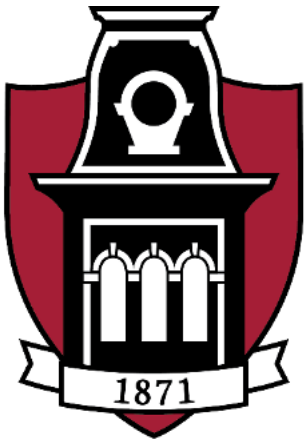
University of Arkansas

Clinical Psychology Doctoral Program

Handbook



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Welcome and Purpose of Handbook

Welcome to the Clinical Training Program!

The Clinical Training Program in the Department of Psychological Science at the University of Arkansas follows the scientist-practitioner model of training. Our premise is that doctoral training in clinical psychology prepares individuals to be scientifically informed health service providers as well as clinically-informed researchers. Because many of our graduates will seek applied, direct service positions, we take seriously the role of training competent clinicians. We also actively recruit and intensively train students who aspire to be clinical scientists and whose research interests match that of the faculty. Academic coursework, clinical practica, and research training are designed to promote the development of competencies in both areas.

Clinical Training Program Mission.

The mission of the Clinical Training Program is to train students who are capable of applying psychological theory, research methodology, and clinical skills to complex clinical problems and diverse populations. The program has an explicit goal of developing culturally-responsive health service psychologists who are attentive to the needs of diverse populations. To do so, we use a *generalist approach to clinical training* and a *focused approach to research training.* We recognize that all students require broad clinical training that spans a range of skills, modalities, settings, and populations. Our curriculum has been carefully designed to provide that broad coverage, with a strong emphasis on empirically-based approaches to assessment and intervention. We also view students' experiences in clinical practicum as opportunities to acquire a range of clinical skills. Clinical faculty closely supervise students in their practicum training, introducing them to diverse theoretical orientations, but adhering consistently to a standard of empirical grounding.

Research training is typically done in the context of faculty members' overall programs of research. As such, a mentor-apprentice model guides our decisions about student recruitment and selection. Once accepted into our program, each student is trained to be a critical consumer of and effective contributor to the empirical literature in clinical psychology. Coursework related to research covers a broad set of methods and issues, but students are directly involved in conducting focused research projects with their faculty advisor.

Our program provides a consistent blend of science and practice experiences and development opportunities that prepare students to be scientist-practitioners begin early in the graduate career. Each semester presents students with a mix of coursework, practicum involvement, and research requirements that consistently blend the roles of clinician and scientist. Faculty encourage this integration and actively model for students an appreciation for the interplay between clinical practice and research knowledge. As members of practicum and research teams, new students reap the benefits of working closely with more advanced students as they conceptualize cases, enhance and refine their assessment skills, design theses and dissertations, and prepare papers for conference presentations and journal reviews.

Commitment to Respect, Equal Access, and Professional Excellence. The program is committed to fostering a climate of respect, professionalism, and equitable access to training and services. Recognizing and understanding differences in background, experience, and perspective is an important part of preparing effective psychologists. We value the range of viewpoints and life experiences that contribute to advancing our mission of high-quality education, research, and clinical care. Our goals are to: (1) integrate content into our curriculum and training that prepares students to work effectively with individuals from varied backgrounds; (2) provide opportunities for scholarship and clinical experiences that address a wide spectrum of client needs; and (3) ensure recruitment and retention practices are consistent, transparent, and aligned with state and federal laws, supporting the success of all students, faculty, and staff.

APA Accreditation. The doctoral program in clinical psychology at the University of Arkansas is consistent with the Standards of Accreditation for Health Service Psychology (https://www.apa.org/ed/accreditation/about/policies/standards-of-accreditation.pdf) and has been continuously accredited since 1966 by the American Psychological Association. All students in the program are trained to meet discipline-specific and profession-wide competencies.

Purpose of Handbook. This handbook describes key guidelines to help you progress successfully through the program. It is a mixture of official policies, recommendations, and practices. We hope this handbook will serve as a useful resource. It is broad in scope and inclusive in nature. Our intent is that you will consult this handbook as needed throughout your graduate training. Some sections will be most applicable to your first year; other sections will be more relevant in later years. No matter how comprehensive, a handbook cannot cover every situation you encounter. Feel free to talk to your faculty advisor or the Director of Clinical Training if you need help or have questions that are not answered in this handbook.

This handbook is a supplement and does not replace other handbooks- you are required to be aware of the content of this and other handbooks, including the *Department Handbook* (found at https://fulbright.uark.edu/departments/psychological-science/forms-and-resources/index.php), the *Psychological Clinic Handbook* (found at https://uark.box.com/s/cf3rbpwt9hnpimlvxyd25dx3yz7s34lu), and the *Graduate Student Handbook* (found at https://graduate-and-international.uark.edu/graduate/current-students/student-support/student-resources/graduate-handbook/index.php). This Clinical Program handbook is designed to complement these other handbooks and to expand on the policies and procedures specific to the clinical program. You are responsible for knowing the contents of these handbooks; as they will facilitate your timely progress through the program. More advanced students should also re-familiarize themselves with these handbooks. If you have any questions as you review these materials, please ask your advisor, the Director of Clinical Training, or the Chair of the Department of Psychological Science.

Changes to the Handbook. As the program updates, adds, or modifies policies and procedures, you will be informed of these via memo/email. Sometimes changes in rules, policies, and procedures are suggested by students. If you have an idea about how to improve an aspect of the

program, please discuss it with your faculty advisor, the Director of Clinical Training, or your clinical student representative(s).

The handbook will be updated regularly. Proposed handbook changes will follow this procedure:

(1) Any person affiliated with the program (faculty, staff, student) can suggest a handbook change using the Handbook Change Request Form (see Appendix).
(2) The change and the rationale for the change will be presented to the Clinical Training Committee for comments, amendments, and a vote.
(3) Approved changes will be integrated into the revised handbook, with the expectation that they will be implemented in the following academic year.

The policies and recommendations contained in these handbooks active at the time you start the program are to remain in effect for you throughout your tenure in the program. If changes to the handbook are made during your tenure in the program, you may choose to adopt the newer version of the handbook. Please inform the Director of Clinical Training and your advisor, in writing (e.g., email), if you choose to adopt a newer version of the Clinical Program Handbook during your training.

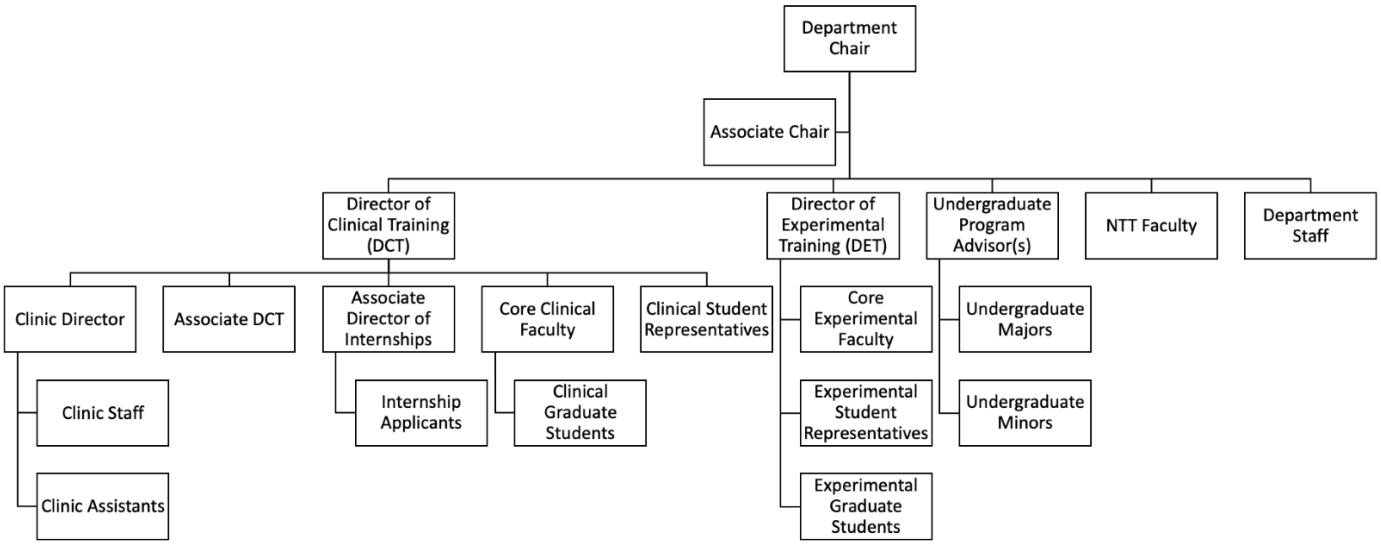
Introduction to Clinical Program Organizational Structure, Faculty, and Staff

Organizational Structure.

The Department of Psychological Science members have diverse roles and responsibilities. Although the program has a hierarchical structure (Figure 1), the department is collegial and decisions are often made collaboratively, with a focus on building consensus.

The Clinical Training Program is headed by the Director of Clinical Training, but all members of the clinical faculty are considered co-equals and all members receive one vote on matters pertaining to the governance of the program. Student representatives have full voting rights (the representatives combined have one vote) in all matters except personnel reviews and evaluations of or decisions regarding students.

Figure 1



Clinical Training Committee (CTC). The primary purpose of the Clinical Training Committee (CTC) is the education and training of graduate students pursuing a degree in Clinical Psychology at the University of Arkansas. The CTC is committed to the provision of the highest possible quality of education and training in all aspects of the Clinical Training Program. To fulfill that commitment, the functions of the CTC shall include:

(1) the development and evaluation of the program leading to graduate degrees in Clinical Psychology;
(2) the staffing and scheduling of courses directly related to the program;
(3) the maintenance and effective functioning of the Psychological Clinic;
(4) the selection, admission, and orientation of new graduate students;
(5) the procurement of financial support for graduate students;
(6) the evaluation of the progress of graduate students in the program;
(7) the development and maintenance of orderly working relationships with external agencies and institutions who share interests in the training of Clinical Psychologists;
(8) the continuation of a good working relationship with the American Psychological Association and its offices and divisions, including the Office of Accreditation.

The Clinical Training Committee (CTC) comprises all core clinical faculty members and two elected clinical student representatives: one earlier in training (e.g., pre-master's) and one later in training (e.g., post-master's). Student representatives are elected at the start of the academic year in a process overseen solely by graduate students.

The CTC meets regularly (i.e., at least monthly during the academic year) to address training issues and student concerns, maintain and improve curriculum and practicum experiences, review student progress, make graduate admissions decisions, and address other topics related to the overall functioning and performance of the clinical training program. CTC meetings are typically held on Mondays from 3:30 – 5:00 PM. Ad-hoc and longer meetings are often scheduled for student admissions, student evaluations, and policy planning/retreats.

Director of Clinical Training (DCT). The Clinical Training Program is administered by the Director of Clinical Training (DCT). The DCT is elected by the clinical faculty for a 3-year term. The DCT is a faculty member who holds tenure or, for non-tenure track faculty, equivalent status (e.g., promotion to Associate). The DCT chairs the Clinical Training Committee (CTC) and serves as the liaison between the CTC and key stakeholders, including serving on the Department of Psychological Science's Executive Committee, representing the program at the Council of University Directors of Clinical Psychology (CUDCP), reporting key measures and outcomes to the American Psychological Association (APA), complying with all required accreditation reports, and communicating with external partners such as clerkship organizations, doctoral internship training directors, professional organizations, and licensure boards. The DCT also coordinates training opportunities for students (e.g., finding new partnering sites for clinical experiences; overseeing professional area meetings or PAMs), oversees recruitment efforts (e.g., participating in CUDCP diversifying clinical psychology events; overseeing graduate recruitment and admissions), solicits and responds to students' questions or concerns regarding the program and ensures program policies and procedures are documented in the CTC handbook and remain up-to-date.

Associate Director of Clinical Training (ADCT). The Associate Director of Clinical Training (ADCT) is elected by the clinical faculty for a 2-year term. Typically, the ADCT holds tenure or, for non-tenure track faculty, equivalent status (e.g., promotion to Associate), although pre-tenure and other early career faculty are eligible to serve in this role. The ADCT works closely with the DCT to support the DCT's functions and ensure smooth operation of the clinical training program. Specific duties by the ADCT are to be negotiated on a yearly basis with the DCT, but may involve assisting with program tracking and forms, planning and coordinating Professional Area Meetings (PAMs), coordinating Graduate Interview Day, and assisting the DCT in soliciting and responding to students' questions or concerns regarding the program.

Clinic Director. The Director of the Psychological Clinic provides the academic, clinical, and operational leadership for the department's in-house community clinic, the primary practicum site for graduate trainees. Core responsibilities include running day-to-day operations; supervising or coordinating supervision for student clinicians in assessment and psychotherapy; and partnering with core clinical faculty to ensure training aligns with evidence-based practice and program goals. The role manages budgets, billing, and staffing; develops and enforces clinic policies, procedures, and fee structures; oversees Electronic Health Records/documentation, risk management, and HIPAA/ethical compliance; and monitors quality assurance and outcomes in addition to other myriad administrative and operational duties.

Associate Director of Internships. The Associate Director of Internships is responsible for assisting advanced graduate students in preparing to apply for predoctoral internships. In that role, the Associate Director of Internships hosts a series of preparation meetings, including providing an overview of the internship application process, holding essay writing workshops, providing opportunities to hone interviewing skills, and moderating a panel in the spring post-match day for the entire program.

Core Clinical Faculty. Core clinical faculty are those who devote >50% of their professional time to mentoring, instructing, and/or supervising clinical psychology doctoral students.

Ana Bridges, Ph.D., Distinguished Professor, Director of Clinical Training, director of the Diversity Research and Enhanced Access for Minorities (DREAM) lab. Research interests: mental health care disparities; Latinx mental health; integrated behavioral health care; sexual violence.

Tim Cavell, Ph.D., Professor, director of the Center for Research on Aggression and Victimization (CRAV). Research interests: school-based mentoring for chronically bullied children; mentoring of military-connected families; child victimization and aggression.

Jessica Fugitt, Ph.D., Assistant Professor, Associate Director of Clinical Training, and Director of the Psychological Clinic. Clinical and research interests: Trauma-informed care, improving quality of and access to mental health care, and disorders of anxiety and eating.

Lindsay Ham, Ph.D., Professor, director of the Alcohol Research Lab. Research interests: understanding and preventing alcohol-related harms; alcohol and sexual violence; the interplay between anxiety and alcohol use.

Matt Judah, Ph.D., Assistant Professor, director of the Cognition of Depression and Anxiety (CODA) lab. Research interests: cognitive processes underlying anxiety and mood disorders.

Jeff (Yanli) Lin, Ph.D., Assistant Professor, director of the Contemplative Neurophenomenology (CNP) Lab. Research interests: neurophysiology of mindfulness and its influences on cognitive control and emotion regulation.

Lauren Quetsch, Ph.D., Associate Professor, director of the Family and Community Intervention (FCI) lab. Research interests: adapting treatments for autistic children and their families; highlighting voices of under-researched, historically marginalized autistic individuals; family-based interventions for disruptive behaviors; dissemination and implementation science.

Sarah Tonkin, Ph.D., Assistant Professor, Director of the Research on Addiction Mechanisms (ROAM) Lab. Research interests: cigarette and nicotine use; addiction treatment; mechanisms and variability in treatment response; transdiagnostic processes for addiction and other forms of psychopathology.

Jenn Veilleux, Ph.D., Professor, Associate Director of Internships, director of the Treating Emotion and Motivational Processes Transdiagnostically (TEMPT) lab. Research interests: dynamic processes underlying emotion and self-regulation, self-control, distress tolerance.

Support Staff. The Department of Psychological Science employs support staff to ensure smooth operation of key departmental functions. These staff members are excellent resources, full of institutional knowledge, and the first persons you might approach when you have operational questions. Main office support staff are located in room 216 Memorial Hall. These staff members can assist with matters pertaining to operations and functioning of the department, including:

- Course enrollment
- Access to classroom keys
- Tuition waivers
- Stipend disbursements
- Reimbursement requests
- Room reservations
- Photocopy requests
- Building maintenance
- Lost and found

Clinic staff is located in room 111 Memorial Hall (in the Psychological Clinic). These staff members can assist with matters pertaining to operations and functioning of the clinic, including:

- Scheduling assistance
- Titanium software support
- Client file maintenance
- Assessment materials/testing kits
- Communications with clients
- Assistance with billing
- Ordering clinic materials (i.e. books, treatment materials)

Program Affiliates. The program includes numerous affiliated faculty and psychologists to serve key roles in the education and training of students. These include external practicum and clerkship supervisors, adjunct faculty who may teach courses or supervise a practicum team, and other department faculty and instructors (e.g., core faculty members in the Experimental Training Program).

