



UNIVERSITY OF
SOUTH CAROLINA

**CLINICAL-COMMUNITY PSYCHOLOGY
DOCTORAL PROGRAM**

GRADUATE STUDENT HANDBOOK
2014 – 2015 Academic Year

DEPARTMENT OF PSYCHOLOGY
UNIVERSITY OF SOUTH CAROLINA
COLUMBIA, SC

TABLE OF CONTENTS

	Page
Introduction	3
Psychology Department Programs and Committees.....	5
Psychology Graduate Student Association.....	6
Training Perspective	6
Program Goal, Objectives, and Competencies	8
Program and Departmental Policies	13
Credit Load.....	13
Maximum Period Allowed for Completion of the Degree	13
Policy on Continuous Enrollment	13
Family Leave Policy.....	13
USC Grading Policies	14
Clinical-Community Program Policy on Grades Less than B	14
Procedure for Evaluation of Nonacademic Aspects	14
USC System Policy on Sexual Harassment.....	15
Policies on Any Type of Outside Student Employment or Professional Involvement	15
Graduate Teaching Experience.....	16
Professional Involvement	16
Plagiarism.....	16
Procedure for Modifying Clinical-Community Program Requirements	17
Student Annual Reviews and Evaluation of Progress	17
Grievance Procedures.....	17
Disabilities.....	17
Ethics.....	18
Cultural Competence in the Workplace.....	18
Graduate Assistantships and Financial Aid	18
Curriculum and Requirements for the Clinical-Community Program	21
Guidelines for Program Requirements	
Qualifying Exam for Candidacy.....	22
Program of Study	23
Research Requirements	24
Master’s Degree Requirements	25
Practica.....	26
Comprehensive Examinations	29
Part I: General Comprehensive Examination (“Comps Paper”)	29
Part II: Ph.D. Oral Comprehensive Examination	35
Dissertation Research.....	36
Internship.....	42
Alternative Clinical-Community Internship.....	46
Applying for Graduation	52
Checklist of Record-keeping Responsibilities	53
Clinical-Community Actions Requiring Forms and Posting of Meetings	54
Program Faculty	56
Competency Rating Forms.....	57

INTRODUCTION

This Handbook is the most up-to-date rendering of the rules, regulations, and guidelines that will direct you through your graduate study. Please read it now and refer to it frequently throughout your time of study. ***It is your responsibility to assure that all appropriate forms are collected and included in your academic file.***

Please be aware that modifications in program procedures and requirements are introduced from time to time in order to ensure that our graduates will be well prepared to meet changing professional demands. You need to be aware of such modifications as some may apply to you. You should follow the procedures outlined in the Handbook for the year you began the program, but also track additional notices that are sent regarding changes or updates that have occurred. For example, you may want to see if you can take advantage of increased flexibility or new curriculum options that arise after you have entered the program. In most instances, these types of decisions are made available to entire classes of students rather than requiring individual petitions.

In some rare cases, program changes involve increases in requirements or other program modifications that are more controversial. These changes will be binding on all students at the discretion of the Program Faculty Committee- even those students who have come into the Program "under a different Handbook" (i.e., prior to any modifications to the current handbook). This will be the case unless the individual student or the student's class has been exempted from the requirement. These exceptions could occur in those instances in which accommodation to the change presents greater burden for one class than another.

Major Professor

An important faculty member for you is your Major Professor (sometimes referred to as the advisor or research mentor). This is the faculty member that you intend to work with most closely for your professional training. He or she functions as your primary (but not exclusive) resource person within the program. Your Major Professor is typically a member of the Clinical-Community Program Committee and is assigned at the time of admission. Our goal is to match students and faculty into mutually agreeable pairings for apprenticeship training. You may end up working closely with more than one faculty member; however, for administrative purposes you should still have one person designated as the Major Professor. Most students remain with a Major Professor at least through the M.A. degree to provide continuity during the first few years in the program. If you want to change your Major Professor, discuss this with your present Major Professor, indicate the person to whom you would like to be reassigned, and then notify the Program Director of any change that has been agreed upon. When you have completed course requirements and examinations, and are preparing to begin work on your dissertation, your dissertation chairperson automatically becomes your Major Professor until graduation. Your Major Professor will work in conjunction with the Director of the Clinical-Community Program to provide you with annual feedback and assist you in maintaining good standing in the Program.

Record-keeping

As you proceed with your studies, your program file (kept in the Graduate Program Coordinator's office) should reflect all decisions regarding your progress in the Program. When any important decision is made, make certain that the decision is recorded in writing and that the written record becomes part of your file. This includes any "approvals" you receive (e.g., comps outline, dissertation prospectus, courses waived, etc.). Grades and copies of official forms will also go into this file. Prior to graduation, your file will be checked by the Graduate Program Coordinator and will be sent to the Graduate School for action (if it is complete). A checklist of the forms that should accumulate in your file is included at the back of this Handbook. All forms are found within our program's web page under the "Current Students" section. It is critical that all students supply the Graduate Program Coordinator and the Program Director with their current e-mail address, current mailing address, and telephone numbers and that this information be kept current.

Mailboxes and Workspace

All graduate students have a mailbox on the second floor of Barnwell College and have electronic mailboxes as part of the university e-mail system. You can get the key to your mailbox from Psychology Department office staff. Clinical-Community students have additional mailboxes in the Psychology Services Center (PSC). You should check your e-mail daily and other mail regularly (i.e., at least weekly) for bulletins and other important announcements. You must take responsibility for monitoring your university e-mail account either directly or via forwarding this mail to your preferred e-mail address. Please be sure that Robert Heller, the IT Manager within the

Department of Psychology, has the most current e-mail address that you want used for Psychology department listservs. You will also need to make sure that your contact information is kept current in the university system. You can do this by logging in to Self-Service Carolina at www.my.sc.edu as a student, and clicking on the “Personal Information” tab to the left. These are a major mechanism for distributing information to students.

Every student has access to workspace through their mentor’s research lab or can have other space assigned to them appropriate for their duties. In addition to these assigned spaces, graduate students also have exclusive access to the Graduate Computer Laboratory located on the second floor of Barnwell College as well as the Graduate Student Lounge located on the fourth floor of Barnwell. Your Major Professor should take responsibility for assigning or locating work space for you.

Important Names and Telephone Numbers

Clinical-Community Program Director Director of Clinical-Community Training (DCCT)	Mark D. Weist, Ph.D.	777-8438	Barnwell 237D
Graduate Program Coordinator	Jessica Escorcia	777-2312	Barnwell 248
College of Arts & Sciences Distinguished Professor of Psychology & Department Chair	Douglas H. Wedell, Ph.D.	777-4263	Barnwell 224C
Assistant to the Department Chair	Vicki Lewter	777-4263	Barnwell 224B
Business Manager	Sherry Morrison	777-4235	Barnwell 224D
Systems Manager	Robert Heller	777-1239	Barnwell 244B
Administrative Assistant	Stacie Dunn	777-8082	Barnwell 220
Admin. Assistant/Purchasing	Wende Miller	777-4138	Barnwell 224A
Director, Psychological Services Center (PSC)	Michele Burnette, Ph.D.	734-0371	2221 Devine St., Suite 101
Associate Director, PSC	Betsy Davis	734-0384	2221 Devine St. Suite 101
PSC Administrative Assistants	Sarah Pruitt Dianne Glasser	734-0378	2221 Devine St. Suite 101

PSYCHOLOGY DEPARTMENT PROGRAMS AND COMMITTEES

The Department of Psychology has over 40 full-time faculty and over 70 graduate students in three programs (Clinical-Community, Experimental, and School Psychology). The Department is one of the largest departments in the College of Arts and Sciences. Currently there are over 900 undergraduate psychology majors making this one of the top departments on campus for undergraduate majors.

The Department of Psychology office is located in Room 224 in Barnwell College. In addition to the information posted on the Department's website, there is a directory listing of all faculty and their office numbers in the main office of the Barnwell College Building. The office of the Director of the Clinical-Community Program is located in Room 237D. Students should contact the Director if an appointment is needed. Typically, meetings with the Director are to address information or concerns that relate to a group of students, or individual concerns that cannot be dealt with through one's Major Professor. Most routine requests for information should go through one's Major Professor, who can discuss the issue with the Program Director. This general process for routine information requests serves the purpose of increasing the Major Professor's ability to help guide his or her students in the future.

One function of the Program Director is to convene regular Program Committee meetings. The policy-making and executive operations of the Program are conducted at these meetings. The Program Committee consists of all Clinical-Community Program faculty and up to three Clinical-Community student representatives. Others may attend the meeting, but are non-voting participants. Student representatives are voting members for all issues except those pertaining to confidential issues for individual students. Members of the first-year class, second-year class, and third-year class and above each elect a representative to form the three student representatives. It is through such student representation that you can voice influence on policy decisions as they are being made. Students have input on all substantive matters germane to the program.

The Department of Psychology faculty as a whole meets periodically throughout the academic year. A system of committees also provides policy and consultative input to the Department Chair on department-wide issues (e.g., Executive Committee, the three Graduate Program Committees, Undergraduate Program Committee, etc.). The specific Program Committee usually manages issues specific to a particular program. Student representatives serve on the departmental faculty meetings through the Psychology Graduate Student Association and Psi Chi.

The Psychology Department annually names an Ombudsperson for each program to handle initial student grievances or other issues or problems which might be sensitive, embarrassing or otherwise too difficult to be discussed with one's Major Professor or Program Director. A listing of these individuals for each academic year is available from the Department Chair's administrative assistant or the Psychology Graduate Student Association representatives. The current ombudsperson for the Clinical-Community program is Dr. Sandra Kelly. The Ombudsperson for each program is a faculty member in the Department of Psychology who is not a member of that program.

Colloquia and Other Meetings Outside of Coursework

The Department sponsors annual colloquia featuring distinguished psychologists from across the country, as well as presentations by our own faculty and/or prospective faculty. Colloquia usually take place in the time slot of Monday at 3:30 p.m. No classes, meetings (except other planned Departmental meetings), or other activities should be scheduled Mondays between 3:30 and 5:00 p.m. Graduate students are strongly encouraged to attend these colloquia as this provides an opportunity for students to increase their breadth and/or depth of exposure to important areas of our discipline.

Students are also urged to join at least one professional society and to attend each year at least one workshop or conference sponsored by psychological or other scientific organizations. These activities are part of your professional development and should be discussed with your Major Professor.

Psychology Graduate Student Association

The Psychology Graduate Student Association (PGSA) was founded in the fall of 1969 to provide the graduate students with an organized voice in the administration of the Department. All psychology graduate students are automatically granted membership to PGSA. Members of the PGSA may elect representatives to sit on the major standing committees in the Department. If elected, student representatives have full voting rights and may serve as officers of the committee. At least one student is eligible to sit on all ad hoc committees set up within the Department.

Every graduate student is encouraged to attend the monthly meetings of PGSA. The importance of the contribution of the students who have been active in PGSA to the growth and evolution of our program has been immeasurable. The organization is structured to maximize communication. The Departmental administrative assistants have a list of the current representatives, their addresses and phone numbers.

Direct influence on decisions can be registered through PGSA representatives or student representatives on the Clinical-Community Program Committee. Currently, three students (one from each of the first two years and one representing students in their third year or beyond) serve as members of the committee.

TRAINING PERSPECTIVE

The Clinical-Community Psychology Program identifies with a Clinical-Community Science model of training. The program has a clearly specified philosophy of education and training, compatible with the mission of its sponsor institution and appropriate to the science and practice of psychology. The program's education and training model and its curriculum plan are consistent with this philosophy.

As described on our website, our program's training philosophy and model includes training graduate students (a) as Clinical-Community Scientists, integrating the science and practice of these psychology subfields, (b) to create and disseminate new knowledge related to understanding, treating, and preventing psychosocial and mental health problems, and (c) to promote positive outcomes for people at the level of the individual, family, group, organization, and community. The program believes science should be integrated into practice, and practice experiences into science, and that these domains should not be treated dichotomously. For example, we emphasize ways in which skills and knowledge (e.g., choosing measurement tools, inferring causes of behavior, effective communication skills, ethics, and human diversity) are general skill sets needed across research and practice contexts rather than framing certain skills and courses as "research" or "practice" oriented.

The Clinical-Community Psychology Program bridges the Psychology subfields of Clinical and Community Psychology. The program emphasizes the understanding of the causes of psychological wellbeing and unwanted psychological conditions, and what intervention strategies are needed to promote more positive lives for people. We define health along a broad continuum of functioning that extends beyond the simple absence of pathology or disease. Our program places a particular emphasis on understanding the role of environmental influences on psychological wellbeing, in part because of the integration of Community Psychology and its focus on the social causes of stress. We consider the integration of cultural factors into research and applied practice to be critical to the future of our nation's health. Our training model provides: (a) training in research and research methods that help inform the planning or delivery of psychosocial interventions and (b) knowledge on how to develop and implement applied practices that are contextually appropriate and grounded in empirical science. Our program exists in the context of USC as a Carnegie I research institution for its high research productivity and a Department of Psychology that is consistently one of the top departments on campus for extramural research funding.

A foundational element of the program's training is that scientific principles and scientific approaches are critical for addressing societal problems. Basic, applied, translational, and dissemination research and the implementation of

this knowledge into routine practice through organizational change are keys to improving the human condition. Essential elements to good science include the use of multiple approaches and observations, the triangulation of research methods, and constructive criticism from others to refine our thinking. Our approach can be summarized as "Using Science to promote Change."

Consistent with our training philosophy, the overarching goal of the program is to prepare students as Clinical-Community Scientists who can function effectively in a variety of settings, including research and professional practice settings. Courses and other curriculum requirements are sequenced throughout the program in such a way that consideration of theory and systematic research precede training in techniques for applied work (e.g., the delivery of services to the public, research projects). Our approach to this ordering of training experiences is described below:

1. Basic content courses and other activities which set the stage for applied theory courses and applied work in research, assessment, and intervention are undertaken early in students' graduate training (e.g., first year research work with the mentor and Research Approaches to Human Behavior (PSYC772) serve as background for the Master's thesis; Systems and Theories of Psychological Intervention (PSYC725) serves as background for intervention practicum courses). Likewise, required overview courses in biological, social, cognitive, and affective aspects of behavior set the stage for later theoretical study and applied work related to both research and practice. These early courses and training activities provide *exposure* to important concepts and theories for the discipline and form an essential base of knowledge that students take forward into their training.
2. Courses and other training activities which integrate didactic material and applied work in research, assessment, and intervention (e.g., thesis completion, introductory practica with child, adult, and community clients, Organizational Behavior (PSYC745)) provide initial *experience* in the key professional roles of Clinical-Community Psychologists. These courses and activities, which tend to occur in the middle of students' training, also highlight a general program emphasis on the reciprocal role of learning from didactic and applied experiences. Students are expected to have a range of experiences throughout their training that incorporate ongoing involvement in learning from scientific literature and applying this knowledge to hands-on research and/or practice activities, which then informs one's ongoing exploration of the scientific literature. This reciprocal learning process is a significant part of maintaining competence in one's work over time.
3. Advanced experiences in applied work (e.g., the review paper component of the comprehensive exams, dissertation completion, advanced therapy practica supervised by faculty, externships supervised by professionals in the community, the full-time pre-doctoral internship year), which typically occur later in students' training, lead to developing specific areas of *expertise* within the field. This expertise comes from sustained and focused exploration of current scientific knowledge in an area (either research or practice-related), hands-on experience in conducting new work in the area, and ongoing communication and feedback with a network of experts in the area (e.g., self-directed involvement with supervisors, committees, research teams, peer review).

The sequential elements of training in our program (i.e., the exposure, experience, and expertise approach described above) are reflected in our annual student evaluation form, where students early in their training are evaluated on exposure, students in the middle of their training are evaluated on experience, and students later in their training are evaluated on expertise.

PROGRAM GOAL, OBJECTIVES, AND COMPETENCIES

Training Objectives and Competencies

The Clinical-Community Doctoral Program is designed to teach students about the science and practice of Clinical and Community Psychology. Graduates of the program are expected to have an understanding of critical professional issues in Clinical and Community Psychology, including how to engage in quality, ethical practices as a psychologist. Students are expected to acquire knowledge and demonstrate competence in: (a) the breadth of scientific psychology, (b) the theoretical, methodological, and scientific foundations of Clinical and Community Psychology, (c) the psychological assessment of human problems and how to formulate and implement interventions to address these issues, (d) the integration of diversity issues, such as cultural factors, into one's work as a psychologist, (e) the maintenance of current knowledge and the application of current knowledge to professional activities, and (f) how to use sound professional and ethical judgment in problem-solving as a psychologist.

NEW GOAL/OBJECTIVES (first implemented in 2013-2014 academic year)

<p>Goal 1: The overarching aim of the program is to prepare students as Clinical-Community Scientists who can function effectively in a variety of settings, including research and professional practice settings.</p>
<p>Objective 1 for Goal 1: Students acquire and demonstrate the knowledge of theory and research related to the fields of Clinical and Community Psychology</p>
<p>Competencies Expected for this Objective:</p> <ul style="list-style-type: none"> 1a. Can develop organized responses to basic questions related to Psychopathology 1b. Can develop organized responses to basic questions related to Developmental Psychology 1c. Can develop organized responses to basic questions related to Social Psychology 1d. Can develop organized responses to basic questions related to Cognitive Psychology 1e. Can develop organized responses to basic questions related to Behaviorism & Learning Theory 1f. Can develop organized responses to basic questions related to Biological Basis of Psychology 1g. Can develop organized responses to basic questions related to Diversity Issues in Psychology 1h. Can develop organized responses to basic questions related to History and Systems of Psychology 1i. Can develop organized responses to basic questions related to Psychological Interventions 1j. Can develop organized responses to basic questions related to Community Psychology
<p>How Outcomes are Measured and Minimum Levels for Achievement (MLA) for these Objectives/Competencies:</p> <p>Each competency is assessed through performance in required courses (See Table B3) as determined by the faculty member teaching the course/s that cover the listed topic. Students are also assessed on these competencies by faculty members during their Master's Oral Comprehensive Exam (usually completed by the end of the 3rd year) and their Doctoral Oral Comprehensive Exam (completed by the end of the 5th year). Student performance in courses and on the comprehensive exams is reviewed by all program faculty as part of the annual student review process and feedback is provided to the student through the faculty mentor and program director from this process.</p> <p>MLA for Objective 1</p> <ul style="list-style-type: none"> • Course grades: B or above • Pass Master's Oral Comprehensive Exam (Year 3) • Pass Doctoral Oral Comprehensive Exam (Fall Year 5)
<p>Objective 2 for Goal 1: Students demonstrate ability to conduct themselves professionally and ethically</p>
<p>Competencies Expected for this Objective:</p> <ul style="list-style-type: none"> 2a. Comes on-time to and prepared for class, meetings, and other professional activities

- 2b. Demonstrates adequate interpersonal and communication skills when collaborating with peers, faculty, and community members
- 2c. Dresses and behaves appropriately in formal and informal professional settings
- 2d. Completes program milestones on time
- 2e. Adheres to and is able to formulate and discuss solutions to ethical dilemmas consistent with APA ethical standards (in applied work and research)

How Outcomes are Measured and Minimum Levels for Achievement for these Objectives/Competencies:

These competencies are assessed by: (1) performance in the required Ethics course (PSYC 760) as determined by the faculty member teaching the course, (2) mid-year and end-of-the-year practica and externship evaluations as rated by supervisors of these activities, (3) mentor observations of student behavior, (4) input from other faculty members who have interacted with the student in professional settings, (5) students' annual self-evaluation, and (6) official records of student completion of program milestones. Student performance in these competencies is reviewed by all program faculty as part of the annual student review process and feedback is provided to the student through the faculty mentor and program director from this process.

