



**GRADUATE STUDENT HANDBOOK
2008 – 2009**

**DOCTORAL PROGRAM IN
CLINICAL-COMMUNITY PSYCHOLOGY
DEPARTMENT OF PSYCHOLOGY
UNIVERSITY OF SOUTH CAROLINA
COLUMBIA, SC**

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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 at frequent points throughout your time of study.

Because we want our graduates to be well prepared to meet changing professional demands, modifications in program procedures and requirements are introduced from time to time. You need to be aware of them, because 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 all 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". 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, 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 Admissions 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 an Administrative Assistant in the Graduate Programs Office 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 on page 56 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 Programs Administrative Assistant 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 Psychological Services Center (PSC). You should check your e-mail 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 Sandy Cowen has the most current e-mail address that you want used for Psychology department listserves. These are a major mechanism for distributing information to students.

The Program makes every effort to find work space for our graduate students. Your Major Professor should take responsibility for assigning or locating work space.

Important Names and Telephone Numbers

Clinical-Community Program Director (Director of Clinical- Community Training or DCCT)	Jeff Schatz, Ph.D.	777-8439	Barnwell 237D
Administrative Assistant for Graduate Programs	Martha Brown	777-2312	Barnwell 248
Interim Chair, Department of Psychology	John Richards, Ph.D	777-4362	Barnwell 224
Assistant to the Department Chair	Vicki Lewter	777-4362	Barnwell 224
Business Manager	Sherry Morrison*	777-4235	Barnwell 224
Director, Psychological Services Center (PSC)	Robert Heckel, Ph.D.	734-0371	2221 Devine St., Suite 101
Associate Director, PSC	Tom Northrup	734-0377	2221 Devine St. Suite 101
PSC Administrative Assistants	Sarah Pruitt Doris Davis	734-0378	2221 Devine St. Suite 101

*Sherry may be on leave for part of the year and will have a temporary replacement.

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 web site, 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. The Director has a calendar posted outside of 237D with office hours posted on the calendar. 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 Clinical-Community up to three 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 issue (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.

Colloquia and other educational 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 almost always 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. This provides an opportunity for students to increase their breadth and/or depth of exposure to important areas of our discipline. Graduate students are expected to attend these colloquia during their first three years in the program, unless they obtain permission from their Major Professor in advance. Attendance will be taken at all department colloquia.

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.

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 members of 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 four students (one from each of the first three years and one representing students in their fourth year or beyond) serve as members of the committee.

TRAINING PERSPECTIVE

Historically the program has identified with the scientist-practitioner (“Boulder”) model; however, with recent changes in the faculty we are shifting toward greater identification with a Clinical-Community Science model of training. This has not changed the core of the training model, but has increased our emphasis on removing artificial boundaries between science and practice, such as designating competencies as either “research” or “practice” skills. One of the basic ingredients of our training program is instruction in a methodology for solving applied problems. Courses 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). Three approaches to this ordering of training experiences are used and listed below:

1. Basic content courses which set the stage for applied theory courses (e.g., Basic Quantitative Methods serves as background for Master’s thesis; Didactic courses in psychological interventions serves as background for intervention practicum courses). These courses provide exposure to important material and concepts for the discipline.
2. Courses which integrate didactic material and applied work (research, assessment, intervention). These courses are intended to provide initial experience in the key professional roles of Clinical-Community Psychologists. These courses also set the stage for a general 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, applying this knowledge to hand-on research and/or practice activities, which informs one’s ongoing exploration of the scientific literature. This reciprocal learning process is a significant part of learning and maintaining competence in one’s work.
3. Advanced experiences in applied work (e.g., dissertation, advanced therapy practica supervised by faculty, community-based practicum placements supervised by external professionals; the full-time pre-doctoral internship year) that lead to developing specific areas of expertise within the field. This expertise comes from integrating scientific knowledge, first-hand experience, and ongoing communication and involvement with a network of experts in a chosen area of work (e.g., self-directed involvement with supervisors, committees, research teams, peer review).