Department Communications

To facilitate communications, members of the department maintain a series of university listservs. You will be manually added to your listservs once you have a UARK email address.

PSYC-DEPT@listserv.uark.edu. This listserv includes all members of the Department of Psychological Science (tenured and tenure-track faculty, visiting assistant professors, clinical professors, instructors, postdoctoral fellows, graduate students, and staff). Department-wide announcements (colloquium presentations, congratulations messages, information about office closings or construction, etc.) can be sent by any member of the listserv.

CLIN-PSYC@listserv.uark.edu. This listserv includes all core clinical faculty, staff in the Psychological Clinic, and clinical graduate students. Announcements relevant to the functioning of the clinical program (e.g., Professional Area Meetings, clinic closures, the clinic newsletter, graduate interview day reminders, etc.) can be sent through this listserv.

Psy-grad@listserv.uark.edu. This listserv is for and maintained by the graduate students in the Department of Psychological Science. Anyone (e.g., faculty) may post a message to this listserv, but only people subscribed to the listserv can view replies/responses. No faculty or staff are subscribed to this listserv. Announcements pertinent to graduate students (social events, meeting minutes by graduate student representatives to different departmental committees, announcements forwarded by program directors from the graduate school) are posted to this listserv.

PSYC-FACULTY@listserv.uark.edu. This listserv is for and maintained by the department faculty (tenured/tenure-track and non-tenure-track faculty). Anyone (e.g., students) may post a message to this listserv, but only people subscribed to the listserv can view replies/responses. No graduate students or staff are subscribed to this listserv. Announcements pertinent to faculty (teaching or TA assignments, faculty meeting reminders, etc.) are posted to this listserv.

Departmental Committees

In addition to the Clinical and Experimental training committees, the department has numerous standing committees. Most of these include student representatives. See the Department Handbook for more details; a few key committees are described below. Graduate students interested in serving on these committees can self-nominate during the graduate student elections, typically held on or near the first week of classes each Fall semester. Student representatives are elected for one-year terms. Students are encouraged to serve on committees to contribute to the development and quality of their own training and to learn about academic governance.

Graduate Student Co-Presidents. Graduate students nominate two co-presidents (typically one from each graduate training program). Co-presidents attend full faculty meetings, which are typically held on the third Monday of every month from 3:30 – 5 PM. Co-presidents represent graduate students at these meetings, including providing their perspective on policies, procedures, and motions under consideration. Matters of personnel or concerning specific students are not discussed with co-presidents present. They may also be tasked with canvassing their stakeholders about specific topics or issues. Co-presidents may bring concerns of the graduate students to the Department Chair for discussion among full faculty.

Clinical Training Committee (CTC) Representatives. Graduate students nominate two CTC representatives: one early in their graduate career (e.g., pre-master's) and one later in their career (e.g., post-master's). CTC representatives attend CTC meetings, which are typically held the first Monday of every month from 3:30 – 5 PM. CTC representatives represent clinical students at these meetings, including providing their perspective on policies, procedures, and motions under consideration. CTC representatives may be asked or volunteer to serve on sub-committees where

student input would be integral to policy or program decisions. Matters of personnel or concerning specific clinical students are not discussed with CTC representatives present. CTC representatives are often tasked with canvassing clinical students about specific topics or issues. CTC representatives may bring concerns of the clinical students to the DCT or to the CTC directly for discussion. CTC representatives also assist with graduate student recruitment and our graduate interview day, coordinating with applicants, current students, and faculty.

Diversity Committee. The department has an active Diversity Committee that is tasked with regularly assessing the climate of the department and developing and implementing policies and activities that promote diversity, equity, inclusion, and social justice. Graduate students from both training committees are elected for one-year terms to serve on the diversity committee.

Howells Committee. The department has a committee to oversee an endowment, known as the Marie Wilson Howells fund. This committee makes decisions about how to spend monies from this endowment, including reviewing and approving funding requests from faculty and students. One graduate student is elected to this committee per year (program affiliation is open).

Other Roles for Graduate Students. In addition to committee representatives, graduate students may be elected or appointed to other key positions in the department. In these diverse roles, graduate students serve the important function of representing the program and providing important input, especially from their perspective as a student in the program and department.

Clinical Liaison. The DCT regularly gets requests from potential applicants or other stakeholders about the Clinical Training Program. The Clinical Liaison is asked to meet with prospective applicants and others who have questions about the program. The Clinical Liaison represents the program to external constituents at the request of the DCT. For instance, the Clinical Liaison may meet with high school students from underrepresented groups attending recruitment events at the University.

Search Committee Student Representative. When the department is hiring new faculty (tenure-track and instructor lines), a hiring committee typically comprised of three faculty and one student representative is appointed by the Department Chair. Graduate students may be offered opportunities to serve on hiring committees. In this role, they review applications, attend job talks and dinners with the candidates, coordinate the graduate student lunch meetings, assist with scheduling and transportation, and collect and provide feedback from graduate students and others about each candidate, presenting their findings to the full faculty.

Ad-hoc Committee Representative. Occasionally the Department Chair or DCT may appoint an ad-hoc committee of faculty and graduate students to explore specific issues or for a specific purpose. For instance, ad hoc committees have been developed to examine research credit utilization and to develop new program policies. Graduate students are often asked to serve on these ad hoc committees. Specific duties are dependent on the committee's primary task or objective.

Graduate Student Peer Mentors. Each new graduate student is paired with a more senior graduate student as part of a formal acclimation and mentoring program (see Graduate Student Peer Mentor Guidelines in the Appendix).

Service Committee. Each year a committee of graduate students are elected to coordinate service efforts for faculty and students of department. In the past these efforts have included trail cleanups, volunteering at local service institutions, and organizing resources for graduate students to promote well-being.

Sports Committee. Each year a committee of graduate students are elected to organize sporting events and tailgates for the department.

Social Committee. Each year a committee of graduate students are elected to organize social events for the graduate students. This includes the First Year Party, holiday parties, and fun activities throughout the year.

Clinical Training Program Admissions Requirements and Application Process

Applying to the Program. The program only admits full-time students into the PhD program; *we do not have a terminal master's degree program.* Admissions are only for fall semesters; we do not admit cohorts of students for the spring.

Students applying to our program must submit the following materials to the UARK Graduate School (https://applygsie.uark.edu/apply) by December 1:

- Graduate School application and fee
- Department of Psychological Science application form
- Official or unofficial transcripts of all undergraduate and graduate work (note: official transcripts will be required for admission)
- Resume or CV detailing relevant accomplishments and experiences
- Statement of Purpose detailing (a) career goals; (b) how your career goals fit with the training program at the University of Arkansas; (c) research interests and goals while in graduate school; and (d) fit with faculty member(s)
- Names and contact information of three people who can provide letters of recommendation
- Writing sample (optional)
- Official or unofficial Graduate Record Examination (GRE) scores, if wanting to be considered for fellowship nominations (optional, will not be used for admission purposes)

Note that the University of Arkansas provides application fee waivers for students who qualify under some circumstances. Please visit the Graduate School website for more details.

Selection Process. The CTC is responsible for reviewing all clinical graduate training applications and for selecting prospective graduate students for admission. Decisions to admit a

student are based on individual faculty needs and preferences combined with clinical training program considerations. The Director of Clinical Training shall be responsible for all official offers of admission and funding communicated to applicants. In conducting its admissions process, the CTC will follow the procedures and guidelines set forth by the American Psychological Association and by the Council of Graduate Departments of Psychology. For strongest consideration for admittance into the UARK Clinical Training Program, our candidates typically:

- Have a B.A. or a B.S. in Psychology (although other related majors or bodies of equivalent coursework are considered)
- Have relevant research experience that overlaps with faculty expertise and interests
- Have a clear statement of purpose that describes well how the students' prior training and research interests align with those of the program and potential faculty mentor(s)
- Have earned a strong undergraduate grade point average (e.g., 3.5+ in the last two years of training)
- Have strong letters of recommendation
- Have strong GRE scores (for fellowship nominations only; e.g., combined Verbal + Quantitative Scores of 300+)

Interview Day. Students with strong credentials and a good fit with current faculty interests and expertise are invited to the Clinical Training Program Interview Day, typically held near the end of January. Attendance at the Interview Day is by invitation only. Interview Day provides an opportunity for promising applicants to learn more about our program and meet our faculty and students. Since 2021, we have held interviews virtually.

Interview Day typically begins with a welcome and orientation to the program, an opportunity to hear from core faculty about their research interests and courses taught, and a combination of individual and group interviews with faculty and graduate students. Typically, applicants are scheduled to meet with at least two core clinical faculty members and at least four graduate students. Additional time is often allotted to meet with the potential faculty mentor's lab, and informal opportunities to learn about the department, university, and community are available throughout the day.

Criminal Background Checks. Applicants invited to interview are required to undergo a criminal background check and a sex offender registry check. Documented offenses revealed by these checks will be evaluated by CTC in consultation with the applicant, as well as the department chair and university administration when relevant. If documented offenses are deemed substantially related to the qualifications, functions, or duties of training or to the professional practice of clinical psychology, applicants will not be admitted. Minor traffic violations will not disqualify applicants. If applicants believe the criminal background check is erroneous in some way, they may request a second background check at their own expense.

Selection and Notification Process. We admit students to work with specific faculty members, although admission to the program is made by the entire CTC committee, with input from

graduate students. Students are typically notified within a week or two of Interview Day if they are receiving an initial offer. Students who do not receive an initial offer are placed on our waiting list; as students accept or decline our offers of admission, we extend additional offers to students on the waiting list. All students will be notified of admission decisions by April 15th. Typically, we accept between 5 and 6 students into the program per year. The specific number depends in part on which faculty members are recruiting students and funding considerations.

Accepted students meeting eligibility requirements will be nominated for university-wide graduate doctoral fellowships (see https://graduate-and-international.uark.edu/graduate/costs-and-funding/fellowships-scholarships/doctoral-fellowships.php). Doctoral fellowship nominations are typically due in early February and decisions about fellowships are made on a rolling basis. As soon as we learn of the outcome of these fellowship nominations, we and the Graduate School inform the applicant.

Competencies

As an APA-accredited health service psychology training program, we provide didactic, clinical, and research experiences that allow students to develop *discipline-specific knowledge* (DSKs) and *profession-wide competencies* (PWCs). DSKs include acquiring foundational knowledge in the history and systems of psychology; affective, biological, cognitive, developmental, and social aspects of behavior; research design; quantitative methods; and psychometrics. Many of our courses and course assignments are specifically geared towards establishing this foundational knowledge.

Profession-wide competencies are the ability to integrate knowledge into practice, and include research, ethical and legal standards, individual and cultural diversity, professional values and attitudes, communication and interpersonal skills, assessment, intervention, supervision, consultation, and interprofessional/interdisciplinary skills (see https://www.apa.org/ed/accreditation/standards-of-accreditation.pdf). Students are evaluated on these PWCs on an annual basis.

We are committed to a training process that ensures that graduate students develop the knowledge, attitudes, and skills to work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. When graduate students' attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to effectively treat members of the public, the program faculty and supervisors will work with students to become aware of and to remediate these issues to support the acquisition of professional competence. We support graduate students in developing competencies to work in a professional, ethical, and therapeutic manner with diverse clients. Integrating personal beliefs or values with professional competence in working with *all* kinds of clients requires time and faculty support. Ultimately, to complete our program successfully, all graduate students must be able to work with any client placed in their care in a beneficial and non-injurious manner. Professional competencies are established by the profession to ensure effective service delivery and protect the public. As part of their training, students are expected to develop the full range of competencies required for safe and effective practice. This includes working with the variety of

client needs and presentations they may encounter in professional settings, in accordance with applicable laws, ethical standards, and program requirements.

Curriculum

The content of the Clinical Training Program provides broad coverage of scientific psychology, empirically supported clinical practices, current ethical guidelines, and issues of diversity related to research and practice in clinical psychology. The curriculum is designed to meet APA accreditation guideline (see Recommended Course Sequence in the Appendix). Coursework includes survey classes, focused research seminars, didactics in research and clinical skills, clinical practicum experiences, and independent research opportunities. Courses are sequenced to reflect an educational experience that is graded and cumulative, with later courses building upon knowledge and competencies gained in earlier courses. The curriculum is designed to be completed in a 4-year span, with an additional year for the predoctoral internship. However, many students remain for a 5th year before departing for internship.

Core Clinical Courses.

The following are the required core clinical courses in the program:

PSYC 50303: Psychopathology Theory & Assessment.

This course examines psychological and somatic factors contributing to pathological behavior. Interrelations of these factors are analyzed in terms of how they lead to differential abnormal states. The course includes guidelines for using structured interviews in the diagnosis and clinical assessment of major psychological disorders.

PSYC 50403: Assessment of Intellectual and Cognitive Abilities.

This course provides training in the theory, administration, scoring, and interpretation of individual tests of mental abilities.

PSYC 50703: Introduction to Clinical Practice. Core Skills and Ethical Guidelines.

An introduction to clinical practice focusing on interview methods and techniques and ethical principles and guidelines. The course includes an introduction to clinic policies and procedures.

PSYC 51103: Theories of Learning.

This course provides an overview of the major concepts in each of the important theories of learning. The course provides a synthesis of behavioral, cognitive, and affective processes underlying the psychology of learning.

PSYC 51603: Personality Theory & Assessment.

This course offers an introduction to empirically-based theories of personality and personality disorders, with an emphasis on standardized instruments in the assessment of both normative and pathological personality. The course includes training in the interpretation, integration, and reporting of results.

PSYC 53103: Introduction to Clinical Science: Research Design and Ethical Guidelines.

This course provides guidelines for designing and conducting empirical research in clinical psychology, reviews ethical principles that regulate clinical research, and provides supervised opportunities to develop a clinical research proposal.

PSYC 61603: Psychotherapy. This course provides a conceptual overview of psychotherapy, with an emphasis on common mechanisms and cognitive, affective, and interpersonal approaches to treatment.

PSYC 62103: Psychotherapy Outcomes. This course provides a critical evaluation of theory and research on empirically-supported interventions for major psychological disorders.

Clinical Practicum Courses. Students enrolled in clinical practicum are responsible for delivery of diagnostic and psychotherapeutic services, under close supervision by members of the clinical faculty. Clinical practicum is typically conducted in the Psychological Clinic at the University of Arkasnas. Information about the policies and procedures of the Psychology Clinic are available in the *University of Arkansas Psychological Clinic Handbook.*

Students are required to enroll in Clinical Practicum during each academic year in which they are in residence. Advanced students can request a waiver of this requirement by submitting a written request to the CTC, through their doctoral advisory committee. See information about practicum waivers for more information about this process.

Students rotate among faculty supervisors so they can be exposed to the diverse strengths and orientations of the faculty. Required of all students is enrollment for at least one semester of clinical practica that emphasize the following clinical domains:

PSYC 6070V: Orientation Practicum. This practicum course, provided to new students in their first semester of graduate school, provides introductory knowledge to promote success in graduate school, particularly in our Clinical Psychology doctoral program. Topics covered include introduction and familiarization with governing policies (departmental, programmatic, and clinic) as well as evaluation standards, resiliency and stress management, and education about collaboration opportunities.

PSYC 6070V: Assessment Practicum. This practicum course provides experience in psychological assessment (e.g., assessment for intellectual disabilities, learning disabilities, neurodevelopmental disorders, and psychological disorders).

PSYC 6070V: Intervention Practicum. This practicum course provides initial experience in psychological intervention (e.g., evidence-based treatments for common psychological concerns such as depression, anxiety, sleep disturbance, adjustment disorder, posttraumatic stress disorder, disruptive behaviors).

PSYC 6070V: Diversity Practicum. This practicum course provides didactic and clinical experience in the thoughtful integration of individual and cultural differences into clinical practice. A combination of reflective exercises, targeted readings, and group supervision discussions model the infusion of diversity considerations into practice.

PSYC 6070V: Supervision & Consultation Practicum. This practicum course provides didactic and clinical experience in supervision and consultation skills. Students in this course receive

opportunities to learn about diverse models of supervision and consultation and to develop their own supervision skills via peer supervision experiences.

PSYC 6070V: Special Topics Practicum. In addition, many faculty provide "special topics" practicum courses in the summer to introduce students to a more focused clinical literature (i.e., theories and techniques of psychological assessment and treatment). For instance, supervisors have provided special topics practicum courses in sex therapy, narrative therapy, eating disorders, parent-child interaction therapy, treatment of sleep disorders, treatment of generalized anxiety disorders, religion in psychotherapy, setting up a private practice, integrative behavioral couples therapy, and suicide risk and intervention.