MLA for Objective 2

- Grade in Ethics course (PSYC 760): B or better
- Practica & Externship evaluation(s): average ratings on relevant items
- Self-evaluation/annual report: no problems identified by instructors or mentors; milestones completed on time or early
- Mentor evaluation: No problems identified

Objective 3 for Goal 1: Students demonstrate the ability to consume, conduct, and communicate research to a variety of audiences

Competencies Expected for this Objective:

- 3a. Able to consume, critique, and synthesize research literature
- 3b. Demonstrate knowledge of and ability to apply research methods (e.g. sampling, measurement, design) appropriate for the research questions
- 3c. Demonstrates empirical skills during recruitment and data collection
- 3d. Demonstrates basic to advanced quantitative skills
- 3e. Demonstrates ability to present research ideas and results in a written or oral format
- 3f. Demonstrates awareness of how one's biases influence interpretation of the results of one's own and others' research
- 3g. Applies a systems perspective throughout research process
- 3h. Receives/gives feedback effectively as a member of a research team
- 3i. Demonstrates effective interpersonal and communication skills with participants, community members, and team members

How Outcomes are Measured and Minimum Levels for Achievement for these Objectives/Competencies:

These competencies are assessed by: (1) student performance in multiple required research-focused courses, including Research Methods (PSYC 772) and Statistics (PSYC 709 and PSYC 710), as determined by the faculty members teaching these courses, (2) successful completion of research credits through Research in Clinical Community Psychology (PSYC 773), as determined by the student's research mentor, (3) performance on required program research-related milestones (including the Master thesis/second year project, written comprehensive exam, dissertation proposal, and dissertation defense), as determined by faculty members serving on these committees for each student, (4) mentor evaluation and student self-evaluation of student research progress, and (5) evidence of at least one student presentation at a professional conference or publication in preparation each year. Student performance in these competencies is reviewed by all program faculty as part of the annual student review process and feedback is provided to the student through the faculty mentor and program director from this process.

MLA for Objective 3

- Statistics and methods course grades: Bs or better
- Pass Research in Clinical-Community Psychology (PSYC 773)
- Pass Master Thesis/Second Year Project

<ul style="list-style-type: none"> • Pass Written Comprehensive Exam • Pass Dissertation Proposal • Pass Dissertation Defense • Student Evaluation: One presentation at professional conference or publication in preparation per year • Mentor evaluation: No problems identified by student or faculty
<p>Objective 4 for Goal 1: Students demonstrate the ability to use evidence-based assessment and intervention strategies in applied settings</p>
<p>Competencies Expected for this Objective:</p> <p>4a. Selects and uses appropriate assessment tools and methods</p> <p>4b. Able to conduct clinical interview</p> <p>4c. Able to write integrated assessment reports</p> <p>4d. Able to integrate individual and environmental factors, including assessment results, in conceptualizing and proposing solutions to applied problems (community-based problems, and/or case conceptualizations and treatment plans</p> <p>4e. Selects and appropriately implements evidence based interventions for applied problems</p> <p>4f. Selects and applies appropriate evaluation methods and adjusts intervention as needed</p> <p>4g. Receives and gives supervision effectively</p> <p>4h. Demonstrates effective interpersonal and communication skills with clients, community members, and team members</p> <p>4i. Demonstrates awareness of how one’s biases influence all aspects of applied work</p>
<p>How Outcomes are Measured and Minimum Levels for Achievement for these Objectives/Competencies:</p> <p>These competencies are assessed by: (1) student performance in the required Assessment course (PSYC 761), as determined by the faculty member teaching this course, (2) student performance in additional relevant courses, including Research Methods (PSYC 772), Statistics (PSYC 709 and PSYC 710), Foundations of Community Psychology (PSYC 727), Systems and Theories of Psychological Intervention (PSYC 725), and the required Seminar in Community Psychology, as determined by the faculty members teaching these courses, (3) mid-year and end-of-the-year practica and externship evaluations as rated by supervisors of these activities, (4) mentor evaluation and student self-evaluation of student assessment and intervention activities and skills, and (5) evidence of at least one integrated assessment report or case conceptualization per year when enrolled in clinical practica. Student performance in these competencies is reviewed by all program faculty as part of the annual student review process and feedback is provided to the student through the faculty mentor and program director from this process.</p> <p>MLA for Objective 4</p> <ul style="list-style-type: none"> • Assessment course grade: B or better • Seminar in Community Psychology (Practice Skills) course grade: B or better • Practica and externship evaluations: average ratings or better on relevant items • Student evaluation: At least one integrated assessment report or case conceptualization per year when enrolled in clinical practica • Mentor evaluation: no problems identified by student or faculty
<p>Objective 5 for Goal 1: Students engage in on-going professional development</p>
<p>Competencies Expected for this Objective:</p> <p>5a. Seeks knowledge and training above and beyond basic course requirements</p> <p>5b. Maintains involvement in a network of peers and/or experts to support professional development</p> <p>5c. Identifies internship and career options in a timely manner</p> <p>5d. Prepares internship and career application and interview materials effectively</p>
<p>How Outcomes are Measured and Minimum Levels for Achievement for these Objectives/Competencies:</p> <p>These competencies are assessed by the student, mentor, and other program faculty by reviewing student professional activities and behaviors. Since a commitment to ongoing professional development is indicated by a range of different behaviors, the ways in which this competency is demonstrated are expected to vary across students. Examples of behaviors that indicate a commitment to ongoing professional development include:</p>

- Attends department colloquia or other on-campus learning opportunities.
- Attends professional conferences and/or workshops.
- Maintains membership in a professional society related to one's interests in the field.
- Demonstrates knowledge from scientific literature above and beyond required readings for courses.
- Participates in peer review by either submitting or reviewing manuscripts, grants, etc.
- Participates in elective, professional peer groups (e.g., journal clubs, peer supervision groups, graduate student organizations)

Student performance in these competencies is reviewed by all program faculty as part of the annual student review process and feedback is provided to the student through the faculty mentor and program director from this process.

MLA for Objective 5

- At least one extracurricular professional meetings (e.g., colloquia, conferences, trainings, workshops, etc.) attended per year
- Student evaluation: Adhering to internship timeline

Objective 6 for Goal 1: Students demonstrate understanding and value of cultural competence

Competencies Expected for this Objective:

- 6a. Demonstrates understanding of differences in beliefs and practices that emerge from various aspects of identity
- 6b. Demonstrates understanding of how differences in beliefs and practices affects one's own educational, applied, and research efforts.
- 6c. Demonstrates understanding of the ways in which diversity and individual differences can enhance the field of psychology
- 6d. Demonstrates reflective awareness of how oneself and the system in which one works are promoting or discouraging multicultural sensitivity

How Outcomes are Measured and Minimum Levels for Achievement for these Objectives/Competencies:

These competencies are assessed by: (1) student performance in the required Social Inequality and Psychology course (PSYC 749), as determined by the faculty member teaching this course, (2) student performance in additional required and elective courses that cover material related to diversity and cultural competence (almost all courses that students take), as determined by the faculty members teaching these courses, (3) mid-year and end-of-the-year practica and externship evaluations as rated by supervisors of these activities, (4) student performance on program milestones (e.g., Masters oral comprehensive exam, Doctoral oral comprehensive exam) where evidence of cultural competence is assessed, as determined by faculty members serving on these committees, and (5) mentor evaluation and student self-evaluation of student cultural competence. Student performance in these competencies is reviewed by all program faculty as part of the annual student review process and feedback is provided to the student through the faculty mentor and program director from this process.

MLA for Objective 6

- Diversity course grade: B or better
- Practicum evaluation: Average rating or better on relevant items
- Student evaluation: no problems identified by instructors or mentors
- Mentor evaluation: no problems identified by students or faculty

B. Personal Adjustment and Demonstrating Competencies

It is recognized that students display a wide range of personality characteristics. The intention of the Clinical-Community Faculty when addressing issues of personal adjustment is to attend to only those characteristics that appear to be related to ineffective professional functioning. Effective functioning includes freedom from behavioral problems that seriously limit effective functioning as a psychologist, problems in personal growth and self-understanding that interfere with effective functioning as a graduate student in this program and could affect functioning as a professional psychologist, accurate representation of professional competence and qualifications, and responsibility for identifying professional needs and seeking additional training to meet such needs. The Clinical-Community Faculty members are concerned with personal problems that interfere with effective functioning. For example, chronic tardiness in turning in assignments and/or irresponsibility in scheduling and meeting other professional obligations (such as client contacts) may be judged as professionally irresponsible. Any

behavioral problems that interfere with professional functioning become the focus of remedial attention to be addressed (if possible) via mechanisms specified in section D.

C. Competencies as a Graduate Student

Students must demonstrate freedom from behavioral problems that seriously limit the student's potential for effective functioning as a psychologist. The student successfully completes graduate course work, including advanced professional practica. Written evaluations by the faculty judge the student's ability to exhibit professionally responsible behavior, including adherence to University or agency policies, punctuality of work assignments, professional ethics, proper record keeping, and appropriate professional relationships with peers and supervisors.

The following are goals which are highly valued by both faculty and students, but often do not lend themselves readily to concrete, measurable standards:

1. Demonstrating a commitment to accurately represent professional competence and qualifications.
2. Demonstrating the ability to take responsibility for identifying training needs, and planning and structuring training to meet one's professional goals.

Any decision of the faculty to terminate a student in the program for other than academic reasons is subject to a review at the request of the student. Up to four weeks will be allowed for the student to prepare his or her argument to be presented by the student to the full faculty of the Clinical-Community Program in the Department of Psychology. At the option of the student, a graduate student representative to the Clinical-Community faculty may be present at the review meeting. A majority vote of the quorum of the faculty present at the appeal meeting will be final concerning the student's retention in the program. In the event of a tie vote, the student will be admitted to the next year of training.

PROGRAM AND DEPARTMENTAL POLICIES

Credit Load

A full-time program for graduate students each semester is typically 9 to 12 credits for the first three years and variable after that. The Graduate School requires 6 credit-hours of enrollment while serving as a graduate assistant for full-time status during the regular academic year; however, less than 9 hours of enrollment may have implications for financial aid. Students work up to 20 hours a week on assistantships either within or outside the department, unless they have obtained external training awards (e.g., NIH Training Fellowships). The maximal load for each summer session is three credits per session and six total credits for the summer, though students do not typically register for summer courses.

The federal government requires that students be continuously enrolled throughout the academic year to qualify for full graduate assistantship funding without taking Federal Insurance Contributions Act tax withholding. In addition, the Financial Office has requirements regarding the number of credits in which the student must be enrolled to prevent having to begin to repay student loans. **Students receiving assistantship support during the summer must be enrolled for at least one credit the prior fall and spring session.** Regarding the status of students during their internship year, see the section on Internship for a discussion regarding Z-status.

Maximum Period Allowed for Completion of the Degree

The program is designed to be completed in six years, which includes the year of full-time internship training. Most students complete the degree in either six or seven years. The Graduate School regulations specify "All work to be applied toward the Ph.D., exclusive of the Masters' portion, should be completed within eight years prior to graduation." "No later than five years after the candidate has taken the comprehensive examination, he/she must present a dissertation based on research that has been approved by a committee of professors in his/her major field and the Dean of the Graduate School." If one does not meet this timetable, it is possible to re-validate coursework, but the student must be re-examined by the faculty for these areas of study and the student must pay fees for each course that is re-validated. Written and Oral Comprehensive Exams would also need to be re-validated but there is no fee for this.

Policy on Continuous Enrollment

All degree-seeking graduate students are required to enroll for a minimum of one hour in Psychology in every fall and spring semester during their course of study, except when on internship. **Failure to enroll in any such semester will constitute withdrawal from the Program.** After internship, each student must enroll for 1 credit in the fall and spring semesters until graduation (usually dissertation credits). If a student graduates in August, he/she must be signed up for one credit that session unless the dissertation was already submitted to the graduate school at a time when the student was concurrently enrolled for at least one credit.

Family Leave Policy

The University of South Carolina's Graduate Student Family Leave (GS-FL) policy establishes minimum standards for accommodation for a leave associated with childbirth or adoption. The policy is designed to assist a matriculated graduate student who is the primary child-care provider immediately following the birth or adoption of a child. It is designed to make it possible to maintain a student's enrollment status under a new category of existing special

enrollment, Z-status,) and to facilitate the return to class work, and where applicable, research and teaching in a seamless manner (<http://www.gradschool.sc.edu/post.asp?eventid=365>). Medical complications or other extenuating circumstances are not included in this policy. Such situations are more appropriately covered by the University's current policies regarding course incompletes and withdrawal and/or leave of absence due to extenuating circumstances. These policies are located in the *Graduate Studies Bulletin*: (<http://bulletin.sc.edu/content.php?catoid=35&navoid=4221>).

University Grading Policies

The Graduate school will disqualify a student who obtains a grade less than B in four or more courses (or 12 credit hours of coursework) taken for graduate credit. To request re-admission, the student must petition their own graduate program, but he/she must have at least a 3.00 grade point average overall in order to petition. A grade of I (incomplete) can be given by an Instructor. Incomplete work must be made up promptly (typically one semester for NRs; one year for Incompletes, although faculty can designate lesser time periods for completion). If the work is not made up within one year, the incomplete grade will automatically be changed to an "F". Students must maintain a grade point average no less than 3.00 on ALL courses numbered 700 or above.

Clinical-Community Program Policy on Grades Less than B

The Clinical-Community Program strives for excellence in academic and professional work. The faculty expects this from every student. Grades of A signify excellence. Grades of B and B+ signify good to very good performance appropriate for doctoral level work. Grades of C+ or lower indicate unsatisfactory performance. The Graduate School stipulates that any student receiving four grades below B will automatically be terminated from graduate school. While the Graduate School accepts a limited number of grades less than B, the Clinical-Community faculty considers a grade below B as less than satisfactory performance and an indication of deficiency in the content area. Students receiving a grade less than B in any required graduate course in the Department will be expected to submit to the Program Director and Major Professor a plan for remediation of deficiencies that have been identified by the instructor. The instructor should also be consulted in developing the remediation plan, as appropriate for the instructor's relationship to the program. Remediation may consist of repeating the course, auditing the course, additional coursework, selected reading in the area, or other strategies proposed by the student in consultation with the course instructor and Major Professor. The written explanation and plan should be submitted before the beginning of the next academic semester following the unsatisfactory grade. After the remediation has been completed, the student must obtain the Major Professor's written statement to that fact and a copy should be given to the Program Director. The remediation of the unsatisfactory coursework, however, does not result in a change of grade for that course.

Procedure for Evaluation of Non-Academic Aspects of Graduate Student Training

All students are evaluated by the program faculty at the end of each year of graduate study and more often if necessary. First year students are evaluated at the end of their first semester in addition to the annual evaluation at the end of their first year. At the time of the evaluation, progress toward the graduate degree is reviewed. All known data relevant to this progress are considered. One of four possible recommendations may result from this evaluation:

1. The student is encouraged to continue in the program, and general professional recommendations or suggestions for improvement may be offered.
2. The student is encouraged to continue in the program for a specified period of time, but is apprised, in writing, of problems perceived by the faculty and advised concerning their remediation (see below).
3. The student is permitted to continue in the program pursuant to his or her successfully completing a specified and written program of remediation prescribed by the faculty.
4. The student is dismissed from the program for reasons specified in writing. This decision would ordinarily be involved only when the remediation plan as specified was not successfully completed (see text below), when there are pronounced violations of ethical and professional conduct standards, or when persistent patterns of conduct are judged to be resistant to remediation.

Any problems identified shall be presented to the student in writing (Recommendation 2, 3, or 4). Faculty (or staff) members providing significant information relevant to the student's evaluation will provide such information as completely as possible. The student shall be afforded an opportunity to consult with the faculty member(s) involved. Evaluative information and remediation plans will be signed by the student to acknowledge receipt of the

information, and will be signed by the Director of Clinical Training, and the student's Major Professor. The signed evaluation and remediation plan will then be placed in the student's confidential file. If the student does not agree with the evaluative information or the plan for remediation, he or she will be given a maximum of four weeks to prepare a request for reconsideration. The student may select any consenting representative (including another student) to appear with her or him at a reconsideration hearing before a majority of the program faculty who will subsequently vote to affirm or modify the documents in question. The result will then be placed in the confidential file of that student. Remediation plans will be explicit with stated criteria for judging their success or failure. The faculty shall be asked to determine whether the criteria specified have been met, as indicated by a majority vote of program faculty members present at the meeting.

USC System Policy on Sexual Harassment:

Statement of Policy: It is the policy of the University of South Carolina that sexual harassment of employees or students in the University System is prohibited and shall subject the offender to disciplinary action which may include but is not limited to, transfer, demotion, or dismissal. This policy is in keeping with federal guidelines which address the issue of fair employment practices. It is also the policy of the University that false accusations of sexual harassment shall not be condoned. See <http://www.sc.edu/policies/ppm/eop102.pdf>.

Definition: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: a) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education; b) submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; c) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

Procedures: Any University employee having a complaint of sexual harassment should notify immediately the System Affirmative Action Officer, the Affirmative Action Coordinator, or the Personnel Officer on each campus. A student with a sexual harassment complaint should notify immediately the Dean of Student Affairs or the Affirmative Action Coordinator on each campus. The student may also notify the Department Chair.

IV. **Policy on non-reprisal:** No student, employee or applicant may be subjected to restraint, interference, coercion, or reprisal for filing a sexual harassment complaint or serving as a witness.

Policies on Any Type of Outside Student Employment or Professional Involvement

All professional employment performed by full-time graduate students will be obtained and carried out only in consultation with the Program Director who must grant permission for this additional employment. A written statement describing any work--either of a professional or non-professional nature--to be performed must be filed with the Program Director and must have his/her written approval. For Graduate School policy see <http://www.sc.edu/policies/ppm/acaf400.pdf>

The Clinical-Community program is a full-time program. The University is investing significant resources into your training. Additional employment should be worked out with one's Major Professor and the Program Director to ensure that this work does not interfere with the student's success and progress in the program. We also have a duty to the public to ensure that students in our program are not overstepping their professional training. Outside employment includes any contract testing work, and paid or volunteer work that might be characterized as human services (e.g., Big Sister/Big Brother, serving as a USC resident mentor). Note below the requirements for a written request if the student wishes to work above and beyond the assistantship (under Supplemental Work Policy). This approval serves the dual purpose of monitoring the ways in which students may be presenting their competencies to the community and monitoring activities that may violate program and university policies.

Students should not undertake regular employment (of a psychological or non-psychological nature) during periods when they are enrolled full-time in coursework (including thesis or dissertation work) and are working on a department-funded assistantship. In those rare instances in which the student does not have a Psychology Department assistantship, the student may be allowed to engage in up to 20 hours per week of work from an outside employer, however, this needs program approval to ensure that the work is not conflicting with the student's full-

time status as a student.

