 2021.

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Welcome to the PhD in Psychology: Clinical Psychology program at UWM! **This handbook is intended only for students who are enrolled in the program. It is not intended for applicants to the program. Applicants should instead read the departmental admissions brochure at <http://uwm.edu/psychology/graduate/application/>.**

The Clinical program follows a scientist-practitioner model and offers comprehensive training in clinical psychology, emphasizing research, knowledge of psychopathology, and development of proficiency in assessment and therapy. Professional skills in clinical psychology are acquired through an associated series of teams, practica, and placements. This edition of the department's doctoral student handbook (C2021) was developed to provide easily accessible information on policies and procedures for Clinical doctoral students.

PEOPLE TO SEE FOR HELP

The department's Director of Graduate Studies (DGS) is available to provide you with advising on any aspect of your graduate program, including course selection, changing major professors, help with filing forms with the graduate school, and advice on how to plan your program. DGS's major job is to serve as a resource about programmatic and curricular requirements for all students to ensure that comparable advice is available to all.

Hanjoo Lee, Director of Graduate Studies (DGS)

Office: Garland 211

Contact: leehj@uwm.edu | 414-229-5858

You should seek assistance on clinical issues from the department's Director of Clinical Training (DCT).

Christine Larson, Director of Clinical Training (DCT)

Office: Garland 217

Email: larsoncl@uwm.edu

The department's Clinic Director is responsible for the day to day management of the Psychology Clinic. All issues of Clinic policy are handled by the Clinic Director. Although the Clinic Director may be a supervisor for some students, she is not considered a broad supervisor for all students.

Stacey Nye, Clinic Director

Office: Pearse 178

Email: nye@uwm.edu

The department has two designated faculty Ombuds. They are responsible for handling program conflicts when the usual chain of handling conflicts is unworkable.

Karyn Frick

Office: Garland 202B
Email: frickk@uwm.edu

Bonnie Klein-Tasman

Office: Garland 238D
Email: bklein@uwm.edu

Please refer to the Psychology Department Ombuds Resources (page 43)

The Chair of the department can assist you with questions about departmental regulations.

W. Hobart Davies, Chair

Office: Garland 202C
Email: hobart@uwm.edu

ACADEMIC ACCOMMODATIONS

If you have a documented disability and need special accommodations in order to meet any of the requirements of the program, please contact the DCT as soon as possible. The DCT will need your official Accommodation Plan, which you can obtain at the Accessibility Resource Center (Mitchell 112, <https://uwm.edu/arc/>).

COVID-19 PANDEMIC CONCERNS

The COVID-19 pandemic has disrupted how we deliver our program and life in general in unprecedented ways. The public health situation is constantly changing, which requires the program to adapt accordingly. This results in substantial uncertainty and likely the need to adapt to new means of engaging in clinical training and research. We realize that this is stressful. We also realize that people vary substantially in their comfort with in-person and virtual education, clinical work, and training. We strongly encourage you to discuss your concerns with your major professor, your clinical supervisors, the DCT, your instructors – whoever is appropriate for your concerns.

SWITCHING PROGRAMS REQUIRES FORMAL APPLICATION

You are enrolled exclusively in the Clinical Psychology program, which is one of our three PhD in Psychology programs: Clinical Psychology, Health Psychology, and Neuroscience. If you ever wish to try to switch to a different program, you must apply for formal admission to the other program. Admission to the other program is **not** guaranteed.

You would be competing for admission to the other program along with everyone else in the general applicant pool for that program.

MAJOR PROFESSORS

Regulations of the Graduate School and the department require that all students have a major professor (advisor) who supervises their research. Students may change major professors at any time without penalty. However, due to the small number of faculty in the department, considerable flexibility may be required on the part of the student, or else the student might not be able to find a new major professor. Students are encouraged to discuss reasons for switching with their major professor prior to switching. It is important to consult with the Director of Clinical Training and/or DGS for assistance if you contemplate switching to a new major professor.

Any time a student changes from one major professor to another, and grades need to be assigned for such things as research credits, the student has the option of having the grade assigned by either the former major professor or the new major professor. The student's annual evaluation form for that year will be signed by the new major professor and not the former major professor.

BRIEF OVERVIEW OF REQUIREMENTS

Clinical students must complete the following requirements: clinical course sequence, statistics requirement, history of psychology requirement, a course in multicultural issues, a course in lifespan developmental psychology, and the clinical breadth requirements. Completion of a minor is optional. They must participate in vertical teams throughout Years 1 through 3 in the program (with the option for participation in Year 5, as well). They must successfully obtain and complete at least 2 semesters of Community Placement (12-16 hours/week). They must attend the "Professional Development Issues in Clinical Psychology" meetings. They are expected to attend departmental colloquia that don't conflict with their classes or other duties. They must complete a master's thesis and earn the MS degree (if they didn't enter the program with an acceptable thesis-based master's degree in psychology, neuroscience, or a related field.) They must fulfill the preliminary exam requirement. To be approved to apply for internship, they must pass their dissertation proposal hearing before October 1 of the year they are applying and must meet the expected level of competency in the following areas, as reflected by ratings from clinical and research supervisors and overall assessment by the CTC: Research, Ethical and legal standards, Individual and cultural diversity, Professional values and attitudes, Communication and interpersonal skills, Intervention, Assessment, Supervision, and Consultation and interprofessional/interdisciplinary skills. They must fulfill the continuous enrollment requirement. They must attain dissertator status. They must complete a doctoral dissertation. They must successfully obtain and complete an APA-accredited predoctoral internship.

DEGREES AND TIME LIMITS

All students are admitted to the doctoral program with the expectation that they will ultimately earn the PhD. The MS degree is a required milestone on the road to the PhD. Although it is possible to complete the program in five years, most students take six years, and a few students take more than six years. The program is a full-time program. A minimum of two years full-time at UWM is required, per APA accreditation guidelines.

The following time limits have been established by the Department of Psychology:

- The MS must be earned within three years of enrolling (by March 10 of the third year for most favorable consideration in the teaching assistant priority system, see p. 28.) Students who entered in 2018, 2019, or 2020 may, if necessary, request an extension if they experience significant pandemic-related delays in thesis data collection.
- In the calendar year of applying for internship: February 15 is the deadline for submitting your preliminary exam to your committee. May 15 is the deadline for passing your prelim. October 1 is the deadline for passing your dissertation proposal hearing.
- Students who do not pass their preliminary exam (prelim) requirement by the Spring semester of their 4th year (and therefore by default will not be applying for internship in the Fall of their 5th year) must develop a plan of study with their advisor for their 5th and 6th years in the program. This plan, which may include both research and clinical experiences, must be submitted to the Clinical Training Committee (CTC) for review and approval by May 1 of the student's 4th year.
- The PhD must be earned within eight years of enrolling (including the internship year). If you do not earn your PhD within eight years of enrolling, it is possible that the department will recommend your dismissal from the university. You must file an appeal letter with the DGS to request an extension if you fail to meet this deadline.

The following time limits have been established by the UWM Graduate School:

- The preliminary exam must be passed within five years of enrolling. You must file a Request for Exception form (RFE) with the Graduate School if you fail to meet this deadline.
- (Note: The following rule is relevant only if a student has been granted an extension of the department's 8-year time limit for earning the PhD.) The Graduate School requires that the PhD must be earned within 10 years of enrolling (including the internship year). If you do not earn your PhD within 10 years of enrolling, it is likely that UWM will dismiss you from the university. You must file a Request for Exception form (RFE) with the Graduate School to appeal for an extension if you fail to meet this deadline.

MS DEGREE AND APPLYING FOR MS GRADUATION

Students admitted without an acceptable thesis-based master's degree in Psychology, Neuroscience, or a related field must earn the MS in our department. The MS requires 30 credits (**24 of which must be in didactic courses that are not practica**) and a thesis. **Exactly six credits must be earned in Psych 790.**

Students must form a thesis committee consisting of at least three faculty members, one of whom is the major professor, by March 1 of their first year. Students must write a thesis proposal, which they must orally defend at a meeting of their committee (i.e., the thesis proposal hearing). Then, when the research is completed, students write the thesis itself and defend it at another meeting of the committee (i.e., the thesis defense). You should *not* collect the data for your thesis project before the thesis proposal hearing, because this practice defeats the purpose of the proposal hearing, which is to gain your committee's approval of the design and method before executing the project.

At the beginning of the semester in which the thesis is to be defended, the student must apply for graduation by filing an application for MS graduation with the Graduate School, which can be done via this link:

https://www4.uwm.edu/grad_school/graduation_application?application=masters

Part of the master's process is to prepare the thesis in accordance with format and margin rules set out by the Graduate School:

<http://uwm.edu/graduateschool/thesis-dissertation-formatting/>

After the student has passed the thesis defense and has perfectly formatted the thesis, they submit the thesis to the Graduate School electronically via ProQuest:

<http://uwm.edu/graduateschool/electronic-theses-dissertations/>

Time limit: As noted above, the MS must be earned within three years of enrolling (and by March 10 of the third year to maintain the best priority in the TA priority system.)

THE CLINICAL PROGRAM

The clinical PhD program is accredited by the American Psychological Association (APA)* and follows the Boulder (scientist-practitioner) model. It is also a member of the Academy of Psychological Clinical Science, which is a coalition of doctoral programs dedicated to producing and applying scientific knowledge to the understanding of human problems. Our program does not have any formal tracks. However, the program is a member of the Child Clinical and Pediatric Psychology Training Council (CCaPPTC), a group of programs with substantial didactic, practicum, and research offerings in the area of child clinical and pediatric psychology. Additionally, substantial didactic, practicum, and research training in the areas of clinical neuropsychology and evidence-based intervention is also available. Students gain competence as scientists by reviewing basic and applied literatures relevant to clinical psychology and by conducting research under the direction of their major

professor. Although students may emphasize either the basic or the applied aspects of the Boulder model, the goal is excellence in both areas.

