



Clinical Psychology Doctoral Program Handbook

Rev. 2024-04-01

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Preface

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

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

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

The purpose of this handbook is to provide program specific information that is not found in the UNLV Graduate Catalog. Students are responsible for understanding and following the policies and procedures delineated in this document and the UNLV Graduate Catalog, as well as the NSHE Code, UNLV Bylaws, and the UNLV Student Conduct Code. Questions about policies should be directed to the Graduate College: valarie.burke@unlv.edu or gradassociatedean@unlv.edu.

I. Program Overview

A. Program Information

[Clinical Psychology Ph.D.](#)

post-Bachelor's and post-Master's

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B. Program Requirements

Program requirements regarding [admission, coursework and culminating experience](#) are found in the [graduate catalog](#).

This Handbook is effective Fall 2024 fall incoming and current students.

C. Mission Statement (updated 2019-01-18)

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

D. Goals and Competencies

The central goal of our doctoral program is to train psychological scientist-practitioners who possess a broad foundation of psychological knowledge, the ability to design and implement

scientific investigations, and the skills necessary to intervene in psychological concerns. We thus evaluate our students along the following areas of competence:

1. **Scientific Approach:** Demonstration of knowledge, skills, and competence sufficient to produce new knowledge; to critically evaluate and use existing knowledge to solve problems; and to disseminate research.
2. **Ethical and Legal Standards:** Application of ethical concepts and awareness of relevant laws, regulations, rules, and policies governing professional activities at the organizational, local, state, regional and federal levels.
3. **Individual and Cultural Differences/Diversity:** Awareness, sensitivity, and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with [APA policy](#). Developing an awareness and understanding of personal and systemic privilege and oppression.
4. **Professional Values, Attitudes, and Behaviors:** Behavior and comportment that reflect the values and attitudes of psychology.
5. **Communication and Interpersonal Skills:** Relates effectively and meaningfully with individuals, groups, or communities, including those from diverse backgrounds.
6. **Assessment:** Competence in evidence-based assessment and diagnosis of problems, capabilities consistent with the scope of Health Service Psychology*. Students are expected to serve a diverse clientele and are expected to refrain from imposing their values on or discriminating against clients.
7. **Intervention:** Competence in evidence-based interventions consistent with the scope of Health Service Psychology*, including but not limited to psychotherapy, directed at an individual, family, group, organization, community, population or other system. Students are trained in evidence-based practices including multicultural and diversity-informed approaches. Students are expected to serve a diverse clientele and are expected to refrain from imposing their values on or discriminating against clients.
8. **Supervision:** Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others. Fostering sensitivity to how the individual's background influences roles as a supervisor or supervisee.
9. **Consultation and Interprofessional/Interdisciplinary Skills:** The ability to collaborate intentionally with other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities.
10. **Research:** Active engagement in independent formulation, conduct, evaluation, and dissemination of research that contributes to scientific, psychological, or professional knowledge through presentation and publication. (updated 2021-04-15)

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

E. Education and Training Philosophy

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

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

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

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

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

2. **Didactic foundation. (updated 2019-01-18)** We believe that students should progress through cumulative learning experiences graded in complexity, and therefore begin with didactic study of psychological principles during the first year of the program. This didactic study continues through at least year four of the program. During years one and two of the program, students build a foundation with coursework on assessment and intervention with children and adults, the study of statistics and research methods, and

courses covering psychopathology, psychometrics, diversity in psychology, and ethics. During years three and four of the program, students take two additional courses that provide graduate level exposure and advanced integration of developmental, social, cognitive and physiological foundations of behavior knowledge domains. Five electives covering more specialized or advanced aspects of clinical psychology are also completed.

3. **Research. (updated 2019-01-18)** Students who enter the program will have identified a faculty research mentor and are encouraged during the first semester to acquaint themselves with their mentor's research program and explore possibilities for development of a thesis idea.

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

Continuous involvement in mentored research is expected to begin immediately after matriculation into the program. During the first semester, each student develops a proposal to begin his or her research activity. From this point forward, each student is expected to demonstrate continuous involvement in scholarly research. At a minimum, this work will lead to completion of a master's thesis and a doctoral dissertation. In addition to these required projects, students are expected to author or co-author conference presentations or scholarly publications.

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

4. **Clinical skills. (updated 2019-01-18)** Students develop their skills for intervening in human concerns through the integration of didactic learning, supervised professional experience, and clinically relevant research. Throughout training, emphasis is placed on understanding the empirical foundation of clinical activity. During the first year of the program, students gain a foundation of knowledge concerning psychopathology, psychological assessment, diversity, ethics, and theories and models of psychotherapy. This knowledge base and the concomitant intervention skills continue to develop in the second year of the program and beyond through the combination of additional coursework, supervised clinical experience, and clinically relevant research activity.

The initial clinical activity of students, beginning in the second year of the program, generally occurs via an approximately 15-hour-per-week placement at the UNLV Partnership for Research, Assessment, Counseling, Therapy and Innovative Clinical Education (the PRACTICE). This outpatient mental health clinic serves the Las Vegas community and is jointly staffed by students from the Psychology Department, School Psychology and Mental Health Counseling Department. Clinical Faculty members in the doctoral program provide supervision for this initial clinical experience. Additional clinical experience is gained during the third and fourth years of the program through

participation in more advanced clinical practicum placements. These placements may be at sites on or off campus and may be between 10 and 16 hours per week. Licensed professionals from the community supervise these clinical experiences. Students will complete their clinical training by participating in a one-year full-time APA approved clinical internship.

5. **Multicultural competence and diversity.** Multicultural competence, diversity, and inclusion are integral parts of the program's research and clinical training mission. The curriculum instructs students in multicultural competencies at all levels of the research enterprise (critical evaluation of existing literature, design, methodology, interpretation of findings) and of clinical activity (assessment, intervention, program development, consultation, program evaluation). Additionally, we value, seek and support diversity among faculty and students with regard to age, sex, sexual orientation, gender identity and expression, ableness, socio-economic status, race, culture, and other forms of diversity.
6. **Scientist/practitioner integration.** We explicitly recognize the value of a reciprocal relationship between the science and the practice of psychology. We expect that the science of psychology will powerfully inform students' clinical work and that this clinical work will, in turn, inform students' scientific pursuits. As students mature professionally, their cumulative foundation of knowledge and skills will increasingly allow them to function as supervised semi-professionals, capable of handling more difficult, diverse, and complex psychological concerns. Although students are expected to display increasing clinical ability, the learning that occurs within the program is considered foundational for the full-year clinical internship. At the conclusion of the program, including the full-year internship, we expect students to be prepared to function as entry-level clinical psychologists. Furthermore, as we recognize the learning and training process never truly ends, we model for students an appreciation of the need for and value of lifelong learning.
7. **Student support. (updated 2018-04-11)** Because of the extensive commitment necessary to fulfill the requirements of this program, we discourage students from accepting employment while enrolled in the program. To allow students to immerse themselves fully in the learning opportunities of our program, we seek to provide support to all students who request it. We hope to support all interested students during the time they are in the program through UNLV Graduate College Graduate Assistantships (GA) or equivalent grant funding. Please check the Graduate College GA stipend website for current stipend levels. The stipend is paid over 9 months from the end of September to the end of May in return for up to 20 hours of work per week in support of faculty teaching or research. This position also carries a waiver of out of state tuition and covers 100% of the cost of the first 9 graduate credits (please see Graduate College website for current rates) taken in each of the fall and spring semesters (18 credits total). It does not cover fees, which are anticipated to be about \$500-\$700 per semester. The GA also covers the cost of tuition for 3 credits taken during the summer if the GA is returning in subsequent academic year. In addition, the cost of the annual student health insurance policy is paid by the assistantship, which will provide health insurance coverage from the fall semester through the summer of each year the GA is maintained. You will also have access to basic healthcare services provided at the Student Health Center.

For the first two years, students typically have GA positions assisting faculty with teaching activities, research, or other activities related to their graduate training. After year two, most student GA positions involve teaching of psychology courses (two

courses per semester). Students may also be funded through work on grant-funded research projects or paid clinical placements. During the 9 months when students are supported through Graduate Assistantships, they cannot hold other employment unless explicitly approved by the advisor, the DCT, and the Graduate College. Employment will be approved only if the position is consistent with graduate training in clinical psychology and judged to be not likely to impede the student's development/progress. Students who are on a graduate assistantship will not be granted approval for more than 10 hours of outside employment a week.

F. Technical Standards

The central goal of our doctoral program is to train health service psychologists following the scientist-practitioner model. To become a health service psychologist, doctoral students must acquire broad foundational knowledge as specified by the American Psychological Association (APA) Standards of Accreditation. Additionally, doctoral students must demonstrate professional competency in relating appropriately to diverse populations. As part of our training program, doctoral students should expect to interact professionally with diverse individuals such as clients/patients, fellow students, faculty, staff members, research assistants, and other health care professionals. To ensure the health and safety of the diverse individuals with whom doctoral students interact, the development of and demonstrated competence in cognitive, behavioral, emotional, intellectual, and communicative skills is necessary for the successful completion of the Clinical Psychology Doctoral Program.

In our APA-accredited program, we are committed to a training process that ensures that doctoral students develop the knowledge, skills, and attitudes to work effectively with humans who embody intersecting attitudes, beliefs, values, and cultures. Doctoral students are expected to develop awareness of their own values, the profession's values, and alternate value systems so that culturally appropriate approaches to professional practice are implemented. However, conflict may arise when doctoral students' attitudes, beliefs, values, or worldview negatively impacts the training process or the ability to be an effective health service professional. When tension occurs, program faculty and supervisors support and respect doctoral students' right to maintain their personal belief system. Program faculty and supervisors will support doctoral students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all clients/patients. Program faculty and supervisors will help doctoral students acquire the competencies necessary to work in a manner consistent with personal, professional, and client/patient values.

For some doctoral students, integrating personal beliefs or values with professional competence in working with all other humans may require additional time and faculty or supervisor support. To complete our APA-accredited Clinical Doctoral Psychology Program successfully, all doctoral students must be able to work with any client/patient placed in their care in a beneficial and noninjurious manner. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, students do not have the option to avoid working with any particular person or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values.

G. Program Faculty

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

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

H. Department Graduate Faculty

A current listing of the graduate faculty can be found in the [UNLV Graduate Catalog](#). Faculty must hold graduate faculty status to be involved in graduate education at UNLV. For up to date information regarding graduate faculty status in your department, visit the [Graduate Faculty status web page](#).

II. Admission

The Clinical Psychology Program currently admits only students seeking a doctoral degree. The program admits students for matriculation only in the fall semester. The application deadline is **December 1** prior to the fall for which matriculation is being requested. Applicants will be notified of their status prior to April 15. We anticipate entering classes of 8-10 students each year. (updated 2019-04-23). Please see UNLV Admissions for official admission deadlines.

A. Admission Requirements and Student Selection (updated 2022-08-24) (Please refer to the [Graduate Catalog](#) for official requirements).

1. A bachelor's degree from an accredited institution or a master's degree or equivalent from an accredited institution.
2. Applicants should have completed at least 18 hours of undergraduate psychology courses including Statistics, Abnormal Psychology, and Research Methods. Applicants are also expected to demonstrate foundational knowledge competency in Cognitive Psychology, Developmental Psychology, Physiological Psychology, and Social Psychology. Foundational competency in each area can be demonstrated by either, 1) a grade of B- or better in a relevant undergraduate course; or 2) a score at or above the 70th percentile in the relevant area of the Graduate Record Examination (GRE) Psychology Subject Test. Applicants can be admitted without having achieved these foundational competencies but should attempt to meet them prior to entering the program. If competencies are not met prior to entering the program, they can be remediated after entering the program during the first two years of study by taking necessary undergraduate coursework or the GRE Psychology Subject Test with relevant scores at or above the 70th percentile. (updated 2019-04-23)
3. The GRE Psychology Subject Test is recommended but not required. Current GRE Board policy states that your scores are retained for the five testing years following the testing year. Applicants must have official scores sent to UNLV (GRE code 4861) and may also submit unofficial scores in their online application. (updated 2019-04-23)
4. Applicants must have official transcripts from all colleges and universities attended (even if credits were transferred) sent to UNLV and should upload unofficial versions of their transcripts directly into their online applications.
5. Three letters of recommendation that evaluate the applicant's potential for doctoral studies in a scientist-practitioner model program.
6. A letter of intent written by the applicant. This letter should describe your clinical and research interests, education and professional goals, a primary faculty member with whom you wish to work, and any other factors that you would want the admissions committee to consider in evaluating your application. We welcome you to comment on how you contribute to or benefit from our multicultural community.
7. A current curriculum vitae.
8. A personal interview with members of the program faculty is required for finalists in the selection process. Typically, applicants are notified by early February if they are finalists and notified of the program's interview day. Alternative interviews may be scheduled under unique circumstances.
In unusual circumstances, students who do not meet these admission requirements may be admitted.