All supplemental paid or unpaid work of a psychological nature must receive prior written approval by the Program Director and the student's Major Professor (this includes contract testing with the Department of Juveniles Justice or other agency, relief work in residential facilities, etc.). The DCCT and the student's Major Professor are expected to aid in the evaluation of the student's overall workload and progress in the program.

Whether the additional work is of a professional or volunteer nature, students should submit a written request which includes the name of the agency/organization for which they will be working, the supervisor's name and credentials, the amount of supervision they will receive, the number of hours per week they will be working, a rationale for why they believe this opportunity will be valuable for their professional development, and a statement explaining why they believe the additional work will not result in slowing their progress in their program of studies or requirements for the program.

Graduate Teaching Experience

The department and program strongly encourage graduate students to obtain teaching experience during their graduate program. Teaching in the evening school or for summer sessions is currently done as an assistantship through the Department of Psychology. Calls for teaching are made regularly via e-mail by the Chair. Requests for this assignment should be approved by your Major Professor (to insure this is coordinated with your training goals) and the request made directly to the Chair. Students must have successfully completed two semesters at USC before applying to teach as an instructor of record in the Department of Psychology at USC. Students must provide evidence of previous teaching experience and/or complete the College Teaching course (PSYC 790) to be eligible for consideration as an instructor. Additional university policies may apply. See <http://www.sc.edu/policies/ppm/acaf400.pdf>.

Course schedules and assigning instructors for undergraduate courses at USC must be made firm well in advance. Commitments to be an instructor of record for a course should be taken very seriously to insure quality educational experiences for our undergraduates. If a student makes such a commitment to be an instructor and is assigned a course, then alternate assistantship assignments through the department will only be made under extraordinary circumstances.

Professional Involvement

Full professional development requires more than attending classes and satisfying degree requirements. Students should become involved according to their interests with a larger network of psychologists and professionals within the university and at regional, national, or international levels. Students are encouraged to become professionally involved in organizations such as the American Psychological Association (APA), American Psychological Society (APS), Southeastern Psychological Association, South Carolina Psychological Association (SCPA), Society for Community Research and Action (SCRA), or other prominent national organizations. Most of these organizations have provisions for student membership at reduced fees.

Plagiarism

Plagiarism is defined as "presenting, as one's own, the work or the opinions of someone else." Most students define plagiarism as "copying material of some sort, either word-for-word or sense-for-sense." Although that definition is accurate, the criterion is not merely copying material; ideas, conclusions, and ways of organizing material can be plagiarized. Specifically, one is guilty of plagiarism when:

1. The words, sentences, ideas, conclusions, examples, and/or organization of an assignment are borrowed from a source (a book, an article, another student's paper, etc.) without acknowledging the source.
2. A student submits another's work in lieu of his or her own assignment.
3. A student allows another person to revise, correct, or in any way rewrite his or her assignment without having the approval of the instructor.
4. A student submits written assignments received from commercial firms, fraternity or sorority files, or any other source.
5. A student allows another person to take all or part of his or her course.
6. A student submits an assignment (a paper, a library assignment, a revision, etc.) done together with another student without having approval from the instructor.

Penalties for plagiarism may include, but not be limited to, failure for the piece of work involved, failure in a course, or dismissal from the Graduate Program.

Procedure for Modifying Clinical-Community Program Requirements:

1. All decisions regarding transferring courses for course requirements will be made through the student's Major Professor and the Program Director, using an "Individual Course Waiver" form which can be found online at <http://psych.sc.edu/clinical-community/forms>. Decisions for substituting another course for a course requirement are made by petitioning the Program Director, after the student has consulted with the major professor and the faculty member that has recently taught the required course regarding whether the curriculum substitution appears adequate. Any student wishing to substitute a course for a required course must do so PRIOR to taking the required course.
2. Petitions for waiving or transferring credit for program requirements will be initiated by the student and endorsed by the student's Major Professor using the "Individual Course Waiver" form before submission to the Program Director. Prior to consideration, the student will provide the Major Professor with the appropriate paperwork from the following: a) specific requests for program alterations; b) a record of previous coursework, including a syllabus with a list of readings; and c) a letter or other written documentation from an instructor who typically teaches an equivalent course at USC recommending the waiver of a required course.
3. Faculty are less likely to waive practicum courses than other courses in the curriculum. Students seeking to waive a practicum course must have had a course that covered all key aspects of the practicum in order to apply for a waiver of a practicum course. Practica are not easily waived. The faculty have agreed that there is a need to directly observe the student's applied work in order to write appropriate letters for internship.
4. A student can seek a meeting concerning waivers of course requirements as early as fall of the first graduate year.

Student Annual Reviews and Evaluation of Progress

Progress and performance for all students are reviewed by the Program faculty annually at the end of the spring semester. First year students have an additional review following the completion of their first semester (but which takes place immediately when classes resume in the spring semester) to ensure that all new students are "on track" in the program and to remediate any problems before they jeopardize completion of the program.

The annual review process occurs as follows. Students complete the Student Evaluation for the Clinical-Community Doctoral Program – Student Form. The student emails the completed form to their mentor and to the Graduate Student Services Coordinator. The mentor reviews the student's completed form and completes the Mentor/Supervisor Form of the Student Evaluation for the Clinical-Community Doctoral Program. In a program faculty meeting, the information provided by the student, grades, and input from faculty and assistantship supervisors will be considered in evaluating the student's progress during the previous year. Each student will receive written feedback based on the evaluations from the Program Director prior to the start of the next academic year (i.e. August of the fall semester). If a student has not received feedback by the beginning of the fall semester the student should contact the DCCT and Major Professor regarding the annual review.

Student evaluation meetings will be confidential; therefore, student representatives will not be present.

Grievance Procedures

The Graduate School has established grievance procedures for students. Students should consult the current Graduate School Bulletin for specific procedures (see

<http://bulletin.sc.edu/content.php?catoid=35&navoid=4243&hl=grievance&returnto=search>) or

Academic Grievance Policy: <http://www.sc.edu/policies/ppm/staf630.pdf>

Non-Academic Grievance Policy: <http://www.sc.edu/policies/ppm/staf627.pdf>

In addition to university procedures, students in the Clinical-Community program may first direct grievances to the Program Director the Psychology Department Ombudsperson or the Chairperson of the Psychology Department.

Disabilities

If you have a disability and need accommodations, the process begins with DCCT and the request is considered with

the help of the Office of Student Disability Services (ODS, see <http://www.sa.sc.edu/sds/>). While it is possible for the program to informally accommodate students without using ODS, it is preferable to involve them in the process. Since the Ph.D. in Clinical-Community Psychology involves a systematic and sequential program of training, accommodations are considered from an overall programmatic perspective rather than from an individual course perspective. Accommodations are rarely granted on a retroactive basis. If you have a disability but have not contacted ODS, please call them directly at 777-6142. If you are already registered with ODS, please make an appointment with the DCCT as soon as possible to discuss any course accommodations that may be necessary.

Ethics

Graduate students in the Clinical-Community Psychology program are expected to behave ethically and professionally. Students should be familiar with the Code of Ethics for psychologists published by the American Psychological Association, and should use these and the State Code of Ethics (S.C. Code Ann. §40-55-60 (Law Co-op. 2001) and S.C. Code Ann. Regs. Ch. 100, Appendix B (Law Co-op. Supp. 2000) as guidelines. The State Code covers competence, impaired objectivity and dual relationships, client welfare, welfare of supervisees and research subjects, protecting confidentiality of clients, representation of services, fees and statements, assessment procedures and reports, violations of law and aiding illegal practice. However, the State Board of Examiners in Psychology uses the Code of Ethics established by the American Psychological Association to resolve any ambiguities which may arise in interpreting the rules of conduct.

Cultural Competence in the Workplace

There are two levels of policies and guidelines that are relevant to issues in cultural competence in the workplace. At a more basic level, graduate students with assistantships are University employees and must follow University policies on maintaining a nondiscriminatory work environment (see <http://sc.edu/eop/about.shtml>). In addition, students are expected to develop a more sophisticated level of appreciation and sensitivity regarding cultural issues in accordance with APA guidelines (see <http://www.apa.org/pi/multiculturalguidelines.pdf>). All students are strongly encouraged to download APA's document on cultural competence at the link listed above and to be familiar with these guidelines as they proceed through their program of study. Elements of cultural competence are integrated into the required courses of the Clinical-Community program (e.g., PSYC 760, PSYC 749, etc.).

GRADUATE ASSISTANTSHIPS AND FINANCIAL AID

There are five mechanisms of support for graduate student assistantships:

Department "A-funded" Assistantships (Mechanism A)

These assistantships are composed of instructional, teaching, research, or staff assistantship positions (or combinations of these) supported through the Department's operating budget (also termed "A-funds"). Instructional assistantships involve helping a faculty member with course-related tasks, teaching assistantships involve teaching an undergraduate course as the instructor of record, research assistantships involve assisting with faculty research, and staff assistantships involve helping specific faculty or the department in organizational and administrative tasks related to the functions of the department. Students are assigned to a specific faculty supervisor for these positions who in turn assigns the specific job duties. The time commitment is typically 20 hours per week, but can be less than this. Assignments are made by the department chair in consultation with program directors and faculty.

Grant-funded Assistantships (Mechanism B)

These positions are from grants obtained by specific faculty members to support completion of the funded project. It is the faculty member's discretion who is supported in these positions. The stipend depends on the grant's budget.

Externally-funded Service Contracts (Mechanism C)

As available, students can work for external agencies in the Columbia area through service contracts with the Department of Psychology. The supervisor and specific duties are outlined in the contract. The amount of these contracts varies and the contract length is usually either 9 or 12 months. The work is not to exceed 20 hours per week. Tuition is typically covered partly by the agency and partly by the Department and/or Dean's office. We make every effort to insure tuition coverage for students filling these contracts; however, occasionally external agencies have placed limits on tuition coverage that have led to students covering a part of their own tuition costs. These contracts are arranged through the Director of the Psychology Services Center. Advanced students are

preferred for these positions as the agencies prefer students with more experience. There can be limits on international students taking these assistantships due to federal law.

Fellowships and Awards (Mechanism D)

Students have regularly applied for and received awards (e.g., APA, Ford Foundation, SREB, NIH F31 fellowships) that provide assistantship support and tuition coverage as part of the award. These applications are typically initiated by students with the support and cooperation of faculty.

Institutional Research Training Grant Program (Mechanism E)

Some students concurrently enter the Clinical-Community Psychology Doctoral program and the Behavioral-Biomedical Interface Program (BBIP). BBIP is an interdisciplinary university program supported by an NIH institutional research training grant from the National Institute of General Medical Sciences as well as funds from the College of Arts and Sciences, the Arnold School of Public Health, and the USC Provost's Office.

Funding Mechanisms Schedule (Note that exceptions are made for formal leaves of absence which have been approved by the Graduate School)

- Years 1-2:** Students are typically supported via mechanism A, B, D, or E.
- Years 3-4:** Mechanisms A, B, C, or D are all possible. We encourage students to obtain at least some experience as a teaching assistant, preferably after the student has received the M.A. degree.
- Years 5:** Students are typically supported via mechanism B, C, or D. Students may be eligible for mechanism A, but are considered a lower priority for this category than students earlier in the program.
- Years 6 or beyond:** Students are sometimes supported by mechanism C or D beginning the sixth year of full-time enrollment in the program but the department is not responsible to provide funding at this stage. Most course requirements should have been completed and if the student's dissertation has not been defended, the cost of taking course 899 (Doctoral Research & Dissertation Prep) in order to maintain continuous enrollment will be the student's obligation. In some situations, students may have the opportunity to be funded via Mechanism B if the Primary Investigator of a research grant agrees to fund them.

Timetable for Assistantships:

- | | |
|-------------|--|
| November | Discuss with your Major Professor if you would like to be a teaching assistant (instructor of record) as an assistantship for the next academic year. The call for these positions typically comes from the Chair's office in late November or early December. |
| Early March | Discuss with your Major Professor the options for assistantship support for the next year. |
| March | If external contracts are identified; interviews are usually conducted in late March and early April for these positions. |
| May | Preliminary plan for Department-funded assistantships is made by chair in consultation with program directors and faculty. |
| August | Plan for Department-funded assistantships is finalized by reporting day (date faculty are to report back for official duty). |

Please refer to the Office of Student Financial Aid and Scholarships for additional information about financial support: <http://www.sc.edu/financialaid/>

Funds for Travel

There are four mechanisms to receive support for professional travel through the university. First, faculty with extramural funding may choose to support student travel to present research at conferences or other grant-related

travel. In addition, the Psychology Department, the College of Arts and Sciences, and the Graduate School have mechanisms to provide support for student travel to present at conferences. Each of these three sources have different mechanisms and typical funding amounts. Please see the Department of Psychology's Administrative Assistant for more details about department support. The respective websites for the two colleges also contain information about student travel awards.

Funds for Research

In some cases, the University has funds for dissertation support for doctoral candidates. Students should contact the Graduate School directly for procedures. The College of Arts and Sciences and the Graduate School award a limited number of Summer Dissertation Fellowships to students in the final phases of completion of the dissertation, but the student must have no other support for that period of time to be eligible. Several federal agencies maintain pre-doctoral fellowship programs to provide up to three years of support for students in training. The National Institute of Mental Health, National Science Foundation, and National Research Council have programs relevant to the interests of students in the Clinical-Community Program. Application for these funds involves the preparation of a training plan and research proposal.

American Psychological Association Fellowships

The APA continues to sponsor a Minority Fellows Program for graduate students in psychology. These fellowships are multi-year stipends and are awarded competitively. The APA awards approximately 100 Student Travel Awards to enable students to travel to professional meetings to present their research. The deadline for application is early spring. The APA also makes Dissertation Research Awards of \$500. Students may apply after the prospectus is approved.

Southern Regional Education Board

The Southern Regional Education Board (SREB) supports the career development of ethnic minority scholars through fellowships and mentorship programs (http://www.sreb.org/page/1074/doctoral_scholars.html). SREB offers a 3-5 year doctoral fellowship that must be applied for during the first year of the program and a one-year dissertation fellowship. Students from the Clinical-Community program have been competitive for fellowships. SREB holds annual student development and mentorship meetings for student fellows and faculty mentors and maintains a network of professional contacts for their alumni.

Student Loans from Emergency Fund

The Department donations earmarked specifically for graduate student loans in cases of emergency. Two loan categories have been established. "Short" loans will be made to students for a period not to exceed 60 days. "Long" loans will be made from the remaining two-thirds of the fund for periods exceeding 60 days. Typically, these loans are repaid by the end of the semester or summer term in which they are received. In the event that a "short-term" loan is not repaid within 60 days, it will automatically be treated as a "long-term loan," subject to the interest charges of 4%. Graduate students interested in obtaining a loan will be required to obtain the application forms from Dr. Bret Kloos on which to indicate the amount requested and the reason for the withdrawal (e.g., unexpected school expenses, personal emergency, etc.). The petition will then be acted upon and the student will be authorized to withdraw the amount stipulated from the accounts.

Note about Taxes

It is our understanding at this time that students must declare on income tax returns monies received from assistantships, etc. Fellowships may be exempt but students are advised to consult with the IRS regarding current income tax stipulations.

Clinical-Community Program Awards

The Clinical-Community Program has four awards which have been endowed by donors. Information about these is listed on our website (<http://psych.sc.edu/clinical-community/funding>).

Graduate School Fellowships

The Graduate School has a number of fellowships available. Information and deadlines can be found on their website at: <http://gradschool.sc.edu/students/paying-grad.asp?page=paying>

**CURRICULUM AND REQUIREMENTS
FOR THE CLINICAL-COMMUNITY PROGRAM**

While there is individuality in the programs our graduate students follow, there are certain requirements common to all. These can be summarized as follows (and explained in greater detail in the sections following):

Requirements for the Ph.D. in Clinical-Community Psychology

1. Curriculum and Credit Hours (69 hours + 12 Dissertation Hours)
2. Doctoral Candidacy
3. Program of Study
4. Research Requirements
5. Master's Degree Requirements
6. Practica
7. Comprehensive Examinations
8. Dissertation Research
9. Internship

1.) CURRICULUM AND CREDIT HOURS

<u>Core Didactic Courses</u>	Required Courses by Area Min Hours	Courses
Basic Quantitative Methods in the Analysis of Behavioral Data I, II	6	709 and 710
Core Module, Basics of Learning & Motivation OR Cognitive	2	702b or 702d
Core Module, Basics of Neuroscience	2	702a
Survey of Social Psychology	3	770
Seminar in Developmental Psychology	3	820
Social Inequality	3	749
Psychological Assessment I	3	761
<i>Subtotal</i>	<i>22</i>	
 <u>Core Research Skills</u>		
Research Approaches to Human Behavior	3	772
Research in Clinical-Community Psychology	2	773
Thesis Preparation	6	799
Doctoral Research & Dissertation Preparation	12	899
<i>Subtotal</i>	<i>23</i>	
 <u>Specialty Courses</u>		
Psychological Interventions	3	725
Lifespan Psychopathology & Resilience	3	726
Foundations of Community Psychology	3	727
*Issues/Ethics/History & Systems	3	760a and 760b (760)
Seminar in Community Psychology Practice Skills	3	742, 745, 777, 783, or 845
<i>Subtotal</i>	<i>15</i>	
 <u>Specialty Practicum</u>		
Intervention Practica (Students are allowed to take 2 (a) or (b) sequences to fulfill this requirement for clinical specialization)	12	2 of (a) 782 and 830 (b) 827 and 835 (c) 829 and 839

Electives	9
Total	81

Recommended Course Sequence

Year 1

Fall	Hrs	Spring	Hrs
Quantitative Methods I (709)	3	Quantitative Methods II (710)	3
Foundations of Community Psychology (727)	3	Research Methods (772)	3
Foundations of Intervention (725)	3	Social Inequality (749)	3
Research in Clinical-Community (773)	2	Psychological Assessment (761)	3
<i>Total</i>	11	<i>Total</i>	12

Year 2

Fall	Hrs	Spring	Hrs
Elective	3	Social Psychology (770)	3
Intervention Practicum IA	3	Intervention Practicum IB	3
Seminar in Developmental Psychology (820)	3	Lifespan Psychopathology (726)	3
Thesis Preparation (799)	3	Thesis Preparation (799)	3
<i>Total</i>	12	<i>Total</i>	12

Year 3

Fall	Hrs	Spring	Hrs
Core Module, Basics of Neuroscience (702A)	2	Seminar in Community Psychology Practice Skill	3
Intervention Practicum IIA	3	Intervention Practicum IIB	3
Issues/Ethics/History & Systems (760)	3	Elective	3
Core Module, Basics of Learning and Motivation or Cognition (702B or 702D)	2	Elective	3
<i>Total</i>	10	<i>Total</i>	12

Year 4

Fall	Hrs	Spring	Hrs
Dissertation research	6	Dissertation research	6
<i>Total</i>	6	<i>Total</i>	6

Year 5

Continue Dissertation Research and Other Research on Campus (on Z-status), or Full-Time Externship, or Pre-Doctoral Internship

Year 6

Pre-Doctoral Internship for students who choose to do it in this year, versus Year 5

2.) DOCTORAL CANDIDACY

After completing all requirements for the Master's degree, students must apply for doctoral candidacy. Students must pass all courses as specified in the chart below in their first two years (passing means getting a grade of B or better). In addition, students must successfully defend their master's thesis by May 15 of their third year (however,

students are encouraged to defend the master's thesis earlier, by the end of their second year or fall semester of their third year). After completing all of these requirements, students may then apply for doctoral candidacy. The Clinical-Community faculty will review the student's record and determine if the student may continue in the program towards doctoral candidacy. Students failing to meet all of these requirements by May 15 of their third year will not be allowed to apply for doctoral candidacy. Students failing to meet all of these requirements by May 15 of their third year may choose to finish the Master's degree but will leave the program after graduating with their Master's degree. Students who have not completed all requirements for the Master's degree by May 15 of their fourth year will be asked to leave the program. Please note for students entering with a Master's degree and thesis from another institution, doctoral candidacy per the above procedures is evaluated upon the completion of the second-year project. For these students, this project needs to be completed by the end of the third year in the program (May 15) or they will not be eligible for doctoral candidacy. The table below presents coursework required for the master's degree.