The Clinical Training Committee (CTC) is the governing body of the Clinical Program, and a subcommittee of the Psychology Department. The CTC consists of the Clinical Faculty and 2 elected members of the Clinical Student Body. The clinical student representatives vote on all issues except personnel issues. The CTC is led by the Director of Clinical Training (DCT). The DCT is responsible for the Program's management. The DCT is responsible for assigning third year practicum assignments, and overseeing fourth year community placements and evaluations, together with the Clinic Director. The DCT coordinates interview day, organizes students for internship applications, and writes the letters of readiness that accompany internship applications. The DCT also manages correspondence with internship sites and works with APA on Accreditation issues. The DCT also represents the program at the Department, College, and University levels and is the point person for student complaints and concerns. Finally, the DCT conducts annual student evaluations on the recommendation of the Clinical Training Committee.

Evaluation of students is based on performance in courses, teams, practica (clinical skills, ethics, and professionalism), community placements, the preliminary examination, and on the quality of their master's and doctoral research. The APA Standards of Accreditation competencies and the UWM Clinical Psychology Program Clinical Trainee Competency Form (subject to periodic updates) are used to conduct the evaluations, together with verbal input from CTC members and other instructors and practicum supervisors. Also, students are required to attend the Professional Development Issues in Clinical Psychology (PDP) meetings, which are held on a near-weekly basis.

Clinical students are required to participate in "vertical teams." These teams are composed of faculty supervisors and students, and they assess and treat clients in our clinic. Advanced graduate students (typically, those in their fifth year) sometimes serve as co-supervisors along with the faculty supervisor on these teams. The work of each student on the team is coordinated with that student's place in the clinical sequence.

Students receive a minimum of eight semesters of clinical training. During their first three years, they receive didactic training in the classroom and practicum training from the clinical faculty in the department's training clinic. After completion of this training, students take placements in various community agencies under the supervision of adjunct faculty. These experiences constitute minima. Often, students want to prepare themselves by taking additional coursework, practica, and placements. While the program will orient the students to potential community placements, students are responsible for securing Community Placement training opportunities; each community site has its own timeline and application process.

COMMUNITY PLACEMENT

Community Placement Agreement: These expectations for community placements and students on placement are described below and in the Community Placement Agreement. All students engaging in placement work must work with their site supervisor to have this agreement signed soon after they begin placement. The agreement form can be found on Teams in the Clinical Psychology Program-Group under Files > Policies and Procedures > UWM Clinical Psychology Community Placement Guidelines and Agreement.

1. The Community Placement experience for UWM students generally consists of 12-16 hours per week of work at the Community Placement site. (On occasion a smaller time commitment may be appropriate, in consultation with the DCT, especially beyond 4th year.)
2. These 12-16 hours of work per week should include 9-13 hours of direct (i.e., contact with clients, supervision) clinical work and 3 hours of indirect work.
3. These 9-13 hours are expected to include at least 2 hours of face-to-face supervision, at least 1 of which is with a licensed psychologist.
4. All community placements must include at least some direct observation of the student's work each semester (e.g., review of video recording or live observation).
5. In addition, practicum students should be granted access to any training opportunities or multidisciplinary team meeting that are commonly attended by general clinical staff.
6. The clinical supervisor agrees to complete and return semi-annual evaluations of the student to the UWM Department of Psychology (by December 10 and by May 10). If the student remains at the site beyond May 10, an additional Community Placement evaluation should be completed by August 15 (or whenever the student ends their placement, whichever occurs earlier). If the Community Placement supervisor notes no change since the May 10 evaluation, and the student's additional time is less than 6 weeks, an email to the DCT after the final day of Community Placement may substitute for an additional evaluation beyond May 10. Additional communication with the practicum supervisors may also take place as needed.
7. The Community Placement site can end the agreement at any time for a violation of the Community Placement site policies or practices. Some sites also have agreements that state that the agreement can be ended at any time for any reason.
8. The CTC can also end the Community Placement agreement at any time based on the best interests of the site or the student.
9. Dismissal from a Community Placement, withdrawal of a Community Placement position offer by the Community Placement site due to concerns about any aspect of performance, or removal from placement by the CTC due to concerns about student performance will result in CTC review of current clinical competencies and may result in a remediation plan or consideration of dismissal from the program.
10. The Community Placement Practicum Agreement should be completed for each Community Placement.
11. Any deviations from this agreement require approval of the DCT and may require a revised agreement.

INTERNSHIP

In their final year, and preferably after the dissertation defense has been passed, clinical students embark on a required, extramural, one year, full time internship. Students are evaluated for readiness to apply for internship by the Clinical Training Committee (CTC). No student may apply for internship without the permission of the CTC or without having passed the preliminary examination by May 15 of the calendar year of applying for internship. Students must also pass the dissertation proposal hearing before October 1 of the year in which they apply for internship. The internship must be completed at an APA-accredited site, or one approved by the CTC.

Note that permission to apply for internship is required from the CTC. As part of the APPIC-governed internship application process, the DCT is required to attest to the following, on behalf of the CTC:

- 1) This student possesses the emotional stability and maturity to handle the challenges of graduate training to this point.
- 2) This student possesses the theoretical/academic foundation necessary for effective counseling/clinical work.
- 3) This student possesses the skills necessary for translating theory into integrated practice
- 4) This student demonstrates awareness of, and practices according to, the current ethical guidelines for psychologists
- 5) This student demonstrates the capacity to participate in supervision constructively and modify his/her behavior in response to feedback.

A majority vote of the CTC that the student meets these criteria is required to proceed with application for internship.

*APA accreditation contact information:
Office of Program Consultation and Accreditation
750 First St NE
Washington, DC 20002-4242
Phone: 202-336-5979

VA REQUIREMENTS FOR COMMUNITY PLACEMENT AND INTERNSHIP

All VA hospitals and healthcare systems require that supervisors of trainees (in our case the DCT) submit a Trainee Qualifications and Credentials Verification Letter. This letter requires that the supervisor verify certain health and personal information about trainees. Thus, trainees at the VA must be comfortable providing this information to the DCT. This information includes, but may not be limited to, evidence of an up-to-date TB test and hepatitis B and influenza vaccination, evidence of satisfactory physical condition, are US citizens or have documentation of current immigrant status, and have registered with Selective

Service (males). There is a document describing this process and an attestation form that the student must submit to the DCT prior to beginning work at the VA. These documents can be found on Teams in the Clinical Program-Group, under Files > Community Placement > VA TQCVL Forms.

LICENSURE DISCLAIMER

Our program adheres to APA accreditation standards and prepares students for entry into the profession of clinical psychology. Given the varied and changing requirements across jurisdictions, we cannot assure, nor is it our responsibility, that graduates will meet all requirements for licensure in all states or territories. You are encouraged to become familiar with state licensing laws and discuss your curricular plan with your primary mentor and DCT. A current list of states for which our program meets licensure education requirements can be found at <https://uwm.edu/academicaffairs/licensure-disclosures/>.

PROGRAM SANCTIONED HOURS

According to APPIC, a program-sanctioned practicum hour must be part of our training program (not freelance) and/or have explicit approval from the DCT. All practicum experience must be approved and supervised by the doctoral program. Any work-related experience that has not been approved by the doctoral program for practicum should **not** be placed in the work/experience category but can certainly be discussed in the cover letter. It is possible to accrue hours outside of our typical practicum experience (e.g., via research projects). There are specific conditions that must be met for these hours (see below) and approval by the DCT is required. These criteria and the approval form can be found on Teams in the Clinical Psychology Program-Group under Files > Policies and Procedures > Paperwork Program-sanctioned hours approval form.

- Approval needs to happen prior to the experience, not in retrospect.
- Consultation counts only if it includes direct client contact (or someone who is involved in their treatment, like their parent or teacher).
- The activity has to be involving something clinical (i.e., playing checkers with a client doesn't count. You have to be involved in clinical activities, like assessment or therapy).
- Supervision has to be at the case level (e.g., can't report the mean on a sample of people you have given the WISC to; you have to talk about each case one at a time as individuals; case conceptualization, etc.).
- Supervision must be by a doctoral level supervisor, though some limited hours could be supervised by an allied health professional.

COURSE REQUIREMENTS

CLINICAL COURSE SEQUENCE

Students must complete the clinical course sequence, which is listed on pp. 12-13.

STATISTICS REQUIREMENT

Students must complete the required statistics sequence, which consists of:

- Either Educational Psychology 724 OR Public Health 702 OR both Psychology 510 and 610
- Plus one additional statistics course selected with approval from your advisor, which cannot be Educational Psychology 724, Public Health 702, Psychology 510 or Psychology 610 .

HISTORY OF PSYCHOLOGY REQUIREMENT

To satisfy APA requirements students must show foundational knowledge of history and systems of psychology. This may be satisfied by coursework taken prior to enrolling in our doctoral program in one of the following two ways:

- Earning a B- or higher in an undergraduate course in History of Psychology **or**
- Completing an undergraduate major in Psychology.

If neither of the above options was completed, then the student must take Psych 750 (History of Psychology) as part of their doctoral coursework.

APA DISCIPLINE SPECIFIC KNOWLEDGE REQUIREMENTS

Students must fulfill discipline specific knowledge (“breadth”) requirements associated with APA guidelines, which state that they must gain knowledge of Biological Aspects of Behavior, Cognitive/Affective Aspects of Behavior, and Social Aspects of Behavior. Students can satisfy these requirements by taking the following courses:

- **Biological Aspects of Behavior:**
Either *Psychology 727**: *Cognitive Neuroscience*
or *Psychology 854*: *Behavioral Neuroscience*
- **Cognitive/Affective Aspects of Behavior:**
*Psychology 727**: *Cognitive Neuroscience*
- **Social Aspects of Behavior:**
Either *Psychology 930*: *Seminar in Social Psychology*
or *Educational Psychology 833*: *Social Psychology of Group Differences*

For example, if you take PSYCH 727 and one of the Social Aspects of Behavior courses, you will satisfy this requirement only with 2 courses.