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

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

Although it is impossible to predict admission decisions in advance, some sense of an applicant's likelihood of being admitted can be gained from comparing qualifications with those of recently admitted students. Typical admitted students have GPAs of 3.7.

B. Application Procedures

Application materials and detailed application instructions can be obtained from the UNLV Graduate College or via the [UNLV Psychology Department Clinical Program website](#).

C. Transfer/Course Equivalency Credit (updated 2019-01-18)

Upon approval, credits of coursework from another graduate program may be used to fulfill requirements within the program, depending on Graduate College policy. Upon approval, students may also use up to six credits of thesis to fulfill the thesis requirement. Students are precluded from transferring or receiving course equivalency credit for the following Clinical Foundation classes:

PSY 723: Assessment I: Cognitive and Academic
PSY 724: Assessment II: Personality and Psychopathology
PSY 725: Intervention with Children
PSY 726: Intervention with Adults
PSY 736: Psychopathology
PSY 750: Diversity Issues in Professional Psychology
PSY 755: Ethics and Professional Issues

Incoming students wishing to use prior graduate coursework to fulfill program requirements must email the DCT indicating which courses they are proposing to use to fulfill each UNLV requirement along with a syllabus for any such courses to the DCT. These requests should be submitted before July 1 of the year of matriculation. These requests are jointly reviewed and approved or disapproved by the DCT, student advisor, and course instructor shortly before the beginning of the fall term. Per Graduate College policies, coursework used to earn any other degree cannot be transferred to UNLV and may only be used to establish a course equivalency waiver. Incoming students wishing to have the master's thesis requirement waived must send a copy of their master's thesis to the DCT, who will review it along with the student's advisor to determine whether it would be comparable to or exceed the standards for a master's thesis at UNLV.

The process for requesting transfer credit or waiver of program requirements is outlined in the following three scenarios. Note that a master's degree in the following scenarios requires a minimum of 48 credits in total. (updated 2023-03-16)

Scenario 1 applies to students who have a master's degree with a thesis, and the DCT and advisor have accepted the thesis. For these incoming students, a maximum of 15 credits may be considered as meeting content requirements. Students will still need to fulfill credit requirements for the program. These students should follow the subplan requirements for post-master's students as noted in [the graduate catalog](#) for the emphasis track. A master's degree from UNLV will not be awarded.

Scenario 2 applies when a student has a master's degree with no completed thesis, or a master's degree with a completed thesis that the DCT or student advisor has not accepted. For these incoming students, a maximum of 15 credits may be considered as meeting content requirements. Students will still need to fulfill credit requirements for the program. These students must meet the requirement of 21 clinical foundation credits, 6 practicum credits, and 6 thesis credits (33 total) taken at UNLV for the master's degree; they must also complete the thesis. Upon successful completion of these requirements, students will receive a master's degree from UNLV.

Scenario 3 applies when students have taken graduate classes previously at another institution but have not received a graduate degree from that institution. For these incoming students, a maximum of 15 credits may be *transferred* toward the master's degree from UNLV. These students must meet the requirement of 21 clinical foundation credits, 6 practicum credits, and 6 thesis credits (33 total) taken at UNLV for the master's degree; they must also complete the thesis. Upon successful completion of these requirements, students will receive a master's degree from UNLV.

III. Sample Degree Requirements (Please see the [Graduate Catalog](#) for all official requirements)

The student must meet the following 18 requirements: (updated 2020-08-14)

A. Coursework (updated 2019-01-18)

Clinical Foundation Courses

1. PSY 723: Assessment I: Cognitive and Academic
2. PSY 724: Assessment II: Personality and Psychopathology
3. PSY 725: Intervention with Children
4. PSY 726: Intervention with Adults
5. PSY 736: Psychopathology
6. PSY 750: Diversity Issues in Professional Psychology
7. PSY 755: Ethics and Professional Issues

Research Methods, Statistics, and Psychometric Courses

8. PSY 707: Research Methods
9. PSY 708: Statistics for Psychologists I
10. PSY 709: Statistics for Psychologists II
11. PSY 712: Psychometrics

Discipline Specific and Advanced Integrative Knowledge Courses

12. 3 credits integrating the biological, cognitive, and affective aspects of behavior (PSY 720: Systems and Cognitive Neuroscience)
13. 3 credits integrating human development and the social aspects of behavior (PSY 722: Developmental and Social Psychology)

Electives

14. Psychology Electives (15 credits). Electives consist of any 700 level psychology course except PSY 767: Practicum; PSY 769: Thesis; PSY 770: Dissertation; or PSY 771: Professional Internship. Up to six elective credits may be fulfilled with PSY 766: Independent Study, PSY 768: Independent Research or a combination of the two. 700-level courses offered by other departments may fulfill the elective requirement with approval of the student's advisor and the Clinical Program Committee (see approval form in Appendix).

B. Practica and Internship (updated 2022-05-24)

15. PSY 767: Practicum (18 credits)
16. PSY 771: Professional Internship (3 credits). The student must complete a full calendar year APA-approved clinical psychology internship. During the internship year, students must register for 1 credit of PSY 771 in the Fall, Spring, and Summer terms, for a total of 3 credits. This enrollment is recognized as full-time enrollment by the Financial Aid office when the internship is a full-time training experience.

C. Thesis and Dissertation (updated 2021-10-13)

17. PSY 769: Thesis (6 credits). The thesis must be orally proposed and defended. The thesis must be approved by a committee consisting of a minimum of three Graduate Faculty from the Psychology Department and one external Graduate College representative. The Graduate College requires that students complete 6 thesis credits and that students enroll in three

graduate credits in the semester the thesis is defended (which need not be thesis credits if all 6 have been completed).

18. PSY 770: Dissertation (12 credits). The dissertation must constitute an original contribution to the scholarly literature on a topic relevant to clinical psychology. The dissertation must be orally proposed and defended. The dissertation must be approved by a committee consisting of a minimum of three Graduate Faculty from the Psychology Department and one external Graduate College representative. The Graduate College requires that students complete 12 dissertation credits and that students enroll in three graduate credits in the semester the dissertation is defended (which need not be dissertation credits if all 12 have been completed). Students are not assigned an “S” grade until dissertation requirements are completed.

D. Representative Sample Course of Study (updated 2024-03-01)

The doctoral degree in clinical psychology requires a minimum of 93 credits. En route to doctoral candidacy, the student will complete the requirements for a master’s degree in psychology (the 33 credits numbered 1-11 in section III.A. above, 6 credits of PSY 767: Practicum, 6 credits of PSY 769: Thesis, and 3 elective credits). Upon completing these requirements, students must file for and be awarded a master’s degree in psychology. Students are expected to complete the requirements for the master’s degree during their first three years of study. Students on the five year (including internship) plan may take more electives in years two and three and take dissertation credits in years three and four. Group psychotherapy and supervision electives are held in the summer and may be taken then to further shift the elective loads from the fall or spring semesters.

Year One: Fall

PSY 708: Statistics for Psychologists I
PSY 736: Psychopathology
PSY 725: Intervention with Children
PSY 723: Assessment I: Cognitive and Academic

Year One: Spring

PSY 709: Statistics for Psychologists II
PSY 707: Research Methods
PSY 726: Intervention with Adults
PSY 724: Assessment II: Personality and Psychopathology

Summer after Year One

July: PSY 755: Ethics and Professional Issues

Year Two: Fall

PSY 750: Diversity in Professional Psych.
PSY 767: Clinical Practicum I
PSY 769: Thesis*

Year Two: Spring

PSY 712: Psychometrics
PSY 767: Clinical Practicum I
PSY 769: Thesis*

Year Three: Fall

PSY 722: Developmental Social Psychology
PSY 767: Clinical Practicum II
Elective

Year Three: Spring

PSY 720: Systems and Cognitive Neuroscience
PSY 767: Clinical Practicum II
Elective

Year Four: Fall

PSY 767: Clinical Practicum III
PSY 770: Dissertation*
Elective

Year Four: Spring

PSY 767: Clinical Practicum III
PSY 770: Dissertation*
Elective

Year Five: Fall

PSY 767: Clinical Practicum III
PSY 770: Dissertation*

Year Five: Spring

PSY 767: Clinical Practicum III
PSY 770: Dissertation*
Elective

Year Six: Fall

PSY 771: Professional Internship (1 credit)

Year Six: Spring

PSY 771: Professional Internship (1 credit)

Summer after Year Six

PSY 771: Professional Internship (1 credit)

*Students should NOT begin to take Thesis or Dissertation credits until the semester they propose their thesis or dissertation. We recommend that students enroll in their final Thesis credits during the semester in which they intend to defend the thesis. Students should consult with their faculty advisor or area director regarding the spacing of their Dissertation credits to maintain full-time enrollment (6 credits for graduate assistants, 9 credits for other graduate students). Students must adhere to the continuous enrollment policy as described in [the Graduate Catalog](#).

IV. Policies and Procedures

A. Administration and Management of the Program

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

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

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

Student petitions in written form (e.g., for leaves of absence, probation exemptions and extensions, policy exceptions, transfer/course equivalent credit) are submitted to the DCT, who in turn will present the material to the student's clinical program subcommittee (DCT, ADCT, student's faculty mentor). If the subcommittee unanimously approves the student request, then the matter is approved and not referred to the full clinical committee. If the subcommittee arrives at a split vote in any fashion (even if one member votes differently than the other members) or if the student's request is unanimously declined, then the matter is automatically sent to the full Clinical Program Committee for consideration.

The ADCT has primary responsibility for the functioning of the Practicum experiences and preparing students for internship. This includes didactics, approval and coordination of external practicum sites, assignment of students to practicum sites and supervisors, coordination of practicum supervision and practicum evaluations, hosting the practicum fair each year, ensuring students are tracking practicum hours, verifying student practicum hours for internship purposes, and holding mock interviews in preparation for internship interviews. (updated 2021-04-15)

B. Clinical Student Committee

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

The Clinical Student Committee will determine what goals and activities they will pursue in addition to facilitating communication within the Program. These include, but are not limited to, advocating for student needs and concerns, organizing social functions for students, coordinating the “mentor system” for incoming students, and hosting meetings for all clinical student approximately once per semester to discuss the Program, committee goals, and any other issues that may arise. The Clinical Student Committee is a recognized student organization at UNLV and the DCT serves as the formal UNLV advisor to the organization. **(updated 2019-01-18)**

C. Conflict Resolution and Grievance Procedure

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

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

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

- being forced by a faculty member to participate in acts that constitute professional misconduct.

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

1. The student specifies in writing to the Department Chair the facts and circumstances giving rise to the complaint.
2. Within 10 working days of receipt of a written conflict resolution complaint, the Department Chair will create an ad hoc Conflict Resolution Committee consisting of three Department faculty members and one student. Once the committee is established, the Department Chair shall define the subject matter and scope of the issues related to the conflict in a written charge to the Conflict Resolution Committee. The parties involved [the complaining student and the individual(s) complained against] shall receive a copy of the charge and notification of the composition of the committee. Any party to the procedure may challenge the appointment of any member of the Conflict Resolution Committee for any reason. The challenge should be made in writing to the Department Chair within 10 working days of being notified of the committee's composition. The party may exercise two peremptory challenges; subsequent challenges require justification from the challenger, and the Department Chair shall decide whether the challenge is reasonable. If the challenge is prompt and either peremptory or reasonable, the Department Chair shall replace the challenged member with one who meets the stated criteria. The decision of the Department Chair as to whether the challenge is reasonable and as to the acceptability of the replacement selected may be a basis for appeal of the Conflict Resolution Committee's recommendation.
3. The Committee will select its own chair.
4. The Committee's investigation shall include a review of written materials presented and may involve information solicited from the parties or other witnesses in writing or in person. During a hearing, each of the parties may make a brief opening statement and then respond to questions from the Committee. The parties may ask the Committee chair to call specific witnesses, and if the chair agrees that the witnesses requested may have useful information, the chair will call the witnesses. The Committee also may call witnesses and obtain evidence on its own initiative. The parties may not question each other or any witness directly, but may pose questions through the committee chair. At the end of the hearing, each party may make a closing statement. All parties are entitled to bring one advisor to the meeting. The advisor, whether an attorney or not, can advise the party but not participate in the discussion in any way.
5. Within 30 academic calendar days (i.e., working days, not including vacations and holidays) from the day the hearing is concluded, the chair of the Committee shall report its recommendations in writing to the department Chair. At the same time, a copy of the Committee's report shall be given to the parties. The Committee's report shall contain:
 - a. a summary of the complaining student's contentions and relief sought;
 - b. the response of the individual or departmental entity against whom/which the complaint was filed;
 - c. a general description of the investigative process;
 - d. a citation of relevant policies;
 - e. an explicit finding of fact based on the preponderance of the evidence with respect to each conflict included in the investigative committee's charge;

- f. a summary of the evidence relevant to each finding;
 - g. an indication of whether there was a reasonable basis in fact and honest belief in the allegations of the complainant;
 - h. a recommendation of appropriate redress for the complaining student, if applicable; and
 - i. recommended changes in policies and procedures, if applicable.
6. Within 30 calendar days of receipt of the Committee's report, the Department Chair shall determine the disposition of the case and communicate the decision to the parties. All individuals involved in the investigation shall be informed by the Chair of the decision. The Chair may, after consultation with appropriate campus officers, prescribe redress for the complaining student. In addition, the Chair may initiate modifications of department policies or procedures. The Chair shall notify the parties and the Conflict Resolution Committee members of actions taken.
 7. Within 30 calendar days of receipt of written notification of the Department Chair's determination, an appeal may be made by any party to the Dean of the College of Liberal Arts; if resolution there is not satisfactory, then appeal may be made to the Graduate College according to policies in the [Graduate Catalog](#). [University Appeal procedures](#) for graduate students.