PSYC 6070V: Practicum. Regular PSYC 607V practicum courses are offered throughout the year. While the course may not be focused on a particular topic area, supervisor expertise, clinical needs, and student interests can often dictate what is covered during group supervision.

Advanced Seminars. Advanced (graduate) seminars in the Department of Psychological Science are focused on advanced or specific research topics. They are semester-long (Fall or Spring), small group, discussion-based courses. Course readings emphasize primary empirical research related to the seminar topic. Participation comprises an important part of a student's performance because knowledge gains and conceptual understanding are enhanced through dialogue.

Students are required to take three advanced seminars, two of which must be taken in the Department of Psychological Science (with special exceptions requiring approval from the student's advisory committee). Examples of such departmental courses are Clinical Graduate Seminars, Experimental Graduate Seminars, Advanced Statistical Seminars, and other courses with prior approval by the student's advisory committee. Seminars that emphasize clinical research and practice meet the requirement of "clinical seminar." These are typically taught by core clinical faculty members. Some examples of recent seminar topics include: Integrative Behavioral Health, Assessment and Treatment of Substance Use Disorder, Cognitive Processes in Psychotherapy, Emotion and Emotion-Regulation in Psychotherapy, and the Assessment of Children and Adolescents.

No more than one of these three advanced seminars may be a directed readings course (PSYC 6110V). A course outside of the department can also be used to satisfy one of the three advanced seminar requirements, pending approval of the student's doctoral advisory committee.

To petition to have an outside-of-department course count as one of the three required seminars, the student must email their doctoral advisory committee and seek approval. Email approval can then be communicated to the DCT via the student's advisor.

Enrollment Policy for Core Clinical Psychology Courses

Core clinical courses are designed to build competencies in assessment, diagnosis, intervention, ethics, and other essential areas of clinical practice. With rare exception, enrollment in core clinical psychology courses is limited to degree-seeking students who are formally admitted to

our accredited Clinical Psychology doctoral program. Graduate students enrolled in other accredited mental health programs (e.g., social work; mental health counseling) may enroll in core clinical courses only with Instructor permission. Undergraduate students and non-degree seeking students are typically not able to enroll in core clinical graduate courses. These restrictions ensure that course content and clinical training are aligned with the developmental level, professional goals, and ethical standards expected of students pursuing licensure as clinical psychologists. Requests for exceptions to this policy will be considered only under exceptional circumstances and must be approved in advance by the Clinical Training Committee.

Additional Required Courses

In addition to core clinical courses, practicum courses, and advanced seminars, clinical students are required to complete the following courses in accordance with APA's standards of accreditation. These provide a broad overview of significant content domains of psychology.

PSYC 41403: History and Systems of Psychology. This course examines the concepts, methods, and systems which have contributed to the development of modern psychology. We require all students to have completed an undergraduate course in History and Systems of Psychology. If an admitted student has not taken such a course during their undergraduate training, they may take the UARK History and Systems course (PSYC 4143) at some point in their graduate training. Students who intend to take the course for graduate credit must submit a request for graduate credit form from the Graduate School. Information about that form can be found on the Graduate School website.

PSYC 50103: Advanced Developmental Psychology. This course critically examines the research relevant to the psychological factors influencing the growth processes of the individual, from birth to maturity.

PSYC 50603: Advanced Social Psychology. This course examines theory, methodology, and contemporary research in the major areas of social psychology. Topics include attitude theory and measurement, group processes, social and cultural factors.

PSYC 51303: Inferential Statistics for Psychology. This course provides an overview of inferential statistics, including representative parametric tests of significance. There is a special emphasis on analysis of variance covariance, and component variance estimators as applied to psychology research. Instruction in statistical software (R) programming is part of the course.

PSYC 51403: Advanced Descriptive Statistics for Psychology. This course provides instruction in special correlation techniques followed by a survey of representative nonparametric tests of significance. Major emphasis on advanced analysis of variance theory and designs. Instruction in statistical software (R) programming is part of the course.

PSYC 61303: Advanced Behavioral Neuroscience. This course examines the biological basis of behavior, with an emphasis on underlying neural mechanisms.

Registering for Classes. Students should enroll in their courses by mid-to-late semester in the previous semester. This helps us ensure students are registered in a timely manner and avoids delays in assistantship and stipend disbursements.

Course Grades. Students are required to maintain a 3.0 grade point average. If a student receives a lower grade in a course, they may be required to remediate the course.

Timeline for Program Completion. The Clinical Training Program can be completed in as few as 5 years—4 years in residence and one year on internship. Many students take 6 years to complete the program, choosing to remain enrolled an extra year on campus to complete courses and make significant progress on research milestones.

The University requires graduate students enrolled in doctoral programs to complete all degree requirements within 7 years. Students may experience delays in completing program requirements in this time frame for numerous reasons, including for medical leave, delays due to a global pandemic, or military service. If students take additional time, they must petition the Graduate Scholl for a time extension (see the Graduate School handbook for more details on this process.

Transfers & Waivers. When applicants have completed some graduate training at another institution, their graduate record will be considered in the admissions process. Prior graduate coursework will not be transferred automatically for credit at UARK. We expect all admitted graduate students to complete the required clinical courses in our program.

Course Waivers. Non-clinical courses (e.g., statistics; research methods; social psychology; developmental psychology; behavioral neuroscience; etc.) may be considered for waivers. To waive out of a required graduate course, students must submit their syllabus (or syllabi) to the head of that course committee along with a formal request to waive out of that specific course. This can be done via email at any point after the student is admitted to the graduate program. Heads of course committees for graduate courses can be found in the Department Handbook. The course committee will review the syllabi and request, then render a decision and communicate that to the student (usually within a week). The decision could be (a) full waiver of the course; (b) denial of waiver; or (c) a decision to waive but require the student to attend portions of the course or the lab (i.e., to remediate any units or content that was not present in the original course the student took). See Department Handbook for more details.

Thesis Waiver. Students admitted to the program who have completed a master's thesis can petition the CTC to accept their thesis and waive the master's thesis requirement in the program. Only empirical master's theses will be considered for a thesis waiver; theses that were literature reviews/non-empirical will not be considered. To request a thesis waiver, send your master's thesis to your advisor. Your advisor and a second clinical faculty member will read your thesis and make a recommendation to the CTC regarding whether to accept the thesis and thus waive the thesis/thesis equivalent requirement in our program. The CTC then discusses and votes on the request. If the CTC approves the thesis waiver, the student may begin working on their

concentration area project (CAP) right away. If the thesis waiver is not approved, the student will be expected to complete an empirical master's thesis in the program.

Mentorship

Primary Research Mentor

The clinical program follows a mentorship model in which graduate students are matched with a particular core faculty member at the time of admission to the program. This faculty member acts as the student's primary advisor and mentor by serving as the chairperson for milestone committees, overseeing the student's program of study, and directing the student's research. Per the Graduate Student Handbook, mutual agreement is the basis of the relationship between a thesis/dissertation advisor and the student mentee.

Mentorship Expectations. Different advisors have different expectations for students. We encourage advisors and advisees to discuss expectations early in the student's training trajectory and perhaps revisit these expectations regularly (e.g., yearly). Expectations can include: how often to meet; attendance expectations at lab meetings; how to communicate between meetings (e.g., text, email, phone call, etc.); expectations for responding outside of business hours, during weekends, and on university breaks; advisee responsibilities; expectations for research-related work (e.g., hours per week spent in the lab or on research projects); opportunities for publication and presentation of scientific work; and how feedback will be solicited and provided.
The following are suggested topics and questions to assist communication about a mentor's expectations for students. Mentors and students could use this guide in a variety of ways. For instance, students and mentors could discuss these issues during a face-to-face meeting, perhaps revisiting these points on a regular (e.g., annual) basis. Some mentors may adopt lab policies that address the points below.

1. *Meetings.* What should the student expect in terms of meetings (frequency, setting, duration, etc.)? Who sets the agenda for meetings? How are lab meetings handled?

2. *Communication.* What means does the mentor prefer for communication? How quickly can the student expect responses; how quickly should the student endeavor to respond? When should questions about the lab, about research, or about administrative issues, go to the research mentor (as opposed to the lab manager or fellow grad students). What kind of lead time can the student expect for major projects or duties, or for periods when the mentor will be out of contact?

3. *Lab roles and duties.* Is there a typical primary role for the student in lab projects (e.g., run subjects, admin tasks)? If not, how are duties typically assigned or negotiated? Who does the student report to regarding these duties, if not the mentor? Are there people who will be reporting to the student, such as undergraduate RAs?

4. *The student's own research.* How does the mentor think about what research is "the student's" versus research from the laboratory more generally? Does the mentor expect the student to collect their own data (e.g., once? usually?)? What sources of funding are available for student projects? If a student starts a project but does not "see it through" to publication, does the mentor have a way to handle this situation?

5. *Research software.* In addition to R, are there additional statistical and research software packages or analysis approaches that the mentor wants students to learn to use?

6. *Conferences.* What are the expectations about how many conferences a student will attend each year, what sources will pay, and is presentation of a poster or paper required for a student to attend or be supported?

7. *Writing papers and collaborations.* How and when is co-authorship discussed? Does the mentor have any expectations about how research papers are authored? How polished should initial drafts be? What should the student know about the mentor's style of giving feedback on written drafts (e.g., level of detail to comments)? If there are collaborations among multiple students in the lab, or with faculty outside of the lab, how are these handled? What expectations does the mentor have about how such collaborations would unfold, including whether the student is expected to discuss them with the mentor before initiating them? Does the mentor have any policies on turn-around time, or, if not, how is timing negotiated?

8. *Work-life balance.* What should the student expect in terms of hours per week worked? Is work in the evenings or on weekends something the student should expect? Does the mentor have any policies or preferences about time physically present in the lab, vacation, holidays, etc.? Do university holidays have any bearing on work within the lab?

9. *Consultation.* Does the mentor want to be consulted about the classes the student is taking? Does the mentor want to be consulted about the amount/type of clinical work a student is doing (e.g., where to go for practicum, whether to take on hours over the summer or engage in special clinical opportunities, how many practicum clients to have, or who to request as clinical supervisors)?

10. *Additions or enhancements of program requirements.* For the thesis proposal and defense, Concentration Area Project (CAP), dissertation proposal, and dissertation defense, does the mentor have any additional expectations beyond those already in the departmental handbook? Expectations might differ from the handbook in terms of schedule or pace, scope of projects, pre-registration of hypotheses, or other factors. The mentor might also have additional expectations (e.g., application for funding, presentations at conferences); if so, what are they?

11. *Guidance beyond program research requirements.* Does the mentor expect to discuss issues such as teaching, clinical work, professional networking, career guidance, dealing with issues related to institutionalized racism, sexism, and patriarchy, or work-life balance?

12. *Letters of recommendation.* How far in advance should letters of recommendation be requested?

Characteristics of the Mentoring Relationship

The program is committed to fostering strong, collaborative relationships between mentors and students. The mentoring relationship should be characterized by:

- Respect: Mentors and mentees should show respect for one another, including respect for one another's time, research, and professional goals. They will show professionalism in interactions. They will respect boundaries around topics of discussion with attention to what is professionally relevant. Mentors should provide feedback on milestones within a reasonable timespan so as not to delay the mentee's progress. Mentors should encourage work-life balance and the continual maintenance of oneself that is necessary for the mentee's health, happiness, and progress.
- Communication: Mentors and mentees should communicate clearly with one another. Mentors should be clear about expectations through regular discussions to avoid misunderstandings and to give clear feedback when expectations are not met. Mentors and mentees should respond to communications in a timely manner. Mentors and mentees should collaborate to establish reasonable timelines and expectations for responsiveness (e.g., not replying during vacations).
- Normalize exploration: Mentors will support mentee development when it involves a desire to work with other faculty and/or initiate a change of mentorship. Mentors will respect that their mentees are in a state of professional growth that may involve exploration and change in professional goals and interests.

Co-Mentors

On occasion, a student may be recruited to work with two mentors. In this case, articulating the expectations for *each* mentor (see above) will be especially important and useful. A joint meeting with both mentors and the students to ensure everyone agrees to the expectations is advised.

Clinical Program Advisor

Some experimental training committee (ETC) faculty occasionally serve as the primary research mentor to a clinical student. In this case, if there is no clinical faculty mentor or co-mentor, the student is assigned a clinical program advisor whose role is not to mentor the student in research, but to meet regularly with the student to advise them of clinical program requirements and opportunities. This clinical program advisor helps oversee the clinical training of the student (e.g., discuss options for clerkships and externships).

Mentor Switch Policy

In most cases, students and mentors should expect to work together during the entire duration of the student's time in the program. In some cases, the mentoring relationship will come to an end before the student graduates. A mentor may leave the University, a student's research interests may change such that another mentor would be better suited, or either party might recognize incompatibility, such as a personality conflict or a conflict in working styles. Seeking to change to a new research mentor is a significant decision that may affect a student's progress and funding, potentially having a major impact on the student's career. The program recognizes a responsibility to provide students in good standing with responsive mentorship so that they can complete the program. Students and mentors should give due consideration to the potential impact of seeking to end a mentoring relationship before taking steps to do so.

If a student or mentor is concerned about their mentoring relationship or a new mentor is needed (e.g., a mentor leaves the University), the following steps should be followed where applicable:

1. Communicate about the status and future of the mentoring relationship. In many cases, the first step is to discuss with the other party whether the mentoring relationship should continue, including how incompatibilities, if present, could be resolved. Open and honest discussion preserves the best likelihood of continuing the mentoring relationship and reconciling if there is a disagreement or incompatibility. While this may be the first step in many cases, a mentee may speak with the a mentee may speak with the ADCT or DCT first if they are unsure how to proceed. The ADCT and DCT may assist, such as by facilitating a meeting between the mentor and mentee to help resolve issues. If the mentor is the DCT, then the department chair will serve in the role of the DCT for the purposes of this policy.
2. Assess the impact of changing mentors. If a resolution to continue working together is not reached, the party initiating the change may collaborate with the ADCT and DCT to articulate the reason for the change, the potential impact of changing mentors upon ongoing projects (e.g., the student's milestones and lab grants, papers, or presentations in progress), the student's commitments (e.g., externship), and the student's funding.
3. Select a new mentor. CTC will identify a new mentor if one is needed. The student may voice their preferences so that they are taken into consideration, but the new mentor is not guaranteed to be the first choice of the student.
4. Transition to the new advising relationship. The student, the DCT and ADCT, the previous advisor, and the new advisor will collaborate for a smooth and professional transition. This may include discussing expectations about works-in-progress (e.g., ongoing projects and manuscripts) and plans for progress on milestones.
5. Notify the University of the change. Per the Graduate School Handbook, the department chairperson and Graduate Dean should be notified of the change in the thesis/dissertation committee chair.

Peer Mentors

Incoming graduate students are assigned a peer mentor, at least for their first year. This peer mentor supports the new student as they transition to the program. The peer mentor was

specifically selected by the student's mentor and has made a year-long commitment to assist the new student with orienting to the department, university, and local community, and to be a resource to the new student. Oftentimes, peer mentors are in the same research lab as their mentees. See Appendix (Peer Mentor Guidelines) for more details.

Research Milestones

Master's Thesis.

The master's thesis is an opportunity for students to propose, conduct, and report an empirical research project. All students who have not obtained a thesis waiver are to complete 6 credit hours of master's thesis (PSYC 6000V) and complete an empirical study in the first few years of the program.

The chair of the master's thesis committee is typically the student's primary research mentor. Students are responsible for submitting the appropriate forms to the Graduate School (https://graduate-and-international.uark.edu/graduate/current-students/forms.php).

Typically, students work with their primary mentors to develop a master's thesis proposal, a written document detailing the planned study, the theoretical justification for the study, methods, and analytic approach. The proposal is then presented to the student's master's thesis committee, which is comprised of at least three faculty members (the chair of the thesis committee, at least one other CTC faculty member, and one additional faculty member who can be inside or outside of the department). All faculty members on a thesis committee must have at least a Group IV designated graduate faculty status (to verify, see https://graduate-and-international.uark.edu/graduate/faculty-staff/graduate-faculty/current-gfac.php). Chairs of master's theses must have at least a Group II classification. The thesis proposal meeting typically includes the provision of the written document (thesis proposal, provided to committee members at least one week in advance) and an oral presentation and discussion with the committee. The committee may decide the project is not sufficient, or may suggest edits. Occasionally, the proposal is accepted as presented, without suggested changes. Successfully proposing the thesis means that the student's committee approves the final plan for the project.