*Note that Psych 727 can be used to satisfy both the Biological Aspects of Behavior and the Cognitive/Affective Aspects of Behavior requirements.

MULTICULTURAL ISSUES REQUIREMENT

Students must take one course in multicultural issues. The program offers Psychology 814, which meets every other week for a total of four semesters, for a total of 3 credits. This is intended to be the first four semesters in the program, but if you have conflicts please discuss with the instructor. You would register for one or two credits of this as they fit in your credit allotment over the course of those four semesters (until you hit 3 credits total). The reason for this unusual structure is to have coverage of this topic span a larger portion of your training, and to allow for project-based learning. You may also satisfy this requirement by taking a one-semester 3-credit course in Counseling Psychology (either Counseling 704 or Counseling 715).

DEVELOPMENTAL PSYCHOLOGY REQUIREMENT

Students must take one course in lifespan developmental psychology (Educational Psychology 640G). It is recommended that students take this course in the Fall of their 3rd year.

RESEARCH CREDITS

All students who will earn a master's degree (i.e., those admitted without an acceptable thesis-based master's degree in psychology, neuroscience, or a related field) must take **exactly six credits of master's research (Psych 790). After having taken 6 credits of Psych 790, use Psych 890 (Graduate Research) to sign up for research credits.**

Students working on their PhD projects should take some credits of Psych 990 (Doctoral Research). You should begin to enroll in Psych 990 (rather than Psych 890) after you become a dissertator.

Research credits receive a grade of either Satisfactory or Unsatisfactory. The Department and the Graduate School encourage major professors to provide for their students, in writing, their expectations for a "Satisfactory" grade for each semester. All graduate students and major professors should meet at the beginning of each semester to agree on exactly what will be required in order to earn a grade of "Satisfactory." A written agreement is the best way to guard against any problems in assigning the grade at the end of the semester.

<p>PSYCH 890 allows up to 6 credits in one semester. It allows a total of 15 attempts with a maximum total of 45 credits. PSYCH 990 allows up to 6 credits in one semester. It allows a total of 30 attempts with a maximum total of 120 credits. Contact the DGS if you need take more than this.</p>
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CLINICAL COURSE SEQUENCE

Note that the five-year sequence below lists only the courses in the clinical area, and (except for Ed Psych 640G) does not list the other required courses, such as statistics etc.

- **Year 1**

- Semester 1**

- Psych 831, Assessment I
 - Psych 912, Developmental Psychopathology
 - Psych 802, First Year Clinical Practicum
 - *Psych 814, Multicultural Seminar (if select that option)

- Semester 2**

- Psych 710, Survey of Clinical Research Methods
 - Psych 802, First Year Clinical Practicum
 - *Psych 814, Multicultural Seminar (if select that option)

- **Year 2**

- Semester 1**

- Psych 712, Professional Ethics and Issues in Clinical Psychology
 - Psych 821, Practicum in Assessment I
 - Psych 741, Foundations of Psychotherapy
 - *Psych 814, Multicultural Seminar (if select that option)

- Semester 2**

- Psych 742, Empirically Supported Interventions
 - Psych 832, Assessment II
 - Psych 822, Practicum in Assessment II (1 credit)
 - Psych 845, Practicum in Empirically Supported Interventions (1 credit)
 - *Psych 814, Multicultural Seminar (if select that option)

- **Year 3**

- Semester 1**

- Psych 842, Practicum in Therapy
 - Ed Psych 640G: Human Development should also be taken in this semester.

- Semester 2**

- Psych 842, Practicum in Therapy

- **Year 4**

- Semester 1**

- Psych 811, Community Placement in Clinical Psychology

- Semester 2**

- Psych 811, Community Placement in Clinical Psychology

- **Year 5**

- Semester 1**

- Psych 811, Community Placement in Clinical Psychology (Optional)

- Psych 844, Practicum in Clinical Supervision (Optional)

- Semester 2**

- Psych 811, Community Placement in Clinical Psychology (Optional)

- Psych 844, Practicum in Clinical Supervision (Optional)

How does PSYCH811 count toward your total number of credits?

Psych 811 is currently set up to allow a student to take it for degree credit a maximum of 3 times, and a maximum of 9 credits in total. The 4th attempt this student enrolled for is considered a Repeat, as PAWS automatically allows graduate students one repeat attempt beyond the set limit for all courses. That 4th attempt will technically not count toward the total degree credits.

MINOR AREAS (OPTIONAL)

Students may, if they wish, opt to pursue a minor. A minor consists of two or three courses, depending on the area. If you're interested in pursuing a minor, be sure to discuss it ahead of time with your major professor. Below you will find the specific requirements for each of the available minors. Note that independent studies, research credits, and field placements do not count toward any minors.

COGNITION AND PERCEPTION

Minor: Total of two courses.

Psych 503G, Perception
Psych 727, Cognitive Neuroscience

DEVELOPMENTAL PSYCHOLOGY

Minor: One core course + two other courses. Total of three courses.

Core course (Required):
Psych 760, Experimental Child Psychology

Advanced courses (Take two):
Psych 680G, Psychology of Aging
Psych 782, The Aging Brain
Psych 711, as designated by area faculty
Developmental courses available in the Educational Psychology Department,
as approved by area faculty, including Ed Psych 640G

HEALTH PSYCHOLOGY

Minor: Core course + one advanced course. Total of two courses.

Core course:

Psych 955, Seminar in Social Psychology and Health

Advanced courses:

Psych 578G, Psychology of Race, Ethnicity, and Health
Psych 756, Psychophysiology
Psych 930, Seminar in Social Psychology
Psych 711, as designated by area faculty

NEUROSCIENCE

Minor: Core course + proseminar + one advanced course.
Total of three courses.

Core course:
Psych 854, Behavioral Neuroscience

Proseminar:
Psych 754, Proseminar in Biological Psychology

Advanced courses:

Psych 657G, Neurobiology of Learning and Memory
Psych 727, Cognitive Neuroscience
Psych 745, Hormones and Behavior
Psych 833, Neuropsychology
Psych 711, as designated by area faculty

QUANTITATIVE METHODS

Minor: Two courses in advanced statistics, beyond the required statistics sequence (Ed Psych 724 or PH 702 or Psych 510 and 610 plus a second course).

Courses:

Ed Psych 824 and Ed Psych 825 are the usual courses used toward this minor, but other graduate-level statistics courses can also count toward it, if approved by the DGS.

Note: Psych 710 (Survey of Clinical Research Methods) does *not* count toward this minor.

ELECTIVE COURSES AND CERTIFICATE PROGRAMS (OPTIONAL)

The program offers two Psychology 711 1-credit courses in pediatric psychology and neuropsychology. These are not required but offer good opportunities for additional training in these areas. These courses are being offered to meet new taxonomy guidelines that are being developed for the field of clinical psychology. These courses would appear on your transcript and may be helpful for board certification in the areas of Neuropsychology, Clinical Child, and Pediatric Psychology.

The Clinical Child/Pediatric Psychology course meets weekly and thus enrolling in three years of this would result in 6 credits total. The Neuropsychology course meets every other week and three years of this course would be the equivalent of one 3-credit course.

Although they are not required to do so, some students choose to enrich their education by taking additional elective courses offered inside and outside of the department. Also, some students participate in psychology-related UWM graduate certificate programs. Information on the university's numerous graduate certificate programs can be found here: https://catalog.uwm.edu/programs/#filter=.filter_26&.filter_20

If you're interested in pursuing a certificate, please be sure to discuss it ahead of time with your major professor and with the DGS.

COLLOQUIUM

Students in residence at UWM are generally expected to attend departmental research colloquia that do not conflict with their classes or other duties.

CONTINUOUS ENROLLMENT

All students must be continuously enrolled every semester (fall and spring) from the time they enter until the time they graduate. Furthermore, you must be enrolled in the semester in which you graduate. Degrees are granted three times during the year: May, August, and December. Usually, you don't have to enroll for credits during the summer. However, if you wish to graduate with the MS or PhD in August, then you have to register for credits in the summer of your MS or PhD graduation, unless you meet certain early thesis/dissertation submission deadlines, which you should discuss with the DGS.

LEAVES OF ABSENCE

In rare circumstances, the Psychology Department may grant a student an internal leave of absence, which would allow them to break enrollment. See the DGS for assistance, and coordinate with the DCT for CTC approval. Such leaves are given for a definite time, for a definite reason, such as illness. Your time in leave-of-absence status does not stop the “TA priority clock” from ticking, i.e., your priority level continues to increment throughout the leave of absence. Any student on leave of absence who does not have a major professor willing to sponsor them back into the program will not be allowed to re-enter the program.

Please also note: UWM’s Graduate School has a temporary emergency policy to address expected increased need for leaves of absence during the COVID-19 crisis. Details can be found here: https://uwm.edu/graduateschool/wp-content/uploads/sites/90/2020/05/UWM-Graduate-Academic-Leave-of-Absence-Emergency-Accommodation_2020-05-05.pdf

COURSELOAD

The usual courseload is eight to 12 credits per semester. If you wish to take more than 15 credits (or 12 credits if you hold a UWM Fellowship such as an AOP Fellowship), you will

have to file a Request for Exception form (RFE) with the Graduate School to get permission. See the DGS for assistance.

TAs, PAs, and RAs are required to enroll in at least 6 credits every semester. Fellows are required to enroll in at least 8 credits every semester.

Dissertators (students who have completed all requirements except the PhD dissertation proposal and the PhD dissertation) must enroll in exactly three credits, usually Psych 990, each semester; see the section on Dissertator Status (p. 18).

POLICY FOR INCOMING STUDENTS WITH PRIOR GRADUATE WORK

Students admitted with a master's degree in Psychology, Neuroscience, or a related program that included an acceptable empirically based thesis are exempt from the requirement of earning the MS at UWM.

Students admitted with a master's degree that did not include an empirically based thesis must complete a thesis (which will result in the conferral of a master's degree from UWM). Students must form a committee of at least three faculty, one of whom is the major professor, by March 1 of their first year. Students should enroll in Psych 790 for purposes of completing the thesis.