Discrimination and harassment. The Office of Equal Employment and Title IX is responsible for investigating complaints and receiving grievances from faculty, staff, and students in matters dealing with discrimination and harassment. Please see the office website for more information: <https://www.unlv.edu/compliance>.

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

D. Academic Policies (updated 2019-01-18)

Students must follow all academic policies of the UNLV Graduate College. These academic policies are explained in the [UNLV Graduate Catalog](#). Relevant policies include, but are not limited to the following: Academic Integrity, Continuous Enrollment, Time To Degree (TTD) Recommended Guidelines, Leaves of Absence, Incomplete Grade, Probation and Separation, Appeals and Procedures, and Graduate Assistantship policies for those holding such a position.

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

Students wishing to take a leave of absence must formally request a leave by submitting a Leave of Absence Form from the Graduate College to the DCT. If granted, students should remain in contact with the DCT about their return plans. If a student does not return by the end of the

approved leave of absence, the student must apply for an additional leave of absence using the leave of absence form above or will be separated from the graduate program. One year is the standard leave period; two years is the maximum allowable leave. Note that all degree requirements must be completed within the six-year or eight-year policies of the Graduate College, regardless of an approved leave of absence.

A student may appeal any administrative action by writing to the DCT. The clinical program subcommittee or full Committee will consider all appeals.

E. Evaluation Procedures and Minimal Levels of Achievement

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

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

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

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

The results of this feedback and the discussion will be distilled in a letter from the DCT to the student. This letter will be given to the student, who will be asked to sign a copy of the letter to indicate that he or she read it. A copy will also be given to the research advisor/mentor. If students have questions or concerns about their evaluation, they may request an opportunity to discuss their evaluation in a meeting with the DCT.

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

F. Five Areas of Evaluation

1. **Academic performance.** The academic performance area consists of all courses and exams taken during the graduate program. A grade of B- or higher is required in all courses. A course must be repeated if a grade of B- or higher is not attained. Each grade of Incomplete is explicitly reviewed.
2. **Scholarly research activity.** Scholarly and research activities include participation in faculty research projects, the Master's level research project, the doctoral dissertation, individual research projects, and attendance/participation at conferences. Both the Master's level research project and doctoral dissertation are monitored and evaluated by appropriate

committees. Students are expected to be continuously involved in scholarly research after their first semester of enrollment.

3. **Clinical knowledge and skill.** Clinical activities include psychotherapy, psychological evaluations and assessments, and other clinically relevant activities. Both knowledge and skills are evaluated. Information will be gathered from clinical coursework and practica supervisors.
4. **Ethical knowledge and functioning.** Students are expected to be knowledgeable about and conduct themselves in accordance with the ethical standards set forth by the American Psychological Association and other professional standards.
5. **Assistantship performance** (if applicable). Students who receive stipends from the Psychology Department are evaluated according to the responsibilities for that stipend.

G. Problems in Professional Competency Policy and Due Process

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

As such, clinical faculty will evaluate student competence in areas other than, and in addition to, coursework, practica, scholarship or related program requirements and competencies. These evaluative areas include but are not limited to: (a) interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues that interfere with professional development or judgment or functioning in a satisfactory manner (e.g., by responding constructively to feedback from clinical faculty and relevant program personnel and by successfully completing remediation plans).

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

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

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

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

Actions necessary for remediation may include, but are not limited to: repetition of a course or other program requirement, reduced practicum or course load, personal therapy, psychological or medical or other assessment, leave of absence, consultation with the Disability Resource Center, documentation of disability-related information, additional coursework or practica, increased supervision, frequent and regularly scheduled meetings with specific clinical faculty or other relevant program personnel, adherence to specific deadlines, restriction of participation in professional/program activities, and other modifications or accommodations as appropriate. The remediation plan will contain specific descriptions of problems, benchmarks for progress, suggestions for remediation, a definitive timeline (after which the plan must be reviewed), and consequences for failure to satisfactorily meet remediation requirements.

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

If a student continues to fail to make satisfactory progress toward remediation (as determined by the student's primary advisor, ADCT, and DCT), then the clinical faculty will convene to review the student's status and consider additional remedial steps. In some cases, a student may be

requested to withdraw from the program, may be separated from the program, may be suspended from the program, or may experience a loss of or change in funding from the program. A student who is the subject of the remediation process shall have, at any time during the course of the remediation process, the right to a hearing with the clinical faculty and may follow stipulated department, College of Liberal Arts, Graduate College and University appeals and other relevant procedures and options. Information regarding the UNLV Graduate College appeals process may be found at [Graduate Student Appeals & Legal Issues Committee](#).

H. Annual Mandatory Individual Development Plan

Each winter break and early spring term, graduate students are **required** to complete the Graduate Student Individual Development Plan (IDP) form [Formerly known as the Student Annual Review]. The review covers the prior calendar year and assesses student progress, and it establishes reasonable goals for the year ahead.

Faculty Advisors/Graduate Coordinators have the option to provide feedback to each students' submitted IDP and provide acknowledgement that they have reviewed the IDP.

Reported student data is shared with students' graduate coordinators and advisors to foster opportunities for discussion about students' strengths and weaknesses, accomplishments and next requirements, and mentoring plans so that students know what they need to do to progress successfully through their programs in a timely manner.

Students who are graduating are also required to complete the form to record their achievements because the data is also used to track UNLV metrics related to the annual productivity of all students.

I. Walking in Spring Commencement before Completing Internship (added 2023-06-20)

Because internships typically end during the summer session, degrees are typically conferred in the summer (or in the fall if the internship ends later than [summer session III](#)). However, many students prefer to walk in the spring commencement ceremony before their internship is complete. The Graduate College will facilitate this happening if the following are true:

1. The dissertation is defended and submitted to ProQuest by the Graduate College's spring deadlines,
2. All other program requirements have been completed satisfactorily, with the only course remaining being the summer internship credit, and
3. The internship ends no later than the end of summer session III, and the student is in good standing in the internship.

Each student should email gradrebel@unlv.edu or grad.rpc@unlv.edu to confirm that they will be walking in the spring commencement. The email should address the three points above, quoting the dissertation-relevant and internship end dates in the email. That process should ensure printing of students' names in the spring commencement program, though there may be an asterisk indicating *pending completion of program requirements* in the program to reflect that the internship is not yet done.

V. Clinical Experience

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

The Associate DCT has primary responsibility for the administration of clinical practica. A minimum of six semesters of clinical practica are required. We expect that three credits of practica will translate into 15 hours per week of client contact, supervision, preparation, and record keeping. Thus, the required practica provide $6 \times 15 \times 15 = 1350$ total required practicum hours. (updated 2022-05-24)

A. Practicum Fair (updated 2020-06-17)

An important component of the practicum assignment process is the Practicum Fair which is held annually in March (typically, the 2nd or 3rd Friday of the month, or between the 12th and 18th). During the fair, off-campus practicum supervisors meet with students to share information about their respective practicum opportunities. Students have a chance to meet supervisors and ask questions about the sites. Following the fair, students submit a rank ordering of sites to the ADCT. The ADCT then arranges interviews as requested by practicum supervisors. By mid-April, formal practicum training assignments are made for the upcoming academic year. Assignments are based on student preferences/training needs, supervisor feedback from interviews, and programmatic considerations. Attendance at the fair should be considered is mandatory; the fair provides as a training experience that supports professional competency development, and the informal interview process also weighs heavily in student and practicum supervisor decision making and ultimate assignment of practicum placements. Attendance will only be excused under extenuating circumstances with prior approval from the student's clinical subcommittee. Students who do not attend the practicum fair without prior approval from their clinical subcommittee will be responsible for scheduling their own interviews with potential practicum supervisors and may receive lower priority when their rankings are considered by the ADCT.

B. Practicum I (Second Year in the Program) (updated 2019-01-18)

Practicum I is typically a year-long experience designed for students in their second year in the program. Practicum I students generally provide supervised clinical services at the UNLV Partnership for Research, Assessment, Counseling, Therapy and Innovative Clinical Education (the PRACTICE), an interdisciplinary community-based clinic used for training by the departments of Psychology (College of Liberal Arts) and Counseling, School Psychology, and Human Services (College of Education). The goal of Practicum I is to provide clinical experience with various clients in a multicultural context utilizing empirically-supported assessment and treatment modalities that are consistent with the goals, life experiences, and cultural values of

clients. Thus, students are encouraged to consider both universal and culture-specific strategies in the assessment, diagnosis, and treatment of clients.

Students are required to complete a minimum of 50 direct client contact hours each semester of Practicum I. This equates to approximately four direct contact hours per week. A total of 15 hours per week of client contact, supervision (individual and group), preparation, and note writing is expected. This usually necessitates maintaining an active caseload of 4-6 clients (or equivalent), conducting intakes, and completing 4 comprehensive psychological evaluations and reports over the course of two semesters. Within these guidelines, the decision about specific client load or client type is made by the student's clinical supervisor in conjunction with the student. In addition, all students registered in practica are required to participate in a weekly meeting led by the Associate DCT (i.e., professional seminar/case conference). This meeting will involve a combination of case conference and didactic trainings, which are geared towards enhancing one's repertoire of skills with case conceptualization and empirically-supported treatments as well as the on-going development of multicultural competence.

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

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

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

Students are required (pending funding) to engage in 12 weeks of paid practicum for a minimum of 10 hours per week in the summer after their second year, typically at The PRACTICE. Students may request an exemption from this practicum experience when consistent with their career goals; such exemption requires approval from the student's clinical subcommittee (mentor, ADCT, DCT). This requirement reflects the synergistic cooperation between the student and the training program. The PRACTICE provides services to a wide range of clients, thereby offering a valuable variety of experiences to students. The PRACTICE can offer that variety only if it provides services continuously throughout the year, which requires student therapists across the summer.

C. Practicum II (Third Year in the Program) (updated 2019-01-18)

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

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

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

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

D. Practicum III (Fourth Year in the Program)

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

E. Outside Clinical Employment

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

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

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

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

F. Clinical Internship (updated 2019-01-18)

The program requires each student to successfully complete an APA-approved internship. Consistent with the APA Standards on Accreditation, students may apply to internships that are full-time or part-time. The program requires interns to have the equivalent of 1 year of full-time training to be completed in no fewer than 12 months, or the equivalent of half-time training to be completed within 24 months. Students are encouraged to seek internship training that provides 2000 hours of experience, as this matches the licensure requirements in Nevada and many other states and thereby maximizes licensure mobility.