PROGRAM GOAL, OBJECTIVES, AND COMPETENCIES

<p>Goal #1: Prepare students as Clinical-Community Scientists who can function effectively in a variety of settings</p>
<p>Objective A for Goal #1: Develop effective critical thinking skills.</p>
<p>Competencies Expected for these Objectives:</p> <ul style="list-style-type: none"> a. Is aware of common errors and biases in thinking and reasoning (meta-cognition). b. Knowledgeable of specific methods that can be used to minimize errors and bias in judgment/decision making. c. Uses critical thinking skills when planning, implementing, and evaluating one's own research and practice activities.
<p>How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:</p> <p>Critical thinking skills are introduced in the first year psychological assessment sequence (Psyc 761, 762) and research methods course (Psyc 772) and continue to appear throughout the curriculum. Graded assignments from these courses provide students with preliminary feedback on skill development in these areas. Inadequacies in critical thinking skills shown during the coursework are considered as part of annual student review and feedback is provided to the student through the faculty mentor and program director from annual review. Inadequacies found in annual review are addressed through remediation plans as specified in our annual student review procedures. Assessment of these skills is also evaluated as part of all three doctoral exams by the examining committee. The minimal threshold for achieving the competencies is completion of any remediation plans and a "Competent for Ph.D." or better rating from all three of the doctoral exams.</p>
<p>Objective B for Goal #1: Develop students' capacity for cultural competence.</p>
<p>Competencies Expected for these Objectives:</p> <ul style="list-style-type: none"> i. Demonstrates understanding of differences in beliefs and practices that emerge from various aspects of identity and how these different beliefs and practices affect one's own education, research, and professional practice. ii. Demonstrates understanding of the ways in which diversity and individual differences can enhance the field of psychology. iii. Recognizes one's own role as a professional in promoting equity and social justice. iv. Recognizes the role that organizations and their policies and procedures play in either supporting or thwarting a multicultural perspective.
<p>How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:</p> <p>Diversity and cultural competence are topics integrated throughout our curriculum and training. The multicultural guidelines from A.P.A. are introduced in the first year through the professional development brownbag (Psyc 760) as are readings and discussions to promote an understanding of these guidelines. Appreciation of diversity and the need for cultural competence are considered as part of annual student review. Feedback is provided to the student through the faculty mentor and program director from annual review. Inadequacies in these skills found in annual review are addressed through remediation plans as specified in our annual review procedures. Assessment of these skills is also evaluated as part of all three doctoral exams by the examining committee. Feedback on this dimension is also obtained from evaluations of the student while on internship. The minimal threshold for achieving the competencies is</p>

<p>completion of any remediation plans, a “Competent for Ph.D.” or better rating from all three doctoral exams, and satisfactory or better ratings on this dimension from the internship site.</p>
<p>Objective C for Goal #1: Develop effective communication skills.</p>
<p>Competencies Expected for these Objectives:</p> <ul style="list-style-type: none"> i. The student can listen and comprehend new information in aural and written form from both professional/scientific sources and from laypeople as needed to function effectively as a scientist and practitioner in Clinical-Community Psychology. ii. The student can express their knowledge in oral and written form to both professional/scientific audiences and laypeople as needed to function effectively as a scientist and practitioner in Clinical-Community Psychology.
<p>How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:</p> <p>Oral and written communication skills are central to all of our coursework and exams that make up the curriculum. These skills are evaluated by the faculty based on the student’s activities over the past year as part of annual student review. Feedback is provided to the student through the faculty mentor and program director from annual review. Inadequacies in communication skills found in annual review are addressed through remediation plans as specified in our annual student review procedures. Assessment of these skills is also evaluated as part of all three doctoral exams by the examining committee. The minimal threshold for achieving the competencies is completion of any remediation plans and a “Competent for Ph.D.” or better rating from all three of the doctoral exams.</p>
<p>Objective D for Goal #1: Develop effectiveness in the use and delivery of constructive feedback.</p>
<p>Competencies Expected for these Objectives:</p> <ul style="list-style-type: none"> i. Able to improve the quality of written work based on peer and faculty feedback. ii. Addresses shortcomings in knowledge or skills identified during the supervision of research and professional practice activities. iii. Able to provide feedback to peers and supervisors that focuses on constructive messages.
<p>How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:</p> <p>The effective use of feedback in one’s own work and the capacity to provide others with constructive feedback is infused throughout program activities, but is specifically addressed in courses through discussions and experience with peer review (Psyc 760, 761, 772), the activities in practicum courses involving the public, and work with supervisors (research and practicum courses). In terms of formal mechanisms, the faculty provides information about the student’s development in this area as part of annual student review. Inadequacies in the ability to give or receive constructive feedback are addressed through remediation plans as specified in our annual review procedures. Feedback on this dimension is also obtained from evaluations of the student while on internship. The minimal threshold for achieving the competencies is demonstrated through the successful completion of the doctoral written exam and dissertation, (which require making use of faculty feedback), successful completion of any remediation plans, and satisfactory or better ratings from the internship site.</p>
<p>Objective E for Goal #1: Develop students’ commitment to ongoing professional development.</p>