If you completed some graduate work after earning your bachelor's degree but before enrolling in UWM, you should make an appointment with the DGS, who will ask to see a copy of your transcript. The DGS will examine your prior graduate work and make suggestions about whether or not specific courses are likely to be acceptable substitutes for courses in our graduate program. Then, the DGS will direct you to faculty members who teach the corresponding courses in our Department. You should contact these faculty members so that you can show them syllabi and any other materials you have for those courses. The decision about whether you will be able to use your prior coursework toward Departmental requirements rests with the individual faculty member, who will provide a "waiver letter" for any course waivers they are willing to grant you based on your prior graduate coursework. Be sure to keep a copy of each letter. When you have completed this process, report the results to the DGS.

The above procedures are internal "waiver" procedures that apply to curricular requirements only. They do not result in any transfer of credits. Students in our program rarely need to transfer any credits. However, if for some reason you wish to transfer credits, you should be aware that this process is governed by UWM Graduate School policy, which has many restrictions. Please see the DGS if you are thinking about transferring credits.

PRELIMINARY EXAMINATION

Clinical students fulfill the preliminary exam (prelim) requirement in one of two ways: either by publishing a first-authored article in a peer-reviewed journal or by writing a

comprehensive critical literature review. These options are described in great detail in a document that you can find on pp. 33-37.

Departmental regulations state that you must pass the prelim by May 15 of the calendar year of applying for internship. Graduate School regulations state that all students must pass the prelim within five years of entering the program.

For all students, the Graduate School requires an application for preliminary examinations. This application should be submitted to the Graduate School *after* having passed the preliminary exam, and it must be submitted via the online Doctoral Milestones system. It is very important to contact the DGS before submitting this application.

DISSERTATOR STATUS

Dissertator status is a financial designation allowing you to pay a lower rate per credit. It is granted with the understanding that you have completed all coursework and now have nothing left to do except the doctoral dissertation proposal, doctoral dissertation, and internship. The following criteria must be met to be eligible for dissertator status:

- All coursework must have been completed. (But note, there's one exception: It's OK if the Psych 811's haven't been completed.)
- The preliminary exam must have been passed.
- The Graduate School's residency requirement must have been fulfilled (2 consecutive semesters of at least 8 credits each, or 3 consecutive semesters of at least 6 credits each).
- A brief summary of the dissertation topic (two sentences minimum) must be provided.
- The cumulative GPA must be 3.0 or higher.
- All grades of Incomplete must have been cleared.

Consult with the DGS when you are ready to apply for dissertator status. It is important to contact the DGS first, as the DGS will examine your record and determine if you have satisfied all requirements. If it is determined that you have satisfied the requirements, you will be instructed to apply for dissertator status via the online Doctoral Milestones system.

Once you attain dissertator status, you must enroll in exactly three credits per semester. It is expected that these three credits will be research credits (Psych 990) or perhaps community placement credits (Psych 811), and not didactic course credits. The Graduate School requires you to file a Request for Exception form (RFE) if you wish to request permission to take didactic courses as a dissertator.

PhD DEGREE

The PhD requires a minimum of 54 credits, at least 27 of which are typically earned after the MS was awarded. (If you entered the program with an acceptable thesis-based master's degree in Psychology, Neuroscience, or a related field, then you must earn at least 27 credits at UWM.)

DISSERTATION COMMITTEE

The PhD requires a dissertation. Within a semester of having defended the master's thesis, or by March 1 of the first year if the student was admitted with a master's thesis in psychology, the student, in consultation with his/her major professor, must form a doctoral dissertation committee.

Your major professor is not only a member of your committee, but the chair of it. A doctoral dissertation committee must have a total of at least five members, at least three of whom must be tenure-track or tenured UWM Psychology Department faculty who hold Graduate Faculty status (i.e., those with the rank of Assistant Professor, Associate Professor, or Professor). A maximum of two committee members may be individuals who have doctoral degrees (i.e., PhD, PsyD, EdD, or MD) but who do not have Graduate Faculty status at UWM.

DISSERTATION PROPOSAL

Before conducting the dissertation research, the student must write a dissertation proposal and orally defend it at a meeting of the dissertation committee known as "the dissertation proposal hearing." **The student is eligible to hold the dissertation proposal hearing after the preliminary exam has been passed, but not before.** Note also that students must pass their dissertation proposal hearings before October 1 of the calendar year in which they apply for internships.

After passing your proposal hearing, you must enter the information into the online Doctoral Milestones system. Please contact the DGS for instructions before submitting the information.

DISSERTATION DEFENSE AND DISSERTATION WARRANT

After the research has been completed and the dissertation written, it must be orally defended at another meeting of the doctoral committee (i.e., the dissertation defense).

No doctoral dissertation defense may occur without prior issuance of a warrant for defense by the Graduate School. In order to obtain a warrant, you must email a request (including the date of the defense, the title of the dissertation, and the names of all committee members) to the DGS at least two weeks before your defense date.

CLINICAL INTERNSHIP

Students must complete an extramural year-long internship at an APA-accredited site. You cannot graduate until both the internship and the dissertation defense are passed. Failure to successfully complete the internship is grounds for dismissal from the program.

You are strongly encouraged to pass your dissertation defense before beginning internship.

In the year that you start your internship, your UWM-based health insurance coverage will terminate on the last day of the last month of your TA, PA, RA, or Fellowship contractual period (e.g., your insurance coverage will terminate on May 31 if you hold an academic-year assistantship or fellowship). Internships offer health insurance, but because most internships start in July or August, the vast majority of students about to embark on internship will experience a gap of several months in which they must either pay the full cost of health insurance themselves, or go without health insurance. It is very important to contact the UWM Benefits office (benefits@uwm.edu or 414-229-5353) by early March of the year in which you will start your internship to discuss the available options.

You have to pay tuition (as of Fall 2020 a “fee in lieu of tuition”) while on internship. Those who pass their dissertation defenses before beginning internship are at a great financial advantage, because UWM has granted them special permission to register for only 1 credit of Psych 995 (Clinical Psychology Internship) per semester during their internships, and will still consider them full-time students for financial aid purposes. If you don't pass your dissertation defense before beginning internship, UWM requires you to register for 3 credits of Psych 995 rather than 1. As of Fall 2020, the department negotiated a fee-in-lieu-of-tuition for Psych 995 at the rate of \$300 per credit (with no segregated fees).

To be eligible to graduate (see definition of "graduation" above) in **August, 2022**, without having to pay **summer 2022** tuition, you must meet the following conditions:

- You must apply for August graduation, which you will (eventually) be able to do on PAWS.
- You must pass your doctoral dissertation defense. You must submit your perfectly formatted dissertation to the Graduate School on or before the deadline for graduating in August without paying summer tuition (usually early to mid June). **However, it is recommended that you submit it *much sooner than that*, i.e., within a few days or weeks after your defense. That way, you won't have to think about it while on internship (or at least, not for very long while on internship).**
- You must pass your internship.

PhD GRADUATION

At the beginning of the semester in which you expect to graduate (which is usually the summer in which you complete your clinical internship, resulting in an August PhD

conferral*), you must apply to graduate by submitting an Application for Doctoral Defense and Graduation (available on PAWS) to the Graduate School. See the DGS for information about this process.

*Please note: It is rare, but possible, that your clinical internship will end after the August UWM PhD conferral date. If that is the case, then the PhD will be conferred in December rather than August. However, the DCT will be able to confirm that all degree requirements were completed and you will be able to begin a postdoctoral position and begin accruing postdoctoral clinical hours following the date of completion of all degree requirements (prior to December degree conferral).

GRADUATE SCHOOL REGULATIONS ON DOCTORAL DEFENSES

The following is adapted from the Graduate School's "Doctoral Defense Guidelines and Procedures."

The subject of the doctoral defense is the dissertation itself. The defense provides an opportunity for students to demonstrate their expertise and original scholarship following several years of preparatory coursework, research, and writing. Students will also demonstrate their abilities to explain ideas and methods embodied in the dissertation and to defend the implications and conclusions of the research. The defense allows selected graduate faculty members the opportunity to verify the student's independent, scholarly contributions. They may offer guidance regarding possibilities for publication of the dissertation, and encourage further research efforts.

The major professor is charged with the responsibility of determining the readiness of the dissertation for defense. Students are encouraged to plan defenses during fall and spring semesters. Scheduling during the summer semester may be difficult.

Both the student and the committee members must extend professional courtesies to each other. The student must give each committee member ample time (at least two weeks) to read the completed dissertation. A committee member must not keep the dissertation for an inordinate period of time because of the press of other duties. After the committee members have read the dissertation, they advise the major professor on the readiness for the defense. If substantial revisions are necessary, they must be completed before the defense date is confirmed. The major professor contacts the student to confirm the defense date.

Once the DGS has informed the Graduate School of the names of the members of the committee and the date for the defense, these matters must not change without notification of and approval from the Graduate School.

If the decision to defend the dissertation is made against the judgment of one or more committee members, those members cannot resign in order to avoid frustration or collegial confrontation. Readiness for defense, however, is not tantamount to acceptance of the dissertation. It means only that the committee is ready to hear the defense. The decision to

hold the doctoral defense, moreover, is not entirely up to the committee. If a student insists on defending the dissertation before the committee believes it ready, the student may defend.

At the conclusion of the defense, the committee must vote either pass or fail (or, in rare instances, the committee may decide to defer voting until a later date). The warrant (indicating pass or fail) must be returned to the Graduate School within 10 working days of the defense. In order for a student to pass, a positive vote by a simple majority of the committee is required. Students who fail the defense may redefend once after a waiting period, determined by the committee and communicated to the student in writing. The Graduate School requires that this second defense take place within one calendar year of the date of the original defense. A new application for defense and a new warrant are required before this defense can be conducted.

SATISFACTORY PROGRESS IN THE PROGRAM

In addition to satisfactory yearly evaluation by the CTC based on course performance, practicum performance, and research activities, the following are important dates and deadlines to maintain satisfactory progress in the program.