Clinical students must apply to APA-accredited internships and must apply for exemptions to this policy to the clinical faculty. Students who entered the APPIC match process will be allowed to select an APPIC-member internship site on or after Match Day Phase I even if not APA-accredited; these students are strongly encouraged to consult with relevant faculty (e.g., major advisor, DCT, ADCT). Students who entered the APPIC match process who wish to attend a non-APPIC member, non-APA-accredited site on or after Match Day Phase I must consult with and seek approval from their major advisor, DCT, and ADCT. This approval will require students to document how the internship matches the training areas and rigor of an APA-accredited internship; even with such documentation, accepting a non-APA-accredited internship will limit students' future employment prospect (e.g., [VA does not accept applicants with non-APA-accredited internship training](#)). If a student wishes to complete an internship that is not APA-approved or that does not meet the 2000-hour requirement, the student must obtain approval from the Clinical Program Committee. The internship constitutes the final phase of the student's training, and should coincide with completion of the doctoral dissertation. More information about policies and procedures for the internship application process are contained in the program's Internship Application Guide, which is reviewed with students who are considering applying for internship (every year in late spring or summer) and may be obtained from the Associate DCT.

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

Materials describing available internships are received from internship sites each year, as well as a current APPIC (Association of Psychology Postdoctoral and Internship Centers) Directory. The Associate DCT offers an annual series of workshops to assist students in preparing their applications and developing interviewing skills.

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

1. All coursework and a Master's thesis have been completed.
2. The dissertation prospectus has been successfully defended on or before October 1. Students are encouraged to hold prospectus meetings prior to October 1 because it allows time for revisions to be made if the committee decides the prospectus is not fully acceptable. If the student's committee does not fully accept the prospectus by October 1, then the student will not be allowed to apply for internship that year.

3. Ideally, dissertation data will be collected before leaving for internship. In some cases, dissertation data may be collected during the internship year. Such a plan must be justified by the student and approved by his/her dissertation chair.

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

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

While on internship, students must register for a minimum of three credits of PSY 771: Professional Internship. Students whose internships begin on or before August 1 must withdraw their names from consideration for Graduate College summer awards. During the internship year, students who wish to participate in summer graduation need to take at least one internship credit in the summer because all students must be enrolled in coursework in the semester in which they intend to graduate. One credit must be taken in the fall, one in the spring, and one in the summer (3 total credits) for all students. When students serve in a full-time internship, the one PSY 771 credit per semester is sufficient for full-time enrollment at UNLV. (updated 2022-05-24)

G. Curricular Practical Training (CPT) for International Students

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

To request the CPT authorization form, you will have to go to the [International Student and Scholars Services \(ISSS\)](#) office on-campus or [download the form online](#). Once you complete the necessary information you will need a signature from your mentor, academic advisor, or DCT. The start and end date of the CPT usually correspond to the start and end dates of each semester. You will also need a letter from your practicum supervisor stating that you have been hired by them, including a brief description of your position. Sample letters can be found here: [F-1 Students: Forms & Resources](#). In this letter, your supervisor should not include an end date; otherwise, you will require a new letter each semester. Once you have all the paperwork you need, send it to the international office for approval (make sure to make personal copies). Once approved, your CPT will be added to your I-20 document, and you will have to pick this up at the ISO. This process must be repeated each semester that you are enrolled in practicum, including summers and winter breaks, regardless whether you are enrolled in PSY 767 Practicum or not. After CPT is approved for a practicum site, you can use the CPT extension form and the same letter of employment if it does not have an end date for the following semesters.

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

This is the federal regulation:

(i) *Curricular practical training.* An F-1 student may be authorized by the DSO to participate in a curricular practical training program that is an integral part of an established curriculum. Curricular practical training is defined to be alternative work/study, internship, cooperative education, or any other type of required internship or practicum that is offered by sponsoring employers through cooperative agreements with the school. Students who have received one year or more of full time curricular practical training are ineligible for post-completion academic training. Exceptions to the one academic year requirement are provided for students enrolled in graduate studies that require immediate participation in curricular practical training. A request for authorization for curricular practical training must be made to the designated school official (DSO). A student may begin curricular practical training only after receiving his or her Form I-20 with the DSO endorsement.

H. Telesupervision

Rationale for Telesupervision

We use telesupervision as an alternative form of supervision when in-person supervision is not practical or safe. Telesupervision may be used in three scenarios:

- a) As a primary mode of supervision when offering services to a remote community with a supervisor who lives outside the UNLV community to provide training opportunities that would not otherwise be possible,
- b) As a secondary mode of supervision when either the trainee or supervisor is ill to prevent contagion or worsening of the illness,
- c) As an emergent mode of supervision when clinical emergencies arise that require more detailed consultation than is available through telephonic methods when the supervisor is not at the training site.

Telesupervision's Consistency with Program Aims and Training Outcomes

In scenario a), telesupervision offers trainees experiences that would otherwise be unavailable to them and that allow trainees to provide services to underserved populations. In scenario b), telesupervision maintains the continuity of supervision during unexpected events that do not compromise a supervisor's or trainee's fitness to practice but that would impede meeting in person and providing continuous care to clients. In scenario c), telesupervision provides supervisors the ability to backstop trainees as they provide emergent care to clients.

How and When Telesupervision is Used in Clinical Training

Telesupervision is not allowed as a primary mode of supervision until students have completed their first year of training at UNLV PRACTICE. Students will be allowed to participate in telesupervision as a method of receiving supervision when telesupervision is a) indicated for service provision, b) reasonable as a secondary supervision modality, or c) required to address emergent client needs.

How Trainees are Determined Fit to Participate in Telesupervision

Trainees must demonstrate proficiency with using videoconferencing technology and exhibit non-defensive participation in supervision with the ability to implement a supervisor's feedback with clients. They must exhibit the organizational skills needed to attend telesupervision, the responsibility to protect client privacy and confidentiality, and the clarity in communication necessary to convey relevant information about clients and their clinical care.

How Trainee-Supervisor Relationship is Established at Outset of Supervision

Before beginning telesupervision, the supervisor and trainee will engage in at least one virtual session to test out technology, verify the suitability of the trainee's environment for telesupervision, and work through screen sharing and other functions that may be required in telesupervision.

How Off-Site Supervisor Maintains Full Professional Responsibility for Cases

The supervisor who conducts telesupervision will maintain full oversight and professional responsibility for all clients for whom the trainee provides services. Supervisors will maintain operational competence with HIPAA-compliant software, remain accessible to trainees with flexibility in using telesupervision as supervisor and trainee situations dictate, and evidence warmth and connection with trainees through virtual meeting technology.

Management of Non-Scheduled Consultation and Crisis Coverage

Supervisors are available by phone, text, or email outside of scheduled supervision times should trainees need consultation. Supervisors will maintain standing invitations to trainees' virtual sessions to provide backup for trainees. Telesupervision that must occur outside of scheduled sessions will be scheduled through email, text, or other means of communication without discussing client information.

Maintenance of Client and Trainee Privacy and Confidentiality

During telesupervision, client material will not be discussed without using HIPAA-compliant technology. Both trainee and supervisor will also be in private locations during telesupervision where patient privacy and confidentiality will be assured, which may include using headphones or other in-ear technology and orienting computers or phones toward walls without windows.

Technology and Technology Training Used in Telesupervision

UNLV's HIPAA-compliant Zoom accounts provide the technological backbone of telesupervision at UNLV PRACTICE. Sites not using HIPAA-compliant Zoom accounts will provide alternative HIPAA-compliant videoconferencing methods to trainees at no cost to them.

VI. Research Experience

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

Both students and faculty are required to follow procedures set up by the Office of Research Integrity - Human Subjects at the University of Nevada, Las Vegas. All research projects must be individually approved by the appropriate UNLV Institutional Review Board before data collection begins. [More information.](#)

The Thesis and Dissertation are formal research requirements for the program. The procedures for completing these requirements are guided by department and university policies, which are described in more detail below. However, there is variation in the content of the documents themselves from student to student, based on a number of factors including the advisor's expectations regarding style, length, topic, methods, and other considerations as well. These and other aspects of the thesis and dissertation should be established by collaboration between the student and faculty research mentor. A meeting between the student and faculty mentor is recommended early in the first semester of study to address questions related to thesis format and style, as well as to begin developing the research idea for the thesis.

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

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

A. Master's Thesis

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

Thesis Examination Committee

The thesis examination committee requires four UNLV faculty members with full Graduate Faculty Status, three from within the Psychology Department and one from outside the Department of Psychology. The outside member serves as the Graduate College representative. The thesis examination committee chairperson has the major responsibility for supervision of the student. A complete and current listing of faculty members with full [Graduate Faculty Status can be found here](#).

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

Prospectus Meeting

Before thesis research commences, the prospectus must be orally defended and approved by the student's thesis committee. This approval should be obtained by the end of the fall semester of the student's second year. The prospectus must be approved by the committee chairperson and subsequently submitted to committee members at least two weeks prior to the meeting. The prospectus shall be a formal research prospectus that includes an abstract, literature review, and hypotheses, detailed descriptions of the methods and analyses to be performed, and a complete reference section at a minimum. (updated 2021-04-15)

3. Course Registration (updated 2021-10-13)

Students must register for at least three graduate credits per semester (fall and spring semesters) in the semester when they defend their thesis. If students defend in the summer, they must be registered in at least 3 credits of coursework. Students must adhere to the continuous enrollment policy as described in the [Graduate Catalog](#). The Psychology Department requires a minimum of 6 thesis credits for graduation.

4. Progress Expectations

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

5. Final Defense

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

the case of scheduling difficulties of the final defense meeting, the Graduate College has specific guidelines that allow some flexibility regarding remote participation. These [guidelines may be viewed here.](#)

B. Dissertation

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

Dissertations may take one of two forms. The first is the traditional dissertation which typically reports the results of one study or a series of studies and is organized according to [Graduate College guidelines](#). An alternative method of fulfilling the dissertation requirement is the [three-article dissertation](#). Consistent with Graduate College requirements, this option requires a minimum of three under-review, in-press, or published articles undertaken after completing the Master's Thesis. The student must have made a substantial and documented contribution to the work which, in practice, is typically acknowledged with lead authorship on the articles. A student's contribution in co-authored articles should be noted and clearly explained and the student must be first author on a minimum of two of the three articles. Articles reporting Master's thesis data are not acceptable for this option. Empirical studies (quantitative or qualitative) as well as review, novel methodology, and conceptual papers are acceptable, although two of the three papers must be empirical studies. The three-article dissertation requires a general abstract, general introductory chapter, bridge sections introducing and linking each of the articles to form a cohesive document, and a concluding chapter. More detailed information can be found in the Graduate College guidelines for the [three-article dissertation](#). (updated 2021-04-15)

1. *Advancing to Doctoral Candidacy (updated 2022-08-24)*

The program requires completion of the Clinical Foundation Courses and a Master's thesis before allowing students to advance to doctoral candidacy. Students entering the post-Master's track with a Master's thesis that was judged as comparable to one that would be acceptable at UNLV must complete the Clinical Foundation Courses to advance to doctoral candidacy. Advancing to doctoral candidacy allows students to take dissertation credits and compose a dissertation examination committee.

2. *Dissertation Examination Committee (updated 2019-01-18)*

The dissertation examination committee requires four UNLV faculty members with full Graduate Faculty Status, three from within the Psychology Department and one from outside the Department of Psychology who serves as the Graduate College representative. The dissertation examination committee chairperson has the major responsibility for supervision of the student. A complete and current listing of faculty members with full [Graduate Faculty Status can be found here.](#)

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

3. *Prospectus Meeting*

Before dissertation research may commence, the prospectus must be orally presented and approved by the student's dissertation committee. For the traditional dissertation, the prospectus shall be a formal research prospectus that includes an abstract, literature review, and hypotheses, detailed descriptions of the methods and analyses to be performed, and a complete reference section at a minimum. For the three-article dissertation, the prospectus will include a general abstract and introduction, as well as a review of the literature, hypotheses, methods, data analyses, and references relevant to each of the proposed articles. Prior to including an article in the dissertation and submitting it for publication, the student will submit the article to the dissertation examination committee for approval. The committee will provide written feedback to the student in a timely manner (typically, two weeks). The student must provide the committee with a written response to the feedback and revise the article accordingly prior to submitting it for publication. (updated 2021-04-15)

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

4. *Course Registration (updated 2021-10-13)*

Students should enroll in dissertation credits starting in the semester that they are ready to propose the dissertation. The Graduate College requires a minimum of 12 dissertation credits for graduation. The Graduate College also requires that students must also be registered in at least three graduate credits in the semester in which they defend the dissertation, though these credits need not be dissertation credits if students have completed the 12 required credits. Students should refer to the [Graduate Catalog](#) for more information.

5. *Progress Expectations*

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

6. *Final Defense*

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

handled in any manner acceptable to all members of the committee. In the case of scheduling difficulties of the final defense meeting, the Graduate College has specific guidelines that allow some flexibility regarding remote participation. These [guidelines may be viewed here](#).