After carrying out the thesis, a student must defend their project. The final written thesis document detailing the study background, method, results, and discussion should be provided to the committee a minimum of one week before the oral defense. An oral defense of the thesis must occur (see Department Handbook for more details). The outcome of this defense can be (1) did not pass; (2) revisions required, committee members will re-review after revisions; (3) revisions required, committee members defer to committee chair to oversee revisions; or (4) pass without revisions.

After a student successfully defends their master's thesis, the chair of the thesis committee notifies the DCT in writing (email is fine) of the date of the successful defense. The DCT then enters this information into Workday the university's information system. A copy of the thesis must also be submitted to the Graduate School.

A post-MA review must be conducted by the CTC for all students who successfully defend their master's thesis. The DCT sends a memo to the student to notify them of the outcome of the CTC's review. A copy of this memo is also placed in the student's file.

Concentration Area Project (CAP). Students who complete the master's thesis requirement can begin their Concentration Area Project (CAP), pending a positive post-MA review. Students should form a Doctoral Advisory Committee, usually consisting of two members of the core clinical faculty and one member of the experimental faculty. This committee assists in tailoring the remainder of the training program to the student's personal goals, scholarly interests, and professional orientation. The CAP is designed to give students focused opportunities for additional study, research, and clinical skill development in specific areas of clinical psychology. It serves as the assessment of integration of clinical skills as required by our accreditation standards. Before beginning their CAP, students will submit a written proposal for approval to the Doctoral Advisory Committee (see CAP Components in the Appendix).

An oral defense of the CAP or an exam specific to the area of concentrated study (written or oral) to the Doctoral Advisory Committee is required. At times, students may elect to defend one portion of their CAP earlier than others (e.g., research or training components), but typically the CAP clinical component(s) should not be defended until the student has successfully completed or neared completion of their third-year clerkship.

Successful defense of the CAP is followed by a post-CAP review of the student's work and progress in the program. CTC will consider the student's body of work and development to that point then vote on the student's fit to continue toward dissertation proposal. Successful completion of the CAP and a vote of confidence by CTC in the post-CAP review are prerequisites to the proposal of a doctoral dissertation.

There is typically no specific course that is associated with the CAP. If students need to register for course credit to meet minimum enrollment requirements, they may elect to enroll in PSYC 6110V (individual research).

Candidacy Exam. Examination of students' readiness to be admitted to doctoral candidacy will be completed via both written and oral components of the dissertation proposal. Prior to taking the candidacy exam, students must have successfully completed all required clinical courses, although a written request to waive this requirement can be submitted to the student's Doctoral Advisory Committee. The dissertation will be proposed to the Doctoral Committee. Successful proposal of the dissertation, as evaluated by the Doctoral Committee, will result in successful passing of the doctoral candidacy exam and students being admitted to doctoral candidacy.

Dissertation. Much like the master's thesis, the doctoral dissertation is an empirical study that demonstrates the student's ability to conceptualize, plan, execute, analyze, and defend a scholarly product commensurate with the title of "Doctor of Philosophy in Psychology." Students are required to enroll in a minimum of 18 credit hours of PSYC 7000V (doctoral dissertation) during their candidacy period to include internship to graduate. The dissertation is typically proposed and defended before a committee comprising at least three faculty members,

usually consisting of two members of the core clinical faculty and one member of the experimental faculty. The chair of the dissertation committee must have a GI faculty status; all committee members must have at least a GII faculty status. The defense of the dissertation typically involves a written document and an oral defense. The written document should be provided to the committee at least 1 week in advance of the scheduled defense. Further, the student should register their defense date with the Graduate School (https://graduate-and-international.uark.edu/graduate/current-students/dissertation-defense-announcement.php). Final approved dissertation documents must be submitted for format review to the Graduate School. The Graduate School will take some time to review the document and return for corrections. Allow time for this review and to address corrections. Please also reference the Graduate School website and handbook for details on necessary paperwork to be submitted with the dissertation proposal *and* defense.

Additional Research Responsibilities and Expectations

As part of their clinical science training, graduate students are expected to engage in research activities beyond programmatic milestones (e.g., thesis, dissertation). Often these activities include collaborative research with mentors and lab mates. It is not uncommon for students to be asked to be available some number of hours per week to run lab studies (even if the student is not a research assistant). Many students are also provided with opportunities to mentor undergraduate research assistants and help supervise undergraduate honors student theses. Opportunities to collaborate with others on manuscripts, conference abstracts, and other scholarly dissemination activities are plentiful. Many mentors encourage students to engage in collaborative research both on and off campus, within and outside of their primary labs. All students are encouraged to discuss possible collaborative research activities and opportunities with their primary mentor, who retains primary responsibility for overseeing the student's research training and ensuring the student is not overburdened with obligations that could interfere with their timely progress in the program.

Evaluations, Paperwork, and Student Files

Maintaining APA accreditation requires extensive documentation and evaluation of our training program, including our processes, student progress, and outcomes of our graduates. All current student files are kept electronically (on Box). Students are welcome to view their files at any time by visiting the main office or requesting access to the file from the DCT. For alumni, we keep electronic and paper files for all students up to 10 years of leaving the program.

Over the course of your time at the University of Arkansas, you will be asked to complete regular (1) evaluations of your training, supervisors, courses, and faculty; (2) updates of your program progress and scholarly activities and achievements; and (3) various surveys to help us assess student experiences and concerns. These types of evaluations help us meet the documentation expectations for accreditation and to continuously evaluate and improve our training program. Furthermore, we will contact you at 2- and 5-years post-graduate to complete alumni surveys and will remain in contact for up to 10 years post-graduation. Thus, **we require students to maintain contact with the program for at least 10 years following graduation**. It

is imperative that graduates respond to these periodic surveys for the program to maintain adequate records and meet accreditation requirements.

The current regular evaluations students complete are:

Annual evaluations (Appendix G): typically conducted in August, these evaluations summarize a student's progress through the program, past year accomplishments, and provide an opportunity for formative feedback and goal setting for the coming year. Students will also be evaluated on APA competencies: Research; Ethical and legal standards; Individual and cultural diversity; Professional values, attitudes, and behaviors; Communication and interpersonal skills; Assessment; Intervention; Supervision; & Consultation and interprofessional/interdisciplinary skills. These evaluations serve to ensure that students are making satisfactory progress toward their degree, to provide feedback to students, identify students who are having difficulty meeting program requirements, and ensure compliance with our APA accreditation. All evaluations take into consideration the student's level of training. A signed copy of this evaluation is maintained in the student's file.

Research activities report: (Appendix J): Typically conducted in May, these articulate a plan between a student and their faculty mentor for research milestones the student will work on during the summer. A signed copy of this evaluation is maintained in the student's file;

Course evaluations: (Appendix C): At the conclusion of every course, including practicum courses, students complete anonymous course evaluations. These evaluations are made available to faculty a few weeks after the semester ends and grades are entered.

Faculty evaluations: We are continuously refining our evaluation process to adopt a standardized procedure for providing faculty with feedback from students outside of course evaluations. All clinical faculty are encouraged to engage in informal self-evaluation and to solicit formative feedback from students in multiple domains, including lab and practicum settings using varied strategies on a regular basis. Faculty members retain evaluation feedback records for personal use. They may elect to share this information with the DCT, Department Chair, or Personnel Committee as part of their promotion and merit reviews to document their mentoring efforts and successes.

Diversity climate surveys: Historically conducted every three years (with a briefer survey each year), these departmental surveys allow us to assess the climate of the department with regard to diversity, equity, inclusion, and social justice efforts.

Internship applicant surveys: Conducted in August of the semester students plan to apply for predoctoral internships, these surveys provide feedback to the program about how well we have trained and prepared you for internship across diverse professional competency areas. A copy of this evaluation is maintained in the student's file.

Alumni surveys: (Appendix H): Conducted in summer at 2- and 5-year post-graduation, these surveys provide feedback on the long-term outcomes of program graduates, including professional activities, post-doctoral training, employment settings, and licensure status.

Aside from these regular evaluations, clinical faculty may review the status of any student at any other time during the year, should there be reason to believe that the student is experiencing difficulty or needs additional support. The procedures for such reviews are articulated in the Department Handbook and in the Graduate Student Handbook.

In addition, be aware that when you apply for licensure after receiving your degree, you will likely be asked to provide detailed information about coursework and clinical hours, including practicum and clerkship syllabi or contracts. **You should therefore maintain all course syllabi and documentation of your clinical hours and supervision.** Note that program requirements meet APA accreditation educational criteria, but licensing requirements vary by state and may require additional supervised practical experience and licensing examinations.

Student Files

Each student has a confidential student file maintained in Box, which serves as the centralized location for all important program documents. These files may include evaluation and feedback forms, procedural memos, research activity reports, milestones documentation, and other relevant materials. Access to these files is restricted to designated faculty and staff, ensuring confidentiality and appropriate oversight.

Finances

University base Stipends and Tuition: The Clinical Psychology PhD Program at the University of Arkansas provides graduate assistantships that cover the full tuition cost and an additional stipend to support students throughout the first four years of training. Additional funding may be available through other sources and in subsequent years of training, but cannot be guaranteed.

University-Wide Fellowships: Graduate students may be eligible for fellowships from the University of Arkansas Graduate School that provide additional financial support. These fellowships supplement base stipends to help reduce financial burden. These are competitively awarded at the point of admission to the program and are based on a number of factors including availability of funding, GRE scores, and other application materials. There are two available funding tiers.

- Doctoral Academy Fellowship (DAF) – Provides an additional $12,000 per year on top of base stipend for four years.
- Distinguished Doctoral Fellowship (DDF) – Provides an additional $22,000 per year on top of base stipend for four years. This fellowship is highly competitive and awarded to outstanding students.

Additional Opportunities: Additional opportunities for funding are available through a variety of mechanisms, including internal university programs, federal and state grants, private

foundations, and community partnerships. These sources can support both new initiatives and the expansion of existing efforts. For an inclusive—though not exhaustive—list of potential funding opportunities, please refer to Appendix F.

Assistantships

Graduate Assistantships:

The Graduate Assistantship policies and rules adopted by the Graduate School govern the Department's assistantship policies. Departmental policy states that students have 3 consecutive years to (a) complete all required courses and (b) achieve the first major milestone (thesis for students without a Master's degree or without an approved thesis at the Master's level, or Concentration Area Project for students entering with a Master's degree and an approved Master's thesis), after which approval from the relevant training committee is required for eligibility for additional funding from any source administered by the Department. (In practice, this policy has been interpreted so that a student must have completed all requirements for the M.A. by February 15 of the student's third year to be eligible to apply for a clerkship or an assistantship for the following year). Psychological Science Department policy states that students are eligible for financial support for four consecutive years beginning with their initial enrollment as a Psychological Science graduate student. A student may petition their Training Committee for eligibility beyond that time. In general, Teaching Assistantships are awarded in February, Research Assistantships in March, and the Department strives to have all funding decisions for the next academic year made by the 1st of April.

Teaching Assistantships:

Teaching Assistantships (TAs), funded through the Dean of the Fulbright College of Arts and Sciences, are provided to graduate students who interact with undergraduate students in the classroom. There are two types of TAs. Instructors have full responsibility for teaching their assigned course or courses, usually PSYC 2003 (General). Students having this type of TA must register for one credit in the Seminar in Teaching (602V) each semester. Support TAs are assigned to faculty teaching various courses (e.g., 2003, 2013, 3073, 3093) to help the instructor effectively teach that course. Support TAs are not required to take Seminar in Teaching.

The Instructor of Record is the faculty member officially listed in the course catalog as responsible for a course. This individual oversees course development, including syllabus creation, instructional content, and overall course administration. In cases where a graduate student or teaching assistant (TA) leads a supplementary section, such as a drill or lab, the Instructor of Record remains the faculty member responsible for both the main course and its associated components. However, the graduate student or TA remains responsible for delivering instruction in their assigned section. If a course is taught without a TA or additional instructors, the Instructor of Record is the sole person responsible for all aspects of the course.

Research Assistantships: Research assistantships (RA), funded through either the Howells Fund or Faculty Research grants, are provided to graduate students who assist with faculty-led research initiatives. Responsibilities may include data collection, analysis, literature reviews, and project coordination. The role offers hands-on experience in scholarly research and contributes to the student's academic and professional development. The procedures by which faculty can apply for a Howells Fund Research Assistantships are described in the Howells Fund section. Students are not limited to funding from research grants held solely within the department of Psychological Science.

Clerkships, Externships, and Other Psychological Services: The Department is accountable for clerkship and externship experiences of students in the Clinical Program. The Department is obligated to protect students from exploitation, to satisfy APA accreditation demands, to ensure compliance with state law (restricting the practice of psychology to licensed individuals), and to help tailor professional experiences to students' needs and level of competence. For that reason, clinical clerkships available to students are to be supervised by a licensed psychologist and are to be funded as Graduate Assistantships. In this way, students are better protected from exploitation by employers. Students assigned to a clinical clerkship are to enroll in one hour of PSYC 698 (Field Experiences) each semester of their clerkship.

Clinic Assistantships: Clinic assistantships, funded by departmental and clinic resources, play a key role in managing client intake and clinician assignments. They conduct phone screeners to assess whether potential clients align with the clinic's training model, manage the clinic's waitlists, and facilitate the assignment of clients to clinicians. Additionally, they assist in transitioning clients off clinicians' caseloads when services conclude.

Outside Department Assistantships: Graduate assistantship positions are available across various departments and units on campus, and students can find listings through the UASYS Workday job site by selecting "Graduate Assistant" as the category. These positions function similarly to our department's assistantships but may be housed in other areas of the university. Students typically pursue external assistantships if the position aligns closely with their academic or essential interests or if they are advanced students seeking funding when other departmental funding sources are unavailable.

Research Funding

The Howells Fund: The Howells Fund supports research and scholarship in the Psychology Department beyond what regular University funding allows. Administered by the Howells Committee (with oversight from the Department Chair), the fund encourages flexible and innovative uses by both faculty and students. Uses include RA positions, faculty research grants, grant-writing support, research facilitation funds, travel allocations, and graduate student support (up to $2,000 total per student). All applications must follow department and university

procedures and be approved before funds are spent. For full details, eligibility criteria, and application instructions, please refer to the Psychology Department's Graduate Handbook or the Howells Fund Blackboard site.

Graduate Professional Student Congress (GPSC): The Graduate and Professional Student Congress (GPSC) Research Council at the University of Arkansas provides funding opportunities to support graduate students conducting research for their theses or dissertations. Research grants of up to $1,500 are awarded each semester to help cover research-related expenses, while travel grants of up to $1,000 assist students with costs associated with presenting their research at academic conferences.

Student Research Grants. Students may also secure funding through independent research grants, which support self-initiated projects aligned with their academic and professional goals. These grants typically cover expenses such as investigator stipend, participant compensation, materials, travel, or data analysis tools, and provide valuable experience in grant writing, budgeting, and project management. Refer to Appendix F for a list of a few exemplar research grant opportunities.

Travel Funds: Travel grants are managed through a variety of systems, each with its own set of eligibility criteria, reimbursement limits, deadlines, required materials, and funding sources ranging from department and graduate school allocations to external opportunities. For information on each available grant, please consult appendix F. Note that this list is not exhaustive and may not be up-to-date, as new opportunities are added regularly.

Howell's Fund: The Howells Fund provides travel funding each year for students attending conferences. First-year students may use this funding to attend a conference without presenting. However, after the first year, students must be presenting at the conference to qualify for funding. To apply, students should email their application to the chair of the Howells Committee (contact information is available on Blackboard). The application consists of a one-page document submitted via email. The travel fund covers expenses related to conference travel, including registration fees, flights, hotels, rental cars, gas, public transportation, and meals. Applications are reviewed twice a month. Reimbursement is processed through arscbsvc@uark.edu. For full details, eligibility criteria, and application instructions, please refer to the Psychology Department's Graduate Handbook or the Howells Fund Blackboard site.

Policy on Outside Work: Employees, including student employees, planning to engage in outside employment must disclose, by means of the appropriate form, any relationships or activities which might give rise to conflicts, or the appearance thereof, with their duties, responsibilities or obligations to the University of Arkansas. Student employees in the Clinical Ph.D. Program at the Department of Psychological Science may not engage in outside work that requires clinical engagement without disclosure to and approval by the CTC. Students shall not engage in clinical practice or activities outside of a formalized memorandum of agreement

(MOA) put in place by CTC and enrollment in field placement. Clinical activity pursued outside of the bounds of an existing CTC approved MOA and current student enrollment in field placement is not covered by student liability insurance and thus, puts the student, their supervisor, and the program at risk of liability, suit, or loss of accreditation.