IMPORTANT DATES AND DEADLINES

- **Year 2**

March 1. Establish master's thesis committee.

- **Year 3**

March 10. To maintain highest possible priority in the TA system, you must defend your master's thesis by March 10 of your third year. Students who entered the program in 2018, 2019, or 2020 may request an exception to this rule if the COVID-19 pandemic significantly delayed data collection for their thesis.

January through April. Apply for and obtain Community Placement position (12-16 hours/week) at a site approved by the DCT. (Must be obtained by April; applications are typically due sometime between December and March but vary by site.)

August. If you do not earn your MS by August of your third year, you must appeal to the DGS to request an additional year to avoid being terminated for lack of progress.

- **Calendar year of applying for internship**

February 15. Submit completed preliminary exam to your committee chair (if pursuing the literature review option).

May 15. Pass preliminary exam (either literature review or published first-authored paper). Failure to submit and successfully pass the preliminary exam by May 15 of the

calendar year in which the student applied for internship will preclude the student from applying for internship that year.

October 1. Pass dissertation proposal hearing.

- **Year 4**

May. Complete 2 semesters of 12-16 hours weekly Community Placement.

For students who did not pass the prelim by Spring of Year 4

Students who do not pass their preliminary exam (prelim) by the Spring semester of their fourth year (and therefore by default will not be applying for internship in the Fall of their fifth year) must develop a plan of study with their advisor for their fifth and sixth years in the program. This plan, which may include both research and clinical experiences, must be submitted to the Clinical Training Committee (CTC) for review and approval by May 1 of the student's fourth year.

- **Year 5**

August. Graduate School regulations stipulate that you must have passed your preliminary exam. If you have not yet passed your preliminary exam, you must file a Request for Exception form (RFE) with the Graduate School to avoid being terminated for lack of progress.

- **Year 8**

August. Departmental rules stipulate that the PhD must be earned within 8 years of enrolling. If your PhD dissertation has not yet been defended, you are no longer in good standing. To avoid being terminated for lack of progress, you must appeal to the Graduate Program Committee to request an additional year.

- **Year 10**

August. Graduate School regulations stipulate that the PhD must be earned within 10 years of enrolling. You must deal directly with the Graduate School if you wish to apply for an extension of this time limit, which is strictly enforced.

DEFINITION OF UNSATISFACTORY PROGRESS

Students are not in good standing if they have any of the following problems:

- **Academic misconduct.** Any student found guilty of academic misconduct (e.g., cheating, plagiarism, use of unauthorized materials in completing a take-home exam, etc.) may be terminated from the program.

- No major professor. You can't go for more than a year without a major professor, if you decide to change major professors.
- Lack of a full committee. You must have a full master's thesis committee or doctoral dissertation committee, unless you are in transition because you're changing major professors.
- Lack of continuous enrollment.
- Cumulative grade point average below 3.0. The Graduate School will place you on academic probation and block you from registering for courses unless you maintain a 3.0 cumulative GPA.
- Any two grades of B- or below. Note: **B is the minimum acceptable grade. You will be required to repeat any course in which you earn a grade below B.** The Graduate School will issue a warning every time you get a grade below B.
- An indication from the major professor, or a majority vote of the Clinical Training Committee, that you are not making satisfactory progress in research.
- Failure to complete Community Placement or Internship due to ethical, professional, or performance reasons.
- Failure to earn your MS within three years of enrolling (unless an extension is granted via appeal to the DGS).
- Failure to pass the preliminary exam within five years of enrolling.
- Failure to earn the PhD within eight years of enrolling.
- A majority vote of the Clinical Training Committee that you have engaged in unethical behavior as defined by APA guidelines.
- A majority vote of the Clinical Training Committee that you lack professionalism. Professionalism includes engaging in effective self-reflection and effective use of supervision (seeking and responsiveness to supervision).
- A majority vote of the Clinical Training Committee that you lack the clinical skills necessary to be an effective clinician. Dismissal may be recommended, for example, if you consistently do poorly in your community placement, are dismissed from a community placement, or if you fail to complete your clinical internship (by either withdrawing or being dismissed).
- Two or more semesters of unsatisfactory progress on a remediation plan.

MECHANISMS OF REVIEW

Students are evaluated and receive feedback letters from the Clinical Training Committee every year.

The Clinical Training Committee conducts an evaluation of your performance in the Program at the end of the Fall and Spring semesters. In each review, your performance in clinical courses, practical training, research, collegiality, and professional development are reviewed and discussed among the clinical faculty. After the fall semester, verbal feedback will be given to you by your advisor or the DCT. If there are any particular issues that the CTC feels you need to address immediately, the DCT will send a letter outlining the concerns and discussing possible strategies for addressing the concerns. After the spring semester, the DCT will send a letter to you, put a copy in your permanent file and send one to your adviser. The letter will note progress in the program and again, if there are concerns, they will be discussed in the letter. Please note that feedback in a letter is meant to be instructive, and not punitive. The review process is put in place as a protection for you, to make sure you are progressing through the program and are being trained as a successful scientist-practitioner.

Faculty members meet regularly to discuss student progress. The DCT also maintains two-way, open communication with your practicum supervisors. Because you are a student in a clinical psychology training program, supervisors cannot guarantee confidentiality of information gained in supervision if it is relevant to your overall progress in the program.

Students may be dismissed if they make unsatisfactory progress in the program, as defined above. Any student in danger of being dismissed for unsatisfactory progress will be notified in writing and given the opportunity to speak on his or her own behalf at a meeting of the Clinical Training Committee, which will then go into closed session to discuss the case and make a recommendation to the Department. A majority vote of the Department's faculty will be required before a recommendation can be made to the Graduate School to terminate a student. Students will be informed that they are being considered for termination and will be invited to the Department meeting to speak on their own behalf.

In cases where problems are noted by the Clinical Training Committee and/or the Graduate Program Committee, the feedback letters sent to the student will indicate areas that need improvement, and will specify the actions that need to be taken to clear up the problems. A pattern of unsatisfactory evaluations, e.g., two consecutive evaluations in which unsatisfactory progress was noted, may be taken as grounds for dismissal. For this reason, it is extremely important to correct any problems immediately.

TERMINATING THE ADVISOR-ADVISEE RELATIONSHIP

A student may switch to another major professor at any time for any reason, without penalty or retaliation. Students are encouraged to discuss reasons for switching with their major professor prior to switching. Please see the DGS for assistance if you are thinking about switching major professors. You are not in good standing if you do not find a new major professor within a year of having left your former major professor.

Based on a student's unsatisfactory progress, a faculty member may stop serving as a student's major professor at any time. Independent of a student's progress, a faculty member may stop serving as the student's major professor if the decision is made before the end of the student's third year or an equivalent duration in the advisor-advisee relationship.

SOCIAL MEDIA POLICY

All clinical students must strictly adhere to the UWM Clinical Psychology PhD Program Social Media Policy, which can be found on pp. 38-40. Please read the policy very carefully.

CLINICAL COMPETENCY EVALUATION FORM

All clinical students will be evaluated by their clinical supervisors each semester using the Clinical Competency Evaluation Form. A current version of the form will be provided to all students by the DCT at the beginning of each academic year. For each evaluation, students must provide a narrative response in the space provided.

TITLE IX

Title IX is a federal law that prohibits sex discrimination. Sex discrimination includes sexual harassment, sexual violence, and any other sex-based misconduct, relationship violence, discrimination based on pregnancy, and the failure to provide equal opportunity in all areas of schooling such as admissions, educational programs or activities, and athletics.

In compliance with Title IX, UWM will not tolerate discrimination or harassing conduct that is based on a protected status. The University's Discriminatory Conduct Policy prohibits, among other forms of discrimination, sex-based discrimination. Sex-based discrimination is conduct that (1) adversely affects any aspect of an individual's employment, education or participation in activities or programs at UWM; and (2) is based on sex, including gender identity or expression. Sexual harassment is a form of prohibited discrimination and is defined as unwanted conduct of a sexual nature that unreasonably interferes with the individual's work, education or participation in activities or programs at UWM or creates a working or learning environment that a reasonable person would find

threatening or intimidating. Sexual harassment may be of any type including oral, written or physical. Sexual violence is also a form of prohibited discrimination, and UWM defines sexual violence as physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent.

UWM's Discriminatory Conduct Policy also prohibits retaliation. Retaliation is an adverse action made as a result of an individual's complaint about conduct prohibited by the University's Discriminatory Conduct Policy or participation in enforcement of this Policy. Protected activities include reporting discrimination or serving as a witness in an investigation in connection with the same.

Some examples of conduct prohibited by Title IX and UWM's Discriminatory Conduct Policy include but are not limited to:

- Insults about, directed at, or made in the presence of an individual or group based on sex and/or gender identity or expression.
- Physical contact or verbal threats based on sex and/or gender identity or expression.
- Sexual jokes, language, epithets, advances or propositions.
- Comments about a person's body, sexual orientation, sexual prowess or gender identity or expression.
- Touching, whistling, leering, brushing against the body, or suggestive, insulting, or obscene comments or gestures of a sexual nature.
- Requesting sexual favors in exchange for assignments, promotions, grades or promises of the same.
- Stalking.
- Cyber-stalking or cyber-bullying.
- Rape, sexual battery, sexual assault or sexual violence. This includes sexual contact without consent.
- Dating Violence
- Domestic Violence

Please note:

“UW System codes and policy changes necessary to be in compliance with the new federal Title IX regulations approved by the UW System Board of Regents and Governor Evers, took effect on August 14, 2020. These changes are temporary; permanent changes will be circulated for public review and comment later this year and will likely take effect in early 2021.”