C. Psychology Department Annual Research Conference (updated 2019-02-20)

Each third-year graduate student is expected to participate in the research conference that normally occurs each year during the Spring semester. The research conference allows the student an opportunity to present their Master's thesis or other research project in a psychology conference format. First- and second-year graduate students are also expected to attend. When the student has fulfilled this requirement, please complete the Graduate Research Conference Participation form.

D. Clinical Psychology Program Annual Research Fair (updated 2024-03-31)

Each graduate student in the program is expected to participate in the research fair that normally occurs each year the week before the Spring semester. First year students attend this conference to learn about the research that occurs in the department and to learn about the presentations they will be expected to make in subsequent years. All other students not on internship are expected to present their research during this fair. These presentations may either reflect work that has been or will be presented at conferences during the current academic year.

VII. Schematics of Prototypical Career Pathways

This section is written less formally than the others in this handbook, as it represents career advice from a group of seasoned professionals rather than formal policies and procedures. We include this information in the handbook so that it's readily available to you in a centralized place whenever you have questions about your graduate career to give you a sense of what different careers require and how to achieve them. We encourage you to reach out to your mentor, other faculty in the program and the larger department, and other students in your lab or recent graduates for additional advice that might be more tailored to the specific career pathway you want.

A. Research-Intensive Career (e.g., R1/R2 assistant professor, academic medical center)

Expected Graduate Career Duration

You'll likely need to spend at least 5 years at UNLV to have enough time to acquire the technical skills you'll need in research, send a variety of papers through the publication pipeline, and develop your professional network through regular conference attendance and presentation. In addition, you'll still need to have a year of internship outside of the program, bringing your total graduate studies time to 6 years. If you come in with a number of publications before your UNLV career, you might be able to get through in 5 years total. Expect to spend another 2-3 years *after* your UNLV career in a postdoctoral position to gain additional research skills, generate more publications, and create a collaborative network for future funding applications. Federal T32 postdoctoral training programs at research-intensive institutions are particularly helpful for gaining a research career at R1 institutions.

Course Selections

For your elective courses, take advanced statistical courses (often with an EPY designation) that will hone your data analytic acumen. You'll also want to take courses that feature grant-writing as part of the evaluative process. If you aim to find a job in a scientist-practitioner program that involves supervising graduate students in clinical duties, take PSY 762 (Introduction to Clinical Supervision) to provide a foundation for that kind of work.

With two additional courses outside the core clinical curriculum, you would qualify for the [Graduate Certificate in Quantitative Psychology](#). If you want further external mentorship from the Graduate College, you can enroll in the [Graduate Research Certification](#), which qualifies you for an additional medallion during commencement.

Research Activities

To be competitive for research-intensive internships and postdoctoral positions, you should aim to publish *on average* 1-2 works each year of your graduate career, most of which should be peer-reviewed journal articles. You'll likely take a year or two to start submitting papers as you write, with another year or so for each of these papers in the peer-review and publication process. Thus, you'll likely have a glut of papers come out toward the end of your graduate career that will backfill your first years here in the yearly average. You should also submit applications for funding regularly, either through smaller foundations or societies (like [APF](#) or [ABCT](#)) or larger grants, like the [F31 NRSA](#) grants from federal agencies. You can also help your mentor write grants on larger lab projects to model that process.

About half of your research works should be first-authored; many of these can come from your thesis and dissertation work. You might start with contributing to an ongoing project in your lab. If there's a side project or two in which you take a particular interest to warrant first authorship on the resultant papers, all the better. You'll want to keep your eyes out for other projects that fit with your research interests throughout your time that will benefit from your

scholarly attention. Cross-lab collaborations can also help you gain research training in different traditions and pump up your publication productivity. In your first two years, block at least one full day in your schedule for research so that you have enough time to conduct research and write it up. Block out two days for research in your third and following years.

Write your Master's thesis so that it either closely resembles a journal article's format or can easily be pared down to a journal article's length. Discuss with your mentor a first target journal as you draft your thesis. Aim to submit your Master's thesis for publication within six months of defending it. If you don't avail yourself of the [multiple-article dissertation](#), you'll still want to structure your dissertation so that it can be separated relatively easily into around three separate papers. Again, keep in mind target journals for your dissertation work.

In addition, ensure that you're presenting your research at one conference each year at the minimum. You'll want to have at least one first-authored poster each year, and you'll want to contribute to at least one other poster each year. Consider conferences in which you can give oral presentations to the society in your second or third year and beyond; organizing a symposium about your research area will connect you to other scholars in your area. Work with your mentor to find a conference that represents an "intellectual home" for your work, a society whose scholarly focus matches yours and to which you would like to contribute for decades to come. If you have multiple conferences to which you'd like to contribute and grow your professional network, so much the better! The GPSA provides [sponsorships](#) for conference travel and other research expenses (that don't include participant payments).

Clinical Activities

Identify practica that will allow you to work a schedule that's conducive to maintaining your research day(s) blocked off. Getting clinical experience in populations with which you'd like to conduct research would also be important to aid you in generating clinically-relevant hypotheses that you can test in your research program. Consider taking a reduced practicum schedule in your fifth year in the program if you still need to meet your minimum hours. If you've met your minimum hours, consider not enrolling in practicum at all in your fifth year to maximize the time you have for submitting papers and completing your dissertation. Work with your mentor to identify internships that offer research opportunities, preferably with publications that arise from internship activities.

Teaching Activities

In your third year, PSY 757 (Teaching of Psychology) will prepare you to teach introductory psychology. The experience of preparing and delivering that course will likely suffice for postdoctoral and assistant professor applications. If your later GA funding is based on teaching, keeping your 101 prep will minimize the time you spend outside of your research obligations and will show you how classes can be updated from year to year. If there's a specialty course you want to prepare after your third year, and you're meeting your research goals, having such a course prepped could be a mild advantage to show the depth of your teaching. However, if it comes down to having either another course prepped or another paper or grant application out, go with the paper or grant application almost every time.

Service Activities

Find a research-oriented professional organization and volunteer your time to help that organization operate. The student committee of the organization is a great first step, though there may be other opportunities for students to serve. Many professional societies' special interest groups also have positions for student representatives. With help from your mentor, you should also conduct a couple of peer reviews in your fourth and fifth years after your

manuscripts have been published in journals. Journals are always looking for reviewers, and your mentor can help out with the review process.

B. Teaching-Intensive Career (e.g., small liberal arts college, faculty in residence)

Expected Graduate Career Duration

You'll need to spend at least 4 years at UNLV to prepare enough courses to make yourself an intriguing applicant, though a 5th year would give you more time to prep more courses to add to your teaching portfolio. In addition, you'll still need to have a year of internship outside of the program. Consequently, we expect you will take 6 years total in your graduate career, though you may be able to complete your degree in 5 years if you come in with substantial previous teaching experience.

Course Selections

PSY 757 (Teaching of Psychology) is a clear choice for one of your four electives. EPY 712 (Foundations of Learning and Cognition) is another course that takes foundational material and orients it toward teaching you pedagogy. Take your other elective courses from a variety of instructors. Expose yourself to highly-rated instructors, whose identities you'll likely learn through the grapevine. Dissect their courses for what works well from both an organizational and a personality perspective. See how different instructors' essences shine through in the way they structure a course, and take a variety of courses – lecture, seminar, skill development – so that you see how different class structures call for different instructional strategies.

If you want further external mentorship from the Graduate College, you can enroll in the [Graduate Teaching Certification](#), which qualifies you for an additional medallion during commencement.

Teaching Activities

If you can be assigned as a GA to assist in courses – whether through grading, holding special study sections, creating tests, or other such duties – that would jumpstart your teaching career. Make strong connections with the instructors for whom you're a GA. Ask your instructor of record to let you give guest lectures and talk about the kinds of instructional strategies they use. They can serve as teaching mentors for you. However, if you're not assigned as a teaching assistant GAship, that may not be possible. In that case, ask members of your cohort about whom they enjoyed serving as a GA. If you can establish a relationship with those instructors, they may also be willing to mentor you in your pursuit of your teaching career. Either way, these instructors are likely the first members of your professional network in teaching. Keep a notebook with teaching questions that you might have while serving as a GA or looking at existing shells to ask your mentor and get concrete advice on how to improve a course. For example, if a course has a lot of assignments, you might learn from an instructor that small, low-stakes assignments are pedagogically helpful tools to promote retention of course material. Then again, they might simply be busy work for students that aren't pedagogically based, allowing you to envision how to modify or eliminate them when you take a course.

PSY 757 (Teaching of Psychology) is an essential elective course in this path during your third year, as it will give you one foundational course prep and a lot of support in creating and evaluating it. You'll likely seek out PTI positions for your funding in subsequent years, and you'll want to have at least one new prep in your fourth year, and possibly two – taking one new course each semester while maintaining your teaching of PSY 101 (General Psychology). That way, you won't be overwhelmed in creating new courses. Avail yourself

of the master course shells that our faculty in residence have created to reduce your prep time and see how masters have assembled courses to improve student learning. Gain experience with online and hybrid teaching to bring skills in as many instructional modalities as possible to an institution.

Having three unique courses prepped by the time you would go out on internship might suffice for your career goals. Nevertheless, another scaffolded fifth year of teaching, in which you teach one new prep each semester combined with one old prep, will give you a greater diversity of teaching expertise that would serve you well on the job market. Service courses like PSY 210 (Introduction to Statistical Methods) and PSY 240 (Research Methods) can make you an attractive candidate; being able to teach data science is an increasingly valued skill. However, having multiple courses prepped on your scholarly interests will let your passion and skill show through most readily, particularly if you're interested in cultural diversity, advanced psychopathology, or interdisciplinary coursework. Joining the [Society for the Teaching of Psychology](#) will give you additional resources for your teaching preps, and the Association for Psychological Science has a teaching ideas column in its nearly monthly *Observer* issues.

UNLV hosts a [Best Teaching Practices Expo](#) each spring that highlights some of the most innovative practices faculty at UNLV use in their teaching. In addition to the conference itself, UNLV hosts [a poster archive](#) from this event so that you can peruse the work faculty have done before. You should also submit your name for consideration to the departmental awards committee after you have at least two classes completed for consideration for the [Graduate College's Outstanding Graduate Teaching award](#).

Research Activities

In this track, it will still be helpful to get a first-authored publication from your Master's thesis and another one from your dissertation. Small liberal arts colleges might want to see another 3-5 publications on your CV, with at least an additional first authorship among those. Have at least one first-authored poster at least every other year, then contribute to at least one other poster each other year. However, highly selective liberal arts colleges may require a publication pedigree aligned with an R1/R2 institution and feature startup fund packages greater than those at a typical R2. If you're looking for a scholarly home, find a society whose interests are similar to your pedagogical interests. Check out any sessions they might have about teaching the society's content area or how to include undergraduates in the society's kind of research.

Clinical Activities

You'll want to work with the front office and your practicum sites to create blocks of separate teaching and clinical days so that you don't have to shuttle between physical locations. If there are clinically-related courses you plan on teaching, get experience with the kinds of clients you'd need to see to understand psychopathology broadly as a lived human experience rather than a sterile set of criteria or constructs. Consider the clinical placements in which you'd like to practice; there may be a particular niche you'd like to fill in the community in which you end up working, and doing clinical work on the side can add income to a teaching career. If you're taking a fifth year to prep more courses, you may want to take a reduced-load practicum to make sure you have time for those preps and dissertation proposal writing during the fall.

Service Activities

Get involved in organizational mentorship programs for undergraduates and take a leadership role in these (e.g., [OUMP](#), [McNair Scholars Institute](#)) so that you can have experience with

institutional mentoring in addition to any one-on-one mentoring you might do with undergraduates working in your lab. Consider opportunities to engage students in the community in psychology, using outreach as another form of teaching.

C. Clinical-Intensive Career (e.g., hospital, private practice)

Expected Graduate Career Duration

You'll need at least 4 years at UNLV to gain sufficient clinical skills to be competitive on internship, which means that you'll have one year of clinical training and one year of an external placement before applying to internship, completing a second external placement as you apply. Our required practicum hours are designed to make you a competitive internship applicant if you complete year-long practica that extend through the summer. In addition to your time at UNLV, you'll still need to have a year of an internship obtained through the APPIC match before you graduate. Thus, you'd be expected to spend 5 years in the program total including internship. A fifth year at UNLV would give you at least one additional placement before applying for internship, which would make for a 6 year graduate career in total. Either way, you'll most likely need to spend at least one more year in postdoctoral clinical work to achieve licensure across jurisdictions.