Year 1

Fall	Hrs	Spring	Hrs
Quantitative Methods I (709)	3	Quantitative Methods II (710)	3
Foundations of Community Psychology (727)	3	Research Methods (772)	3
Foundations of Intervention (725)	3	Social Inequality (749)	3
Research in Clinical-Community (773)	2	Elective	3
<i>Total</i>	11	<i>Total</i>	12

Year 2

Fall	Hrs	Spring	Hrs
Psychological Assessment (761)	3	Social Psychology (770)	3
Intervention Practicum IA	3	Intervention Practicum IB	3
Seminar in Developmental Psychology (820)	3	Lifespan Psychopathology (726)	3
Thesis Preparation (799)	3	Thesis Preparation (799)	3
<i>Total</i>	12	<i>Total</i>	12

All students must take the initiative to inform their Major Professor that they have completed the qualifying procedures for doctoral candidacy. Once qualifying requirements are completed, the student should obtain the appropriate form from the department's website at <http://psych.sc.edu/clinical-community/forms> and have it signed by the Major Professor and Director of Clinical Training. The form must be filed with Department Records Office and the Graduate School.

Course and Schedule Adjustments for BBIP Students

The students who are also part of the Behavioral-Biomedical Interface Program (BBIP) take a few additional courses in a particular sequence. In the first semester of Year 1, BBIP students take the neuroscience module. In the second semester of Year 1, they take a prescribed human genetics course; in the first semester of Year 2, a seminar on endocrinology; and finally in the second semester of Year 2, BBIP students take a seminar on behavioral-biomedical interface issues. Students in BBIP, as well as all students and post-doctoral fellows involved with any federal grants, take an approved course on Responsible Conduct of Research (RCR) ideally in their first year but no later than their second year, and then again after four years have lapsed (as required by the National Institutes of Health). Because BBIP students have more course requirements than the basic program curriculum, some of the Clinical-Community course requirements recommended for the first two years are deferred, which is determined in consultation with faculty mentors, the BBIP director, and Clinical-Community Program director.

3.) PROGRAM OF STUDY

Two separate Programs of Study must be approved and filed with the department and Graduate School. The Master's Program of Study (MA-POS) must be completed and on file within 12 months of enrollment in the program and prior to the Master's Comprehensive Exam and Defense. **Students who have not submitted the MA-POS will not be permitted to take the Comprehensive Exam and Defense.** (Students who enter the program

with the Master's Degree can omit this step). A fillable pdf of the MA-POS can be found on the department or Graduate School website at: <http://gradschool.sc.edu/forms/>

The Doctoral Program of Study (D-POS) must be completed and on file within 24 months of enrollment in the program. A student cannot be admitted to Doctoral Candidacy until the D-POS has been submitted and the student has completed the qualifying requirements. A Program of Study indicates the courses that have been taken or will be taken by the student to fill the requirements of the degree and should be completed with the Major Professor and approved by the Program Director for submission to the Graduate School. **Students who have not submitted the D-POS will not be permitted to submit their dissertation prospectus, take their Doctoral Oral Exam, or be approved for internship.** A fillable pdf of the PhD Program of Study can be found on the department or Graduate School website at: <http://gradschool.sc.edu/forms/>

4.) RESEARCH REQUIREMENTS

General research involvement

Students are assigned to research mentors by the time they arrive for their first fall semester. Students are expected to participate in research activities throughout the training program. The research faculty sponsor may be selected from any of the programs in the Psychology Department.

In the first year, all students are linked with a research mentor for collaboration on research projects. Students are expected to be involved in research activity a minimum of 5 to 6 hours per week, and should have regular meetings with faculty devoted to research mentorship.

By the end of the first year, the student is expected to develop in conjunction with the research supervisor, a research plan (mini-proposal) to be conducted as the Master's thesis (or in the case of students who already have a Masters, as a second-year project). This research plan is also developed through the Research Approaches to Human Behavior course. Because this involvement is required, students receive one credit per semester in Clinical-Community Research. A grade of "satisfactory" will be given if the research mentor approves of the student's involvement during the first year and satisfactory progress has been made on the proposal for the Master's thesis.

Activities and Obligations of Students:

1. Students are expected to become actively involved in research from the beginning of the first year.
2. Students should stay in close touch with their research supervisor, meeting regularly (e.g., weekly or biweekly) to develop, plan and implement research projects that involve faculty-student collaboration.
3. By the end of the spring semester of the first year, each student develops, in conjunction with the research supervisor, a written plan for the Master's thesis. This project, which begins either in the summer or fall of the second year, will involve the conceptualization, literature review, research design, implementation, analysis, and write-up phases of the project.
4. For continuity and depth of training, the general expectation is that a student would remain with their research mentor during the first and second years. However, if a student (or faculty member) feel compelled to make a switch, the logical time would be at the end of the first year. To promote trust and continuity, students and faculty should have the understanding that their contract with each other is for a minimum of one year. Extenuating circumstances may arise, such as a faculty member taking an unexpected leave for a semester or the faculty member and student mutually discovering that they are not interested in the same research topics. In such cases, the Program Director would assist students and faculty in changing assignments. The Program Director could also act as a potential liaison for students and faculty in resolving obstacles to successful research involvement.

Obligations and Role of Faculty:

1. The research supervisor (typically the Major Professor) should conduct a research study evolving from their research program or interests that will (at least) pass through parts of the data collection stage during the student's involvement.
2. The research supervisor should have a clearly defined role for the student that includes some involvement with design, preparation of materials, and data collection. Additional responsibilities could include literature reviews, data preparation, executing data analyses, etc.

3. The research supervisor should plan to have regular contact with the student throughout the year. The student should be included in regular research team meetings. In addition, the supervisor will meet with the student regularly to assess progress, provide feedback and maintain engagement in the process. It is expected that individual meetings between faculty and new students will occur at least on a biweekly basis.

In the third year and beyond, the student should continue to be linked with a research mentor as in the first two years. Unless a switch is made, the same research mentor from the Master's thesis would continue on during the third year. If a change in mentor is desired, the student needs to discuss this with the current and prospective mentor as well as with the DCCT. Third year research activities should bring the student closer to a viable dissertation project. They may also take a more advanced position within a faculty member's program of research.

5.) MASTER'S DEGREE REQUIREMENTS

Master's thesis

In the second year (and in some cases sooner), students work to complete their Master's thesis. Three credit hours each semester are taken for PSYC 799 (Thesis Preparation). The experience of the Master's thesis is designed to train students in primary research, prepare them to engage in a more extensive dissertation, and hopefully provide them with a publishable product. To this end, while there is room for a variety of approaches to the Master's thesis, it is expected that students will play a major role in the development of the idea and conducting of the work. This will give the student experience in managing a study in preparation for their dissertation. The thesis should be the type of study wherein the student would be the first author.

The thesis is directed by a departmental faculty member who chairs the student's thesis committee (usually the student's Advisor). The committee consists of the Chair plus one additional faculty member, the second reader. At least one of the thesis committee members is a faculty member of the Clinical-Community program. These two faculty will be responsible for passing your prospectus, helping with suggestions for revisions, and will be involved in the thesis defense. Once the student (in consultation with his or her mentor) has determined who he/she will have as the faculty committee of two, this committee is proposed to the Program Director for approval. Students should endeavor to include faculty members with the most relevant expertise for their subject matter. The prospectus of the research plan must be approved in a thesis proposal meeting that includes the student and the two thesis committee members. Both members of the thesis committee must agree that the thesis proposal is a pass. The thesis must be approved in advance of data collection (or analysis, if the thesis is an analysis of existing data). Upon completion of the thesis, the student must successfully defend their thesis at a thesis defense meeting that includes the student and the two thesis committee members. A successful defense means both members of the thesis committee agree that the thesis is a pass. The Master's thesis is complete when the thesis has been successfully defended and the appropriate paper work has been filed with the Program Director and with the Graduate Programs Administrative Assistant in your permanent file. See <http://psych.sc.edu/clinical-community/forms> and <http://gradschool.sc.edu/forms/> for the necessary forms.

The Master's thesis can be conceptualized as having four parts for which the student is responsible. The design of the study should be such that the student played a major role in the development of the idea. Students may not implement another student's dissertation as a way of providing their own thesis, although they could add to the dissertation or someone's ongoing project if their addition was a separate intellectual contribution. Data analysis would need to be appropriate to the design. The entire thesis must be written in APA style, and the student should aim to produce a freestanding research paper which could be published (such that the length would be appropriate, necessary tables and figures are included, references are included, etc.). Students should plan to finish the thesis at the end of their second year or in the fall semester of their third year. As presented earlier, the latest a student can finish the thesis and still be allowed to apply for doctoral candidacy is May 15 of their third year.

It is important for students to recognize that evaluating and giving high quality feedback on a research proposal or completed research project takes time. Out of consideration of their committee members, students need to send their thesis documents to their committee members AT LEAST 10 days in advance of the scheduled meeting, or earlier if committee members indicate that they need more time to review the documents. This applies to both the Master's proposal and the completed Master's thesis, as well as the dissertation proposal and completed dissertation.

Each student is encouraged to present their thesis at regional, national, or international conferences. Students are encouraged to try to publish their study.

For students who enter the Ph.D. program having already completed a master's degree at another institution, the requirements change depending on whether or not a thesis was done. If the completed master's program did not require a thesis, the student must complete the master's thesis following the same guidelines as the other Ph.D. students in the program and the master's oral examination is necessary. If the completed master's program required a thesis, the student may complete a second year project in lieu of a thesis. The second year project may involve organizing, writing and submitting an empirical paper for publication with their major advisor. The filing of an MPOS (Master's Program of Study) is not necessary in either of these situations.

Oral MA comprehensive exam

Prior to the thesis defense meeting, the thesis committee may recommend a third faculty member who will serve as an additional person on the oral MA comprehensive exam, which is given at the time of the defense of the Master's thesis. The Oral MA comprehensive exam committee consists of the two thesis committee members plus a third faculty member. This third faculty member will be appointed by the Department Chair in order to increase the breadth of examiners from the department and to ensure that the range of psychology is covered in the oral exam. The thesis committee and the student can recommend the third committee member for the oral MA comprehensive exam to the Department Chair but ultimately the Department Chair decides who to appoint to this committee.

The third faculty member who serves on the oral MA comprehensive exam is not a member of the thesis committee and is not involved in the thesis. The third faculty member does not read the thesis, but can be at the thesis defense if they are invited and they wish to attend. The third faculty member is an active participant only in the oral examination aspect of the oral MA comprehensive exam. Faculty who provide only research training and substantive courses that are part of the non-clinical core are eligible to serve as third members on MA comprehensive committees. The oral exam essentially covers material from the courses which the student completed for the Master's Degree. There is a particular emphasis placed on demonstrating an understanding of the foundations of both community and clinical psychology. The examination will last approximately 1-1/2 hours with the first 45 minutes devoted to the specific defense of the thesis. The thesis defense would begin with a brief (e.g., 10-15 minute) presentation of the thesis followed by questions from the two major readers. Once the thesis defense is complete, the oral MA comprehensive exam begins. If the third faculty member was not present for the thesis defense itself, he/she would join the meeting at this point. The oral MA comprehensive exam consists of general questions over topics in psychology that the candidate would be expected to know from the course work in their own program of studies. (You should bring the Program of Studies which makes you eligible for the Master's Degree to the defense/examination meeting.) The two readers decide on the acceptability of the thesis, but all three faculty confer regarding the passing of the comprehensive examination.

6.) PRACTICA

The Clinical-Community Program's Practica experiences are designed to develop professionals who are capable of applying assessment and intervention skills for the remediation of problems in a range of settings and circumstances and with a range of clients. A focus of the Clinical-Community program is to prepare students who are competent in clinical service delivery to individuals, couples, children, adolescents, and families. In addition, students obtain exposure and experience with professional service delivery models from Community Psychology such as prevention programs, organizational consultation, and program evaluation services.

Students complete, at minimum, two of three year-long practica sequences (Adult/Couples, Child/Family, and/or Community) through the PSC. Note that at least one of these sequences needs to be in clinical practica of Adult/Couples or Child/Family; students may complete both sequences in one of the two clinical practica. Students are encouraged to develop expertise in one practice area as part of their course of study by continuing practice training over multiple years. Elective practica opportunities are also offered through the PSC, such as Group Therapy, usually experienced as part of a course on group therapy process and procedures. Students should seek diverse and significant clinical training experiences and reliably document these experiences in order to be a competitive applicant for APA internships.

IMPORTANT NOTE: If a student chooses to take Community Practica as the second sequence and neglects to take

Clinical Practica at the same time, they must be aware that this will pose a challenge when it comes to applying for APA or APPIC accredited internships. Ideally, a student who wishes to maintain a community focus and pursue an APA internship should enroll in Community Practicum while maintaining Clinical Practicum sequences in both the 2nd & 3rd years. (Students with less than 500 hours of supervised clinical practica experience will have difficulty obtaining APA internships) Furthermore, choosing Alternative Internships over APA or APPIC accredited internships will affect a student's ability to obtain licensure and be classified as a "Clinical Psychologist." Therefore, all such decisions about practica and internship experiences must be made purposefully with thorough understanding of future career goals and objectives.

At the core of clinical practicum at the PSC is an emphasis on training students in empirically-supported interventions and evidence-based practice in general. The theoretical base of such interventions may vary depending on practicum supervisor expertise. Most clinical practica emphasize cognitive behavioral approaches, including Acceptance and Commitment Therapy but may also include coverage of interpersonal, ecological and family systems approaches as well as brief psychodynamic approaches in adult practicum. Students learn to flexibly match the best empirically-supported treatments combined with critical non-specific therapeutic skills for optimal outcomes. The Program has maintained its emphasis on individualized practicum experiences for students. The typical format for clinical practica is a weekly group discussion on some central theoretical or applied problem and additional individual supervision.

Students begin their supervised practica within the first two years in the program. Typically, this experience initially involves assessment work with volunteers, followed by assessment opportunities through the Psychological Services Center, the campus-based outpatient center serving the campus and the community. The typical training strategy is to supply the students with material involving theory and general parameters of the applied enterprise and then to model the activity for the student. The student's work is closely monitored through direct (live and recorded) observation.

Students taking clinical practica are evaluated at mid-year and at end of year on several dimensions related to developing competence as a therapist. These dimensions include professional ethics, non-specific clinical behavior, assessment skills, treatment structuring, planning, and implementation, documentation (notes, reports), responsiveness to supervision, diversity awareness, and preparedness for supervision. Note, 4th and 5th year students use this evaluation as the penultimate clinical rating in lieu of the prior clinical comps procedure. In order for 4th and 5th year students to pass this milestone, there can be no 3 ratings ("some concerns") on the form. If there are 3 ratings, these students will need additional supervised experience in the area(s) rated lower. For students not using the evaluation as the penultimate, 3 ratings may occur but these will likely mean a lower grade in the course.

Additionally, for all students, any ratings of 2 ("poor") or less will result in the need for a formal remediation plan. This evaluation is placed in the students' permanent record and utilized during the program's annual review process to assess clinical competency.

General Guidelines for Supervision of Practica

All practicum work must be supervised by an appropriately trained professional as described by the South Carolina State Board of Examiners in Psychology (licensing board). At the Psychology Services Center (PSC), this must include a faculty member as a primary or secondary supervisor. During the fall and spring semesters, in rare instances in which a student is seeing clients and is not signed up for credit (as might occur if the student has only one client who is only periodically seen or does a special assessment for one client), the Director of the PSC must be made aware of this by the student and he/she will typically supervise the student or help identify an alternate supervisor.

Practicum students must have an identified supervisor for all practicum work that continues over the winter and summer leave time. For winter break, the student's supervisor for the fall semester will continue as the supervisor on record unless other arrangements have been made. For practicum work continuing over the summer, students should check with the spring semester supervisor for guidance. If you are seeing a case through the PSC over the summer, you must let the Director of the PSC know that this work is continuing so that the PSC has a list of all students in need of supervision. You **MUST** have supervision for the summer if you are carrying a client caseload

or seeing at least one client.

Community Training Slots

Students in the Program often perform some supervised clinical-community services outside the University setting during their tenure in the Program. Introductory applied experience is included in select courses (e.g., Assessment 761, Community Psychology 727). For example, during the first year of the program, many students have the opportunity to become involved with community partners in the greater Columbia area through our program's Community Psychology course (PSYC 727) which has led to on-going opportunities (e.g., externship experiences). In addition, an introduction to community intervention experience gained through a required elective community practice course, typically address consultation, program development, and/or program evaluation skills (e.g., PSYC 742, 745, 751, 845). Extended service experiences outside of the PSC may be accomplished through training slots available within the community during the regular academic year or in the summer, including externships.

The goal of the community training slots is to enhance the student's professional competence through practical field experiences that complement their academic knowledge and faculty supervised practicum experiences. The program relies on the supervision provided by non-university personnel to conduct training for Clinical-Community students within the field. There are agreements with various agencies to provide student training experiences and supervision. These experiences and the supervision plan must be reviewed and approved by the DCCT. If a student identifies a new potential externship site on their own accord, s/he is required to discuss the experience with their mentor, the program director, and PSC director to obtain approval for the experience from the program. This approval involves demonstrating how the work fits into the students overall training goals, that the off-campus supervisor has appropriate training and credentialing, and that the site is committed to student training and quality supervision. A memorandum of agreement (MOA) is then established between the university and the community setting. Such arrangements have been made over the years with agencies such as the SC Department of Mental Health, Hall Institute, Richland Family Practice, Richland Springs, and Morris Village Substance Abuse Treatment Center.