For the most up-to-date information on Title IX, please consult:

<https://uwm.edu/titleix/>

TEACHING ASSISTANT APPOINTMENTS

PRIORITY SYSTEM

Incoming (first-year) doctoral students have the highest priority for TAships, followed by second-year doctoral students, etc. Note that doctoral students in their 7th year or beyond (6th year or beyond for those who entered with the MS) are in Priority 9. *Important: The department reserves the right to deny TAships to students who are not in good standing.*

Priority	Student's Current Year
1	1st year doctoral students (incoming students) (with either BS or MS)
2	2nd year doctoral students (with either BS or MS)
3	3rd year doctoral students (with BS)
4	4th year doctoral students who defended MS by March 10 of their 3rd year (and 3rd year students who entered with MS in psychology with thesis)
5	5th year doctoral students who defended MS by March 10 of their 4th year (and 4th year students who entered with MS in psychology with thesis)
6	6th year doctoral students who defended MS by March 10 of their 5th year (and 5th year students who entered with MS in psychology with thesis)
7	4th year doctoral students who failed to defend MS by March 10 of their 3rd year
8	5th year doctoral students who failed to defend MS by March 10 of their 4th year
9	All other psychology doctoral students
10	Psychology master's specialization students
11	All others (non-psychology graduate students, psychology undergraduates)

WORK CONDITIONS

The standard appointment is .50 FTE, for approximately 20 hours per week. The appointment ordinarily starts one to two weeks prior to the start of the academic semester, lasts the 14 or 15 class weeks of the semester, and continues for one week after finals at the end of the semester. Note that TAs are not permitted to appear the day before classes begin and disappear the day after classes end; they must be on campus and prepared to work throughout the entire contractual period.

The Graduate School publishes a set of guidelines for making appointments, which the Department follows.

TUITION REMISSION APPLIES ONLY WHILE YOU ARE A TA, PA, RA, OR FELLOW

Students are reminded that tuition remission applies only while you are a teaching assistant (or project assistant or research assistant or fellow). If you do not have a TAship or other such appointment, you must pay tuition, and if you are not a Wisconsin resident, you must pay it at the out-of-state rate. The registrar, not the Department, determines resident status. Resident status is rarely granted if students were not Wisconsin residents when they initially enrolled in the graduate program at UWM, regardless of how many years they have lived here while attending graduate school.

TEACHING ASSISTANT DUTIES AND RESPONSIBILITIES

The department assigns teaching assistants as classroom or online TAs and, occasionally, as graders. The difference between the two is that classroom or online TAs provide instruction and hold office hours, whereas graders do not. Otherwise, the responsibilities are likely to be the same: keeping records of grades, grading exams, grading papers, photocopying and collating exams, etc. The faculty member or instructor in charge of the course assigns responsibilities and sets policy. TAs absolutely cannot cancel sessions, change classrooms, or change grades without permission of the faculty member or instructor teaching the course.

TAs are reminded that student grades are confidential. Papers or tests cannot be handled in any way that discloses the student's score to others. Proper care should be taken in posting grades and in handing back graded papers. No part of a student's name or campus ID number should ever be used in posting grades. The order of posted grades should never be by alphabetical order of students' names.

Consistent with Title IX, interactions with students are to be on a professional level. Amorous or romantic relationships with students in your discussion or laboratory sections, even if ostensibly consensual, are not allowed. The asymmetrical power status of the student and the TA may lead, even if unintended, to problems of abuse of authority and harassment.

Even ostensibly "social" relationships have the potential for misunderstanding, so long as the student-TA situation exists. Similarly, potentially offensive jokes in classes, as well as derogatory or demeaning comments related to race, ethnicity, sexuality, sexual orientation, or gender, even in an attempt that you mean only as humorous, interfere with the educational process, and hence are not permitted. All students have the right to be treated with courtesy and dignity in an educational environment. Severe legal problems may result from the violation of these principles.

DISPUTES, COMPLAINTS, AND APPEALS

From time to time, differences in opinion may arise among students and faculty on a wide variety of matters. The Department has a formal procedure to attempt to resolve such differences; the procedure is listed below. However, if you wish to pursue a more informal procedure, please contact the DGS, DCT, or Ombudsperson for assistance. Please feel free to contact any or all of them to discuss anything that is of concern to you in your graduate career.

Here is the department's formal procedure:

Step 1: The student discusses the grievance/appeal with the faculty member within 30 days from the date of the action that prompted the grievance/appeal.

Step 2: The student may appeal the Step 1 decision to the department chairperson within 10 working days from the Step 1 decision. The chair may attempt to mediate the problem.

Step 3: If the problem cannot be successfully mediated by the chair, he or she refers the problem to the Graduate Program Committee.

Step 4: The student may appeal the decision of the Graduate Program Committee to the departmental faculty as a whole. The student has the right to present his or her case to the faculty at a special department meeting called for this purpose. The student has the right to bypass Step 4 if he or she wishes.

Step 5: The student may appeal the Step 3 or Step 4 decision to the Graduate School's Associate Dean. The appeal to the Graduate School should be filed within 10 working days of notification of the decision from Step 3 or Step 4.

Consistent with Title IX, UWM has specific policies against harassment, whether it is sexual or any other form. As noted above, all students, including graduate students, deserve to be treated by others with professional respect. Similarly graduate students must treat any others, such as undergraduates and faculty, with professional respect. The appropriate guideline is for everyone to be professional in their interactions with others. As long as professional regard and mutual respect rule the day, problems can usually be avoided.

SHEETS FOR KEEPING TRACK OF YOUR PROGRESS

Date: _____

MASTER'S LEVEL STATUS SHEET

1. Form MS committee _____
2. Select thesis topic _____
3. Thesis proposal hearing passed _____
4. Apply to Graduate School for MS graduation _____
5. Defense of thesis passed _____
6. Format and submit thesis to Graduate School _____
7. MS officially awarded _____

BY APRIL OF YEAR 3:

Apply for and obtain community placement. _____

DOCTORAL LEVEL STATUS SHEET

1. Form PhD committee _____
2. Preliminary exam passed _____
3. File Preliminary Examination Application via Online Doctoral Milestones system _____
4. Apply to Graduate School for dissertator status via Online Doctoral Milestones system _____
5. Dissertation proposal hearing passed _____
6. File Doctoral Dissertation Proposal Hearing Form with Graduate School via Online Doctoral Milestones system _____
7. Apply for internship _____
8. Email the Graduate Program Coordinator at least two weeks in advance of scheduled defense to request a defense warrant _____
9. Dissertation defense passed (Bring warrant to the defense; return signed warrant to Graduate Program Coordinator immediately) _____
10. Format and submit dissertation to Graduate School _____
11. Go on internship _____
12. Apply to Graduate School for graduation (on PAWS) _____
13. PhD officially awarded _____

APA DATA COLLECTION

To maintain accreditation the program needs to regularly collect data from students and alumni to report to APA. All students will be asked to provide comprehensive data on their training annually. Students will also be asked to provide data two and five years post-graduation.

AGSIP AND OTHER STUDENT ORGANIZATIONS

The Association of Graduate Students in Psychology (AGSIP) is a fully chartered UWM student organization that was started in 1999. All graduate students in the psychology department are members, and there is no membership fee. The purpose of AGSIP is to facilitate and promote the research and professional development of graduate students in psychology. In order to meet this goal, AGSIP organizes an annual symposium (usually in April) for graduate students to present their research. The event also includes a featured guest speaker. Election of officers occurs every October. Any AGSIP member can run for president, vice president, secretary, or treasurer. Note: Students in the department have also founded many other, more specialized organizations.

GOING BEYOND THE REQUIREMENTS

This handbook has focused on the minimum course and program requirements you must satisfy to earn a PhD in our department. However, if you really want to be employable once you have that PhD, you must do far more than what is described in this handbook. In particular, if your career goal is to be a professor in a psychology department, just having completed a thesis and a dissertation is not likely to get you a tenure-track faculty job, and will probably not even get you a postdoctoral position. The academic job market is intensely competitive; jobs and postdocs go to those who have published several research articles in respected journals by the time they earn their PhDs. Timely progress in the graduate program, teaching experience, and depth and breadth of knowledge are also important for success in the academic job market.

For students whose career goal is clinical practice, breadth and depth of training are similarly critical. Internship directors are increasingly looking for students with impressive research credentials and with more than the minimum of 1000 hours of experience (500-600 direct hours), although many faculty believe that greater than 2500 hours of clinical experience is unnecessary, especially if the additional hours are at the expense of a solid record of research presentations and publications. Internship directors are also looking for students with experience in a variety of settings, and in settings relevant to the particular internship. As the field of psychology is a rapidly changing one, the forward-looking student will try to gain a diversity of course and training experiences to be prepared for future changes.

**Guidelines for Clinical Preliminary Exams
Clinical Psychology Ph.D. Program
University of Wisconsin-Milwaukee**

8/16/2017

Prepared by: Klein-Tasman based on CTC discussion
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Students will have two options for completing the Clinical Preliminary Exam Requirement. The Preliminary Requirement must be completed by May 15 of the calendar year in which the student submits application for internship. Failure to do so will preclude the student from applying for internship that year. Students can choose from either option listed below.

Published Article

Students can meet the requirements for the clinical preliminary exam by publishing an article in a peer-reviewed publication, providing the publication meets the following criteria.

1. The applicant student is the first author of the paper.
2. The applicant student will provide a list of every co-author on the paper and describe his or her role. The DCT will decide who the student should contact to obtain written confirmation that the first author applicant had primary responsibility for the intellectual contents of the paper. The identified co-author(s), must send this written confirmation directly to the DCT.
3. The paper was published in a peer-reviewed journal indexed in either Psychinfo or PubMed.
4. The paper must be a data-based article, critical literature review, or meta-analysis. Commentaries, letters to the editor, and book reviews are not permissible.
5. The student was enrolled in the Clinical Program at UWM when the work was conducted. The article is accepted with revisions (letter from journal editor must be provided), in-press, or published at the time of submission for meeting the preliminary examination requirement

Students wishing to fulfill the preliminary exam requirements through this method should first discuss the appropriateness of the submission with their primary research mentor. If the

mentor agrees that the submission is appropriate, students should then submit the paper and supporting documents (letters from co-authors must be submitted directly to DCT) to the DCT, who will formally determine whether the requirements have been fulfilled. If the student is an advisee of the DCT, a designate of the CTC will serve in the DCT's capacity for that student. Within 2 weeks of all materials being received, the DCT will inform the student that the paper fulfills the requirements or does not. If the DCT determines the paper does not meet the requirements, he/she will inform the students of which criteria were not fulfilled. Students can then appeal to the CTC as a whole within 1 month of being notified of the DCT's decision. The CTC's decision will be final. Students whose paper is deemed to have not met the requirements will have the option of utilizing the Comprehensive Critical Literature Review option described below.