Course Selections

Examine the elective courses that will give you information and skills you need to shape your clinical practice above and beyond the basics of our clinical curriculum. For two of your electives, you'll likely want to take PSY 752 (Group Psychotherapy) and PSY 762 (Introduction to Clinical Supervision) during the alternating summers in which they're offered. Graduate courses outside the department may provide you with a more systemic approach to psychological health, and they may also give you skills from allied programs that will benefit your practice. If you plan on opening your own practice, courses in business or healthcare administration may help guide you in that path. All elective courses must be at the 700 level for the easiest approval by your Clinical Program Committee.

Be aware that courses from professional programs (e.g., Couples and Family Therapy) carry additional differential tuition fees *per credit* that are often higher than (and in addition to) the tuition itself. **These fees are not covered by GAships!** Look into the additional tuition fees for such courses on MyUNLV to ensure you'd be able to budget for these fees before enrolling in the course.

Clinical Activities

In your first year, use the practicum fair to familiarize yourself with the supervisors you might work with and the training they offer. Read up on the handbook first, plotting out a course of practicum training experiences you would like to assemble over the course of your training. This sequence should be kept flexible as you learn more of what you like, what you don't, and what you need to make you into the professional you want to be. Revisit it each year at least; your meetings with the ADCT are designed to help you keep your clinical goals in mind and your training plan congruent with those goals.

In considering which practicum to do during which year of your training, consider when classes and other immovable schedule obligations exist, coordinating your practicum across sites with those constraints in mind. If a particular placement has a staff meeting or specific activity that conflicts with your course load or research obligations, consider whether those same course or research obstacles would exist next year. If not, then you can defer your practicum safely. If not, you may need to negotiate with your training site. If the site can't move either, then you'll need to consider whether you need to take a different course, choose

a different practicum site, or switch research projects or duties. Whatever you do, update the hourly log of your clinical activities every week so that you log everything faithfully with a minimum of stress.

You might seek out clinical GAs to give you more clinically relevant hours, especially in your later years in the program. The Academic Success Center and medical school offer assessment-related GA positions for those who have demonstrated skill in assessment. UNLV CAPS can also offer GAs for advanced students looking to hone their intervention skills. UNLV PRACTICE® offers GAs for students of all experience levels, though these may be more demanding than other clinical options, as they entail a greater variety of duties. Your lab may have a GA position available for funding research-related clinical work; its clinical research activities might also count for additional hours if you seek to graduate earlier.

Las Vegas provides a number of advanced clinical training opportunities for graduate students. Some of these involve courses that are eligible for continuing education credits for licensed professionals offered through the Nevada Psychological Association or other organizations. These courses may be offered through the practicum seminar course. Others might result from luminaries in the field visiting Las Vegas and offering trainings along the way. Still others might provide training virtually that would otherwise be cost prohibitive to attend in person. Take advantage of as many of these as would help build your clinical foundations to meet your career goals. Document each of these advanced trainings on your CV to highlight the skills you have learned.

Teaching Activities

If you'd like to keep adjunct teaching as a possibility in your career portfolio, take PSY 757 (Teaching of Psychology) in your third year as a third elective to prepare a PSY 101 (General Psychology) course with a lot of support. If you seek out subsequent funding through a PTI position, teaching PSY 341 (Foundations of Abnormal Psychology) would be a natural fit.

Research Activities

Having a first-authored publication from your Master's thesis will put you above the modal number of publications for internship applicants. Thus, you'll want to submit your thesis for publication within six months of defending it. To show your commitment to the process of scientific knowledge generation, have at least one first-authored poster at least every other year, then contribute to at least one other poster each other year; make sure the clinical relevance of these posters is clear from their titles. If your lab offers supervised clinical research activities, record those hours each week to month in your Time2Track account and have your research mentor sign off on them each semester.

You'll need to propose your dissertation by October 1 in the year before you go on internship. If you can collect all your data by the time you start internship, you'll be in good shape. If you write and defend your whole dissertation before internship starts, you'll be in the best place to absorb everything your internship has to teach you. Taking a 5th year in the program can maximize your chances of completing your dissertation journey before internship, but if you either work from archival data or have a good data collection pipeline in your lab, you can still do it in 4 years.

Service Activities

Clinically-oriented professional societies have need of student representatives. For instance, the [Nevada Psychological Association](#) asks for students to serve in their leadership, which will both give you CV line items and create a good reputation in the local professional community. If you plan on staying in Nevada, this service can be a wonderful opportunity to

begin networking and making professional connections that turn into career opportunities. If your final career destination lies outside of Nevada, the relevant state psychological organization can serve a similar function for you. In addition, look into serving in national and international societies that specialize in particular techniques or areas of clinical psychology that will boost your skills and reputation.

VIII. University Resources

A. The Graduate Academy: Innovative Leadership, Professional, and Career Development

The goal of [the Graduate Academy](#) is to serve as a virtual resource providing support and many professional opportunities to UNLV graduate students. The Academy offers information about events and services such as graduate certificate programs, workshops, training sessions and career services. You can follow Academy activities via social media or look for regular updates on the website.

B. Alumni Engagement

With an alumni base 150,000+ strong, the UNLV Alumni Engagement offers a variety of services and opportunities in support of alumni and their families. UNLV alumni are encouraged to support the values of higher learning through advocacy, involvement, and giving.

C. Commencement Office

Located in the UNLV Office of the Registrar, the [commencement office](#) is the last step in the graduation process. Please check with the commencement office for information on the commencement ceremony and your diploma; for all other information about graduate student degree completion and graduation, including thesis/dissertation requirements and doctoral hooding, please contact the Graduate College. It is the students' responsibility to ensure they apply for [graduation on time](#) and submit all required forms to the Graduate College. Questions regarding thesis/dissertation should be directed to the Graduate College [Student Services Team](#) and questions regarding required forms should be directed to the Graduate College [RPC Team](#).

D. Office of Diversity Initiatives

The vision of the [Office of Diversity Initiatives](#) is to advocate, promote, and support the advancement of equity, inclusiveness, and empowerment of a continuously changing collegiate and global community. The mission of the Office of Diversity Initiatives is to provide leadership and support for UNLV's diversity mission: *to nurture equity, diversity, and inclusiveness that promotes respect, support, and empowerment*. This Office also handles UNLV Title IX questions, inquiries, and reporting.

E. Disability Resource Center (DRC)

The [DRC](#) is committed to supporting students with disabilities at UNLV through the appropriate use of advocacy, accommodations, and supportive services to ensure access to campus courses, services, and activities. The DRC is the university-designated office that determines and facilitates reasonable accommodations in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Graduate students with disabilities must disclose to the DRC to receive appropriate accommodations.

F. Office of International Student and Scholars

[International Students and Scholars \(ISS\)](#) ensures compliance with both SEVIS (Student and Exchange Visitor Information System) and federal law, so that the university can continue to be authorized by the U.S. federal government to enroll international students; host and hire international scholars; assist and advise employment eligibility and authorization relating to international students and scholars, and visa, travel, and immigration issues; provide critical and specialized services to the international students and scholars of the UNLV community; and facilitate their transition to the campus and the U.S.

G. The Intersection

[The Intersection](#) is a one-stop resource for UNLV's highly diverse student body — a comprehensive multicultural center grounded in the academic life of our students. As an intersecting campus resource, the Intersection helps ensure students, particularly first-generation and students of color, successfully navigate their academic careers. Here, all members of campus can discuss their differences, discover their similarities, and build a shared sense of belonging.

H. The Care Center

The [Care Center](#) is committed to creating a supportive and inclusive environment for all genders through programming, services, and advocacy for the UNLV community. The Women's Center has informational resources, brochures, and flyers for a variety of on and off campus organizations to help empower and protect yourself, and learn about your options. They also provide free tampons, pads, and condoms.

I. UNLV Libraries

[UNLV Libraries](#) has always been more than books; they are about encouraging students and creating quality programs that elevate growth and learning. Please visit their website for important information about the services they offer to graduate students.

J. Graduate & Professional Student Association (GPSA)

The [Graduate & Professional Student Association](#) serves all currently enrolled University of Nevada, Las Vegas graduate and professional students. The GPSA maintains the Graduate Student Commons located in the Lied Library room 2141 and Gateway Building PDAC Room. The facility a working office equipped with a copier, fax, flatbed scanners, color laser printer, office supplies, and computers with printers and a small kitchen area. The GPSA is the graduate student governance body at UNLV; the GPSA Council consists of one graduate student representative from each graduate department, and they meet monthly. The GPSA also provides volunteer opportunities, sponsors social events, and supports graduate student research through the graduate research and travel grants program.

K. Office of Student Rights and Responsibilities

The [Office of Student Rights & Responsibilities](#) is a student-centered, service-oriented office located within the Division of Student Affairs. The Office of Student Rights & Responsibilities collaborates with the UNLV community to provide an inclusive system through enforcement of the *UNLV Student Code of Conduct* by:

- Promoting awareness of student rights and responsibilities;
- Establishing accountability for student choices;
- Creating opportunities for involvement in the process; and
- Striving to uphold the values and ethics that advance the common good.

L. Military and Veteran Services Center

The [Military and Veteran Service Center](#) is staffed with veterans and veteran education benefits-experienced staff to assist more than 1,800 veterans, dependents, active duty service members, National Guard members, and reservists attending UNLV. Their mission is to develop a welcoming, veteran-friendly campus environment that fosters academic and personal success.

M. The Financial Aid & Scholarships Office

The [Financial Aid & Scholarships Office](#) supports higher-education access and persistence by providing financial aid to eligible students. The office partners with student organizations, the UNLV Foundation, the Graduate College, and other external constituents to provide financial aid learning opportunities and scholarship support for graduate students.

N. Writing Center

This is a free service to UNLV students to help you with any writing project, from papers to creative writing, to resumes, and we can work with you at any stage of the writing process. The center can help you brainstorm, make an outline, work on your drafts, or just be a soundboard for your ideas. The center staff can assist you in person, or via the [Online Writing Lab \(OWL\)](#) page.

IX. University Policies and Procedures

Graduate students are responsible for knowing and acting in accordance with UNLV Policies and Procedures. To view the most commonly referenced campus policies and procedures, you can refer to the following websites:

- [Academic Integrity](#)
- [Activation for Military Service](#)
- [Change of Address](#)
- [FERPA/Privacy Rights](#)
- [Health Insurance - Mandatory](#)
- [Jean Clery Campus Safety and Security Report](#)
- [Proof of Immunization](#)
- [Policies and Procedures on the Protection of Research Subjects](#)
- [Rebelmail Policy](#)
- [Student Conduct Code](#)
- [Student Computer Use Policy](#)
- [Title IX](#)

UNLV does not discriminate in its employment practices or in its educational programs or activities, including admissions, on the basis of sex/gender pursuant to Title IX, or on the basis of any other legally protected category as is set forth in NSHE Handbook Title 4, Chapter 8, Section 13. Reports of discriminatory misconduct, questions regarding Title IX, and/or concerns about noncompliance with Title IX or any other anti-discrimination laws or policies should be directed to UNLV's Title IX Coordinator Michelle Sposito.

The Title IX Coordinator can be reached through the [online reporting form](#), by email at titleixcoordinator@unlv.edu, by phone at (702) 895-4055, by mail at 4505 S. Maryland Parkway, Box 451062, Las Vegas, NV, 89154-1062, or in person at Frank and Estella Beam Hall (BEH), Room 555.