Guidelines for Required Adult and Child/Family Practica Sequences (March, 2014)

Didactic component (PSYC 782, 827) should include the following:

1. Documentation issues
 - a. The following are required to be in each client's electronic file at the PSC:
 - i. Assessment/intake/diagnostic summary (completed by session 4)
 - ii. Treatment plan (completed by session 4)
 - iii. Contact log
 - iv. Progress note for any substantive contact (1st draft must be submitted to your supervisor through Titanium within 24 -48 hours of the client contact), notes are expected to be treatment-plan oriented
 - v. Termination/discharge summary
 - b. Instructor reviews format for the above documents, including the importance of keeping progress notes succinct
2. How to Use Individual Supervision Time
 - a. Discussion of work with clients
 - b. Watching videos of therapy sessions
 - c. Discussion of personal strengths/weaknesses and how these might affect working with clients
 - d. Cultural issues that influence the process and outcome of therapy
 - e. Career development/personal goal-setting
 - f. Personal reflection (e.g., genogram)
 - g. Discussion of supervision process (e.g., goals, models)
3. Beginning of Therapy Issues (ethics)
 - a. Therapeutic contract
 - b. Consent for treatment
 - c. Confidentiality
 - d. How to make a phone call to a client

- e. What to say during the first session
4. Client Engagement
 - a. Dealing with resistance/ambivalence and other barriers to treatment
 - b. Non-specific therapeutic skills (empathy)
 - c. Micro-counseling
 - d. Termination issues
 - e. Role-playing exercises to prepare the student in these skills
5. Cultural Issues
 - a. Being sensitive to issues of race, gender, sexual orientation, SES, religion, etc. in working with clients
 - b. Addressing cultural issues directly/indirectly during treatment
6. Review of Treatment for Common Disorders in the Population
 - a. For adult practicum: anxiety, depression, substance use issues, etc.
 - b. For child practicum: conduct problems, ADHD, anxiety, etc.
7. Treatment Issues
 - a. How to do a literature review to determine if a treatment has a research base
 - b. How to decide on a treatment
 - c. How to obtain treatment manuals
 - d. The expectation is that, with a lighter caseload, students will be able to read more of the literature to determine an appropriate treatment

General Organization of Child/Family (PSYC 782), Individual/Couples (PSYC 827) (3 credits each; 1st semester):

- Students will receive 2 hours/week didactics/group supervision all semester—will typically start out more didactic and will move towards group supervision as the semester progresses and students acquire a caseload
- Students will be expected to start contacting potential clients in their 3rd week of receiving didactics/group supervision
- Students will also receive at least ½ hour/week of individual supervision throughout the semester and will be expected to attend even when clients cancel; may be done as 1 hour every other week.
- Students' expected caseload will be 1-3 clients

General Organization of Advanced Child/Family (PSYC 830), Advanced Individual/Couples (PSYC 835) (3 credits each; 2nd semester):

- Students will receive 2 hours/week group supervision
- Students will receive at least ½ hour/week of individual supervision, which will be primarily focused on reviewing case progress in terms of treatment plan, watching videos of therapy sessions, discussing literature regarding treatment approaches, etc. May be done as 1 hour every other week. Individual supervision occurs whether or not there has been new client contact (see 2a through 2f above).
- Students' expected caseload will be 1-3 clients
- All students will be expected to audio/videotape therapy sessions for supervision

Administration Issues and Other Supervisor Responsibilities:

- Practicum courses are to be designated as “by permission of instructor” for registration. Clinical-Community program students who need these practica for requirements should receive priority over other students for registration (e.g., students from another program, program students taking a third practicum sequence). Among program students, 2nd and 3rd year students are the highest priority. Career goals should be an important part of determining who is able to register for a practicum course among 2nd and 3rd year classes.
- The ideal size for these practicum courses is 5-6 students. If fewer than three students are enrolled in the practica, faculty cannot count the course toward his/her teaching load and the practica will need to be deferred or special arrangements made. If there are more than 6 students, the instructor should develop a plan for providing appropriate supervision with the PSC Director and the DCCT. Individual supervision of more than 6 students for a practicum course is considered an overload in teaching responsibilities.

- Supervisors must provide emergency contact information to students and discuss when to make use of this resource. The contact information should have primary and back-up contacts (e.g., primary supervisor, PSC director, and DCCT).

7.) COMPREHENSIVE EXAMINATIONS

Comprehensive Examination

The Comprehensive Examination consists of two parts: the General Comprehensive Paper and the PhD Oral Comprehensive Examination. Procedures for each are described in the sections that follow.

Part I. General Comprehensive Examination ("Comps Paper")

The general section of the written comprehensive examination will be a demonstration of the ability to integrate information and critically review a body of empirical research. Before the end of the third year of graduate work, each student will be expected to write a Psychological Review - Psychological Bulletin - type paper involving a critical review and evaluation of the literature in any area of psychological research or theory. It is important to note that the writing of the paper must be an independent effort. Because this is an examination, once the outline has been approved, students are not allowed to consult with other students/faculty, nor have other students/faculty read the paper, nor utilize other students/faculty as sources of feedback on the comprehensive paper.

Clinical-Community students will not be allowed to accept internship assignments before the passing of the general comprehensive examination. Students not completing their comprehensive paper requirement by the end of their third year will not be allowed to register for dissertation credits until the paper is completed.

General Comprehensive Paper Procedures:

A. Selection and Approval of Paper Topic

Students should select a topic for the comps paper in consultation with their Major Professor. Faculty members can be asked to suggest topics in their field of expertise. The paper is designed to demonstrate a student's ability to integrate psychological theory and research findings from several areas of psychology and focus them on a single problem or set of problems. Committee members can be active in helping a student define a problem clearly prior to the point at which an outline is approved by the committee. It is often useful for the student's comps paper to focus on the area of literature in which they will be doing their dissertation work.

The Program Director will approve or disapprove the general topic and the comps paper committee. It is the responsibility of the student to approach proposed members of the comps paper committee and solicit their willingness to serve prior to contacting the Program Director. **A topic for the comps paper and a four-person committee must be selected, and approval given by the Director of Clinical-Community Training by the end of October of the student's third year.** Three of the committee members should come from the Department of Psychology, with at least two of these faculty from the CC program. The fourth committee member needs to come from outside the Department (e.g., from the College of Education, College of Social Work, School of Public Health, School of Medicine). The function of the comps paper committee will be to help the student specify a topic for study, review the proposed outline, and to review and evaluate the quality of the final paper.

A form indicating approval of the general topic and committee membership should be signed by the Program Director and placed in the student's file. If the topic is not approved, the student may appeal the decision and request a review by the Clinical-Community Program Committee.

C. Outline Approval and Form of the Paper

If a recent review (e.g., within the past 5 years) has been conducted on the topic, the student needs to clearly state how their review differs from the previous review and what contribution their review makes beyond the previous review. This issue should be discussed with the student's comps committee. It is important to critically evaluate the research and to integrate findings rather than to treat the studies as an annotated bibliography. The readers of the paper should be able to understand through your analysis which studies should be weighted more heavily in the

conclusions and how the findings can be integrated. The topic chosen should have a body of empirical research sufficient to warrant a comprehensive review. Final decision regarding the appropriateness of the breadth of the specific topic focus shall be determined by the comps paper committee.

Following approval of the topic and committee, the student should prepare an outline of the proposed paper in consultation with committee members. The student may consult with individual committee members with regard to the outline prior to a formal meeting. Comps paper outlines are typically 5 - 10 pages in length. Once an outline is developed, the student will schedule a meeting of the comps committee to approve the outline. The student will send to committee members a well-developed outline of the paper at least one week in advance of the meeting. The outline meeting is a process meeting and the student should expect changes in the outline. It is possible that more than one meeting would be required.

Critical to final approval of the paper is acceptance of the outline by the committee. Pessimism by the committee regarding the viability of the idea, availability of relevant literature, etc., are issues which should be resolved before the outline is approved. Outlines considered only minimally acceptable by committees tend to result in borderline or poor papers.

An outline of the paper should be approved by the Comps Committee no later than May 15th of the student's third year.

The approved outline should be placed in the student's file. Once the outline is approved, the student will complete the paper without consultation or feedback from committee members or other students. However, if the student, upon delving deeper into the subject area determines that a major revision of the outline is required, the student may consult the faculty and possibly even reconvene the committee to approve the major revision. A separate decision regarding appropriateness of the topic will be made by each committee. Remember, the comprehensive paper is an examination, and therefore outside help from other students is not allowed for suggestions, feedback, help with organization or proofreading, etc.

D. Preparation and Submission of Comps Papers

The paper should conform to APA style. Since the goal of this paper is the completion of a useful and potentially publishable product, the paper must not be overly lengthy. Any paper with more than 40 pages of text would need specific justification. This page limit excludes references and tables. Students are encouraged to limit their papers close to or less than 40 pages in order to have it in a form closer to publishable format.

Comps papers should clearly indicate in the first few paragraphs the exact focus of the paper. Papers that review large portions of literature prior to suggesting its special relevance to the topic are frustrating to readers. While it is an error to gear the paper lower than the audience, it is perhaps a more common error to assume the committee members are completely familiar with all aspects of the topic and relevant literature. Omission of important transition material or failure to provide sufficient description of material assumed to be part of "common knowledge" can create confusion for the committee.

The best papers contain headings and subheadings to help organize the paper, as well as fairly frequent "section summaries." If a student finds a section difficult to summarize, it may indicate a poorly focused or confusing section. Well-constructed tables are frequently valuable aids to readers to allow them to compare the methodology and results of various studies. The student should develop the paper to be more than simply an annotated bibliography of a number of studies. The amount of detail presented for any given study should be in proportion to the quality of the study and its relevance to the paper's general conclusions. All comps papers must contain, as part of their conclusions, some constructive synthesis of the literature, implications for research, practice, and policy, as well suggestions for the direction of future research.

The largest danger for students that always leads to a failing comps paper is that the paper does not get written. The next largest danger for students is that the first draft of the paper is completed without sufficient time to reflect on the conclusions to be drawn from the review, as well as not leaving sufficient time to proofread the work. Because deadlines for the outline and paper are firmly fixed, students should not delay their writing. Inevitably, the longer

students have postponed beginning the paper, the worse the final product.

The student will provide each committee member a copy of the final paper not later than 5:00 p.m. on August 15 immediately prior to the start of the student's fourth year. If August 15 falls on a weekend, the paper must be turned in by 5:00 pm on the Monday following the 15th. Failure to meet this deadline constitutes a “failed” grade for the paper.

E. Procedures for Evaluation of Comprehensive Papers

1. A meeting of the Committee members should be scheduled within approximately four weeks after the comprehensive paper is submitted. The student is responsible for contacting committee members and scheduling the meeting. The student will be present for this meeting. At this meeting, the committee members will vote on the acceptability of the paper. Each committee member should write on paper his/her vote, limited to the options of Pass or Fail.
2. If all four votes are in agreement, whether Pass or Fail, the committee will discuss the strengths and weaknesses of the paper. Following this discussion, the committee will provide feedback to the student, including the decision to Pass or Fail the paper, and more specific feedback regarding the strengths and weaknesses of the paper. When the initial vote of the committee members results in non-unanimous, either for or against passing, the committee will discuss the strengths and weaknesses of the paper and following this discussion, a second vote may be taken. Three passing votes are required for a pass.
3. In cases where a paper has been voted as Fail, either by a split or unanimous decision, the committee will submit, in writing, a statement regarding the weaknesses of the paper. This statement will be submitted to both the student and the Program Director within one week of the decision meeting. The voting sheet of the committee, the written statement, and a copy of the comprehensive paper will be retained in the files of the Program Director. These materials will be retained until such time as the student is awarded a degree from the program.
4. If a student fails to submit a paper to each committee member by 5:00 p.m. on August 15 immediately prior to the start of the student's fourth year, that will constitute a Fail on the Comprehensive Paper. A failed paper means the student may continue with the same topic, but it will be necessary to revalidate the topic and committee members with the Program Director following the usual procedures as outlined above.

One copy of the approved paper must be put in the student's file in the Graduate Records Office. The paper will be available to future students to aid in preparing their own paper.

F. Policies Regarding Comps Paper Completion

1. Students who do not pass their comprehensive paper on their first attempt will not be allowed to register for dissertation credits until the comps paper has been passed.
2. If the student has failed the comps paper (either because of a vote to fail by the committee or because of not turning a paper in by August 15th following the third year), then the student will be required to pass their comps paper by the end of their fourth year or be dropped from the Program. The end of the fourth year is designated as May 15th.

Summary Timetable for Completion of Comps Paper:

Task	Deadline
Topic and Committee Approved by Program Director	October 31 st of the third year

Committee Meeting to Approve Outline	May 15 th of third year (December 15 th is recommended)
Completed Paper Submitted to Committee Members	August 15 th of beginning of 4th year (March 15 th is recommended)
Feedback Meeting	4 weeks after submission
Signed Approval Forms Entered in Students Records File	After feedback meeting

Informal Suggestions for Organization and Fulfilling of the Goal and Purpose of the Comps Paper

Outline Format Suggestion:

I. Introduction to the Topic

- Specific aims or goals of the paper: what the paper will cover. (If needed, include what the paper will not cover) It is important to include the unique contribution of this paper to the literature. That is, what unanswered issue or question in the literature will this paper address?

II. Theoretical Background

- Briefly introduce the reader(s) to major theories in the area, but do not give great detail
- Recommendation to include just one paragraph on each major theory
- Include main ideas in this area

III. Paper Parameters

- If including tables to basically summarize the studies, report that tables with details of the studies will be included and should be referred to state how the topics in the literature review will be organized

IV. Methodological Considerations

- Keep these unique to your topic although addressing the major aspects of design (e.g., self-report measures have limitations in general and that sample size should be large enough)
- Addressing these issues as concepts makes it possible to refer to ideas with less detail in the body of the review
- Consider briefly citing studies which handle the different methodological considerations especially well and those for which there are serious problems:
 - Issues regarding definitions and concepts
 - Limitations of samples used
 - Measurement issues
 - Design issues

V. Review of the Empirical Literature

- This should be organized in some fashion around concepts – think through the research area to find ways to categorize, to find themes that seem important for the area, and that allow for comparison and contrast of the studies.

- This should not be conducted as an annotated bibliography, but rather should grapple with the main ideas. The review should read as a critique which makes determinations as to the importance of the findings of studies based on the quality of the research which allows for conclusions which weight the best research findings accordingly.

VI. Summary and Conclusions

- This is an important section * Do not let the paper fall flat here – this is where you get to make your

important contribution; this is where you should push your ideas and use creativity. Go back to the unique contribution of this paper to the literature that was mentioned in the introduction.

- 20% of the paper (6 – 8 pages)
- Think through and discuss what the findings and your conclusions mean. What are the major implications of the findings?
- Think about individuals working in this field and what would be important for them to know from this paper
- Consider whether our knowledge in the area has changed over time (especially since past reviews)? Are researchers still examining the same types of things? Why/Why not?

Overall Expectations

- 40 page maximum without tables and references –Many excellent comps papers have been 30-40 pages without tables and references, so longer is not necessarily better.
- Paper should mainly be about the concepts around which you are organizing the studies
 - How the studies address the important ideas and concepts
 - Use literature as an illustration of your ideas.
- Don't pad the paper with in-depth description of studies.
 - Use tables to summarize details (e.g., samples, measures, etc.) or organize important information into a concise presentation.
 - Only summarize important aspects of the studies in the body of the paper, while making overall determination of the quality and usefulness of the study and how it relates to other studies.
- You don't have to *prove* that you've read every study by citing every detail of it.
- It is easy to fall into a pattern of devoting 1-2 paragraphs discussing each study you review without integrating information across studies. This leads to a paper that is a series of abstracts rather than a synthesis and critique of the literature, and it does not meet the goals of the paper.
 - Use a critical eye when examining the literature.
 - Each study does not have equal weight or importance, so don't give each study similar amounts of text.
 - Weigh good studies more in light of your conclusions.
 - Identify noteworthy studies.
 - Use importance/weight to understand discrepant results.
- Compare and contrast.
 - “Y's well-controlled study also looked at _____. However, one problem with X's study is _____. Because X's findings are different from Y's, then we should likely weigh Y's findings more and think _____.”
- Indicate whether the studies support one theory or another.
 - Are they meant to test a particular theory?
- What best informs the literature?
- What do we know at the end of the critique, so we know where to go next?

Recognizing that many areas of research are very difficult and fraught with problems, so don't decide that everything is flawed and useless – rather focus on what is best in the literature, or what provides a model

for future studies, or what might be noteworthy for studies in the future.

- Don't spend a lot of time picking apart each study's methodological flaws (unless noteworthy), but be willing to make an overall judgment of its value which guides the reader in weighing its value.
- Make allowances for problems researchers have when collecting data (e.g., difficult populations to research).
- You would want to mention major flaws, if they raise questions as to the credibility of the results.

Recommended Book

Galvan, Jose L. (2005). Writing literature reviews: A guide for students of the social and behavioral sciences. Los Angeles, CA: Pyczak Publishing.

Part II. Ph.D. Oral Comprehensive Examination

Each student in a doctoral program will take an oral comprehensive examination.

Purpose

The University of South Carolina Graduate School requires a general oral comprehensive examination. The purpose of this examination is to provide evidence to the department that the student is competent in general knowledge of psychology and in the student's area of expertise. General knowledge is defined as the knowledge necessary to teach a course in introductory psychology. Of course, a student should also be very competent in the area of psychology in which the student has specialized. Specifically, the oral comprehensive examination assesses: (1) knowledge in general psychology; (2) the student's ability to integrate knowledge from diverse areas; and (3) the student's ability to perform as an expert in psychology in a conversational and interrogatory setting. This last purpose has direct transfer to participation in professional meetings, to dealing with professionals other than psychologists, and to similar types of occasions. NOTE: The Ph.D. orals (as well as the dissertation proposal) must be passed BEFORE you apply for internship.

Committee

The committee for the orals consists of four members. 1) The student's dissertation director is on the committee and serves as its Chair. 2) A second member of the committee must be selected from outside the Department of Psychology, but within the University. This person shall be selected in a manner specified by the Graduate School and should be (a) a USC graduate faculty member; or (b) a USC faculty member who is not a member of the graduate faculty, but who is qualified to serve on this committee. If the proposed member is not in category (a), a justification must be made to the department chair and the Graduate School. **This member is almost always the same professional as the outside member of the dissertation committee.** 3) A third member is typically selected from the graduate program in which the student is studying, although it could also be a faculty member from one of the other graduate programs. You may retain a faculty member from your dissertation committee as the third person or you may suggest, in conjunction with your dissertation chair, another faculty member within the department for this role. 4) The department chair assigns the fourth person. This assignment is to ensure balance, utilization of all faculty members, and to have all areas of psychology represented as much as possible.

The actual process for forming a committee is to meet with your dissertation chair and decide on which faculty will be proposed for the first three oral committee members. These names should be submitted via email to the Department Chairman, DCCT, and Graduate Program Coordinator. When the Chairman has assigned the fourth member, you will need to complete the Doctoral Committee Appointment Request Form:

https://ww2.cas.sc.edu/psyc11/sites/default/files/attached_docs/G-DCA.doctoral.committee.appointment.GS48.pdf and submit it to the Graduate Program Coordinator. The date and time of the Doctoral Orals Meeting should be announced using the Announcement form which can be found online:

https://ww2.cas.sc.edu/psyc11/sites/default/files/attached_docs/CCPHDDissDefAnnounce.pdf).

Time Frame

The exam should be completed after completing all core didactic and specialty content coursework.

NOTE: The Ph.D. orals (as well as the dissertation proposal) must be passed BEFORE you apply for internship.