Comprehensive Critical Literature Review Option

Guidelines

This option allows students to fulfill the clinical preliminary examination requirement by completing an independent written product. The intent is not to engage in actual clinical work or data collection. The manuscript should integrate and critically analyze the relevant literature to provide a foundation for empirical work. It is likely that this project will lay the framework for a dissertation proposal but it does not need to.

Role of the Advisor

In keeping with the development of independent scholarship, it is expected that this will be largely a mentor-independent project by the student (more of an independent project than the thesis). Nonetheless, some input from the advisor at the development stage is still important. The mentor should have input in and approve a detailed outline and preliminary reference list. Once this outline and reference list is approved by the mentor, no further input from the mentor should take place until the preliminary examination is completed.

Preliminary Examination Committee

The preliminary examination committee should include all clinical faculty CTC members who will be members of the student's dissertation committee. Nonclinical faculty members, adjunct faculty, and dissertation committee members outside the university, are welcome to participate but are not required. The prelim committee must be made up of at least three clinical faculty members and one of the clinical faculty must Chair the committee. There must be an odd number of members of the committee; if there are 4 Clinical CTC members on the committee, one should be omitted from the preliminary examination committee. If more committee members are needed to achieve the 3 person clinical faculty requirement, then the student, in consultation with his or her advisor, should invite additional faculty members to participate in the preliminary examination process. If the student's primary research advisor is not a clinical faculty member of the CTC, the student should choose a

clinical faculty member of the CTC to serve as the Chair of the preliminary examination committee.

Process

The completed preliminary exam must be submitted to the committee chair no later than February 15 (or the first business day following if February 15 falls on Saturday or Sunday) of the calendar year in which the student applies for internship. Failure to submit and successfully pass the preliminary exam by May 15 (or the first business day after May 15) of the calendar year in which the student applied for internship will preclude the student from applying for internship that year.

Faculty on the committee will utilize the attached criteria to review the finished product. After reviewing the paper, each committee member will always have 1 month to review the exam and provide one of three votes (i.e., Pass, Revise, Fail). The Chair of the committee will tally the votes and follow the following guidelines to determine the final decision with respect to the preliminary exam.

There are 3 possible outcomes: a) Pass; b) Revise; c) Fail:

Pass: If examination is considered acceptable by the majority of the committee, the student passes the preliminary examination. If the student does not pass with a majority vote, then the committee members will be asked to re-vote with only two options, "Revise" or "Fail." In such a case, the majority vote between these two options will determine the outcome of the preliminary exam. In the case of a "Pass" each committee member will prepare brief written feedback that will be provided directly to the student.

Revise: In the case of a decision to "Revise", the committee members will provide written feedback regarding the changes needed and a mutual decision will be made among the committee members about whether to have the major professor approve of revisions, to have all committee members review written revisions, and/or to hold an oral examination meeting. The chair of the student's preliminary examination committee will provide written feedback to the student based on comments provided by the committee members. Revisions must be resubmitted no later than April 15 of the calendar year in which the student is applying for internship. If the student receives does not receive a "Pass" on the revised document, he or she will have to write a new paper. Failure to pass with a new paper will result in the student being removed from the program.

Fail: A failing outcome is appropriate if substantial revisions to the document are deemed necessary by the majority of the committee. If the student fails the first resubmission of the preliminary examination, the chair of the student's preliminary

examination committee will provide written feedback to the student based on comments provided by the committee members. Revisions to the written examination are then required. The student and mentor will then meet to review the feedback provided and the student should then draft a summary of the changes they will make (e.g., additional areas of the literature to include, specific studies/topics to add if a particular section was included but not covered sufficiently, a plan for re-organization, more thorough coverage of future areas for research and what specific future research could be done, new citations to add, and so on). At this stage, the student can review this information with the faculty mentor and receive input from the faculty mentor. Once the faculty mentor signs off on this plan of action then the actual writing should again be done without the mentor. Possible results of the repeated preliminary examination are a) Pass or b) Fail. If the student fails a repeated preliminary examination, then the student cannot continue in the Clinical program.

(continued on next page)

Criteria for Grading Clinical Preliminary Exam
Comprehensive Critical Literature Review Option

CRITERION	PASS	FAIL
1. Paper had a clear focus and expressed purpose		
2. Paper integrated two or more different literatures		
3. Paper adequately sampled the breadth of literature on a topic and did not omit important studies in an area		
4. Paper considered alternative theories/explanations		
5. Paper demonstrated ability to critically review and synthesize the literature (e.g., considered implications of research designs utilized in reviewed studies, presented possible explanations for why disparate findings occur)		
6. Paper made conclusions for future research that followed logically from presented review		
7. Paper attempted to demonstrate relevance of work to psychopathology, treatment or assessment		
8. Paper was well-Organized		
9. Paper was in current APA style and contained few spelling/grammatical mistakes, acceptable sentence structure)		

8/9 items with "Pass" vote = PASS

<5/9 items with "Pass" vote = FAIL

FINAL VOTE: PASS
(circle one) REVISE

Recommended Next Step (circle one):

Major Professor to review revisions

Full committee review of written document

Oral examination meeting

FAIL

REVIEWER: _____

SIGNATURE: _____

DATE: _____

UWM Clinical Psychology PhD Program Social Media Policy Approved by the CTC on February 17, 2015

Preamble

As members of the community of the University of Wisconsin – Milwaukee (UWM), we treasure academic freedom and the principles of freedom of speech and freedom of association. We further encourage activism for strongly held causes. At the same time, we recognize that faculty and students of the UWM clinical psychology program fill multiple roles that bring with them legal and ethical obligations, such as the need to protect student and client privacy and confidentiality and respect for the ownership of research data. Moreover, we endorse the APA position on the importance of respect for human dignity and diversity. Finally, as mentors and advisors, we recognize that effective career management involves making wise decisions about how we present ourselves to others and that indiscriminate disclosure can have unintended negative consequences for individuals and their careers. The purpose of this policy is to provide a series of standards and guidelines designed to help faculty and students that are consistent with the various principles, values, and concerns noted above with respect to the use of *social media* broadly construed. These standards and guidelines are presented in addition to the American Psychological Association's *Ethical Principles of Psychologists and Code of Conduct* and are not intended to supersede it. Violation of these standards and guidelines may inform the formal review of students by faculty. Individual faculty are encouraged to develop additional policies, guidelines, and standards as they apply to their own research, teaching, and clinical activities and disseminate this information to their staff and students.

Definitions

The following key definitions will be used for the purposes of this policy: The term *social media* is meant to include, but not be limited to, such media and activities as Facebook, My Space, Linked In, Research Gate, Twitter, Vine, blogs, vlogs, and various mechanisms for crowd sourcing of information gathering and crowd funding. The term *client* refers to anyone seeking or receiving clinical services (e.g., assessments, therapy, consultation) regardless of where the person is seen (e.g., UWM, community placements, the Cyberschool). Moreover, the term covers not just those individuals for whom you are directly providing services, but also those individuals for whom your involvement is only indirect, such as in group supervision, when in the UWM clinic, and when on community placements.

Participants are individuals who provide information (“data”) in the course of a research study, regardless of the type of information provided and location of where or how the information is collected, and regardless of the institutional affiliation of the study's Primary Investigator

The term *standard* refers to a rule that is always enforced. Standards are to be followed and serve as a code of conduct.

The term *guideline* refers to an aspirational means of advice and as the word implies, guidance. While guidelines should be taken seriously and followed, they do not entail hard and fast rules. Guidelines are not always rigorously enforced, although they may be, depending on the situation.

Standards and Guidelines

When using social media, members of the UWM Clinical Psychology program are expected to conform to the following *Standards*:

1. Maintain the privacy and confidentiality of clients.
2. Maintain the privacy and confidentiality of student records.
3. Respect the ownership of data by the relevant Principal Investigators (PI) and do not divulge unpublished results without the permission of the PI.
4. Respect standards regarding the ownership and security of privileged test materials (e.g., not distributing the content of WAIS items).

In addition, the following *Guidelines* are provided to help members of the UWM Clinical Psychology to avoid legal and ethical difficulties.

1. Do no harm. For the purposes of this guideline, the term *harm* is meant to be broadly applied to include all clients, students, and research participants, as well as society at large. Moreover, we should avoid defamation of the profession of psychology, although this is in no way intended to restrict legitimate criticism of the field of psychology.
2. Understand and adhere to legal and ethical obligations related to client confidentiality (e.g., consult HIPAA standards, the APA ethics manual).
3. Understand and adhere to legal and ethical obligations related to student confidentiality (e.g., consult FERPA standards).
4. Understand and adhere to ethical standards with regard to ownership of research data (e.g., consult the APA ethics manual).
5. Avoid unnecessary dual relationships; take steps to manage unavoidable dual relationships.
6. Do not misrepresent yourself or your credentials, or knowingly permit others to do so.
7. When appropriate, take steps to erect boundaries between your personal and professional roles so as to prevent confusion between, for example, your personal beliefs and actions, and your professional beliefs and actions. Keep in mind that others who may be evaluating you for professional positions such as community

placements, internships, post-doctoral fellowships, and jobs may search social media sites to learn more about you.

8. Periodically review your social media presentations to consider whether they accurately portray you and take remedial steps if appropriate.
9. Seek consultation whenever the appropriate action is unclear and especially in situations in which you are not aware of the existence of well established procedures, standards, or specific guidelines.