To ensure compliance with Graduate College policies and procedures, please review the relevant sections of the [Graduate Catalog](#):

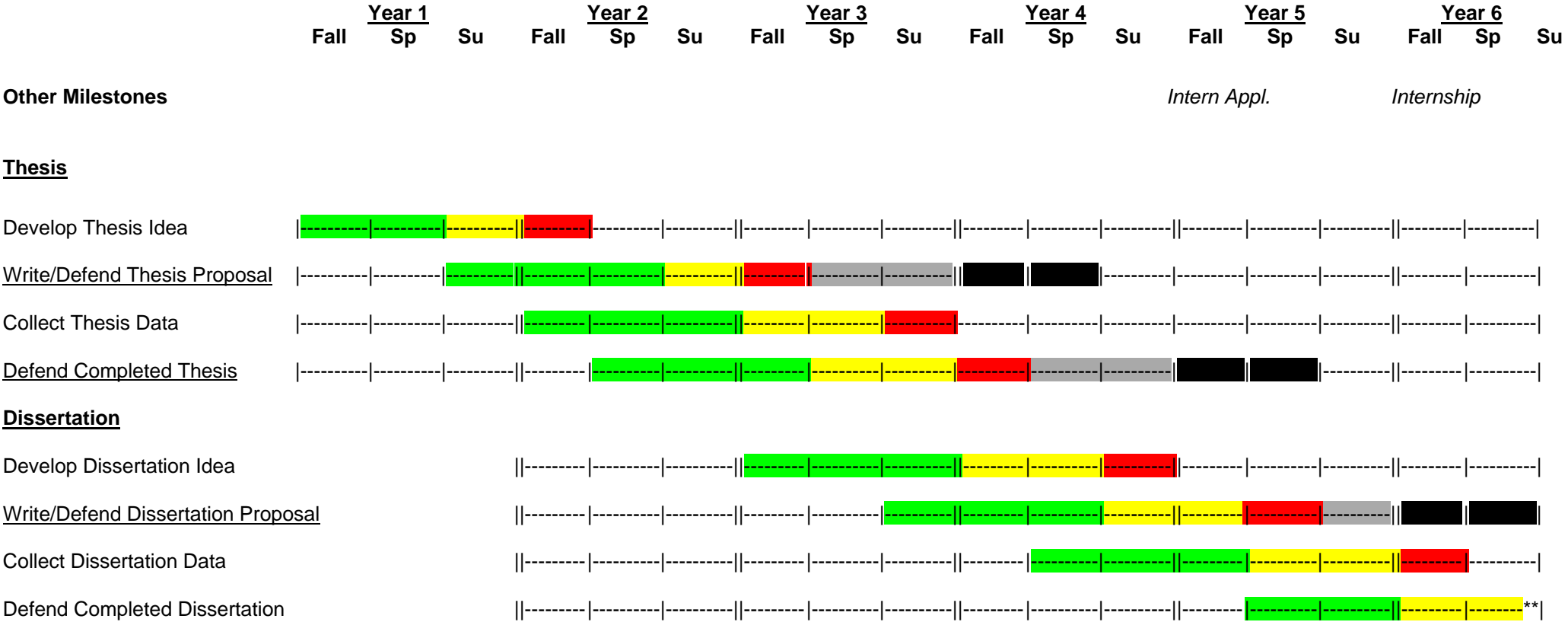
- [Academic Calendar](#)
- [Academic Policies](#)
- [Admission and Registration Information](#)
- [Degree Progression Policies & Procedures](#)

In addition, the [Graduate College website](#) contains additional information regarding policies and procedures.

Nothing in this handbook supersedes any NSHE, UNLV, or Graduate College policy.

Appendix A: Program Timeline

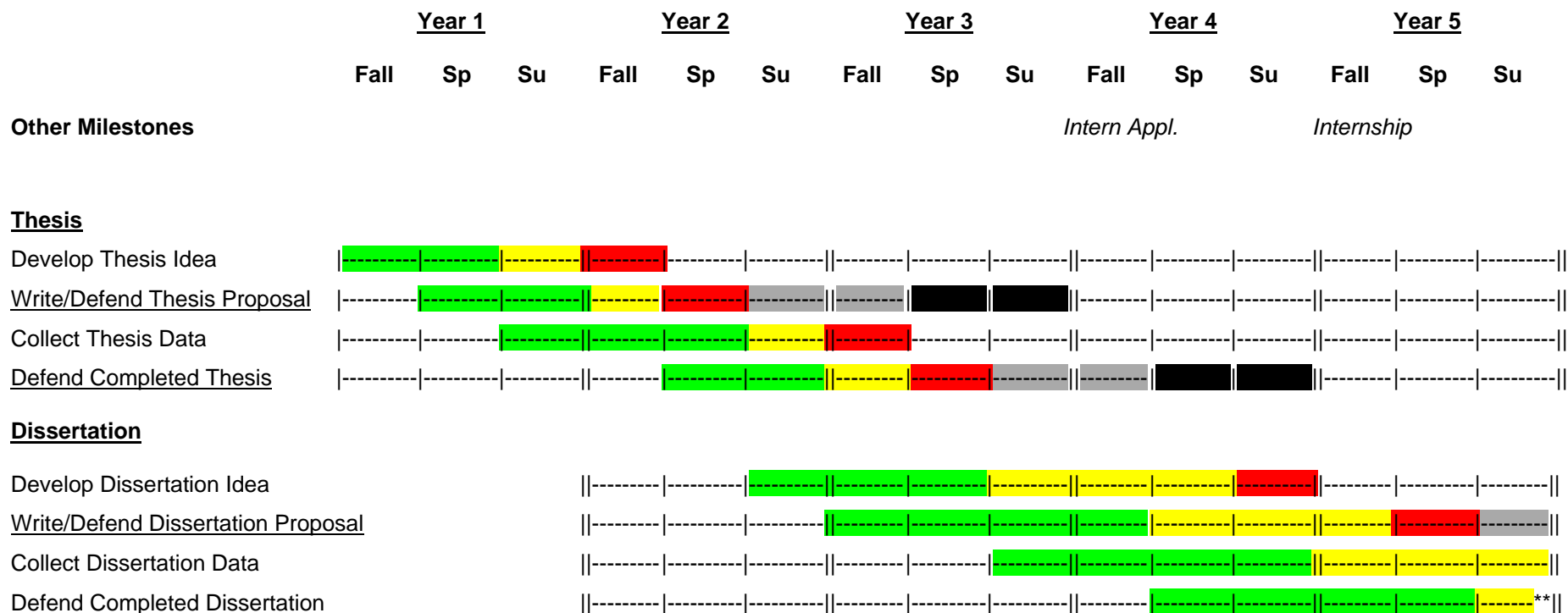
Progress Timeline for the UNLV Clinical Psychology Doctoral Program: 6-Year Plan – DEFAULT OPTION



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

This diagram illustrates adequate progress for important program milestones. Those periods indicated by green are “accelerated,” those indicated by yellow are “typical,” and those indicated by red are “marginal.” For those milestones that are underlined: if you do not complete the milestone before the end of “marginal” period you will be placed on department-level probation (gray area) on May 15 of that year. Continued failure to make progress when on department-level probation will result in placement on Graduate College-level probation (black area) on November 15 of that year and possible loss of

subsequent funding or dismissal from the program. Note that the “black area” for the dissertation proposal would apply to the spring of one’s sixth year of study.



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

Table of Handbook Changes since Standards of Accreditation Changes

Handbook version	Section	Description of change	Date of change (Faculty yes-no-abstain votes)
Clinical Psychology Program Handbook_20171115	ORIGINAL	ORIGINAL	ORIGINAL
Clinical Psychology Program Handbook_20180411	I.C.7	Student support -Stipend increase from 12K to 15.5K -Tuition remission increased from 85% to 100% -Tuition support for 3 summer credits -\$1000 towards health insurance per year -No support for university fees -Specified GA position after year 2 (teaching two courses)	No vote; clarification of Grad College policies
	VII	Comprehensive Examination -The examination is now prepared by all core clinical faculty instead of 3+ -Removed requirement to have dissertation committee constituted prior to taking the comp exam	2018-12-14 (22-0-0)
Clinical Psychology Program Handbook_20180727	II.C	Admission -Students cannot transfer credit for PSY 715, PSY 716, PSY 725, PSY 726, PSY 736, PSY 750, PSY 755, as opposed to only PSY 755.	2018-12-14 (22-0-0)
	III.B	Degree Requirements Practica & Internship - PSY 771: Professional Internship has been reduced from 6 to 3 credits	2018-12-14 (22-0-0)
	III.C.	Degree requirements Thesis, Comprehensive Examinations, and Dissertation -Comp Exam must now be taken after completion of thesis	2018-12-14 (22-0-0)
	VI	Research Experience -Primary mentor and research supervisor must be selected prior to entering the program as opposed to during the first semester	2018-12-14 (22-0-0)
	VI	Research experience -Thesis and Dissertation projects are now mandatory (detailed guidelines)	2018-12-14 (22-0-0)
Clinical Psychology Program Handbook_20180824	III.C.21	Degree Requirements Thesis, Comprehensive Examinations, and Dissertation -Students need not have completed a thesis to take the comp exam	No vote; clarification of post-Master's policy
Clinical Psychology Program Handbook_20181002	III.A	Degree requirements Coursework -Added course codes under Scientific Breadth in Psychology section (13-16) -Added option to take up to 6 electives and approval form (17)	2018-12-14 (22-0-0)

Handbook version	Section	Description of change	Date of change (Faculty yes-no-abstain votes)
	III.C.21	Degree Requirements Thesis, Comprehensive Examinations, and Dissertation -Students must have completed a thesis to take the comp exam	2018-12-14 (22-0-0)
	III.D	Course of Study -Added PSY 771: Professional Internship (1 credit) in the Summer after Year Five -Added “**Students should begin to take Thesis or Dissertation credits in the semester they propose their thesis or dissertation. Continuous enrollment in the fall and spring semesters is required once the student enrolls.”	2018-12-14 (22-0-0)
	VI.A.5	Research experience Master’s thesis Final Defense - Added GC remote participation guidelines	No vote; clarification of Grad College policies
	VI.B.5	Research experience Dissertation Final Defense - Added GC remote participation guidelines	No vote; clarification of Grad College policies
Clinical Psychology Program Handbook_20190118	I.A	Program Overview Mission statement -Added “We train students as generalists in evidence-based techniques with a cognitive behavioral orientation in order to prepare them”	2018-12-14 (22-0-0)
	I.C.2	Program Overview Education and Training Philosophy Didactic Foundation <ul style="list-style-type: none"> - Removed history and systems domain - Removed breadth of psychology domain - Added 5 electives requirement 	2018-12-14 (22-0-0)
	I.C.3	Program Overview Education and Training Philosophy Research <ul style="list-style-type: none"> - Rephrasing - Students must begin research and create a research proposal immediately after admission rather than in the second semester 	2018-12-14 (22-0-0)
	I.C.4	Program Overview Education and Training Philosophy Clinical skills <ul style="list-style-type: none"> - The PRACTICE workload changed from 10 to 15 hours. - The PRACTICE is now staffed from School Psychology and the Mental Health Counseling Department in addition to the Psychology Department 	2018-12-14 (22-0-0)

Handbook version	Section	Description of change	Date of change (Faculty yes-no-abstain votes)
	II.A.2	<p>Admission requirements</p> <ul style="list-style-type: none"> - Added: “Applicants are also expected to demonstrate foundational competency in Cognitive Psychology, Developmental Psychology, Physiological Psychology, and Social Psychology. Foundational competency in each area can be demonstrated by either, 1) a grade of B- or better in a relevant undergraduate course; or 2) a score at or above the 70th percentile in the relevant area of the GRE Psychology Subject Test. Applicants can be admitted without having achieved these foundational competencies; if so, they should take the necessary coursework (or meet the cutoff GRE scores) prior to entering the program so as to avoid the necessity of remediation during the first year of the program.” - Added GRE psychology subject test - Added official and unofficial transcript requirement - Added CV requirements - Rephrased interview language 	2018-12-14 (22-0-0)
	II.C	<p>Admission Transfer credit</p> <ul style="list-style-type: none"> -Added “Students cannot transfer credit for PSY 715, PSY 716, PSY 725, PSY 726, PSY 736, PSY 750, PSY 755” -Added transfer credit form -Added transfer requests approved by the DCT, advisor, and course instructor 	2018-12-14 (22-0-0)
	III.A	<p>Degree requirements Coursework</p> <ul style="list-style-type: none"> - Changed 22 to 19 requirements - Removed “PSY 714: History and Foundations of Clinical Psychology” - Replaced PSY 715 Assessment of Children with PSY 723 Cognitive and Academic assessment - Replaced PSY 716 Assessment of Adults with PSY 724 Personality and Psychopathology - Moved PSY 707 Research Methods and PSY 712 Psychometrics from “Foundation Courses” to “Research Methods and, Statistics, and Psychometric Courses” - Replaced “Scientific Breadth in Psychology” section with “Discipline Specific and Advanced Integrative Knowledge Courses” - Added PSY 720 and PSY 722 	2018-12-14 (22-0-0)

