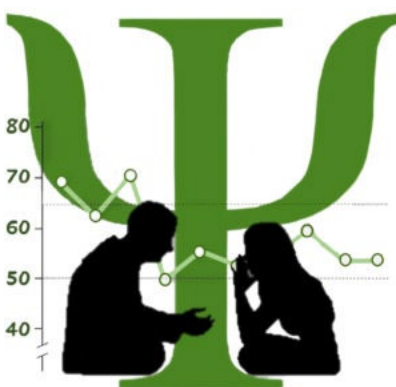




# DOCTORAL STUDENT HANDBOOK

## PhD in Psychology: Clinical Psychology Program



Department of Psychology  
University of Wisconsin-Milwaukee

Note: This edition of the handbook applies only to students who are currently enrolled in the Clinical Psychology program.

**Last updated on 3/27/2023**

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## INTRODUCTION

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](mailto: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](mailto: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, but is not considered a broad supervisor for all students.

### **Stacey Nye, Clinic Director**

Office: Pearse 178

Email: [nye@uwm.edu](mailto: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](mailto:frickk@uwm.edu)

**Bonnie Klein-Tasman**

Office: Garland 238D  
Email: [bklein@uwm.edu](mailto: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 238A  
Email: [hobart@uwm.edu](mailto: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. Students are not in good standing if they do not find a new major professor within a year of having left their former major professor. 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: October 1 is the deadline for passing your preliminary exam and dissertation proposal hearing.
- Students who do not pass their preliminary exam (prelim) requirement by October 1 of their 5<sup>th</sup> 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 October 1 of the student's 5th 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](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 and 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 COVID, 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*  
or *African and African Diaspora Studies 845*: *Race/Ethnicity and the Psychology of Oppression*

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 COURSE REQUIREMENT

Students must take one course in multicultural issues. The program offers Psychology 814, which meets every other week for a total of three semesters, for a total of 3 credits. This is intended to be completed in the first 2 years in the program, but if you have conflicts please discuss with the instructor. You would register for one credit of this as they fit in your credit allotment until you hit 3 credits total. 814 is offered every fall and every other spring semester. 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 3<sup>rd</sup> year (see DCT to discuss timing).

## 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.

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.
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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, up to 3 credits in total)

**Semester 2**

Psych 710, Survey of Clinical Research Methods  
Psych 802, First Year Clinical Practicum  
\*Psych 814, Multicultural Seminar (if select that option, up to 3 credits in total)

- **Year 2**

**Semester 1**

Psych 712, Professional Ethics and Issues in Clinical Psychology  
Psych 822, Practicum in Assessment I (1 credit)  
Psych 741, Foundations of Psychotherapy  
\*Psych 814, Multicultural Seminar (if select that option, up to 3 credits in total)

**Semester 2**

Psych 742, Empirically Supported Interventions  
Psych 832, Assessment II  
Psych 821, Practicum in Assessment II (3 credits)  
Psych 845, Practicum in Empirically Supported Interventions (1 credit)  
\*Psych 814, Multicultural Seminar (if select that option, up to 3 credits in total)

- **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 PSYCH 811 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 4<sup>th</sup> 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 4<sup>th</sup> 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](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.

#### **How many times can you enroll in PSYCH 711?**

Psych 711 is currently set up to allow a student to repeatedly take it for a maximum of 9 credits. When you sign up for this class, Paws may show a repeat rule-related error message, but please ignore that.

## **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](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 submitting a first-authored article in a peer-reviewed journal or by passing the dissertation hearing proposal.

Departmental regulations state that you must pass the prelim by October 1 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 are two exceptions: It's OK if the Psych 811's or Psych 842'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 practicum in therapy credits (Psych 842) or 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 four 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." 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](mailto: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, 2023**, without having to pay **summer 2023** 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**

October 1. Pass preliminary exam (either submitted first-authored paper or pass dissertation proposal hearing) and dissertation proposal hearing. Failure to submit and successfully pass the

preliminary exam AND dissertation proposal hearing by October 1 of the calendar year in which the student applied for internship will preclude the student from applying for internship that year.

- **Year 4**

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

- **Year 5**

**For students who did not pass the prelim by October 1 of Year 5:**

Students who do not pass their preliminary exam (prelim) requirement by October 1 of their 5<sup>th</sup> year must develop a plan of study with their advisor for their 5<sup>th</sup> and 6<sup>th</sup> 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 October 1 of the student's 5<sup>th</sup> year.

August (end of Year 5). 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 TAs, 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 TAs 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, the student 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 preferred.

**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 AND RETENTION

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. Below are some specific procedures and policies related to the collection and retention of the data.

- UWM uses a platform called PAWS to record course grades.
- The Graduate School also has an online Doctoral Milestones logging system to track student completion of the preliminary exam, dissertator status, and dissertation proposal.
- The Graduate School also has an online UWM Graduate Application Review system, in which students' MS thesis and dissertation information is recorded, reviewed, and approved by the Graduate School Staff and the Director of Graduate Studies.
- Within the program, student records are maintained in a separate electronic file for each student on a secure MS SharePoint site. Each student has access to only their own file. The advisor, DCT, Director of Graduate Studies, and clinical program faculty have access to all student files.
- For students admitted prior to Year 2017 X paper files were kept for each student. These are kept in a secured file cabinet in the Clinic Director's Office.
- Students will also be asked to provide data two and five years post-graduation using online survey tools (e.g., Qualtrics), and in preparation for APA re-accreditation.
- Student records and data collected from students and alumni will be retained *indefinitely*.

## 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 as well as strong clinical experiences. 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.

## **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 Instagram, Facebook, , Linked In, Research Gate, Twitter, Snapchat, 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

Approved in Faculty Meeting 11-12-21

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 primary role of the ombuds is

to assist graduate students in navigating challenges. 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).

**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

*Please see the Grievance Procedure as described in the Student Handbook if the concern is not resolved satisfactorily.*