Teaching Training

Students interested in teaching must complete a comprehensive teaching seminar and have their master's degree before they can begin teaching. To register for teaching hours, students enroll in 1-3 credit hour for the Teaching Seminar course. Once they start teaching as an Instructor of Record, they continue registering for 1 credit of Teaching Seminar each semester as a record-keeping system.

Expectations for Engagement

As engaged scholars, students are expected to actively engage in and contribute to the broader functioning of the department and the field of psychology. This includes participating in departmental events, service activities, and professional development opportunities, as well as remaining informed about current issues impacting psychological science and practice. Such engagement fosters a sense of professional identity, supports a collaborative academic community, and prepares students for future roles as leaders in the field.

Interview Day: Graduate students are expected to be fully engaged and available throughout the entire graduate student interview day. Their participation in all scheduled events plays a critical role in creating a welcoming and informative environment for applicants and significantly enhances recruitment efforts. Additionally, their insights and impressions of interviewees are highly valued and contribute meaningfully to shaping admissions decisions.

Faculty Recruitment Events: Students are expected to attend all candidate job talks and associated events, such as candidate lunches, that occur during the regular work day unless they have a conflicting obligation that prevents participation. These events are essential for fostering a welcoming environment, supporting recruitment efforts, and providing a well-rounded view of each candidate. Student perspectives and impressions are highly valued and play an important role in informing hiring decisions.

Research Talks and Colloquia: Clinical students are expected to attend department colloquia, guest speakers, and research talks as part of their professional development. These events help foster a broader sense of identity within the department and offer valuable exposure to ongoing scholarship. These presentations often provide unique learning opportunities beyond what the department offers, and students are encouraged to attend whenever possible. While it's understood that occasional scheduling conflicts may arise, students are strongly encouraged to make every effort to attend and actively engage in these opportunities.

PAMs (Professional Area Meetings): Attendance is expected for all clinical students, including those on clerkship. PAMs serve as valuable didactic experiences that offer unique training and practice opportunities not always available through standard coursework or clinical placements.

They allow students to develop specialized skills, engage with expert-led content, and deepen their understanding of targeted areas of psychological practice. These meetings are generally held on Thursdays from 4-5pm. Please inform the DCT or ADCT if you cannot attend.

Attendance at Events During Academic Breaks: Students and Faculty on a 9-month contract are not expected to attend department or program events during the summer (mid-May to mid-August) or outside regular work hours (evenings/weekends), though they are always welcome to participate. Summer practicum enrollment is required, and students receive a 1-month stipend to reflect reduced engagement expectations over the summer. Expectations for summer or after-hours work may vary by lab or clinical site. Students should consult with their advisor or supervisor for specific information about lab and practicum engagement requirements. Regardless of timing, students are expected to represent the department and university professionally in all roles. Many faculty are also on 9-month contracts and are not obligated or expected to be available for program engagements including student research milestone feedback or other committee meetings over the summer.

Professionalism Across Contexts: Professionalism is essential in all academic and professional settings, including coursework, teaching, clinical work, and conferences. It fosters respect, ethical conduct, and accountability while enhancing individual and institutional reputations. Professionalism extends beyond campus to external placements, research conferences, and professional organizations, where faculty, staff, and students represent both themselves and the university. Maintaining ethical standards, integrity, and respectful interactions is crucial in all professional engagements.

Clinical Training

Students enrolled in the program engage in a set of graduated, sequential clinical training experiences. There are three major clinical training opportunities for students prior to the predoctoral internship: practicum courses (required), clerkship (one required), and externships (optional). Each is described below. Broadly speaking, it is expected that students complete eight integrated reports and accrue 500 or more direct contact hours by the point of applying for internship. Half of these hours are expected to be accrued through practicum enrollment and half from clerkships and externships.

- Direct contact hours, as defined by APPIC, are face-to-face (or telehealth) interactions in which a student provides psychological services directly to a client, such as therapy, assessment, or psychoeducation.
- An integrated report, as defined by APPIC, is a comprehensive written document that includes a clinical interpretation of assessment data from at least two different assessment methods (e.g., interviews, standardized tests, behavioral observations) to demonstrate the student's ability to synthesize information into a coherent, clinically useful formulation.

Practicum: The CTC is responsible for ensuring students are adequately trained in profession-wide competencies and for evaluating their progress. As per APA's Commission on Accreditation's (CoA) Implementing Regulations (IRs), our program's approach to onsite

practice training is designed to be sequential, cumulative, and graded in complexity. Student enrollment in onsite practica ensures the optimal performance of both programmatic tasks: Multiple core faculty can train, observe, and supervise students' practicum performance. This process requires that students participate in onsite practica for multiple years and rotate among our slate of onsite clinical supervisors.

Students must be enrolled in onsite practica during their first 4 years of the program, inclusive of their one-year clerkship in Year 3. Students begin clinical work early in the program in clinical practicum courses and progressively build competencies by conducting individual therapy, group therapy, psychological evaluations, etc. Student clinicians will be enrolled in Practicum courses consecutively for at least the first four years of training to include summers unless alternative arrangements are made through the practicum waiver process. Students are expected to carry a minimum clinical caseload reflective of developmental phase, participate in weekly individual and supervision meetings, and engage in ongoing professional development as part of their practicum responsibilities. After students have completed at least eight full fall/spring semesters and three summers of practicum enrollment, students may apply for a practicum waiver to discontinue practicum enrollment.

The sequence for onsite practica is as follows:

Year 1: Assessment Practicum (Spring)
Year 2: Intervention Practicum (Fall) General Practicum (Spring)
Year 3: Diversity Practicum, Supervision & Consultation Practicum, or General Practicum
Year 4: Diversity Practicum, Supervision & Consultation Practicum, or General Practicum

The Psychological Clinic: The University of Arkansas Psychological Clinic serves as a primary practicum training site for doctoral students, offering supervised experience in evidence-based assessment and intervention across a range of presenting concerns and client populations. In all clinical activities, students are required to follow clinic policies, procedures, and documentation standards, as well as uphold the ethical guidelines of the American Psychological Association and relevant legal and professional standards. For specific information about clinic policies, refer to the Psychological Clinic Handbook.

Minimum caseloads: Minimum expected caseloads vary throughout a student's development and depend on individual training needs. However, general expectations are as follows:

> Year 1: Assessment Practicum (Spring) - complete at least two evaluations with integrated reports
> Year 2: Intervention Practicum (Fall) - provide one hour of direct contact individual therapy service each week building their caseload to the point of providing three hours of direct contact service by the end of year two.
> Beyond Year 2: Students are expected to carry a caseload requiring service provision of three to five direct contact service hours each week to include individual and group therapy as well as assessment.

Practicum teams. While enrolled in Practicum, you will be assigned to a Practicum Team lead by a particular practicum supervisor each semester. These teams include at least one licensed clinical supervisor and six or fewer graduate students. Practicum teams may be General in focus or a Special Topic focus as outlined in syllabi. General practicum courses examine a great breadth of clinical training topics where Special Topics courses offer a focused study in a particular subject area. Participation in specialty practica over general is not required. Team assignments are determined by the Clinical Training Committee (CTC) with input from the Clinic Director, who solicits student preferences through a ranked list of available practicum teams and any relevant scheduling considerations. Assignments are made with attention to student preferences, training breadth, supervisor fit, and course sequencing, and are reviewed by the CTC for final approval. If a student believes their assigned team may negatively impact their training, they should first consult their mentor and then bring concerns to the Clinic Director, who will work with the CTC to explore possible alternatives.

Clinical supervision. Clinical Supervision is a requirement and central component of clinical training in the doctoral program and is conducted in accordance with the American Psychological Association's (APA) guidelines for clinical supervision. Supervision is designed to ensure ethical, competent service delivery, promote professional development, and support the acquisition of clinical competencies across practicum experiences. All clinical supervision activities are governed by the APA Ethical Principles of Psychologists and Code of Conduct, and students and supervisors are expected to uphold the highest standards of professionalism, confidentiality, and accountability throughout the supervision process.

All students enrolled in practicum are required to engage in regular, structured supervision with a licensed psychologist or approved supervisor. Supervision may take the form of individual or group supervision, and the minimum time requirement is determined collaboratively by the supervisor and supervisee, taking into account factors such as the student's caseload, developmental level, and the complexity of clinical work. While needs may vary, a general guideline is that students receive at least one hour of supervision per week, which may be met through either individual or group formats or a combination of both. Supervision should include opportunities for case discussion, clinical skill development, ethical reflection, and ongoing feedback. Supervisors may differ in their theoretical orientation, supervision style, frequency and structure of meetings, focus areas, and expectations for clinical documentation, including note-writing format and level of detail. These details should be discussed at the beginning of each supervisory relationship.

Student expectations: Students are expected to arrive prepared, engaged, and open to feedback in all supervision contexts. This includes individual meetings with their supervisor as well as participation in group supervision and case consultation seminars. Active involvement in group supervision is essential, and students are expected to contribute thoughtfully to discussions, provide respectful feedback to peers, and engage in collaborative problem-solving. Consistent attendance is required for both individual and group supervision. Missed supervision sessions should be rare, clearly communicated in advance, and rescheduled whenever possible. Students must also maintain accurate documentation of all supervision hours in Time2Track or another

approved tracking system as part of their official clinical training records. This includes logging both individual and group supervision, as well as any peer supervision activities, in a timely and accurate manner.

Supervisor expectations: Supervisors are responsible for providing regular, structured supervision that includes case discussion, direct observation (e.g., audio or video review), and guidance on ethical and culturally responsive practice. Supervisors must offer constructive feedback, support professional growth, and ensure that services provided by the trainee are appropriate to the student's level of development and scope of competence. Supervisors are expected to provide formative and summative evaluations of student performance each semester and to consult with the Clinic Director or Training Director if concerns arise.

Conflict in the relationship: While supervision is intended to be a supportive, growth-oriented experience, differences in communication styles, expectations, or clinical perspectives etc. may occasionally lead to misunderstandings or conflict. Addressing such concerns in a respectful and timely manner is essential to maintaining a productive supervisory relationship and ensuring a positive training environment.

Students are encouraged to first attempt to resolve concerns directly with their supervisor whenever possible through direct discussion in an open and professional manner. Recognizing that these conversations can be challenging—particularly in hierarchical relationships—students are welcome to seek consultation from their academic advisor or the Clinic Director to help prepare for or process these discussions beforehand.

If the concern is not resolved through direct communication or if a student feels unable to address the issue directly, they should bring the matter to the attention of the Clinic Director. The Clinic Director may meet with both parties, individually or together, to facilitate resolution and ensure that both student learning and client care are supported. In cases where the conflict cannot be resolved through informal means at this level as determined by either party or if the Clinic Director is also part of the conflict, students should bring their concerns to the attention of the ADCT or DCT. The issue may be elevated to the CTC for further guidance and/or, if necessary, modification of supervisory assignments.

All efforts will be made to handle supervisory concerns sensitively, confidentially, and in a manner that respects all parties and their professional development and ethical practice. Addressing concerns early and collaboratively reflects the program's commitment to fostering respectful, growth-oriented supervisory relationships.

Peer Supervision: Students begin engaging in peer supervision during the Supervision and Consultation Practicum course, typically taken after completing at least their second year of enrollment in the program. As part of this course, students learn supervisory models, ethical frameworks, and strategies for giving and receiving feedback. Following the course, students may continue to gain experience in peer consultation and layered supervision models, often through mentorship roles on practicum teams or in group supervision settings. These experiences

support leadership skill development and prepare students for supervisory roles in internship, postdoctoral training, and professional practice.

Because peer supervision involves providing feedback and mentorship to fellow students, it is essential to approach these roles with professionalism, respect, and an awareness of power dynamics. If conflict arises within a peer supervision relationship, students are encouraged to address concerns directly when appropriate and safe to do so. If direct resolution is not possible or concerns persist, the student should speak with the supervisor of record, who can help mediate the issue and ensure that both peer learning and client care are protected. As with all supervision experiences, open communication and collaboration are key to making peer supervision a productive and respectful process.

Peer Supervision Guidelines

I. Purpose of the Guidelines
   a. Clarify the goals and boundaries of peer supervision.
   b. Articulate specific guidelines for the conduct of peer supervision while retaining flexibility for faculty and advanced students.

II. Goals of peer supervision
   a. Meet expectations regarding training and supervision from the APA Guidelines and Principles for Accreditation of Programs in Professional Psychology.
   b. Opportunity for advanced students to begin to apply knowledge of clinical supervision in a safe, restricted setting.
   c. Opportunity for advanced students to practice and receive feedback on their use of supervisory skills.
   d. Opportunity for advanced students to offer peer support to less advanced students.
   e. Opportunity for advanced students to disseminate information relevant to clinic policies and procedures.

III. Boundaries of peer supervision
   a. Only students who have successfully passed the course in Clinical Supervision and Consultation are eligible.
   b. Students must be approved by their current clinical faculty supervisor and clinic director.
   c. Peer supervision is not a primary source of training for clinical trainees.
   d. Peer supervision is not a proxy for faculty supervision.
   e. Recommendations from peer supervisors are not alternative options to those given by faculty supervisors.
   f. Assignment of advanced students to the role of peer supervisor should be guided primarily, if not exclusively, by the goals of peer supervision.
   g. Time devoted to peer supervision each week should be in line with the goals of peer supervision.

Practicum Waiver: A practicum waiver request is a formal process by which a student seek a reduction in their caseload, a pause in their practicum training, or and end to their practicum enrollment and responsibilities, depending on their stage of training and individual needs. Waiver requests are evaluated and determined by the Clinical Training Committee (CTC) based on established criteria related to training progress and clinical competency including students' standing in the program, their stage of training, and other specific individual needs or training goals (see below).

There are three types of practicum waivers:

1. Full Practicum Waiver: This waiver allows a student to be released from practicum enrollment and clinical responsibilities for the remainder of their time in the program. To be eligible, students must have completed the required eight semesters and three summers of practicum, demonstrated mastery of core clinical competencies, and successfully defended their Concentration Area Project (CAP). This is the only waiver that formally acknowledges full completion of practicum training expectations.
2. Limited Practicum Waiver: In some cases, students may be approved to enroll in fewer practicum credit hours (i.e., one credit hour), allowing for continued but minimal clinical engagement. This limited scope must be clearly defined and involves a reduction in clinical caseload. It is intended to support flexibility in balancing other academic, research, or personal demands while maintaining a minimal level of clinical activity.
3. Term-Specific Waiver: This type of waiver allows a student to step out of clinical responsibilities for a specific semester. These waivers are typically used when a student needs temporary relief from practicum due to time-limited circumstances but has not yet met the full training requirements for a full waiver.

To request any type of waiver, students should email the Clinic Director with their mentor advisor included. The request must specify the type of waiver being sought, include a brief rationale for the request, and be accompanied by clinical hours documentation from Time2Track. All waiver requests are subject to review and approval by the CTC.

Practicum Completion Certificate: Students may become eligible for a Practicum Completion Certification after completing at least eight semesters and three summers of practicum and successfully defending their Clinical Assessment Project (CAP). This certification verifies that the student has met all required practicum competencies, including expectations for psychological assessments (e.g., at least eight evaluations). While some students may continue clinical work beyond this point, the certification provides a formal milestone in preparation for internship. All certification decisions are reviewed and voted on by the Clinical Training Committee (CTC).

Clerkships

Clerkship and Externship Training: Clerkship is a key part of clinical training, typically beginning in the third year. These placements provide students with real-world clinical experience aligned with our generalist, scientist-practitioner model. Training settings vary and may include hospitals, community mental health centers, private practices, university counseling centers, and specialty clinics. The goal is to provide evidence-based training experiences that match student interests and support development of their clinical competence.

Clerkship Structure and Time Commitment: Third-year students typically complete two full days per week (16 hours) at their clerkship site, with an additional 4 hours per week dedicated to documentation, preparation, or supervision-related activities (not counted as clinical contact hours). Each student must receive a minimum of one hour of individual, face-to-face supervision per 16 hours of site time. Supervisors must be licensed psychologists. If a site cannot provide one, students may work with the DCT to identify a qualified faculty member to serve in that role.