The DCCT will not write a letter of recommendation for you for internship applications until these and all milestones, except for the dissertation defense, have been completed. It is the responsibility of the student to make sure the DCCT has the necessary documents proving you have completed all milestones AT LEAST ONE WEEK before your first internship applications are due (typically November 1).

General Content and Format: The content of the examination will be from two main sources:

1. Key, fundamental concepts. These are defined as those topics found in introductory graduate-level psychology textbooks. The examining committee should evaluate, at minimum, the student's competence to address the following areas: ethics, historical influences in the development of Psychology as a field, and the following major frameworks used to understand human behavior: biological, cognitive/affective, social, cultural, developmental, and dysfunction/psychopathology.
2. Fundamental grasp of advanced knowledge in the student's area of focus. This includes material relevant to all required coursework in the program, including material from core research courses (e.g., thesis, dissertation).

The exam period shall last no more than two hours. The first 5-10 minutes shall consist of organization by the committee members without the student being present. It is the responsibility of the chair of this committee to establish the format and conduct the examination. As a general rule, the exam proper shall last approximately 45-60 minutes with time left for the committee to deliberate and provide feedback to the examinee.

Evaluations

1. A student is graded as either:
 - Pass
 - Not Pass: The student's success (that is a pass) will be established only after a re-examination in a specific area or areas which were deemed deficient. There is only one attempt at re-examination.
2. A positive vote by three of the four committee members is required for a "pass".
3. Students are expected to pass within two attempts. If re-examination is to take place, the committee will be reconvened. Failure to pass the Oral Comprehensives within two attempts constitutes unsatisfactory progress toward the Ph.D. and the student's Graduate Program Committee will recommend that the student be terminated from the program.

8.) DISSERTATION RESEARCH

Department-Wide Guidelines for Ph.D. Dissertation

(Policy Approved by General Faculty: January, 1993)

The graduate school has specific requirements and guidelines for the dissertation. The following is a supplement and departmental interpretation of the graduate school bulletin; it adds to, but does not replace, graduate school requirements.

The dissertation is both a process and a product. It is a process because preparation for it begins from the moment a student enters graduate school; it is a product because it occurs at the culmination of a graduate student's career and signals the student has acquired the skills and training to become a successful leader in the field. .

Because it is a process, the preparation for an execution of the dissertation occurs over many years; it can be broken down into a series of stages, each of which will be addressed separately. These guidelines are general departmental guidelines to be followed by all students. Each graduate program area may assign and attach more stringent and

additional guidelines for the dissertation.

Course Work

Students should pursue course work during their careers at USC in a timely manner. During their course work they should be thinking about areas of concentration, research, and avenues of exploration that they might find fulfilling. Students along with their course work should be involved in one, two or several research projects. These research projects might be of their own design or that of a faculty member in their graduate program. The seeds of a fine dissertation are often germinated during a student's first or second year of course work, laboratory work, or field placements. Course work should be mostly completed before proposing the dissertation. The student should also be proficient in statistics and necessary computer programming prior to proposing the dissertation.

Developing an Idea

The dissertation is designed to be a meaningful venture. Students should develop an idea which has theoretical and applied scientific utility. It is recommended that students define their topic in a manner which satisfies the following criteria:

1. The study is stated in terms of a question or problem which needs to be solved.
2. The question or problem is meaningful and interesting to the student, to the point where the student can sustain the interest over the course of an extended period of time.
3. The proposed study follows from some previous work such as a pilot study, a previous study conducted by the student, a review paper, work by other students and faculty in the department, or specific work in the field.
4. The proposed study helps to answer the questions being proposed.

Proposing the Idea

Technically, the dissertation may be proposed at any time during the student's normal course of study. Practically speaking, most students propose the dissertation in their fourth year. However, there is nothing to prevent a well-prepared student from beginning a dissertation earlier. The process actually begins by developing a committee. [NOTE: The Clinical-Community Program requires that graduate students submit their dissertation topic and chairperson to the DCCT immediately following the completion of their coursework or by the end of their fourth year in the program (whichever comes first).]

Developing a Committee

At the time that the student is ready to begin work on the dissertation, the student will select from the faculty a *dissertation director* to direct the dissertation, subject to the consent of the faculty member. Often, this person is the student's advisor. The person need not be from the program in which the candidate is enrolled. The student must select a dissertation director who is knowledgeable in the problem area.

Committee Composition. A committee of at least two other faculty members in the department and one faculty member outside the department is also selected by the student in consultation with the dissertation director. At least one of the other two faculty members from the department should have some substantive knowledge in the area being proposed. This knowledge does not have to be especially focused, but the faculty committee members should be able to substantively add to the student's direction and research.

Outside Faculty Member. The faculty member who comes from outside the psychology department is on the committee to ensure quality control and to certify to the graduate school that the dissertation and its process have met university procedures and standards. This faculty member also may, and often does have an interest and expertise in the student's area of research. Consultation with the dissertation director or the graduate program director will usually aid a student in determining who would be an appropriate faculty member from outside the psychology department.

Committee Approval. Any faculty member, indeed any individual at any institution, can be proposed. Exceptions to the standard policy require the approval of the program director, the department chair, and the Dean of the Graduate School.

These four faculty members constitute the student's dissertation committee and in most instances, will constitute the examining committee for the oral defense. All members of the committee must be members of the graduate faculty, unless approval is obtained for an outside member as described above. The committee acts for the department in all matters concerning the dissertation proposal, its execution, its final form, and examination on it. All dissertation committees must be approved by the DCCT and then the department chair.

Changing a Committee. Once a committee is approved, it is considered exceptional for committee membership to change. A faculty member who may be unable to carry out committee duties (e.g., due to illness, sabbatical leave, etc.) may, with approval by the student, ask for permission to be removed from the committee. A substitute member would then be obtained in keeping with procedures for original selection of the committee. A student changing the dissertation topic substantially may, with approval of the committee members, ask for dissolution of the committee. Under such circumstances, a new committee would be formed, and the entire normal process would resume from the beginning (i.e., approval of a proposal, etc.).

If the dissertation director or member of the committee leaves prior to the initiation of the actual data collection, a new dissertation director and/or member must be appointed. If the dissertation director or member of the committee under whom the work was performed leaves USC after the initiation of data collection, the member may continue as the director or member of the committee if the defense of the dissertation takes place no later than one academic year following the prospectus meeting. Any member substitution must be approved by the department chair and the Dean of the Graduate School.

The Prospectus Meeting

The student arranges for a prospectus meeting and the announcement of this meeting is posted at least one week ahead of time. The student should make arrangements for holding the prospectus meeting with the graduate office in the department and the announcement form can be found online at https://ww2.cas.sc.edu/psyc11/sites/default/files/attached_docs/CCPHDProsCommApproval.pdf. Any faculty member or graduate student in the department may attend the prospectus meeting. The dissertation committee will review the prospectus with the candidate. A copy of the final prospectus with the written approval of all committee members is filed in the student's folder. Students are required to have an approved prospectus before applying for an internship. The DCCT will not write a letter of recommendation for you for internship applications until the prospectus has been passed and all milestones, except for the dissertation defense, have been completed. It is the responsibility of the student to make sure the DCCT has the necessary documents proving you have completed all required milestones AT LEAST ONE WEEK before first internship applications are due (typically November 1).

It is important for students to recognize that evaluating and giving high quality feedback on a research proposal or completed research project takes time. Out of consideration of their committee members, students need to send their dissertation documents to their committee members AT LEAST 10 days in advance of the scheduled meeting, or earlier if committee members indicate that they need more time to review the documents. This applies to both the dissertation proposal and completed dissertation.

At the prospectus meeting, students have a 10-15 minute presentation prepared to introduce the study. Explain how you became interested in the topic or how the research idea developed. In the presentation, briefly review the literature which supports the research proposal and explain the methodology as to how the research question will be answered to the extent that it is clear to the committee how you intend to proceed. Following the presentation, committee members will introduce questions as necessary to clarify issues or raise potential problems.

Preparing a Prospectus

Although there are minor variations in how the prospectus should be written (each faculty member has a view of the prospectus and you should consult with your dissertation director about this), there are major common elements of the written prospectus. The prospectus shall follow APA style guidelines.

Sections. There are five major sections: introduction, method, analysis, brief discussion, and references. The introduction should contain a concise and relevant review of the literature pertaining to the question or problems at hand. The question should be formulated within this section and the specific rationales should be given for the project. The introduction should read like a persuasive argument. Namely, the literature cited should indicate what has been done and why the proposed project follows logically from what has been done previously.

The introduction should identify an unanswered question in the research that has been conducted so far, why that question is important, and how the present study will answer that question. The argument usually makes an explicit statement of the specific hypothesis tested in the research. The argument should also convince the reader that the particular way in which this project will be undertaken is necessary for a successful resolution of the problem.

The method section should include the following sections as appropriate to the project: subjects or participants, design, treatment conditions, raters or testers or observers, measures, tasks, apparatus, procedures, and scoring (these are the most common, but not the only ones, nor do all of these have to be included.) The method section should be given in sufficient detail so as to allow the committee members to understand and critique all aspects of the proposed project, including preparatory details such as method of recruiting subjects. If there are supportive details or information (for example, consent forms, recruitment strategies, and copies of measures) these can be left out of the text of the method section and instead placed in appropriate appendices at the back of the prospectus. By placing materials in the appendices, the method section can read like a good journal article.

The third section details the method of statistical analysis and the potential interpretation of the results. This section should give a detailed account of all statistical analyses that are planned, including specifications of planned and post hoc analyses. Secondly, this section should include a description of expected results. Finally, the discussion describes the significance and implications of expected results should be discussed. The analysis and discussion sections can be accomplished in anywhere from three to ten pages. It should not be very long but nevertheless should be inclusive.

A reference section must be included in the prospectus; it is a complete list of literature cited, prepared in proper APA form. Any additional information which is useful to the committee such as informed consent forms, instructions to participants, examples of stimuli, or other materials should be included in the prospectus (and the final dissertation) as appendices.

The written draft. The prospectus can vary in length depending upon the complexity of the problem and procedures undertaken. The final prospectus draft should be double spaced and typed neatly with all pages carefully proofread.

It is important that the committee not be convened until the dissertation director and the student feel that the prospectus is in proper form. The prospectus should demonstrate that the student has full command of the area under investigation, that the basis for the project is sound, and that the procedures have been carefully thought out. A rushed prospectus is likely not to pass.

The candidate may have a reasonable expectation that the dissertation will ultimately be approved if the research is conducted in the manner specified in the approved prospectus. It is important, therefore, for the committee to reach agreement upon the design and implementation procedures of the research.

Expenses. If the cost of carrying out the dissertation research is great, the student may request financial support from the department after first applying to the graduate school for financial aid. Summer dissertation fellowships are available and have been awarded by the Graduate School each year. Other awards are also available from outside the University.

Review of Progress. Students are expected to hold their dissertation defense meeting no later than one year after the prospectus has been approved. If the dissertation has not been completed within one year of the prospectus approval, the student's dissertation committee must have a formal committee meeting to review the progress of the research. It is the responsibility of the student to see that the meeting is convened. If the student is unable to

execute the research project in the manner approved at the prospectus meeting, the student should obtain written approval of the student's committee to amend the prospectus. This amended prospectus must be placed in the student's file.

Data Collection

All research, both on and off-campus, requires prior approval by the animal review committee, institutional review board, as well as any similar body for the setting in which the research is to be pursued.

Regular Consultation with the Dissertation Director

Consultation with the dissertation director is essential. During all phases of the project, the student should be seeking feedback on all aspects of the project. Typically, two or three drafts of the final dissertation are reviewed by the dissertation director and given back to the student for revision. At this point, it is highly recommended to get feedback from committee members as the dissertation is being prepared.

The Preparation of the Document

After feedback from committee members, the final version of the document can be prepared. This final version should be consistent with the guidelines published by the graduate school (type size, margins, paper weight and other such rules), and in APA style. Committee members should have a completed document two full weeks prior to the date of the defense.

The Defense

The defense of the dissertation is the culmination of a lengthy process of research and scholarly effort. It is a time of celebration and of closure; it also marks the beginning of new careers. The psychology department fully expects that each candidate who has proceeded through the process of developing a dissertation should see and mark the occasion of the dissertation defense in a positive manner.

The defense has traditionally been seen as an examination. While it is still an evaluation of the student's final piece of work, the likelihood that a student will pass is high, if all other stages and aspects of the dissertation process have been successfully navigated. Students should approach the defense as a meeting of closure with anticipation, but with every expectation for celebrating a success. The faculty and students of the Psychology Department are encouraged to come to dissertation defenses. Each student's culmination of work should be seen as a success not only for the student, but for the Department, the University, and the academic body as a whole.

The dissertation defense should not be scheduled until (1) the dissertation director is satisfied with the final draft; (2) all other work and department or university requirements are completed *including the Ph.D. orals*; and (3) the dissertation committee members have had sufficient time to read the final draft (a minimum of two weeks).

The oral defense of the dissertation must be announced at least one week in advance. The meeting will take approximately one hour and will preferably be scheduled during regular business hours. The dissertation director will introduce the student to those assembled (briefly). The student will then make a 15-20 minute presentation of his or her research. This should include a brief introduction, brief review of the methodology, a more extensive review of the results, and a more extensive discussion of the meaning of the findings. The presentation will be followed by a series of substantive questions by the examining committee. The nature of the questions will deal with issues that are raised by the research; this should be an intellectual debate of theories, data, or applications. Other faculty and students in attendance may then be given the opportunity to ask any relevant questions relevant to the defense. At the conclusion of the examination, the examining committee will ask all assembled to leave the conference room so that they may deliberate.

There are four possible outcomes. (1) Students can successfully pass the oral defense and signatures placed on the appropriate forms (see <http://gradschool.sc.edu/forms/>). (2) Students can pass the defense, but a signature of the dissertation director might be withheld until the student has made certain necessary changes in the document as deemed appropriate by the committee. (3) Students can be told that major changes need to be incorporated into the dissertation and that the committee will reconvene to consider the changes that the student makes. (4) The student fails - failure would come about because of gross incompetence, plagiarism, unethical behavior, or some other major

unforeseen situation which, in the eyes of the faculty, nullify the process and the product of the dissertation. This is a highly unusual circumstance which would come about only in exceptional cases, if all other aspects of the dissertation process have been followed successfully.

Submitting the Final Document

The dissertation is completed when the final version of the document has been approved by the committee and submitted in the correct format to the graduate school. Most students are required to make some changes to the dissertation document after the defense. Submission of the document to the graduate school is the final step in the process, whether or not changes are required after the defense meeting. This is a critical issue for meeting the graduation requirement of concurrent enrollment at USC at the time of graduation. One must be concurrently enrolled for credits at the time of the dissertation is completed or else the university will require that the student enroll for at least one credit during the semester in which the student graduates.

Publication

Students are encouraged to publish their dissertations. The student must be the sole or first author of the publication. The student, however, may assign junior authorship to others who have made substantive contributions to the work.

Graduate Research Competency and Doctoral Dissertations

(Policy Approved by General Faculty: October 5th, 1982)

A doctoral dissertation should show a student's competence in research. Accordingly, the student should understand and be able to discuss and defend all parts of the dissertation including, and especially, the research methods employed. While students may obtain assistance, each student shall be responsible for informing the dissertation committee concerning the nature and extent of such resources. Furthermore, it is incumbent upon the student (even at the prospectus meeting) to understand why a particular design or analysis has been employed, and how this design or analysis addresses research questions and is an appropriate design for analysis. Of course, additional and/or different analyses may become necessary as a result of the outcome of the research.

Time Span and Planning

Faculty members in the Clinical-Community Program recognize that the students in the Program need to move on to an internship. However, faculty are not obligated to accommodate impending time demands if the quality of the proposed project is at risk. In other words, if a student begins the dissertation process early enough, the time constraints arising from the need to begin the internship should not interfere with the conduct of the dissertation. Students should allow the approximate time estimates listed below for each activity:

1. Frequent discussions with a faculty member (usually the Chair) in order to arrive at a doable and worthwhile project (two to six months)
2. Review of literature, working out details of design and procedure, writing and rewriting prospectus (two to six months)
3. Collection of data (minimum of four months, depending on type of project, but most projects take more than four months)
4. Analysis and interpretation (one to four months)
5. Write-up final dissertation (one to four months)

Unless one is exceptionally adept in managing time, it would be very difficult to begin to seriously consider topics for a dissertation in September of one year and then expect to finish in time for the start of an internship in the middle or late summer of the next year. Two suggestions are offered to get around this problem. First, begin well in advance of your final year in thinking about and seriously discussing potential problems or questions that you would like to answer in your dissertation. Second, plan your internship around the dissertation rather than vice versa. It takes a lot of frustration and aggravation out of the process if, when you are ready to go on internship, you have

successfully completed your dissertation and can concentrate fully on the internship.

Collecting Data at a Distant Site

The primary justification for collection of dissertation data at some other location besides the Columbia area is that a particular subject population is needed for the question being asked. In other words, the rules allow adjustment to meet the needs of the research. However, this allowance is not to accommodate someone's need to do any research, regardless of the subject population needed, at a distant site just because they happen to be going to that site for internship or job. If you are interested in a project which requires some population that is not available in the Columbia area, you are justified in seeking allowance to collect your dissertation data at a distant site. The Department tends to be very cautious in allowing students to collect data at another location, particularly when subjects or other resources are available here. From the student's point of view, it is easier to execute the dissertation in Columbia as opposed to a distant location because faculty are here for consultation during the project and other resources are available.

9.) INTERNSHIP

Completion of an approved full-time internship is a requirement for the degree. The majority of our students seek an APA-approved internship. If the internship is not APA accredited, the student must obtain approval of the internship from the program faculty prior to beginning the internship. Coordination with the internship sites has typically been maintained through correspondence and periodic evaluations of students which are provided by the site. Reactions from students and evaluations from internship sites, as well as alumni evaluations, have suggested that our students enter their internship year with a solid set of applied skills and an orientation to assess and enter a social system at a number of different levels.

Students must have completed doctoral orals and have an approved dissertation prospectus **before applying** for an internship (typically November 1). It is preferable to have defended the dissertation before internship as the internship year is generally very busy. The demands of the internship, along with looking for post-internship work opportunities, tend to compete heavily for time and energy with the dissertation work. At a minimum, students should at least have their data collected prior to leaving on internship.

Requirements of the Full-Time Internship Experience

It is expected that the full-time internship involves at least 1,500 hours of supervised experiences in professional psychology activities accumulated over a 12-24 month period. When taking into account professional leave, sick leave, and vacation, the 12 month period may functionally be 48 weeks (but not less than this). The internship hours should include at least 375 direct client contact hours and 150 hours of supervision by an appropriately licensed psychologist (group and/or individual supervision). Among the 150 hours, at least 75 hours should be individual supervision. The student should have more than one supervisor over the period of the internship. The majority of the activities should be applied practice in Clinical-Community Psychology (e.g., assessment, intervention, consultation, program evaluation). APA-approved internships will meet these criteria. These criteria also meet South Carolina standards toward licensure as a Psychologist. If you are considering licensure issues for a state other than South Carolina you should consult the list of requirements for pre-doctoral internship hours, which vary for each state (<http://www.asppb.org/HandbookPublic/before.aspx>).