Handbook version	Section	Description of change	Date of change (Faculty yes-no-abstain votes)
		<ul style="list-style-type: none"> - Removed “3 credits addressing human development” - Removed “Courses must be chosen from approved list in Student Handbook or be approved by petition of the Clinical Program Committee.” 	
	III.A.17	Electives <ul style="list-style-type: none"> - Added “Up to 6 elective credits may be fulfilled with PSY 766: Independent Study, PSY 768: Independent Research or a combination of the two.” - Added approval form 	2018-12-14 (22-0-0)
	III.C	Comprehensive Examination Requirements <ul style="list-style-type: none"> - Added “completion of 12 credits of PSY 767: Practicum, completion of 6 credits of PSY 769: Thesis, completion of 9 elective credits” 	2018-12-14 (22-0-0)
	III.D	Course of study <ul style="list-style-type: none"> - Revised schedule according to changes above - Added “*Students should NOT begin to take Thesis or Dissertation credits until the semester they propose their thesis or dissertation. Continuous enrollment in Thesis or Dissertation credits in the fall and spring semesters is required once the student enrolls.” 	2018-12-14 (22-0-0)
	IV.B	Policies and Procedures Clinical student committee <ul style="list-style-type: none"> - Added “The Clinical Student Committee is a recognized student organization at UNLV and the DCT serves as the formal UNLV advisor to the organization. “ 	2018-12-14 (22-0-0)
	IV.D	Policies and Procedures Academic Policies <ul style="list-style-type: none"> - Added “Relevant policies include, but are not limited to the following: Academic Integrity, Continuous Enrollment, Six-Year and Eight-Year Policy, Interruption of Study, Incomplete Grade, Probation and Separation, Appeals and Procedures, and Graduate Assistantship policies for those holding such a position. - Added “If granted, students should remain in contact with the DCT about their return plans. If a student does not return by the end of the approved leave of absence, the student must apply for an additional leave of absence using the leave of absence form above or will be separated from the graduate program. One year is the standard leave period; two years is the maximum allowable leave. Note that all degree requirements must be completed within the six-year or eight-year policies of the Graduate 	2018-12-14 (22-0-0)

Handbook version	Section	Description of change	Date of change (Faculty yes-no-abstain votes)
		College regardless of an approved leave of absence.”	
		Policies and Procedures Evaluation procedures - Revised student evaluations from end of spring to end of fall.	2018-12-14 (22-0-0)
	V	Clinical experience - Practica hours revised from 10 to 15 per week, which equal 1350 total hours.	2018-12-14 (22-0-0)
	V.A	Clinical experience Practicum I - Added “Practicum I is a year long experience” - PRACTICE revised to be interdisciplinary and include training for the departments of Psychology and (College of Liberal Arts) and Counseling, School Psychology, and Human Services (College of Education.) - Added 15 hours a week, individual and group clients, and 6 clients caseload requirements - Added “Students are required to engage in 12 weeks of paid practicum (pending funding) for a minimum of 10 hours per week in the summer after their second year, typically at The PRACTICE. Students may request an exemption from this practicum experience when consistent with their career goals; such exemption requires approval from the student’s clinical subcommittee (mentor, ADCT, DCT). This requirement reflects the synergistic cooperation between the student and the training program. The PRACTICE provides services to a wide range of clients, thereby offering a valuable wide variety of experiences to students. The PRACTICE can offer that variation only if it provides services continuously throughout the year; that requires student therapists across the summer.”	2018-12-14 (22-0-0)
	V.B	Practicum II - Added “participate in interviews during the annual Practicum Fair hosted by the Associate DCT on behalf of the clinical program.”	2018-12-14 (22-0-0)
	V.E	Clinical Internship - Added “to successfully complete an APA-approved internship. Consistent with the APA Standards on Accreditation, students may apply to internships that are full-time or part-time. The program requires interns to have the equivalent	2018-12-14 (22-0-0)

Handbook version	Section	Description of change	Date of change (Faculty yes-no-abstain votes)
		<p>of 1 year of full-time training to be completed in no fewer than 12 months, or the equivalent of half-time training to be completed within 24 months. Students are encouraged to seek internship training that provides 2000 hours of experience, as this matches the licensure requirements in Nevada and many other states and thereby maximizes licensure mobility.”</p> <ul style="list-style-type: none"> - Replaced “clearinghouse” with “Match Day Phase I” - Added that internship must meet the 2000-hour requirement, or the DCT must approve - Removed “A binder of internship materials including sample applications, guidelines for applying, etc. is also available in the office.” - Added “The Associate DCT offers an annual series of workshops to assist students in preparing their applications and developing interviewing skills.” - Added “Match Day II” to schedule - Revised PSY 771: Professional Internship from 6 to 3 credits. 	
	VI	<p>Research Experience</p> <ul style="list-style-type: none"> - Removed “Those that do not should investigate the various faculty research programs of interest and should have a primary research supervisor no later than the end of the first semester.” - Removed “It is expected that students will start data collection only after approval of their thesis or dissertation prospectus.” 	2018-12-14 (22-0-0)
	VI.B.1	<p>Research Experience Dissertation committee</p> <ul style="list-style-type: none"> - Added list for faculty members with full Graduate Faculty Status 	2018-12-14 (22-0-0)
	VII	<p>Comprehensive Examination</p> <ul style="list-style-type: none"> - Requirements format revised from paragraph to list. 	2018-12-14 (22-0-0)
Clinical Psychology Program Handbook_20190220	Table of contents	Added “VI.C. Psychology Department Annual Research Conference”	No vote; clarification of existing policies
	VI.C	<p>Research Experience Detailed historical third-year graduate student expectation to participate in the research conference that normally occurs each year during the Spring semester.</p>	No vote; clarification of existing policies
Clinical Psychology Program Handbook_20190423	II	<p>Admission Added: “The Clinical Psychology Program currently admits only students seeking a doctoral degree. The program admits students for matriculation only in the</p>	No vote; clarification of existing policies

Handbook version	Section	Description of change	Date of change (Faculty yes-no-abstain votes)
		fall semester. The application deadline is December 1 prior to the fall for which matriculation is being requested. Applicants will be notified of their status prior to April 15. We anticipate entering classes of 8-10 students each year. Typical admitted students have GPAs of 3.7 and GRE scores of 157 (see https://www.unlv.edu/psychology/graduateprograms/phd-clinical for more information)."	
	II.A.2	Admission requirements Added: "If competencies are not met prior to entering the program, they can be remediated after entering the program during the first year of the program two years of study by taking necessary undergraduate coursework or the GRE Psychology Subject Test with relevant scores at or above the 70th percentile."	2018-12-14 (22-0-0)
	II.A.3	Admission requirements Clarified optional nature of GRE psychology test	No vote; clarification of existing policies
	II.A	Added: "In unusual circumstances, students who do not meet these admission requirements may be admitted."	No vote; clarification of existing policies
Clinical Psychology Program Handbook_20200218	III.D	Degree requirements Representative course of study Summer after Year One PSY 755: Ethics and Professional Issues was moved from May to July	2019-12-09 (5-0-0)
Clinical Psychology Program Handbook_20200306	Table of contents	Added "Practicum Fair" under Clinical Experience	No vote; clarification of existing policies
	III.D	Degree requirements Representative course of study PSY 720 was replaced with PSY 722	No vote; clarification of typographical error
	V.A	Clinical Experience "Practicum Fair" was added.	No vote; clarification of existing policies
Clinical Psychology Program Handbook_20200617	V.A	Clinical Experience Practicum Fair description added	No vote; clarification of existing policies
Clinical Psychology Program Handbook_20200814	Table of contents	"Comprehensive examinations" were removed from degree requirements	2021-03-31 (28-0-1)

Handbook version	Section	Description of change	Date of change (Faculty yes-no-abstain votes)
	II.A	Admission Requirements - Psychology subject test was removed The following sentence was removed: "Please note that the listed qualifications do not include factors such as fit with the program, relevant experience, letters of recommendation, and statement of purpose."	2021-03-31 (28-0-1)
	III.C.18	Degree requirements - Paragraph describing comprehensive examinations was removed	2021-03-31 (28-0-1)
	VII	Entire Comprehensive Examination section was removed	2021-03-31 (28-0-1)
Clinical Psychology Program Handbook_20210415	Table of contents	"Waiver" revised to "Course equivalency Credit"	No vote; clarification of existing policies
	I.B.10	Program Overview Goals and competencies: Clarified description of research	No vote; clarification of existing policies
	II.C	"Waiver" revised to "Course equivalency Credit"	No vote; clarification of existing policies
	IV.A	Policies and procedures: Clarified ADCT duties regarding internship preparation and typical semesterly duties.	No vote; clarification of existing policies
	IV.C	Policies and procedures Experimental Psychology Program was revised to Psychological and Brain Sciences program	2019-08-28 (27-0-0)
	IV.C.7	Policies and procedures University appeal procedures link updated	No vote; update of existing link
	VI.A.2	Research Experience Master's Thesis Prospectus meeting requirements were revised to include an oral defense of the thesis proposal that includes "an abstract, literature review, and hypotheses, detailed description of the methods and analyses to be performed, and a complete reference section at a minimum."	No vote; clarification of Grad College policies
	VI.B	Research Experience Dissertation Multiple article dissertation description was revised to accord with Graduate College standards	No vote; clarification of Grad College policies

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	VI.B.2	Research Experience Dissertation Prospectus Meeting description was revised to reinforce Graduate College standards involving multiple article dissertations	No vote; clarification of Grad College policies
Clinical Psychology Program Handbook_20210723	III.C.17	Degree requirements Thesis and Dissertation Reworded to “The Graduate College requires that students complete 6 thesis credits and that students enroll in three graduate credits in the semester the thesis is defended (which need not be thesis credits if all 6 have been completed).”	No vote; clarification of Grad College policies
	III.C.18	Degree requirements Thesis and Dissertation Reworded to “The Graduate College requires that students complete 12 dissertation credits and that students enroll in three graduate credits the dissertation is defended (which need not be dissertation credits if all 12 have been completed).”	No vote; clarification of Grad College policies
	III.D	Degree requirements Representative course of study Footnote changed to “We recommend that students enroll in their final Thesis credits during the semester in which they intend to defend the thesis. Students should consult with their faculty advisor or area director regarding the spacing of their Dissertation credits to maintain full-time enrollment (6 credits for graduate assistants, 9 credits for other graduate students).”	2021-10-13 (10-0-0)
	VI.A.3	Research Experience Thesis Course registration revised to require only 6 (possibly non-continuous) credits	2021-10-13 (10-0-0)
	VI.B.3	Research Experience Dissertation Course registration revised to require only 12 dissertation (possibly non-continuous) credits along with 3 three graduate credits in the semester in which they defend	2021-10-13 (10-0-0)
	Throughout	Accessible formatting Typographical error changes Updated links	No vote; update of existing material
Clinical Psychology Program Handbook_20220317	Throughout	Table of changes added Typographical error changes Updated links	No vote; update to Grad College standards

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Clinical Psychology Program Handbook_20220524	I.C.7	Update handbook to reflect existing Graduate School policy that GAships cover entire health insurance premium without coverage limits	No vote; update to Grad College standards
	III.B V.F	Clarification that 1-credit internship enrollment is considered full-time enrollment	No vote; update to 20180727 draft with 2018-12-14 full faculty vote
	V	Clarification that 1350 hours of practicum are required in program	No vote; update to 20190118 draft with 2018-12-14 full faculty vote
Clinical Psychology Program Handbook_20220824	II.A	Removal of GRE general test as an admission requirement	2022-08-24 (10-0-2)
	II.C	Update to harmonize transfer credit language with agreement reached with Graduate College from 2012 after Clinical/Psychological and Brain Sciences split	No vote; update to Grad College agreement
	II.D	Note that electives can be deferred from years two and three to year five if students are on the new default 6-year career trajectory plan	2022-08-24 (10-0-2)
	V.F	Update to require students to provide documentation of non-APA internship being consistent with APA accreditation	2022-08-24 (10-0-2)
	VI.B.1	Addition of advancement to doctoral candidacy requirements	2022-08-24 (10-0-2)
	VII	Addition of new section to describe exemplar career pathways for students to consider	2022-08-24 (10-0-2)
	Appendix A	Added 6-year career trajectory plan Made this trajectory the default based on historical data	2022-08-24 (10-0-2)
Clinical Psychology Program Handbook_20230316	II.C	Further update harmonizing transfer credit language and agreement reached with Graduate College from 2012 after Clinical/Psychological and Brain Sciences split	No vote; update to Grad College agreement
Clinical Psychology Program Handbook_20230620	IV.I	Addition of new section describing procedures for clinical students to walk in Spring commencement before completing internship	Reflects April 27, 2022 formal Grad Council vote
Clinical Psychology Program Handbook_20240401	I.A II.B	New Program Information and Program Requirements section	No vote; required by Grad College

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	III.D	Revision of listed plan of study to comport with default six-year plan of study	2022-08-24 (10-0-2)
	V.H	Addition of new section describing telesupervision policies	2023-10-04 (10-0-0)
	VI.D	Addition of new section describing annual clinical program research fair	2024-03-27 (9-0-0)