Application and Selection Process: Each spring, the Director of Clinical Training (DCT) confirms which sites are available and interested in hosting students for the upcoming academic year. After this confirmation, rising third-year students are informed of available clerkship placements. Students may select up to three sites to which they will apply and submit a CV to participate in interviews. After interviews, both students and site staff submit rank lists, indicating both acceptability and preference. The Clinical Training Committee (CTC) then reviews all rank lists and works to optimize placements—balancing the best training match for students with the program's long-standing relationships and commitments to community partners. The process typically concludes by mid-March. For externships, students are not required to rank three sites, they may rank only the sites they are genuinely interested in. Before submitting rank lists for either clerkships or externships, students should first consult with their faculty advisor to ensure alignment with their overall training plan.

Supervision and Training Quality: All clerkship and externship placements are expected to offer evidence-based clinical training consistent with our program's scientist-practitioner model. Supervision is a critical component of the experience, and students are expected to engage actively in supervision and clinical responsibilities. The program works closely with both students and sites to ensure that training is high quality, ethical, and developmentally appropriate.

Funding Considerations. Clerkship and externship placements may or may not be paid. Some sites offer hourly pay or stipends, while others are unpaid training experiences. Students may still receive departmental funding during this time, depending on availability. It is important to consult with the DCT and faculty advisor when planning funding and workload during the clerkship year.

Externships

Externships are like "mini-clerkships." They are external placements (i.e., non-practicum, community-based clinical placements) that students take in additional to their in-house practicum training and clerkship activity. Externships are volunteer opportunities that are time-limited (e.g.,

typically no more than 10 hours/week) and often narrow in scope (e.g., focused on forensic evaluations or group therapy). Students are not required to complete externships, but many choose to do so to complement their clinical skills training.

Like clerkships, externships vary in what is available and how they are supervised. Some are supervised by externship site psychologists, while others are supervised by clinical faculty in the program. A list of potential externships is circulated to students in the beginning of the spring semester. Students who are interested in completing an externship must request it from their primary mentor, who will then inform the CTC of the student's interest. Once the CTC votes to approve a student for an externship, the partnering site will often conduct an interview and then inform the DCT if they would like to offer the externship position to the student. Other details about the position (e.g., scope of work, time commitment) are worked out with the site, DCT, and student, and communicated through an official Memorandum of Agreement.

Requesting an Externship. Most students who seek externships do so in their 4th and 5th years. However, on occasion some students may want to complete an externship earlier in their training. It is possible that faculty are interested in recruiting more junior students for externship placements. When making decisions about externships, CTC will consider the following:

1. COA's Standards of Accreditation and Implementing Regulations. The IRs require programs "specify how practicum is clearly integrated with other elements of the program. This includes a description of how academic knowledge is integrated with practical experience through forums led by psychologists for the discussion of the practicum experience, as well as a description of how practicum training is sequential, cumulative, and graded in complexity, and designed to prepare students for further organized training….Further, each accredited doctoral program is expected to have clearly defined administrative policies and procedures in place for both internal and external practicum settings"(https://irp.cdn-website.com/a14f9462/files/uploaded/section-c-soa.pdf).
2. Program procedures for profession-wide competency training and evaluation
3. Preferences of individual students or faculty

Students beyond Year 3 can apply for an external (off-site) practicum that offers advanced clinical training and experiences. These requests should be sent by the student's Doctoral Advisory Committee (DAC) to the DCT, who will then present the request to the CTC. There will be occasions when students have a strong preference to request before Year 4 an external practicum placement. These requests should be rare and limited to circumstances in which a student's progress in a focused area of study (as articulated in their CAP proposal) will be irreparably impeded.

There might also be occasions when faculty have a strong preference for a student to receive before Year 4 an externship assignment. These requests should also be rare and limited to circumstances in which the status of the placement is in jeopardy (e.g., a position must be filled for continued operation) or the faculty member's focused area of study (as illustrated by their CV and current external funding) will be impeded in a way or at a time that is significant.

Externship placements should match the developmental level of the student and represent a cumulative, graded experience. To that end, we offer the following general guidelines.

Student Level	**Scope of Externship Practice**	**Prerequisites**
Year 4+	Most commonly, externship requests come from students in their 4th year of clinical training or beyond. These placements can vary widely and are useful to provide students with specialized clinical opportunities that can make them more competitive for internship or that can enhance their clinical competencies in specific domains (e.g., specialized training in neuropsychological assessment). Externships are limited to 1 day/week. The ratio of supervision to direct clinical hours is expected to be about 1:10.	• Research milestones being met in a timely fashion
Year 3	A Year 3 externship request is not expected, given students in Year 3 are typically completing a year-long clerkship at an external placement already. On rare occasions, a Year 3 student may be approved for an externship placement in addition to their 2-day per week clerkship. These placements *must* be limited in terms of hours, to avoid having students take on too many clinical roles in their third year (clerk, in-house practicum student, plus external placement clinician). For instance, students may be allowed to complement existing clinical training with a 2-3 hour/week externship opportunity.	• Personality: Theory & Assessment • Psychotherapy • Intervention practicum
Year 2	A Year 2 externship request is atypical. On rare occasions and typically in response to program or faculty research needs, a Year 2 student may be approved for an externship placement. These placements *must* be limited in hours and scope. For instance, students may be allowed to provide psychodiagnostics testing, consistent with training they have received in courses and practicum to date, deliver a single evidence-based	• Introduction to Clinical Practice • Psychopathology: Theory & Assessment • Psychotherapy Outcomes • Assessment Practicum

	intervention (e.g., CBT-I) for which they have received extensive training or certification, or to co-lead structured, manualized therapy groups with a more senior clinician. Externship time commitments are expected to be minimal (e.g., no more than one-half day per week). Year 2 students are *not* permitted to carry an independent caseload of clients who are referred for a variety of reasons or to provide psychotherapy or assessment outside of a very limited (and typically manualized) scope. The ratio of supervision to direct clinical hours for these placements is expected to be low and consistent with practicum (e.g., 1 hour of supervision for every 3-4 hours of clinical service).	
Year 1	The program does not permit students in their first year of doctoral studies to enroll in an externship.	

Tracking clinical training hours: The clinical program maintains a subscription to Time2Track, a digital tool used by all clinical students to log and track their clinical hours while enrolled in practicum. Students are expected to use Time2Track consistently to record direct and indirect service hours to ensure accurate records in accordance with APPIC guidelines (Appendix G). This system supports accurate documentation for internship applications and facilitates regular review of clinical progress by supervisors and training directors. Key areas to track include direct contact hours and assessment activities to include administration and feedback provision with specifications about the type of assessment provided. Supervision hours should also be documented, differentiating between individual, group, and peer supervision. Finally, activities such as assessment scoring, report writing, case consultation, treatment planning, and attending clinically specific didactic training should be recorded as support hours. Since each activity must be categorized correctly, students should consult the APPIC guidelines for counting hours. An accurate record of clinical training helps meet internship and licensure requirements.

Telesupervision Policy

Telesupervision is the supervision of psychological services that is provided through a real-time audio and video format where the supervisor is not in the same physical facility as the trainee. In cases where sufficient off-site supervisors are best suited to provide supervision, either by virtue of their expertise or their availability or the health and safety needs of the supervisor or supervisee, tele-supervision may be used. The qualifications for supervisors (including AR license) and the aims of practicum training remain the same regardless of the modality of supervision delivery. Student eligibility for telesupervision requires demonstration of basic competence. It is expected that, in most circumstances, supervision will be offered in

person during the initial practicum experiences (intervention and assessment practicums) to facilitate demonstration of competence. The following policies and procedures regarding the use of telesupervision have been adopted and implemented in accordance with the APA Commission on Accreditation standards and regulations.

Rationale: Telesupervision is utilized as an alternative form of supervision when in-person supervision is not practical, feasible, or safe. The University of Arkansas Clinical Psychology Training Program's rationale for using telesupervision is that it allows for continuation of high-quality training even in circumstances that might preclude in-person supervision.

Consistency with Training Aims and Outcomes: Telesupervision allows supervisors to be engaged and available to assigned supervisees, to oversee client care, and to foster trainee development, even in circumstances that preclude in person interactions. Telesupervision allows students to work with supervisors with multiple and varied perspectives in their training by allowing access to supervisors spread throughout the state who have values and expertise consistent with the values and aims of our training program. Further, telesupervision imitates the client and therapist experience in virtual therapy modalities allowing trainees to discuss and practice managing the unique practical considerations of telehealth service provision. In these ways, it is fully consistent with the Clinical Psychology Training Program's training aims. Supervisors work to ameliorate potential drawbacks of telesupervision by discussing inherent challenges of the format with each trainee and collaboratively working to identify strategies for maximizing what can be done in this format. This can include discussion of potential for: miscommunication, environmental distractions, temptation to multitask, technology failures, lack of dedicated workspace, etc. Supervisors set clear expectations and learning objectives at supervision outset and regularly check in on these throughout the supervisory relationship.

How and When Telesupervision is Used: Telesupervision is used in place of in-person supervision when meeting physically is not possible or is not safe (such as extenuating schedule, travel, life event, physical distance or off-site location provision, or public health emergency situations). It is not used for the sole purpose of convenience. Telesupervision is implemented via a secure version of Zoom or other HIPAA compliant teleconferencing platform. Supervisors and supervisees may access telesupervision either from their individual offices, from the Psychological Clinic, and in some cases from a secure and confidential space within a home.

Trainee Participation: All trainees will be afforded the opportunity to have telesupervision as an option for receiving supervision when telesupervision is indicated or reasonable.

Supervisory Relationship Development: Ideally, in-person meetings between supervisor and supervisee are encouraged when feasible. This can be especially important early on in supervisory relationship development. Supervisors will also check in regularly on how supervisees are experiencing the telesupervision format. Supervisors are readily available via phone or email between supervision sessions for consultation and for informal discussions. Such availability for consultation and socialization as well as the program's commitment to the

learning and development of trainees serves to foster development of strong supervisory relationships.

Professional Responsibility for Patient Care: The supervisor conducting the telesupervision continues to have full oversight and professional responsibility for all clients discussed.

Management of Non-scheduled Consultation and Crisis Coverage: Supervisors are available by email, text, or phone in the event of need for consultation between sessions. Supervisors can be invited to virtual client sessions to assist in co-facilitation in the event telehealth is being utilized and if there are any emergencies that necessitate intervention of supervisors.

Privacy/Confidentiality of Patients and Supervisees: Supervisors and supervisees will only conduct supervision that pertains to discussion of confidential client information from settings in which privacy and confidentiality can be assured, whether this be in the office or in a home-based setting. The videoconferencing platform, a secure version of Zoom, provides end-to-end encryption and advanced security standards compared to traditional videoconferencing.

Technology Requirements and Education: Telesupervision will occur via Secure Zoom. During their orientation to their Clinical Psychology Training Program practicum, trainees receive telehealth training, specific training on utilizing Secure Zoom, and training on being prepared for supervision, be this in-person or via teleconference. Supervisors are also trained in these same topic areas.

Doctoral Internship

Students applying for internship should strive to complete the internship readiness criteria (see below) by the 15th of October in the year preceding the internship. Please note that all readiness criteria for applying for internships must be completed before the DCT will sign off on a student's application.

Internship Readiness Criteria:

- Completed master's thesis or thesis equivalent
- Completed courses required for the master's degree
- Defense of CAP
- Completed or currently enrolled in all courses required for doctoral degree
- Completed doctoral candidacy exam (i.e., successfully proposed dissertation)

Application Approval: Once readiness criteria are met, students must obtain formal approval from the CTC to include the DCT to apply. This includes a review of academic progress, clinical training records (e.g., Time2Track hours and competencies), and consultation with the student's clinical advisor. The CTC will confirm readiness with a memo offered to students. DCT will again confirm readiness by signing off on the APPIC application and verifying eligibility with APPIC.

Internship Application Process: The internship application process is conducted through the Association of Psychology Postdoctoral and Internship Centers (APPIC) Match system. The full

application includes the AAPI Online, letters of recommendation, transcripts, four essays, and tailored cover letters for each site. Students are responsible for monitoring application deadlines and ensuring materials are submitted on time.

The APPIC website (www.appic.org) provides up-to-date listings of accredited internship sites, match instructions, and guidance on application preparation. Students must also adhere to all APPIC Match policies, including the binding nature of the match outcome. Reneging on a match is only permitted under exceptional, unforeseeable circumstances.

Program Support: Students should work closely with their clinical program advisor when selecting internship sites and preparing application materials. Current internship offerings can be obtained at the APPIC Website. As a condition of the APPIC match, students may not renege on an agreement they signed with APPIC and must attend training at the internship site where they matched, unless there are severe, unforeseeable conflicts that prevent them from going wherever they matched.

Each year, the program offers a series of internship preparation meetings for students planning to apply as well as access to an internal document detailing past students' application materials, as well as outcomes obtaining interviews and matches at internship sites across the country to assist application strategy and promote success. Each spring, students who are departing for internships participate in a Professional Area Meeting during which they share lessons and insights they learned during the application process to support the success of future applicants. Students may also consult with alumni and peers and are encouraged to take advantage of mock interviews and review sessions coordinated by faculty.

Course Enrollment during Internship: Students on internship should sign up for 1 credit of PSYC 699V in the Fall semester of internship, 1 credit in the Spring semester, and 1 credit in the Summer semester (as they are completing internship) to maintain student status and meet registration requirements. Additionally, students currently on internship who have yet to complete their dissertation and lack 18 hours of dissertation credit (PSYC 700V) should enroll in PSYC 700V in addition to one hour of PSYC 699V. Students who have finished their internship but have not yet completed their dissertation must be continuously enrolled in PSYC 700V until their dissertation work is complete.

Internship Evaluations: Internship supervisors are required to submit **formal evaluations** of student performance at regular intervals. These evaluations assess competency development across clinical domains and are reviewed by the DCT. Satisfactory completion of internship is required for conferral of the doctoral degree.

Applying for Graduation/Commencement

PhD students at the University of Arkansas must complete a formal application for graduation and, if desired, a separate application to participate in the commencement ceremony. For full

details and the most up-to-date deadlines, students should regularly check with the Graduate School and the University Commencement Office.

Graduation Application: Students must apply for graduation through the Graduate School in the semester they intend to complete their degree requirements. The application is submitted via current UA system, and deadlines are published each term on the Graduate School website. Submitting the graduation application is required for degree conferral, regardless of whether a student plans to participate in the commencement ceremony. Before applying, students should ensure that all degree requirements and program milestones will be completed by the end of the semester, including successful dissertation defense and submission of final documents to the graduate program.

Additional Reminders:

- Students should consult with the Graduate Coordinator and Mentor Advisor to ensure all program-specific paperwork is complete and submitted on time.
- Students must be enrolled during the term of graduation or file for a leave of absence if not otherwise registered.

Commencement Participation: Students who wish to participate in commencement must also register for the commencement ceremony through the University Commencement Office (commencement.uark.edu). Commencement ceremonies for graduate students are typically held in May and December. Students who complete their degree, including internship, in summer may choose to walk in either the May commencement ceremony the year of their degree conferral or the December following their degree conferral.

Participation in commencement does not imply degree conferral. Degrees are officially awarded only after all academic requirements are verified by the Graduate School.

Additional Policies

Residency and Internship Requirement

Upon completion of the Master's thesis defense, the clinical graduate student must complete two semesters in residence (summer not included) before leaving on internship. This is generally accomplished while completing the CAP. Students who have begun their dissertation work must be continuously enrolled at the University of Arkansas until the work is completed.

Academic Integrity

The University of Arkansas's academic integrity policy can be found at https://www.honesty.uark.edu/policy/index.php. As part of the University community, the Clinical Training Program upholds academic integrity and sees it as fundamental to ensuring the public trusts our scholarship and clinical interventions. Because trust is fundamental to a university, a training program, and to the profession of psychology, we take academic integrity very seriously.

Academic dishonesty involves acts that may subvert or compromise the integrity of the educational or research process at the University of Arkansas. Academic dishonesty includes (but is not limited to) any act by which a student gains or attempts to gain an academic advantage for themselves or another by misrepresenting their work or by interfering with the independent completion, submission, or evaluation of academic work. The unauthorized use of technology, including generative artificial intelligence (AI) such as ChatGPT, to gain this academic advantage is itself an act of academic dishonesty. Domains monitored for academic integrity include coursework, research, clinical work, and other programmatic facets of a student's education and training.

Sexual Harassment/Misconduct

The University of Arkansas's sexual assault and sexual harassment policy can be found at https://vcfa.uark.edu/fayetteville-policies-procedures/oeoc/4181-20170109.php#:~:text=Sexual%20harassment%20is%20prohibited%20by,by%20the%20Arkansas%20criminal%20code . It is the policy of the University of Arkansas to prohibit sexual harassment or acts of sexual assault, domestic violence, dating violence and stalking committed against students, employees, visitors to the campus, and other persons who use University facilities. Sexual harassment (up to an including sexual assault) is also a form of sex discrimination prohibited by Title VII of the Civil Rights Act of 1964 and by Title IX of the Education Amendments Act of 1972. Sexual assault is also a crime, defined by the Arkansas criminal code.