Hints for Internship Application

An annual meeting is held, typically late in the spring or early in the fall semester with those planning on applying for internship to discuss the application process. Start thinking early about what you want in the way of settings, new learning experiences, and specializations. Start conducting research on where you might want to apply internship in the spring before you plan to apply. Utilize the Association of Psychology Postdoctoral and Internship Centers (APPIC) Directory information, which is on-line at www.appic.org. Augment information from the Director with discussions with faculty and "veteran" students. Students who have just completed the process typically have a wealth of information and are full of suggestions.

In choosing internship sites consider:

1. What specific types of applied experiences do I want to accumulate before I am considered an "independent" psychologist? The internship year is often one of the last opportunities to receive closely

supervised training to increase the depth or breadth of your experience. If you can articulate what you would like to be doing, it is easier to sort through which internships will meet your wish list.

2. Who will you be working with during the internship? Many postdoctoral positions are found through contacts made during the internship year. For example, internship sites vary in their level of involvement with researchers or specific types of applied professionals. Find internships that will allow you to work with or in close proximity to a desired future employer.
3. How available are the psychologists as supervisors? Some sites truly emphasize training and others only pay this lip service. Some sites can survive without the services provided by the interns, and the presence of interns is primarily for staff to be involved in training future psychologists. No one likes to be an indentured servant, even for only one year.
4. What is the reputation of the site? No matter how good or poor the actual training you receive is, some sites have strong reputations because of their history and the quality of most intern's experiences. If you want to be more competitive for jobs, choosing a site with a strong reputation provides an additional advantage on your vita.
5. Does the actual week-to-week workload fit with your goals? If you are highly enthusiastic about full-time service delivery work, this is less of an issue. Some sites expect 40-45 hours per week on-site and others may functionally expect you to be on site 60 hours per week or more. Those 15-20 hours could be available for finishing the writing of your dissertation, working toward other career goals outside of service delivery work, or having more time for non-work activities. You need to determine how you want to invest your time.

Most applications are due in November or December, with many due by November 1. (See <https://natmatch.com/psychint/aboutdates.html>). The applications for each internship site typically specify different requirements. Be prepared to complete "special" forms (although most internships now are using the standard APPIC form). Read the standard form (www.appic.org) early in your career to begin to understand what type of information you should keep track of over time! Get some feedback on the "personal statements" you include. Do not hesitate to approach a faculty member for help.

Internships typically request information on the number of cases you have assessed or treated, with what diagnoses, in what type of practicum, with what type of supervision, from what theoretical perspective, for a total of how many sessions, in a group or individual, how many of what kind of tests, etc. Keep a record of your clinical experience including types and numbers of clients, tests, clinical problems, and sessions from the beginning.

Be prepared for some sites requesting (even requiring) face-to-face interviews. Site visits can offer you as much information as you provide the site. If you are not able to visit a site, you might discretely contact current interns and ask their impressions.

Obtain letters of recommendation from faculty who know you best and who have given reason for you to believe they think highly of your work.

APA-approval is desirable but provides no guarantee that the site is an excellent one. Although there may be good training opportunities available at some non-approved sites, they are not recommended because of restrictive clinical psychology licensing laws in many states. Some states require more postdoctoral hours for applicants with non-APA approved internships than for those with APA-approved internships.

APPIC has a National Matching Service which students use for placement. Familiarize yourself with the rules binding the internships, the applicants, and selection procedures. The APPIC website is the most appropriate place to look for this information. To keep up with the APPIC policies and requirements for using this service, you may log on to the website, www.appic.org.

APPIC rules require you to notify the internship placement and the Psychology Graduate Programs office as to your placement choice. Once you have accepted a site, you must provide the Program Director’s office with the site, supervisor and inclusive dates of internship. The graduate school also requires this information and your graduation will be delayed without it.

Types of APPIC Internship Sites

There are a variety of options for internship sites. These include, but are not limited to, VA hospitals, medical centers, medical schools, college counseling centers, in-patient hospitals, private practices, and community agencies. They vary in their emphasis on clinical versus research training, and they vary in their focus on child, adolescent, and adult populations.

Tips

The key to matching to internship successfully is your fit with the internship site. Therefore, knowing the type of site you might be interested in and matching your training in graduate school to the requirements of potential internship programs is key. To sell yourself as a good fit, it is also helpful, but not necessary, for your research training to be consistent with your clinical training. The more strongly you can develop a focused identity (e.g., emerging adult therapist, pediatric psychologist, behavioral medicine scientist, developmental disability assessment expert) the better. Networking through your advisors and at conferences will also increase your chances of successfully matching.

Tracking Clinical Hours for APPIC

Internship sites vary in the number of minimum clinical hours they require. For example, research-oriented sites may not specify a minimum number of clinical hours. Other sites may require as many as 800 direct service (intervention or assessment) hours. Also, some sites may be looking for a specific type of experience (e.g., individual therapy), which may or may not be clearly advertised. It is important to research sites to know their exact requirements. It may also be prudent to contact training directors for the site’s specific minimum requirements. **TRAINING DIRECTORS MAY ONLY GET APPLICATION MATERIALS (COVER LETTERS, ESSAYS, AND VITAES) FOR THOSE APPLICANTS WHO MEET THE MINIMUM REQUIREMENTS.** So it is crucial to meet these minimum requirements.

A good rule of thumb is to shoot for **500 direct service hours** by the Nov 1 APPIC deadline of your application year. This is equivalent to **4 clinical hours/week**, or about 53 clinical hours/semester for the 9.5 semesters (including summers) from fall semester of your second year through Nov 1 of your fifth year. These hours may include but are not limited to individual therapy, group therapy/psychoeducation, and assessments. These hours may occur in a clinical or research setting.

There are some paid, web-based programs available for tracking hours (e.g., Time2Track and PsyKey). These programs can be automatically uploaded into the APPIC system. It is important to track clinical experiences in detail, including demographics, sexual orientation, and disability status of your clients, clinical setting, assessment tools used, for example. Supervision should also be tracked, including licensure status of your supervisor. Some sites also require a specific number of integrated assessment reports, and these should carefully tracked. Note writing, session preparation, supervision, and other support activities are also reported on the APPIC application. It is strongly recommended that you read the APPIC website to see the level of detail required by the application.

The following is a suggested timeline of activities for preparing for internship applications:

Year	Activities	Completed?
First Year	<ul style="list-style-type: none"> • Research internship site types • Research APPIC requirements/tracking details • Find a tracking system that works for you 	
Second Year	<ul style="list-style-type: none"> • Research extracurricular training experiences • Begin required practicum • Complete comprehensive assessments and integrated reports (e.g., with therapy clients) • Approximately 160 direct service hours by July 	
Third Year	<ul style="list-style-type: none"> • Create a “long list” of internships • Continue required practicum 	

	<ul style="list-style-type: none"> • Complete comprehensive assessments and integrated reports (e.g., with therapy clients) • Begin advanced practicum at the PSC (Advanced Assessment) and/or clinical experiences in external settings (Health Psychology Practicum, School Mental Health Practicum, Community Practicum, Externship, Etc.) • Approximately 160 direct service hours by July 	
Fourth Year	<ul style="list-style-type: none"> • Create short list of internships • Get the Internships in Psychology book by Williams-Nickelson, Prinstein, & Keilin • Draft essays and cover letters for review • Continue advanced and/or external clinical experiences • Approximately 160 direct service hours by July 	
Fifth Year	<ul style="list-style-type: none"> • Finalize internship list • Finalize site specific essays and cover letters • Order transcripts • Request letters of recommendation • Complete APPI <ul style="list-style-type: none"> ○ Enter basic information ○ Enter hours and send to DCT • Continue advanced and/or external clinical experiences • Approximately 25 direct service hours by Nov 1 	

Special Enrollment (Z-Status)

When you leave for internship, the Program Director will notify the Graduate School that you will be away on internship for the following school year. You will apply for special enrollment. Special Enrollment essentially makes you a full-time student in the view of the University – thus, you will not have to begin paying off student loans and you can still receive financial aid that year if you wish. (Note: financial aid is based in part on tuition costs, and may be less when listed under Special Enrollment than when enrolled as a full-time student). If you get any notices to the contrary, contact the Graduate Program Coordinator and make sure that he/she has completed the proper paperwork with the Graduate School Office, Financial Aid Office, and Registrar’s Office.

Also, you must submit the financial aid form F.1 (Special Academic Enrollment Release Form) to the Graduate School before going on internship, and they will forward it to the Financial Aid Office for processing. **If you defend your dissertation and turn the final document into the graduate school before starting your internship (and during a semester when you are registered for an 899 credit), you will not have to sign up for another credit of 899 again (just make sure that you have at least the required hours).** If you did not defend your dissertation and submit it to the graduate school while enrolled in classes, you will need to enroll for 1 credit of 899 for the semester in which you graduate.

If you have not completed your dissertation after completion of the internship year, you must maintain continuous enrollment at USC until you graduate. Failure to enroll for at least one credit each fall and spring semester will be considered withdrawal from the program. The Psychology Department does not support tuition assistance after the internship year. You should determine with the Bursar’s office whether you can maintain in-state residency, which will reduce tuition costs. Check with the Financial Aid Office for specific procedures required to make sure that any student loans are deferred during this time.

Be sure that the Psychology Graduate Programs Office and the Program Director have your current e-mail address, home address, telephone number, and the name and address of your internship director.

10.) ALTERNATIVE CLINICAL-COMMUNITY INTERNSHIP

As part of an APA accredited program, we require that students complete an internship as part of their doctoral degree. We strongly encourage students to complete APPIC approved internships and our students have had good success in matching with placements. APPIC internships can facilitate a wide range of career positions after students obtain their doctoral degrees. However, there are situations where students' career development and developing expertise in particular psychology practice skills do not fit the training opportunities offered by the majority of APPIC sites. Students who do not obtain an APA accredited internship when they graduate should plan to refer to themselves as a "Community Psychologist, Evaluation Consultant" or similar title that does not incorporate the word "clinical" in the title. Previously, there were a larger number of internship sites that identified themselves as specializing in clinical-community psychology; these sites have decreased markedly over the past 20 years. In response, the USC Psychology faculty will consider student proposals for an alternative internship if they meet the guidelines for a structured experience in psychology practice described below. It is imperative that students provide a justification of how an alternative internship can help them meet their career development goals as part of this proposal. They also need to describe proposed training activities, supervision, and consultation with the psychologists and affiliated professionals involved in their internship training. The expectations of internship proposal standards and rigor are similar, or sometimes more extensive than APPIC experiences.

These guidelines are modeled after those of APPIC approved clinical-community psychology internship sites. It is incumbent upon the student to develop a proposal that extends her/his training beyond what is possible in the USC Clinical-Community Doctoral Program. Training experiences, projects, and supervisors outside of the USC program are required. An Internship Coordinating Committee of USC Faculty and Outside Supervisors is required for management and review of the internship experience. The committee reviews the internship and is charged with determining whether the proposal accomplishes the goals of an internship experience and whether it has sufficient resources for the intern's development. A mid-year review of the internship is scheduled if the proposal is approved. The mid-term internship review will consider supervisors' evaluations of intern performance and progress on internship goals. Adjustments to the internship proposal may be considered at this time if needed. A final review by the committee will be conducted after the internship is complete. If the Coordinating Committee finds that the internship fulfills the goals of the training proposal and finds the intern's final report acceptable, the internship will be considered completed. The Chair of the Internship Coordinating Committee will write a letter to the Director of Clinical-Community Training to summarize how the student fulfilled the requirements of a doctoral internship. Finally, the student will submit internship materials to the Clinical-Community program Director to keep in the student's file. These materials include: proposal, evaluations, and a final report of activities accomplished.

Alternative Internship Proposal

Each alternative internship proposal must address each point outlined below. To facilitate consideration by the committee, students should use the outline format to organize their proposals.

1. **Overview:** Summarize the training goals, training site(s), and personnel that are proposed.
2. **Justification:** This is your rationale for how an alternative internship can assist in your development as a psychologist.
 - a. Write a statement of your career interests and include a copy of your CV as an appendix to the proposal.
 - i. Statement of career development interests (parallel to APPIC applications)
 - ii. Statement of how internship can advance career interests (parallel to APPIC applications)
 - b. State what you want to accomplish in your proposed internship; specifically which skills you will develop and how they relate to your career development
 - c. Provide a rationale for why APPIC opportunities are limited given your career development goals
3. **Requirements of Internship**
 - a. Relevant APA Guidelines

- i. Domains of training psychology practice skills to be addressed in the proposal: Assessment and Evaluation, Program Development, Intervention, Consultation, Supervision of Others, Dissemination of Evidence Based Practices, Strategies for Scholarly Inquiry, Professional Conduct and Ethics
 - ii. Hours – 1500 hours divided into three domains
 - 1. General Internship Activities – at least 975
 - 2. Direct Client Contact – at least 375
 - 3. Supervision – at least 150
 - iii. Timeframe for completion – Include expected time frames (see Relevant APA Guidelines section on page 48 of this Handbook if the internship would last longer than 12 months)
 - iv. Supervision – Must have psychologists outside of USC Psychology Department Faculty; Your training and career development must include consultation with licensed psychologist (see APA Guidelines)
 - v. Cultural and individual differences and diversity – include how these training priorities will be addressed
- 4. **Specific Training Goals**
 - a. Include a statement linking your training goals to APA domains. Create a table “cross-walk” for presenting your training goals by APA domain.
- 5. **Internship training settings**
 - a. Include a description of each training site, its mission, populations served and resources available for your training.
- 6. **Internship training components**

For each component of your proposed internship, include a description of the activity, deliverables, supervisors, and training goal addressed in each project component. For example:

 - a. Specific Projects/Activities
 - i. Deliverables (e.g., assessment or evaluation reports; intervention curriculum)
 - ii. Project Supervisors
 - b. Specific Professional Development components addressed
- 7. **Internship Coordinating Committee**

Each alternative internship must create a committee to review, approve, and oversee internship activities. The committee must be composed of both psychologists at training sites and USC Department of Psychology faculty:

 - a. Training site psychologists are not USC Department of Psychology faculty and represent interests of the training site.
 - b. USC Department of Psychology faculty committee member(s) serve as a liaison between training activities and the Clinical-Community program.
 - c. Coordinating Committee members do not have to be based in Columbia, SC.
 - d. The chair of the Internship Coordinating Committee must be a USC Department of Psychology faculty member who can monitor the documentation and training needs of the alternative internship experience.
- 8. **Education Components Included in Your Internship Training**

APPIC internship programs include educational opportunities as part of their training. While an on-going internship seminar is not a possibility for most alternative internship proposals, we encourage you to create a structure for educational opportunities in your proposal. These may include attending grand rounds in a medical school, attending an ongoing seminar, or directed readings and discussion with a mentor.

Furthermore, we encourage students to develop mentoring relationships with expertise in the areas related to trainees’ professional development goals. The training site and faculty at USC have relationships with a number of psychologists who have been willing to participate as mentors for career development conversations.

9. **Qualifications of Supervisors, Consultants, and Committee Members**

Include a section where you describe the qualifications of persons involved in your proposed training.

- a. Include title, degrees and brief description for each supervisor and consultant.
- b. Supervisors and consultants may include some professionals who are not psychologists if a case can be made for how their expertise will advance your training and you have training from psychologists in other aspects of your internship.

10. **Evaluation Process**

Critical to the success of any internship experience is the opportunity for formal feedback and evaluation of performance. There are three evaluation activities included in each internship: Proposal meeting, Mid-year evaluation, and Final Evaluation. Students proposing an internship must create the indices and forms for evaluation that relate specifically to their training goals. See an example of the internship evaluation form on page 50 of this Handbook.

- a. **Review of Internship Protocol**
 - i. The Internship Coordinating Committee meets to review and approve the proposal. Prior to this meeting, the student is working with a USC Department of Psychology faculty mentor to develop the proposal and her/his training goals
 - ii. The Internship Coordinating Committee should have at least one week to review the proposal
 - iii. Students are encouraged to speak with potential Coordinating Committee members before the proposal meeting
- b. **Mid-Way Evaluation**
 - i. Supervisors of each project need to complete an evaluation form and discuss their evaluation with the intern in-person
 - ii. All written evaluation forms must be submitted for committee to review
 1. Evaluation forms for supervisors will review APA domains and the intern's training goals
 - iii. Internship Coordinating Committee reviews progress on training goals and evaluation of supervisors
 - iv. Adjustments in the training plan are made as necessary
- c. **Final Evaluation of Completed Internship**
 - i. Supervisors of each project need to complete an evaluation form and discuss their evaluation with the intern in-person
 - ii. All written evaluation forms are submitted for Internship Coordinating Committee to review
 1. Evaluation forms for supervisors comment on performance in APA domains and the intern's training goals
 - iii. Internship Coordinating Committee reviews progress on training goals and evaluation of supervisors
 - iv. Internship Coordinating Committee Chair writes letter to USC Director of Clinical-Community Training to justify completion of internship requirements

11. **Final Internship Report**

Prepare a report for the final internship meeting that addresses each point below:

- a. Use the structure of the approved internship proposal
- b. Provide a description for internship activities and accomplishments
- c. Account for hours completed in each of the three training categories
- d. Review progress on each training goal

- e. If relevant, include examples of “deliverable” items produced during the internship on the evaluation forms
- f. Provide a copy of your updated CV
- g. Submit report to the Internship Coordinating Committee and the USC Psychology Department’s Director of Clinical-Community Training

Relevant APA Accreditation Guidelines¹

The following APA program accreditation guidelines should be used to structure the internship experience. Program-only accreditation requirements do not apply, e.g., “The program adheres to and makes available to all interested parties formal written policies and procedures that govern intern selection...”

Domain A: Eligibility

- The program is sponsored by an institution or agency which has among its primary functions the provision of service to a population of recipients sufficient in number and variability to provide interns with adequate experiential exposure to meet its training purposes, goals, and objectives.
- The program requires of each intern the equivalent of 1 year full-time training to be completed in no less than 12 months (10 months for school psychology internships) and no more than 24 months.
- The program engages in actions that indicate respect for and understanding of cultural and individual diversity.

Domain B: Program Philosophy, Objectives, and Training Plan

- The primary training method is experiential (i.e., service delivery in direct contact with service recipients). The experiential training component includes socialization into the profession of psychology and is augmented by other appropriately integrated modalities, such as mentoring, didactic exposure, role-modeling and enactment, observational/vicarious learning, supervisory or consultative guidance.
- Intern supervision is regularly scheduled and sufficient relative to the intern’s professional responsibility, assuring at a minimum that a full-time intern will receive 4 hours of supervision per week, at least 2 hours of which will include individual supervision.
- The content of internship training activities addresses the application of psychological concepts and current scientific knowledge, principles, and theories to the professional delivery of psychological services to the consumer public; professional conduct and ethics; and standards for providers of psychological services.
- In achieving its objectives, the program requires that all interns demonstrate an intermediate to advanced level of professional psychological skills, abilities, proficiencies, competencies, and knowledge in the areas of:
 - a) Theories and methods of assessment and diagnosis and effective intervention (including empirically supported treatments);
 - b) Theories and/or methods of consultation, evaluation, and supervision;
 - c) Strategies of scholarly inquiry; and
 - d) Issues of cultural and individual diversity that are relevant to all of the above.