Breach of one of the standards *will* result in some form of reprimand, corrective action, or other disciplinary procedure. Breach of one of the guidelines *may* result in some form of reprimand, corrective action, or other disciplinary procedure.

UWM Clinical Psychology Program Minimum Mentorship Expectations

Mentorship is not a one-size-fits all process. Nothing replaces mentor-mentee discussions about the mentorship process and expectations. That said the program does have basic minimal expectations for mentors of clinical students. To reiterate, these are minimal expectations and we expect that they will likely not typify the mentor-mentee relationship. Mentees should also be aware that mentors and mentees all have different styles and needs and no two mentor-mentee relationships are expected to look the same.

Presence and Availability

- Mentors will meet regularly with mentees, at least once per month individually, but more often for students in the earlier years of the program.
- Mentors should have in-person contact with the mentee at least once every two weeks, including group meetings.
- If mentors will be unavailable for more than a week they should let students know ahead of time.
- Mentors should discuss frequency of interactions/meetings with their mentees and agree upon a plan.
- Students should feel free to discuss with their mentor if they feel more frequent interaction.

Responsivity

- Mentors should normally respond to brief questions within a matter of days.
- Mentors and students should discuss the expected timeline for turnaround of theses, dissertations, manuscripts, grants, fellowship applications, IRB applications, and so on.
- Mentors should be responsive to student concerns about timely meeting of deadlines.
- If the mentor will not be able to meet these timelines they should inform the student.
- Students should feel comfortable reminding faculty if they have not heard back in a few days.

Respect and Support

- Mentors will strive to provide mentorship consistent with our core guiding values: ethical and professional behavior; community wellbeing; improvement and growth; diversity, equity, and inclusion; and scientific rigor.
- Mentors will abide by the UWM code of conduct and APA Code of Ethics.
- Mentors will not engage in discriminatory or boundary-crossing behaviors or interactions with their students.
- Mentors will strive to provide respectful, constructive feedback. Providing this feedback is a vital part of professional development and the pathway to independence.
- Mentors will support students' efforts to progress through program requirements and not unnecessarily delay their progress.
- Mentors should be open to discussion with students who feel that they have not been treated in accordance with the above expectations.

Research Support

- Mentors will discuss with students what resources are available for student master's thesis, dissertation, and publications and once agreed upon facilitate access to sufficient resources to support student research projects.
- Mentors will discuss project commitments (e.g., work expectations for data collection, analysis, writing) and authorship with students in advance and throughout the project.
<https://www.apa.org/science/about/psa/2015/06/determining-authorship>

Psychology Department Ombuds Resources

6/25/21

Prepared by Bonnie Klein-Tasman, Christine Larson, and Karyn Frick

This document serves as a guide to the role and expectations related to the ombuds role. The document may also be useful as guidance to any faculty or staff member who is approached for consultation by graduate students. Faculty who are not formally designated to serve in the ombuds role encouraged to let students know that they have reviewed this document and understand the general philosophy.

Purpose of the Psychology Department Ombuds:

- Help graduate students navigate challenges or consult regarding progress through the degree, considerations regarding dropping out, changing advisors, or course concerns, mentorship/advising challenges, and/or challenging experiences related to diversity, equity, inclusion.
- These consultations may be related to experiences with faculty, staff, or fellow graduate students.
- These are within-Department consultations. Outside the Department, the UWM Dean of Students Office is also available to consult, and may do so in collaboration with the Graduate School if appropriate.

First and foremost, graduate students are encouraged to have such discussions with any faculty member they believe would be helpful to them. Potential resources (depending on the considerations) may be the graduate students research mentor, the area head (DCT in the case of the Clinical program), a course instructor or clinical supervisor, or any other member of the faculty per the student's comfort and interest. The inclusion of ombuds resources is not meant to imply that graduate students are required to speak with an ombuds or that the ombuds should be the first person to whom the graduate student turns.

Ombuds role:

- All are encouraged to read about the role of the ombuds here: <https://www.ombudsassociation.org/>
- **Role:** "The primary **duties** of an organizational **ombudsman** are (1) to work with individuals and groups in an organization to explore and assist them in determining options to help resolve conflicts, problematic issues or concerns, and (2) to bring systemic concerns to the attention of the organization for resolution."
- Generally confidential, within legal limits, or unless discussion with the graduate student results in the graduate student's decision for the consultation not to be confidential

A note about advocacy vs. neutral guidance:

Feedback from graduate students indicated a range of views regarding whether the ombuds person should serve as a neutral party or engage in advocacy. The degree to which the

ombuds engages in advocacy may depend on the specifics of the nature of the graduate student concern. The ombuds *may* engage in advocacy but is not required by their role to do so.

How best to use ombuds/expectations regarding consultation:

- Students are encouraged to view the ombuds process as a collaborative consultation and/or problem-solving effort
- It would be helpful for students to have in mind what they are looking for when they approach the ombuds. However, it is acknowledged that navigating challenges is a process, and what they are looking for may indeed change over time, and that is ok.
- Students should expect that one of the first questions they will be asked is what they have tried so far to navigate the situation, resolve the conflict or address the challenge. The ombuds is likely (in most but certainly not all cases) to begin by exploring ways to support the graduate student in navigating the situation (if that has not already occurred).

Proposed Model within the Psychology Department:

- 2 Psychology faculty members identified as within-Department ombuds, from 2 different areas in the Department
- These individuals will be appointed by the Chair.
- An opportunity to provide feedback about the Ombuds process will be included in the annual climate survey
- Students can choose to speak with whichever ombudsperson they would like.
 - Students are explicitly not discouraged from seeking out input and guidance from other faculty
 - Bonnie Klein-Tasman and Karyn Frick are appointed in this role until the end of calendar year 2021
 - It is permissible for a group of students to meet with the ombuds together
 - The ombuds will:
 - Review guidance about privacy and confidentiality (below) before beginning discussion. (Based on this guidance, consultations are private but not confidential.)
 - disclose of any potential COI on the part of the ombuds (e.g., friendship, collaboration with student's advisor)
 - Provide the student with the range of options (to the best of their knowledge) for addressing the problem and assist the student in weighing those options
 - Approach their role with kindness
 - Take a tiered approach (flexibly applied, may not be sequential, role of the ombuds discussed with student):
 1. assist student in navigating;
 2. offer participation in navigation as neutral party;
 3. with the consent of the student, assist with mediation

4. advocate on behalf of the student OR support the student in connecting with someone outside the department who could assist with advocacy (e.g., other campus resources)

Approach to Privacy and Confidentiality:

- Privacy means that the information is kept between the parties, unless required by policy or law or other legitimate educational need.
- Confidential means that the individual is barred from providing that information by law, for example a legally protected privilege.
- General guidance: All aspects of consultation can remain private except under the following circumstances:
 - If the disclosure meets Title IX reporting requirements (see <https://uwm.edu/titleix/>)
 - If the disclosure meets Equity and Diversity Services reporting requirements (<https://uwm.edu/equity-diversity-services/>)
 - If the disclosure trips Mandatory Reporting requirements (<https://uwm.edu/hr/toolkits/eo54/>)
 - If the disclosure indicates risk of imminent harm to self or others
- The ombuds and graduate student will discuss the approach to confidentiality that is desired by the graduate student who is seeking consultation
- If the ombuds and the graduate student agree on a specific action on the part of the ombuds, there will be followup communication to update the graduate student; it is possible that the degree of transparency about action may be limited under some circumstances (e.g., personnel matters are often not transparent)
- The ombuds and graduate student will likely engage in minimal communication about the process over email, given that email is not confidential
- If the ombuds person feels a need for consultation themselves, they will either:
 - consult with someone outside the Psychology Department; or
 - have the student's permission to consult with someone inside the Psychology Department
- If a pattern of consultations involving similar concerns emerges, the ombuds may act on that concern in a way that maximizes individual student confidentiality to the extent possible
 - Example: If several students approach the ombuds with a concern about a particular faculty member that appears to reflect a pattern, the ombuds may choose to discuss the broad outline of the concerns with the Chair or with that faculty member
- Challenges with Anonymity/Confidentiality:
 - Confidentiality and anonymity may limit the actions the ombuds (or Department) could take to advocate for changes to address the concern. For example, no direct personnel action can take place based on entirely confidential or anonymous communications

Governance Processes Regarding Graduate Student Concerns:

The department has a formal grievance and appeal process. It is documented in the graduate student handbook. Please be aware that formal remediation

- requires that the challenges be fairly serious/egregious
 - typically takes place after there is documentation of concerns and challenges over the course of many semesters
 - takes a lot of time – graduate students should know that they may not see measurable change in their time in the program, but engagement in the formal process may benefit future students
 - is not public – legally, personnel issues cannot be discussed with students, and if something goes to Title IX or EDS it is often not discussed with the faculty
-
- Thus, it is expected that most challenges can be addressed using an informal process. In many cases, informal attempts to resolve challenges are a prerequisite to more formal action. (Challenges that relate to Title IX or EDS concerns may indeed be an exception.) Sometimes students may bring up issue that faculty are completely unaware of, so it may be useful to allow for an informal resolution when appropriate and if possible. In addition to graduate student efforts at informal resolution, as colleagues we can take informal advocacy through respectful communication as colleagues.
-
- In cases where formal remediation is needed, please be aware of the following:
 - As faculty we are all equal peers within the Department and even Department Chair is only one of those peers and does not have powers to act individually on personnel matters. Personnel actions get made at the level of the Executive Committee (EC) of the Department, which is made up of all tenured faculty. No single faculty member can effect change on a personnel matter.
 - There are legal guidelines for all personnel actions that the EC must follow.
 - Some faculty behavior is governed by laws regarding academic freedom.
 - If remediation is not demonstrated, additional formal action could take place by referral of the concern to the Faculty Rights and Responsibilities Committee for investigation.
 - Some concerns rise to the level for involvement of the Title IX or EDS departments, in which case the Psychology Department Executive Committee is likely not involved and is likely to receive minimal (if any) communication about any resolution.