Title IX protects the University community from gender discrimination, harassment and misconduct in a school's education programs and activities. Title IX protects the University community in connection with all academic, educational, extracurricular, athletic, and other University programs, whether those programs take place on University property, in University transportation, at a class or training program sponsored by the University at another location or elsewhere.

Reporting Workplace Discrimination and Requesting Accommodations

The University of Arkansas is committed to the principle of equal opportunity in education and employment. The University prohibits discrimination (including discriminatory harassment and sexual harassment) against any student, applicant for admission, employee, applicant for employment, affiliate, subcontractor, on-site contractual staff, agency employee, third party or community member, visitors to campus, and others participating in campus programs or receiving campus services. Information about this policy can be found at https://www.vcfa.uark.edu/fayetteville-policies-procedures/oeoc/2141.php.

To report violations or suspected violations of workplace harassment, please go to https://www.oeoc.uark.edu/reporting/index.php. Reports can include the following: report of discrimination, filing a grievance, reporting sexual harassment, filing for a disability accommodation, filing for a religious accommodation, reporting a barrier to access, filing an American with Disabilities Act or 504 student appeal, and a Razorback Transit complaint.

Note that after a report is made alleging harassment or discrimination, it is possible (and even likely) that the student will not hear anything about the matter for some time, if at all. *This does not mean that the report was not taken seriously or was closed.* Reports of this kind are very serious and are also personnel matters, which require strict confidentiality and legal protection. If you have any questions about this, ask the Department Chair or contact the Office for Equal Opportunity and Compliance (OEOC).

Criminal Arrests, Charges, or Convictions

As graduate students are also employees of the University of Arkansas, they are bound by university Human Resource Policies as outlined in the HR handbook (https://hr.uark.edu/working/handbook/index.php). University employees and thus, graduate students in the Clinical Psychology Doctoral Program, must report to their academic mentor and/or DCT, within 24 hours or at the earliest possible opportunity thereafter, any criminal arrests, criminal charges or criminal convictions, excluding misdemeanor traffic offenses punishable only by fine. Employees must cooperate fully during any review process undertaken by the university. Failure to make such a report or to cooperate with such a review shall constitute grounds for disciplinary action, up to and including termination.

Conflict Resolution Policy

Conflicts between graduate students and faculty sometimes arise during graduate training. Outlined below are steps graduate students can take to attempt to resolve such conflicts. Note that retaliation of any kind is explicitly prohibited by University policy and it is important for students to develop skills in addressing conflict or concerns professionally, consistent with APA Ethical Guidelines.

Should a conflict arise, the following steps should be taken.

- The student may consult with their mentor, the ADCT or the DCT, or with another faculty member. This informal consultation serves as an opportunity to problem-solve strategies the student can use to manage or address the conflict directly.
- Students should also consult this and other relevant handbooks to determine if there are specific policies and procedures that should be followed in a particular instance to address a particular kind of conflict.
- If the conflict cannot be successfully navigated after the student consults with supporting faculty, the next step is for the student and faculty member in conflict to meet and work out the issue. A direct, informal discussion can often resolve sources of conflict, especially those that arise from miscommunication, misunderstanding, or inadvertent/unintentional behavior. Each party should document that this meeting occurred and briefly summarize (for their own records) how attempts to create a mutually satisfactory resolution were approached.
- If the parties cannot reach a mutually satisfactory resolution, the ADCT or DCT should attempt to facilitate the resolution. A meeting between the parties and the DCT can help mediate the concern and generate potential fruitful resolutions. Records of the meeting (who was in attendance, what was discussed) should be kept by each party in attendance.

In cases where the conflict involves the DCT the department chair will attempt to facilitate a resolution at this phase.

- If a resolution cannot be reached within the program, the parties and department chair with meet for another attempt to mediate the conflict and help the parties reach a productive end.
- If resolution is not achieved within the program or department, the matter should be brought to the attention of the Dean of Fulbright College of Arts & Sciences, the Dean of the Graduate School, of the Office for Equal Opportunity and Compliance (OEOC). Concerns can be reported directly to OEOC at this website: https://www.oeoc.uark.edu/reporting/index.php. These individuals or units may choose to return the matter back to the department, may investigate the matter further, or may choose to assist with a resolution.

Social Medial Policy

In a technologically connected world, clinical students should be mindful of their online behavior and its consequences online, including the use of social networking, blogs, listservs, and email. It is possible that other students, faculty, therapy clients, clinical supervisors, potential internship sites, research participants, and future employers will search online for information about clinical trainees. While it is not possible to control all information that exists about students, it is wise to exercise caution and restraint and to use safeguards whenever possible. Online activities, including those that students may consider purely personal, may be perceived as reflecting upon their professional roles. Students are encouraged to consider the following cautions and suggestions:

1. With social networking sites such as Facebook, Instagram, TikTok, etc., use privacy settings to limit access to your pages and personal information. Use thoughtful discretion when considering "friend" requests and consider the boundary implications. For example, it is not advisable to become virtual "friends" with clients or former clients or undergraduates you supervise or have in your classes.
2. With email, keep in mind that everything you write may exist perpetually or be retrievable, including through requests to the university through the Freedom of Information Act (FOIA). Therefore, be thoughtful about what you write. Emails sent via the UARK email system are considered public records and the property of the University. Even text messages on your private telephone, if they relate to your professional roles, can be subject to FOIA. Participation in listservs includes the peril of inadvertently writing things to a much more public audience than intended, so be cautious with posts to such forums. Email is not an appropriate venue to discuss confidential information, so if such communications are necessary, make sure any information is encrypted.
3. Email signature lines should be professional and appropriately represent one's status and credentials. Students are encouraged to consider adding a confidentiality disclaimer to email signature files.

4. Be mindful of voicemail greetings if you use a private phone for any professional purposes (clinical work, teaching, or research). Make sure that such messages reflect a level of professionalism that you would want to portray to the public.
5. Online photo and video sharing, including within social networking sites, should be considered very public venues; use discretion when posting such information.

It is not the intention of the Clinical Psychology Program to interfere in students' personal lives or to limit anyone's ability to enjoy the benefits of online activities, express their personality or opinions, or have a little fun. As with off-line activity, we encourage students to be mindful of the implications and make efforts to protect their professional image and reputation. If the program becomes aware of online activity that represents a violation of the APA Code of Ethics, local, state or federal laws, such information may be included in evaluation of student progress and may be grounds for disciplinary action, including dismissal from the program.

Background Checks

Students may be requested to undergo additional background checks based on requirements of external training agencies or when deemed necessary by the DCT or Clinic Director. Documented offenses revealed by these checks will be evaluated by the DCT and Clinic Director in consultation with the student and relevant members of the department faculty and university administration. If documented offenses are deemed substantially related to the qualifications, functions, or duties of training or to the professional practice of clinical psychology, students might be prohibited from participating in clinical practica or external clerkship training. Minor traffic violations will not disqualify students from these training experiences. Offenses occurring as an enrolled student may be a violation of the University's policies for student standards and conduct (https://www.accountability.uark.edu/information-for-students-final/index.php) and might result in disciplinary action, up to and including dismissal from the Clinical Training Program and expulsion from the university. If students believe the results of a background check are erroneous in any way, they may request a second background check at their own expense. Students who wish to appeal a denial of participation in clinical training activities may do so in writing to the Chair of the Department of Psychological Science within 30 days of receiving notification.

Time Off

Holidays and Religious Observance Days.

Graduate students are not expected to work on university holidays (New Year's Day, Martin Luther King Jr. Day, Memorial Day, Independence Day, Labor Day, Thanksgiving and the day after, December 24-25). Mentors and supervisors are expected to honor requests for time off to observe other major holidays associated with the student's religious or cultural heritage. Students should provide at least one month notification of these holidays.

9-month Assistantships.

Most assistantships are on 9-month contracts; as such, students have summer break off. However, students can pick up additional assistantships or hourly wage positions over the summer. For students working over the summer, the week between the spring and summer sessions and between the summer and fall sessions are typically used for vacation,

unless the specific position requires otherwise. In these cases, alternate vacation times can be arranged with the supervisor.

12-month Assistantships. For students on 12-month contracts, all vacation needs to be discussed and approved by your research mentor at least one month in advance. However, it is expected that students may take up to two weeks of vacation during the 12-month period.

Practicum and Clerkship. Students enrolled in practicum or clerkship and seeing clients should consider the importance of continuity of care as they plan for vacation and travel days. If a student is unavailable to their clients for two or more consecutive sessions, they must receive approval in advance by their clinical supervisor for vacation/travel days.

In advance of starting an external practicum or clerkship, students should meet with their site supervisor(s) to determine the vacation/leave policies of the site. Note that it is likely that the vacation schedule for the University of Arkansas will be different than the vacation schedule at the externship or clerkship site. Therefore, students will need to negotiate with the site about time off. Ideally, the agreement around scheduling will be documented and signed by both the student and supervisor (email notification is sufficient). As with any professional setting, student requests for time off should be made as much in advance as possible.

Professional Days. Students are expected to provide at least 2 weeks of notification to their mentors and supervisors for any professional days they intend to take off. Professional days include internship interviews, professional conferences, or other academic and professional activities.

Emergency Days. As emergencies may come up that result in students needing to take time off during the semester (e.g., illness, death of a family member, caring for an ailing family member), students should notify their mentor and supervisors when these emergencies occur and of the days they anticipate being absent. Faculty will make efforts to adjust the student's work, class, or clinical duties (e.g., delaying due dates; providing remote options; completing alternate tasks), as is appropriate.

Leave of Absence. When an emergency would require a leave of absence (e.g., needing to take a semester or year off), the Graduate School Leave of Absence Policy would apply (https://graduate-and-international.uark.edu/graduate/current-students/student-support/student-resources/graduate-handbook/policies-procedures.php#registration). Leave of Absence Request Forms need to be completed by the academic advisor, specifying the circumstances that necessitate the student interrupting their graduate studies.

Time Off Following Birth/Adoption of a Child. The University of Arkansas requires accommodations consistent with Title IX (see https://titleix.uark.edu/students/pregnant-parenting-students/index.php). These include the ability to take time off from school for pregnancy, childbirth, miscarriage, abortion, and recovery for as long as your doctor says is medically necessary. Accommodations include additional time to complete assignments, ability to make up work without penalty, remote coursework, and additional time to complete degree

requirements. For clinical psychology graduate students, adjustments may also include submitting a Practicum Waiver request for a semester.

Some fellowships (e.g., NRSAs) provide 60 consecutive calendar days of leave upon the birth or adoption of a child. If a student wishes to receive more leave time, they can ask their advisor to petition the Graduate School for a leave of absence.

Appendices

Appendix A: Handbook Change Request Form

Please note: The change request to the Clinical Training Program handbook submitted with this form is to be considered by the Clinical Training Committee and is not a guarantee of change.

Date:	
Your name:	
Your role:	
Are you proposing an addition, modification, or removal of a portion of the handbook?	□ Addition □ Modification □ Removal
For modifications or removal: *Please give section numbers and paste the specific passage(s) you are proposing to change. Use the current edition of the Clinical Training Program handbook.*	
Please provide the precise language you are proposing. *If you are changing existing language, please include the entire section as re-written, with the new language in bold.* *If you are writing a new section/proposing an addition, please include where it will appear in the handbook (i.e., new numeration).* *If you are proposing a deletion, indicate the text to be deleted using strikethrough.*	
Rationale for changing the handbook: *Explain in detail why this change is necessary.*	
Other handbook sections affected by your proposed change: *Have you examined the handbook to see if other sections will be affected by your proposed change? If so, please list these sections.*	
Date form received by Director of Clinical Training:	
Date form discussed by Clinical Training Committee:	
Outcome of Change Request:	

Appendix B: Graduate Student Peer Mentor Guidelines

The Clinical Program Peer Mentoring Program in the Department of Psychological Science at the University of Arkansas is designed to support incoming graduate students. The peer mentor has made a year-long commitment to be available to talk freely to their mentee, helping the student become oriented to the department, university, and local community, and assist in any other way the peer mentor deems appropriate. A peer mentor is a resource to their mentee, providing both personal and professional support in the early stages of the mentee's graduate career. Oftentimes peer mentors are more senior students in the same research lab as their mentee. A good peer mentor is familiar with department rules, expectations, and procedures, and can direct the mentee to other resources and people who may be more knowledgeable about a topic the peer mentor is less familiar with.

Common topics that are discussed include basic information about the program and program requirements, transitioning to graduate school, preparing for classes, managing school/life balance, establishing health care in the community, seeking opportunities for engaging in hobbies or socialization, and logistics. If the mentor is unsure about what to discuss with their mentee, they can choose from the list of topics in the table below (these are simply suggestions). **But the biggest thing students report they needed from a peer mentor when they first arrived was someone to support them, to help them feel connected, and to serve as a friendly face. Therefore, mentors should see their primary role as one of support, validation, normalization of experiences and reactions, and as providing a space for their mentees to air concerns and feel understood.**

The peer mentor is *not* a therapist, *not* a mediator of disputes between the mentee and others in the department (e.g., the academic advisor), *not* a research advisor, nor is the peer mentor expected to handle personal crises their peer mentee may experience. However, the peer mentor may direct the mentee to resources and people on campus who can assist in cases of disputes or crises.

The specific expectations of a peer mentor are as follows:

COMMITMENT- The peer mentor commits to serving in this role for a period of at least one year.

AVAILABILITY- The peer mentor is encouraged to be available to their mentee in multiple ways, including by email, in a campus office or other space, and by phone. There are boundaries the peer mentor can set regarding their hours of availability (e.g., the mentor is not expected to answer mentee questions or meet with the mentee on evenings and weekends, unless both desire to do so).

CONFIDENTIALITY- The peer mentor agrees to maintain confidential their discussions with the mentee. However, if problems arise that concern the peer mentor or the peer mentor feels ill equipped to manage on their own, the peer mentor should consult with someone in the department or university (e.g., the faculty mentor, the Director of Clinical Training, or the Dean of Students) to seek advice and assistance.

RESPONSIBILITY- The peer mentor takes responsibility for **scheduling regular check-ins with their mentee (at least monthly but could be more often).** These check-ins need not be in person (could be over text or Zoom, for instance), but should provide an opportunity for the mentee to ask questions, seek consultation, or generally discuss how they are adapting to the transition to graduate school.

INCLUSIVITY- The peer mentor includes the mentee in some graduate student social events, extends invitations for other opportunities for the student to network and get to know others in the department and university, or even just invites them for a coffee or a walk on occasion. Helping build a social support network is critical to well-being, stress reduction, and success.