Domain C: Program Resources

- Supervision is available from individuals who:
 - a) Are doctoral-level psychologists who have primary professional responsibility for the cases on which they provide supervision, and are appropriately credentialed (i.e., licensed, registered or certified) to practice psychology in the jurisdiction in which the internship is located.
 - b) Serve as professional role models to the interns consistent with the training goals and objectives.
- In addition to doctoral-level psychologists, supervision can also be provided by appropriately qualified adjunct staff/supervisors to augment and expand interns’ training experiences.

¹APA Guidelines and Principles for Accreditation of Programs in Professional Psychology (2007). Downloaded from <http://www.apa.org/ed/gp2000.html>

Domain D: Cultural and Individual Differences and Diversity

- The program has a thoughtful and coherent plan to provide interns with relevant knowledge and experiences about the role of cultural and individual diversity in psychological phenomena and professional practice. It engages in positive efforts designed to ensure that interns will have opportunities to learn about cultural and individual diversity as they relate to the practice of psychology. The avenues by which these goals are achieved are to be developed by the program.

Table of Specific Training Goals

In accordance with the APA-guidelines outlined above, this internship will incorporate training in numerous domains, including assessment, intervention, evaluation, and supervision of others. Table 1 lists these domains and specific training goals for each.

Table 1. Cross- walk between APA training domains and student’s alternative internship training goals

APA Domains	Training goals
Assessment and Evaluation	
Dissemination	
Program development	
Intervention	
Consultation	
Supervision of others	
Strategies of scholarly inquiry	
Issues of cultural and individual diversity	
Professional conduct and ethics	

Example of Internship Feedback Form

For each domain you can comment on, please circle/mark a level of competency you have observed and provide some written feedback:						
Competency Domain/ Training Goal	<i>Not Applicable</i> Not assessed for this training experience NA	<i>Advanced Skills</i> Comparable to autonomous practice at licensure level A	<i>High Intermediate</i> Occasional supervision needed HI	<i>Intermediate</i> Should remain a focus of supervision I	<i>Entry Level</i> Continued Supervision is needed E	Comments
Assessment and data analysis	NA	A	HI	I	E	
Dissemination	NA	A	HI	I	E	
Program development	NA	A	HI	I	E	
Intervention activities	NA	A	HI	I	E	
Consultation activities	NA	A	HI	I	E	
Supervision of others	NA	A	HI	I	E	
Strategies of scholarly inquiry	NA	A	HI	I	E	
Issues of cultural and individual diversity	NA	A	HI	I	E	
General Professional Conduct and ethics	NA	A	HI	I	E	
General Comments on strengths or challenges/observed growth:						

APPLYING FOR GRADUATION

The Graduate School has very specific procedures that must be followed to receive your degree. You must file an application for degree within 15 days after the beginning of the semester in which you plan to graduate. You must be enrolled in the university during the semester in which you will graduate. For students leaving to go on internship it is highly recommended to have defended your dissertation BEFORE you leave for internship. If you have not defended, you may need to register for one credit hour for the semester in which you will graduate. At the time you file for graduation you should submit a copy of the title page of your dissertation (even if you have not yet defended the dissertation – an unsigned title page is acceptable at this time).

It is critically important that you follow the procedures for graduation set by the Graduate School. You should submit all materials to the Graduate Coordinator. The Graduate Coordinator will then schedule a meeting with the Graduate School Records Officer to review your file and ensure that all requirements for graduation have been completed. Make every effort to be prepared for this meeting and to schedule the meeting in advance of the deadline.

CHECKLIST OF RECORD-KEEPING RESPONSIBILITIES

Students are responsible for making sure that all necessary forms indicating approvals are placed in the Record file in the Graduate Admissions office (Room 248, Barnwell). Failure to meet these record-keeping requirements could lead to graduation delays.

DATE FILED	FORM TO BE FILED	OFFICIAL DEADLINE
	Any waiver of courses; acceptance of previous coursework	End of 1 st Year
	Master's Program of Study (MPOS).. if you are pursuing a Master's	End of 1 st Year
	Approval of Master Thesis Prospectus (Thesis Action form)	Spring of 2 nd Year
	Completion of Qualifying Requirements	End of 3 rd Year
	Defense of Thesis and Oral Examination for Masters	Spring of 3 rd Year
	Approval of Comps Paper topic and committee	October 31st of 3 rd Year
	Approval of Comps Paper Outline (copy of outline and committee signatures to be placed in the file)	Spring (May 15 th) of 3 rd Year
	Approval of Comprehensive Paper	Paper Submitted by August 15 of 3 rd Year
	Approved Program of Study	Early in first year for Master's degree. Soon after earning doctoral candidacy for Ph.D.
	Orals Committee approved and corresponding form sent to Graduate School for Advising Committee	
	Notification of Ph.D. Orals Meeting	
	Dissertation Committee approved	
	Ph.D. Oral Comprehensive Examination passed	
	Notice of Dissertation Prospectus Committee meeting	
	Approval of Dissertation Proposal (Dissertation Prospectus Action Form)	Prior to Applying for Internship
	Notice of Dissertation Defense	
	Dissertation Defense	
	Internship placement, address and Director of Training	
	Completion of Internship Form	
	Clearance for graduation	
	Address of first job and notice of subsequent job changes	

CLINICAL-COMMUNITY ACTIONS REQUIRING FORMS AND POSTING OF MEETINGS

NOTE: Forms for the actions listed below can be downloaded from the program's web page (Current Students page, <http://psych.sc.edu/clinical-community/forms>) or obtained in Graduate Programs office. The administrative assistant in the Graduate Programs Office is the person who will post notices for meetings after being informed of such. You should keep track of these forms and make sure that they are in your file in the Admissions Office. All forms needing the Program Director's signature should be given to the administrative assistant for the Graduate Program Coordinator to obtain the signature.

Waiver of Courses

Action: Need to present documentation (see Handbook) to faculty member who teaches the course for approval for a waiver

Form: Requires signatures of the faculty member approving the waiver, the Major Professor, the Director of the Clinical-Community Training Program (DCCT), and the student

Completion of Qualifying Requirements

Action: After completion of qualifying requirements (see Handbook), form needs to be signed.

Form: Signed by Major Professor and DCCT

Approval of Master Thesis Prospectus

Action: A meeting is held to approve the student's thesis prospectus

Form: Taken to the meeting and signed by the committee and the student

Defense of Thesis and Oral Examination for Masters

Action: Meeting to defend the thesis and then to have the comprehensive oral examination

Form: Two forms, one for the thesis defense and one for the oral examination, taken to the meeting and signed there by the Chair of the thesis committee. The two forms are then forwarded to the DCCT and the Chair of the Department.

Posting required: One week prior to the meeting

Approval of Comprehensive Paper Topic and Committee

Action: By October 31st of a student's third year in the program, the student decides upon a topic with their Major Professor and in conjunction with the Major Professor proposes a committee of three (see Handbook) for approval by the DCCT.

Form: Turned in to the DCCT for a signature

Approval of Comprehensive Paper Outline

Action: By the end of spring semester of a student's third year the student has an outline meeting with the committee. The meeting must occur by May 15th unless explicit permission is given from the program director for a late meeting; no meetings should be held later than May 22nd for a third year student.

Form: A copy of the outline with signatures of the committee members on it signifying approval is required to be on file.

Approval of Comprehensive Paper

Action: A meeting occurs where the committee members vote on the student's performance on the paper

Form: Two forms are taken to the meeting. One is signed by all of the committee members and one is signed by the Chair of the committee and forwarded on to the DCCT and the Chair of the Department.

Program of Studies for the Master's Degree

Action: The student records all of the courses which will apply to the Master's Degree

Form: Signatures required by the student, Major Professor, and DCCT

Approval of the Ph.D. Orals Committee

Action: The student submits three names for the members of the orals committee including the Dissertation Chair, the outside person on the dissertation and a third faculty member (see Handbook) to the DCCT who submits a formal request to the Chair of the Department asking for approval of the three submitted names and requesting assignment of the fourth member of the orals committee.

Form: The DCCT makes a written request to the Chair of the Department for approval and assignment of the fourth member. The Chair informs the student of the fourth member in writing. This written documentation is then forwarded to the student's permanent file.

Ph.D. Orals Examination

Action: A meeting is held by the orals committee and the committee votes on the student's performance.

Form: There are two forms needing signatures for this examination. One form is signed by all four committee members at the time of the meeting. The second form is signed by the Chair of the Orals Committee (typically the Dissertation Chair) and forwarded to the DCCT and the Chair of the Psychology Department for their signatures.

Posting required: One week notice prior to the meeting is required

Approval of the Dissertation Committee

Action: The student submits the names of the dissertation committee members (see Handbook) to the DCCT who submits a formal request for approval to the Chair of the Department.

Form: The DCCT writes a formal letter to the Chair of the Department for approval. This letter is then forwarded to the student's permanent file.

Approval of the Dissertation Prospectus

Action: The dissertation committee meets

Form: This form is signed by the student and the committee members.

Posting required: One week prior to the meeting

Dissertation Defense

Action: A meeting is held for the student to defend the dissertation and for the dissertation committee to formally pass on the dissertation.

Form: The form is signed by the Committee Chair and forwarded to the DCCT and the Chair of the Psychology Department.

Posting required: One week prior to the meeting

2014-2015 CORE PROGRAM FACULTY

Core Program Faculty

- Cheryl Armstead, Ph.D.
- Michele Burnette, Ph.D.
- Shauna Cooper, Ph.D.
- Amanda Fairchild, Ph.D.
- Kate Flory, Ph.D.
- Tawanda Greer, Ph.D.
- Peter Kilmann, Ph.D.
- Bret Kloos, Ph.D.
- Elma Lorenzo-Blanco, Ph.D.
- Ron Prinz, Ph.D.
- Jeffrey Schatz, Ph.D.
- Suzanne Swan, Ph.D.
- Lee Van Horn, Ph.D.
- Abe Wandersman, Ph.D.
- Lynn Weber, Ph.D.
- Mark D. Weist, Ph.D.
- Rhonda L. White-Johnson, Ph.D.
- Dawn Wilson, Ph.D.
- Nicole Zarrett, Ph.D.

Affiliated Faculty

- **Rosemarie Booze, Ph.D.**, Associate Professor, Department of Psychology, Experimental Program
- **Thomas P. Cafferty, Ph.D.**, Distinguished Professor Emeritus, Department of Psychology, USC
- **Steven Harrod, Ph.D.**, Associate Professor, Department of Psychology, Experimental Program
- **Robert Heckel, Ph.D.**, Distinguished Professor Emeritus*
- **Kimberly Hills, Ph.D.**, Clinical Associate Professor, Department of Psychology, School Program
- **Sandra Kelly, Ph.D.**, Professor, Department of Psychology, Experimental Program
- **Ryan Landoll, Ph.D.**, Adjunct Assistant Professor, US Air Force, Shaw Air Force Base, Sumter, South Carolina
- **Patrick Malone, Ph.D.**, Associate Professor*
- **Carl Paternite, Ph.D.**, Adjunct Professor, Department of Psychology, Miami University
- **Matthew Sanders, Ph.D.**, Adjunct Professor, Department of Psychology, University of Queensland
- **Bradley Smith, Ph.D.**, Adjunct Professor, Department of Psychology, University of Houston
- **Sara Wilcox, Ph.D.**, Adjunct Associate Professor, Department of Exercise Science, USC
- **Douglas Wedell, Ph.D.**, Professor and Chair, Department of Psychology, Experimental Program

*Faculty who are formally affiliated with the Clinical-Community Program.

COMPETENCY RATING FORMS

Master Thesis Proposal

Please rate the student on each of the following competencies using the following rating scale:

US – Unsatisfactory S – Satisfactory E – Excellent

Objective 3 for Goal 1: Students demonstrate the ability to consume, conduct, and communicate research to a variety of audiences

3a. Able to consume, critique, and synthesize research literature	US	S	E
3b. Demonstrates knowledge of and ability to apply research methods (e.g., sampling, measurement, design) appropriate for the research question	US	S	E
3c. Demonstrates empirical skills during recruitment and data collection	US	S	E
3d. Demonstrates basic to advanced quantitative skills	US	S	E
3e. Demonstrates ability to present research ideas and results in a written or oral format	US	S	E
3f. Demonstrates awareness of how one’s biases influence interpretation of the results of one’s own and others’ research	US	S	E
3g. Applies a systems perspective throughout research process	US	S	E
3h. Receives/gives feedback effectively as a member of a research team	US	S	E
3i. Demonstrates effective interpersonal and communication skills with participants, community members, and team members	US	S	E

Student Name: _____

Committee Members: _____

Master Thesis Defense

Please rate the student on each of the following competencies using the following rating scale:

US – Unsatisfactory S – Satisfactory E – Excellent

Objective 3 for Goal 1: Students demonstrate the ability to consume, conduct, and communicate research to a variety of audiences

3a. Able to consume, critique, and synthesize research literature	US	S	E
3b. Demonstrates knowledge of and ability to apply research methods (e.g., sampling, measurement, design) appropriate for the research question	US	S	E
3c. Demonstrates empirical skills during recruitment and data collection	US	S	E
3d. Demonstrates basic to advanced quantitative skills	US	S	E
3e. Demonstrates ability to present research ideas and results in a written or oral format	US	S	E
3f. Demonstrates awareness of how one’s biases influence interpretation of the results of one’s own and others’ research	US	S	E
3g. Applies a systems perspective throughout research process	US	S	E
3h. Receives/gives feedback effectively as a member of a research team	US	S	E
3i. Demonstrates effective interpersonal and communication skills with participants, community members, and team members	US	S	E

Student Name: _____

Committee Members: _____

Master Oral Comprehensive Exam

Please rate the student on each of the following competencies using the following rating scale:

US – Unsatisfactory S – Satisfactory E – Excellent

Objective 1 for Goal 1: Students acquire and demonstrate the knowledge of theory and research related to the fields of Clinical and Community Psychology

1a. Can develop organized responses to basic questions related to Psychopathology	US	S	E
1b. Can develop organized responses to basic questions related to Developmental Psychology including affective processes.	US	S	E
1c. Can develop organized responses to basic questions related to Social Psychology	US	S	E
1d. Can develop organized responses to basic questions related to Cognitive Psychology	US	S	E
1e. Can develop organized responses to basic questions related to Behaviorism and Learning Theory	US	S	E
1f. Can develop organized responses to basic questions related to Biological Bases of Psychology	US	S	E
1g. Can develop organized responses to basic questions related to Diversity Issues in Psychology	US	S	E
1h. Can develop organized responses to basic questions related to History and Systems of Psychology	US	S	E
1i. Can develop organized responses to basic questions related to Psychological Interventions	US	S	E
1j. Can develop organized responses to basic questions related to Community Psychology	US	S	E

Student Name: _____

Committee Members: _____

Doctoral Written Comprehensive Exam (Comps Paper)

Please rate the student on each of the following competencies using the following rating scale:

US – Unsatisfactory S – Satisfactory E – Excellent

Objective 3 for Goal 1: Students demonstrate the ability to consume, conduct, and communicate research to a variety of audiences

3a. Able to consume, critique, and synthesize research literature	US	S	E
3b. Demonstrates knowledge of and ability to apply research methods (e.g., sampling, measurement, design) appropriate for the research question	US	S	E
3c. Demonstrates empirical skills during recruitment and data collection	US	S	E
3d. Demonstrates basic to advanced quantitative skills	US	S	E
3e. Demonstrates ability to present research ideas and results in a written or oral format	US	S	E
3f. Demonstrates awareness of how one’s biases influence interpretation of the results of one’s own and others’ research	US	S	E
3g. Applies a systems perspective throughout research process	US	S	E
3h. Receives/gives feedback effectively as a member of a research team	US	S	E
3i. Demonstrates effective interpersonal and communication skills with participants, community members, and team members	US	S	E

Student Name: _____

Committee Members: _____

Dissertation Proposal

Please rate the student on each of the following competencies using the following rating scale:

US – Unsatisfactory S – Satisfactory E – Excellent

Objective 3 for Goal 1: Students demonstrate the ability to consume, conduct, and communicate research to a variety of audiences

3a. Able to consume, critique, and synthesize research literature	US	S	E
3b. Demonstrates knowledge of and ability to apply research methods (e.g., sampling, measurement, design) appropriate for the research question	US	S	E
3c. Demonstrates empirical skills during recruitment and data collection	US	S	E
3d. Demonstrates basic to advanced quantitative skills	US	S	E
3e. Demonstrates ability to present research ideas and results in a written or oral format	US	S	E
3f. Demonstrates awareness of how one's biases influence interpretation of the results of one's own and others' research	US	S	E
3g. Applies a systems perspective throughout research process	US	S	E
3h. Receives/gives feedback effectively as a member of a research team	US	S	E
3i. Demonstrates effective interpersonal and communication skills with participants, community members, and team members	US	S	E

Student Name: _____

Committee Members: _____

Dissertation Defense

Please rate the student on each of the following competencies using the following rating scale:

US – Unsatisfactory S – Satisfactory E – Excellent

Objective 3 for Goal 1: Students demonstrate the ability to consume, conduct, and communicate research to a variety of audiences

3a. Able to consume, critique, and synthesize research literature	US	S	E
3b. Demonstrates knowledge of and ability to apply research methods (e.g., sampling, measurement, design) appropriate for the research question	US	S	E
3c. Demonstrates empirical skills during recruitment and data collection	US	S	E
3d. Demonstrates basic to advanced quantitative skills	US	S	E
3e. Demonstrates ability to present research ideas and results in a written or oral format	US	S	E
3f. Demonstrates awareness of how one’s biases influence interpretation of the results of one’s own and others’ research	US	S	E
3g. Applies a systems perspective throughout research process	US	S	E
3h. Receives/gives feedback effectively as a member of a research team	US	S	E
3i. Demonstrates effective interpersonal and communication skills with participants, community members, and team members	US	S	E

Student Name: _____

Committee Members: _____

Doctoral Oral Comprehensive Exam

Please rate the student on each of the following competencies using the following rating scale:

US – Unsatisfactory S – Satisfactory E – Excellent

Objective 1 for Goal 1: Students acquire and demonstrate the knowledge of theory and research related to the fields of Clinical and Community Psychology

1a. Can develop organized responses to basic questions related to Psychopathology	US	S	E
1b. Can develop organized responses to basic questions related to Developmental Psychology including affective processes.	US	S	E
1c. Can develop organized responses to basic questions related to Social Psychology	US	S	E
1d. Can develop organized responses to basic questions related to Cognitive Psychology	US	S	E
1e. Can develop organized responses to basic questions related to Behaviorism and Learning Theory	US	S	E
1f. Can develop organized responses to basic questions related to Biological Bases of Psychology	US	S	E
1g. Can develop organized responses to basic questions related to Diversity Issues in Psychology	US	S	E
1h. Can develop organized responses to basic questions related to History and Systems of Psychology	US	S	E
1i. Can develop organized responses to basic questions related to Psychological Interventions	US	S	E
1j. Can develop organized responses to basic questions related to Community Psychology	US	S	E

Student Name: _____

Committee Members: _____