Potential topics to discuss with your mentee:
Logistics (getting your student ID, keys, parking, etc.)
How to keep track of fellowships/payments/processing
Who to talk to for questions regarding enrollment, fellowships, grant applications, IRBs, tech support, etc.
Course expectations
What classes to take
Balancing coursework and research
Thesis milestones/procedures
Conference presentations
Arranging conference travel
Applying for reimbursement
Grants available to grad students
Howell's student research grant
Tips for writing
How to submit a manuscript to a journal
Tips for productivity/time management
How to use citation management software
Clinic policies and procedures
Practicum expectations
What is clinical supervision like
Self-care/work-life balance
Places to eat in NWA
Places to visit in NWA
On campus rec leagues/clubs
Health insurance information, procedures for getting appropriate care, healthcare providers in NWA

Appendix C: Recommended Course Sequence

First Year, Fall	First Year, Spring	First Year, Summer
PSYC 50403- Assessment of intellectual and cognitive abilities PSYC 51303- Inferential statistics for psychology PSYC 53103- Introduction to clinical science PSYC 50800- Observational practicum	PSYC 6070V- Assessment practicum PSYC 51403- Advanced descriptive statistics for psychology PSYC 50703- Introduction to clinical practice PSYC 62103- Psychotherapy outcomes PSYC 6000V- Master's thesis- *Propose thesis*	PSYC 6070V- Practicum (1 credit in Summer I, 1 credit in Summer II)
Second Year, Fall	**Second Year, Spring**	**Second Year, Summer**
PSYC 6070V- Intervention practicum PSYC 51603- Personality theory & assessment PSYC 51103- Theories of learning *Choose 1:* • PSYC 41403- History & systems • PSYC 6090V or other seminar PSYC 6000V- Master's thesis	PSYC 6070V- Practicum PSYC 61603- Psychotherapy *Choose 1 or 2:* • PSYC 50103- Developmental • PSYC 50603- Social • PSYC 6090V or other seminar PSYC 6000V- Master's thesis- *Defend thesis* *Propose CAP*	PSYC 6070V- Practicum (3 credits in Summer I, 3 credits in Summer II)
Third Year, Fall	**Third Year, Spring**	**Third Year, Summer**
PSYC 6070V- Practicum *Choose 1:* • PSYC 41403- History & systems • PSYC 61303- Behavioral neuroscience • PSYC 6090V or other seminar PSYC 6980V- Field experience (clerkship)	PSYC 6070V- Practicum *Choose 1:* • PSYC 50103- Developmental • PSYC 50603- Social • PSYC 6090V or other seminar PSYC 6980V- Field experience (clerkship) *Defend CAP*	PSYC 6070V- Practicum (3 credits in Summer I, 3 credits in Summer II)
Fourth Year, Fall	**Fourth Year, Spring**	**Fourth Year, Summer**
PSYC 6070V- Practicum *Choose 1:* • PSYC 41403- History & systems • PSYC 61303- Behavioral neuroscience • PSYC 6090V or other seminar PSYC 7000V- Dissertation *Propose dissertation*	PSYC 6070V- Practicum *Choose 1:* • PSYC 50103- Developmental • PSYC 50603- Social • PSYC 6090V or other seminar PSYC 7000V- Dissertation PSYC 6980V- Field experience (clerkship)	PSYC 6070V- Practicum (if not on waiver) PSYC 7000V- Dissertation (if more credits needed)

PSYC 6980V- Field work (external practicum)		
Fifth Year, Fall	Fifth Year, Spring	Fifth Year, Summer
PSYC 6990V- Clinical internship	PSYC 6990V- Clinical internship *Defend dissertation*	PSYC 6990V- Clinical internship

Appendix D: Concentration Area Project (CAP) Components

The CAP is the first opportunity outside of a Master's thesis or thesis equivalent that students have to take real ownership of their training. Until that point, most of the students have taken the same sequence of classes and practicum experiences. Typically starting in the third year, students can begin to exert more choice and control of the remaining time in their program, crafting research and training opportunities and activities that will take them closer to their intended career paths. This is a special opportunity for the student to individualize the experiences they will gain in the remaining time they have in their doctoral program.

Common format of CAP proposals:

- Brief description of student's career plans/trajectory and program of research
- Description of planned CAP activities and components, how these are yoked to the student's career plans/trajectories and/or complement the existing work the student has done, and specific deliverables for each activity or component
- A timeline of proposed CAP activities
- A list of all courses taken thus far (and grades achieved)- *optional, some committees may want this and some may not*
- A table or Time2Track report briefly summarizing clinical hours to date (direct hours, especially)
- An updated CV

Common Components of CAP Proposals:

** Strongly recommended at least 1 activity in this domain is part of the CAP*

*** Required that at least 1 activity in this domain is part of the CAP*

Domain	**Example Activities**	**Common Deliverables**
Specialization in a Research Domain* A hallmark of nearly all CAPs is an opportunity to do a "deep dive" into a specific research area. This sets the student up to be an expert in a particular topic or knowledge domain.	□ Major area (selective review) paper □ Conceptual paper □ Systematic review □ Meta-analysis □ Major research grant proposal (e.g., F31 or similar in scope—*not* a smaller service grant) □ Other: _____	The most common deliverable for this component is a paper or grant proposal.
Research Productivity For students who may be on an academic trajectory, the third year can be an opportunity to enhance research productivity.	□ First author research manuscript (e.g., from thesis or other data/project) □ Co-authored manuscript(s) □ Minor grant proposal (e.g., APA or APS research/dissertation grant) □ Other: _____	Common deliverables for this component include small grant submissions and publishable manuscripts (ready for submission).

Specialized Clinical Training Frequently, CAPs include some specialization in an aspect of clinical psychology. This allows students to make themselves competitive for particular kinds of internship sites, using specific modalities of therapy or working with specific populations (e.g., forensic sites; child sites; rotations with eating disorder or substance use teams)	□ External practicum experience □ Web-based certifications or specialized trainings (e.g., TF-CBT Web; CAMS; Social Rhythms Therapy) □ Specialized cases in the Psychological Clinic (e.g., PCIT cases; co-facilitate a sleep group) □ Development of a therapeutic group or other specialized clinical offering (student need not offer the group for this component to be met) □ Other: _____	Common deliverables for this component include workshop certificates of completion, therapeutic materials developed, a brief summary of cases seen, and/or a clerkship evaluation form from an external practicum supervisor.
Teaching & Academia Preparation Depending on the student's career interests, the CAP can include opportunities for specialized professional experiences such as teaching and developing academic job materials.	□ Teaching a course as the instructor of record □ Writing a teaching statement □ Taking a seminar on the professoriate (e.g., **GRSD 5003)** □ Other: _____	Common deliverables include course syllabi, teaching evaluations, a teaching statement, course grades.
Additional Didactics/Content Knowledge For many students, the CAP allows them to take specialized courses, plan for particular seminars within and outside of the department, attend trainings and workshops (some can be funded with additional education experience grants from Howells), or otherwise dedicate time to expanding their knowledge in a particular area. Unlike the research component, this component is not primarily about enhancing expertise in the student's research program but in other areas that may complement the research program or be related to clinical, service, advocacy, consultation, educational, or other professional roles.	□ Statistics workshops (e.g., latent class analysis; qualitative data analysis—especially for techniques not offered at the U of A) □ Workshops or grad seminars in specialized research techniques (e.g., EEG Bootcamp; Psychophys Bootcamp; fMRI seminar; MLM or SEM seminars; other courses within or outside of the department) □ Readings (e.g., books on pedagogy; books on other approaches or systems of psychotherapy—multicultural, structural family therapy, brief dynamic psychotherapy, group therapy) □ Workshops in best practices for teaching/didactic instruction □ Other: _____	Common deliverables for this include certificates of completion, course grades, or brief summaries of material read. Sometimes people provide R scripts or other deliverables related to the statistical knowledge they gained.
Self Exploration/Reflection The CAP may give students opportunity to reflect on their career goals, seek out information about their options, reflect on	□ Readings (more focused on process than on content, such as *The Compleat Academic* or APA's website—Education & Careers)	Common deliverables for this component include 1-2 page

their professional identity, and grow a deeper sense of self as a soon-to-be psychologist. Some students may interview professionals about their career choices, write drafts of essays that are in the spirit of internship essays, draft a teaching/mentoring or diversity statement that could be used in a job application, and think about how they approach clinical work or understand human behavior, human suffering, and change.	□ Interviews or consultation with professionals □ Shadowing (e.g., a master teacher; therapist) □ Self-assessment evaluation (e.g., https://www.apa.org/education-career/grad/self-assessment.pdf) □ Other: _____	summary and reflection essays, teaching statements, etc.
Evaluation of Clinical Competencies** All CAPs *must* include some evaluation of clinical competencies. This varies widely by committee and student, in part because it depends on the student's career goals. However, in some form the committee must render an evaluation of the student's mastery of the content of clinical courses and demonstrate the ability to apply this content to clinical cases, with a focus on diversity, ethics, evidence-based practice, proper assessment, and diagnosis/case conceptualization.	□ Oral case presentation with Q&A from committee □ Assessment protocols provided to student; student asked to write up brief summary/diagnostic impressions and recommendations from materials □ Committee questions (of the type that are likely to be asked during an internship interview) □ Summary of clinical hours/experiences with Q&A from committee □ Other: _____	Common deliverables for this domain include an oral defense of competencies, de-identified clinical materials (assessment report; treatment summary), or a case presentation.

Appendix E: CommunityResources

Recreation in Northwest Arkansas:

Engaging in recreational activities is a great way to prioritize your well-being and remind yourself that there is a life outside of graduate school. Northwest Arkansas has something to offer for everyone. Below are some links to some lists about activities in the area, including outdoor recreation, dining, and community events:

Finding NWA: https://findingnwa.com

Experience Fayetteville: https://www.experiencefayetteville.com/visitfayetteville

Fayetteville Recreation Programs: https://www.fayetteville-ar.gov/1192/Recreation-Programs

NWA State Parks: https://northwestarkansas.org/state-park/

Appendix F: Fellowship and Grant List

Fellowship Opportunities

Fellowship	Funding Agency	Description
F31/F31 Diversity	NIH	The purpose of this Kirschstein-NRSA program is to enable promising predoctoral students with potential to develop into productive, independent research scientists, and to obtain mentored research training while conducting dissertation research. The F31 is also used to enhance workforce diversity though a separate program.
R36 - Dissertation Awards	NIH/NIMH	The purpose of this award is to increase the diversity of the mental health research workforce by providing dissertation awards in all areas of research within the strategic priorities of the NIMH to individuals from diverse backgrounds underrepresented in mental health research to support

		the completion of the doctoral research project.
Graduate Research Fellowship	NSF	The NSF GRFP recognizes and supports outstanding graduate students in NSF-supported STEM disciplines who are pursuing research-based master's and doctoral degrees at accredited US institutions. The five-year fellowship includes three years of financial support including an annual stipend of $34,000 and a cost of education allowance of $12,000 to the institution. Clinical Psych students can be eligible.
Predoctoral Mental Health and Substance Abuse Services (MHSAS)	SAMHSA	Fellowship to support the training of practitioners in behavioral health services and prevention. This fellowship is designed for students in clinical, counseling and school psychology, and other psychology students whose training prepares them for careers in behavioral health services.
Interdisciplinary Minority Fellowship Program (IMFP)	SAMHSA	The purpose of the fellowship is to identify, select, and support the training of ethnic minority graduate students who commit to significantly improving the quality of care provided to ethnic and racial minorities who have a mental or cooccurring mental and substance use disorder.
Weatherstone Fellowships	Autism Speaks	We provide funding along the entire research continuum from

		discovery to development to dissemination for innovative projects that hold considerable promise for significantly improving the lives of those affected by autism.
Ford Foundation Fellowships Program	NASEM	Through its Fellowship Programs, the Ford Foundation seeks to increase the diversity of the nation's college and university faculties by increasing their ethnic and racial diversity, to maximize the educational benefits of diversity, and to increase the number of professors who can and will use diversity as a resource for enriching the education of all students.
Doctoral & Dissertation Awards	SREB	The SREB-State Doctoral Scholars Program offers two awards to students who are pursuing Ph.D.s and plan to become college and university professors. If you are eligible, you are invited to apply for one of these awards. Must be A member of a racial or ethnic minority group (including black, Asian American, Hispanic/Latin American, Native American or other).
Elizabeth Munsterberg Koppitz Child Psychology Graduate Student Fellowship	APF	The Elizabeth Munsterberg Koppitz Fellowship program supports graduate research projects and scholarships in child psychology. $25,000 fellowships for graduate students in child psychology.

Dissertation Fellowships (Women Only)	AAUW	The purpose of the American Dissertation Fellowship is to offset a scholar's living expenses while she completes her dissertation. The fellowship must be used for the final year of writing the dissertation.
Dissertation Fellowship in Women's Studies	WW/IFCS	The Women's Studies Fellowships are provided to Ph.D. candidates at institutions in the United States who will complete their dissertations during the fellowship year. The most competitive applications include not only a clear, thorough, and compelling description of thecandidate's work, but also evidence of an enduring interest in and commitment to women's issues and scholarship on women and gender.
Paul & Daisy Soros Fellowships for New Americans	PDSOROS	Every year, The Paul & Daisy Soros Fellowships for New Americans supports thirty New Americans, immigrants or the children of immigrants, who are pursuing graduate school in the United States. Each Fellowship supports one to two years of graduate study in any field and in any advanced degree-granting program in the United States. Each award is for up to a total of $90,000.
AHA Predoctoral Fellowship	AHA	To enhance the integrated research and clinical training of promising students who are matriculated in

		pre-doctoral or clinical healt professional degree training programs and who intend careers as scientists, physician-scientists or other clinician-scientists, or related careers aimed at improving global cardiovascular, cerebrovascular and brain health.
NaEd/ Spender Dissertation Fellowship program	NAEd	The Dissertation Fellowship Program seeks to encourage a new generation of scholars from a wide range of disciplines and professional fields to undertake research relevant to the improvement of education. These $27,500 fellowships support individuals whose dissertations show potential for bringing fresh and constructive perspectives to the history, theory, analysis, or practice of formal or informal education.
James H. White Doctoral Fellowship	UARK Grad School	The James H. White Doctoral Fellowship was established by the family of James H. White to support doctoral students who have demonstrated academic excellence and leadership at the University of Arkansas. For more information, please contact the Office of Graduat Fellowships at 479-575-4327 or gradfunding@uark.edu. The White fellowship awards a $1,000 stipend per year for a maximum of 4 years, payable in increments of $500 at the

		beginning of the fall and spring semesters.

Research Grants Opportunities

Research Grants	Funding Agency	Description
Various Awards	APF	Psychology cannot thrive without nourishing our most intelligent and inquiring minds to pursue the discipline. To this end, t he foundation supports a number of programs aimed at helping graduate students further their education in psychology.
APA-Graduate Students (APAGS) Basic Psychological Science Research Grant	APAGS	The intent of this grant is to fund innovative psychological science research projects. Students in all fields of psychology and neuroscience and are APAGS members are eligible to apply. Funds for this $1,000 grant must be used to support the proposed research.
APAGS/Psi Chi Junior Scientist Fellowship	APAGS/Psi Chi	The intent of the Junior Scientist Fellowship is twofold: to provide funding for a first- or second-year graduate level project and to offer constructive feedback to select applicants to increase their chances of achieving success with a future

		National Science Foundation (NSF) Graduate Research Fellowship application. Funds for this $1,000 fellowship must be used to support direct research costs.
Health Policy Research Scholars	RWJF	This is a national leadership development program for first-or- second-year doctoral students in any academic discipline who want to apply their research to help build healthier and more equitable communities.
Student Grant Competition	APS	In an effort to encourage student research in psychological science, the APS Student Grant Competition provides small “seed grant” funding to support research in its initial development stages, e.g., the purchase of research materials or other expenses incurred prior to data collection. Up to eight awards ($500 each) will be given to APS student affiliates (graduates and undergrads). Research proposals in all areas of psychological science are welcome.

Graduate Student Support	UARK Psych Howells	The Howells Fund will make available a maximum of $2000 per graduate student for eligible expenses toward their graduate education. These funds will be available throughout each student's tenure as a student in good standing in the program, with a maximum of $1,000 available in the first 2 years. Eligible expenses include, travel to conferences, supervised independent research, research for MA and Ph. D. theses.
Research Grant ($1500)	UARK GPSC	In partnership with the Office of Research and Innovation and GPSC, the Research Council will offer several research grants each semester worth up to $1500 to support original graduate student research.
WGC Grant	UARK WGC	Projects should include work that falls within the scope of the Women's Giving Circle funding priorities, as well as the U of Ark guiding priorities.

Travel Award Opportunities

Travel Grants	Funding Agency	Description
Student Travel Funds	UARK Psych Howells	Each student may apply for up to $1100 for travel to one conference. The student should submit a request using the Student Grant application, providing a budget, a justification for why this conference is important to his or her research development, and a description of the student's attempts to gain funding for travel to this conference, as well as the student's plans (if any) to attend other conferences in the current academic year.
Travel Grant ($500)	UARK GPSC	These offer up to $500 for expenses related to traveling and presenting research at academic conferences. This can include registration fees, airfare, hotel costs, and more.

Other Funding Opportunities

Other Grant Opportunities	Funding Agency	Description
Professional Dev Grant	UARK GPSC	These offer up to $500 to support student endeavors related to professional development, but not

		associated with research presentations (such as participation in workshops or internships, funding speaker fees or other costs of organizing events).
Extra-curricular educational experience	UARK Psych Howells	After their first two years and completion of their MA, students can apply for one extra-curricular educational experience that is directly related to their program and educational goals. The request must be approved by their advisor and all appropriate committees. A maximum of $1,000 may be awarded to cover the cost of this experience.
Open Access Publishing Fund	UARK Library	A new fund will help reduce the cost of publishing for University of Arkansas students, faculty and staff. The Open Access Publishing Fund was created by the University Libraries, and seven colleges and campus units contributed.
Tuition Fellowships	UARK Grad School	U of Arkansas graduate school offer multiple opportunities to apply for fellowships that cover or reduce tuition costs.

Various Awards	APAGS	Includes travel, writing, and professional development awards.
Various Awards	APA Div 44	Sexual Orientation and Gender Diversity Research, Education and Policy.