<p>Competencies Expected for these Objectives:</p> <ul style="list-style-type: none"> i. Seeks knowledge and training in the field above and beyond basic course requirements. ii. Maintains involvement in a network of peers and/or experts to support professional development.
<p>How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:</p> <p>A commitment to ongoing professional development is indicated by a range of different behaviors. The ways in which this competency is demonstrated is expected to vary across students. Examples of behaviors that indicate a commitment to ongoing professional development include:</p> <ul style="list-style-type: none"> • 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) <p>Faculty ratings of the student’s commitment to ongoing professional development are made as part of annual student review. Inadequacies in this competency are addressed through remediation plans as specified in our annual review procedures. The minimal threshold for competency in this area is considered “Satisfactory progress” or better ratings for the majority of the student’s annual evaluations and successful completion of any remediation plans developed as part of the annual review process.</p>
<p>Objective F for Goal #1: Students demonstrate effective professional interpersonal skills.</p>
<p>Competencies Expected for these Objectives:</p> <ul style="list-style-type: none"> i. Develops rapport with students, faculty, staff, and members of the public appropriate for professional tasks and roles (e.g., student, researcher, therapist, consultant). ii. Creates and maintains professional relationships through effective communication and the maintenance of positive ethical standards.
<p>How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:</p> <p>These competencies are addressed throughout training but are specifically addressed in required coursework (Psyc 760, 762) and intervention practica. Faculty ratings of the student’s professional interpersonal skills are made as part of annual student review. Inadequacies in this competency are addressed through remediation plans as specified in our annual review procedures. Assessment of these skills is also evaluated as part of the doctoral specialty exam by the examining committee and from reviews of the student while on internship. The minimal threshold for achieving the competencies is “Satisfactory progress” or better ratings for the majority of the student’s annual evaluations, successful completion of any remediation plans developed as part of the annual review process, a “Competent for Ph.D.” or better rating from the doctoral specialty exam, and satisfactory or better ratings from the internship site.</p>
<p>Objective G for Goal #1: Students have the capacity to use a systems perspective to</p>

address applied problems.
<p>Competencies Expected for these Objectives:</p> <ul style="list-style-type: none"> i. The student demonstrates knowledge of relevant individual-level factors for applied problems. ii. The student demonstrates knowledge of relevant environmental factors for applied problems. iii. The student is able to integrate individual and environmental factors in conceptualizing and proposing solutions to applied problems.
<p>How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:</p> <p>These competencies are infused throughout the curriculum, including research and intervention practica. Assessment of these skills is evaluated as part of the doctoral specialty exam by the examining committee. The minimal threshold for achieving the competencies is a “Competent for Ph.D.” or better rating from the doctoral specialty exam.</p>
<p>Objective H for Goal #1: Students consider multiple stages and methods of intervention to improve people’s well being.</p>
<p>Competencies Expected for these Objectives:</p> <ul style="list-style-type: none"> i. When attempting to address an applied problem, the student can identify multiple stages of potential intervention (e.g., primary prevention, targeted prevention, etc.). ii. When attempting to address an applied problem, the student can identify multiple potential methods for intervention and compare the strengths and weaknesses of these options.
<p>How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:</p> <p>These competencies are addressed primarily through required coursework (Psyc 725, 727) and intervention practica. Assessment of these skills is evaluated as part of the doctoral specialty exam by the examining committee. The minimal threshold for achieving the competencies is a “Competent for Ph.D.” or better rating from the doctoral specialty exam.</p>
<p>Objective I for Goal #1: Students empirically demonstrate the effectiveness of their interventions.</p>
<p>Competencies Expected for these Objectives:</p> <ul style="list-style-type: none"> i. Students are knowledgeable in a range of sources of data that can be used to document change. ii. Students can compare and contrast the qualities of different measurement methods and tools for specific applications in their intervention work. iii. Students select and appropriately implement measurement methods as part of their intervention work.
<p>How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:</p> <p>These competencies are addressed primarily through required coursework (Psyc 727, 761, 762, 772) and intervention practica. Assessment of these skills is evaluated as part of the doctoral specialty exam by the examining committee. The minimal threshold for achieving the competencies is a “Competent for Ph.D.” or better rating from the doctoral specialty exam.</p>

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 for full-time status during the regular academic year; however, less than 9 hours of enrollment has 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 now requires that students be continuously enrolled throughout the academic year to qualify for full graduate assistantship funding without taking FICA withholding. In addition, the Financial Office has requirements regarding the number of credits which the student must be enrolled for 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 all 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.

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 (Summer II), 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.

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 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.

Nonacademic Termination Policy:

I. Competencies and Evaluation of Professional Development Outside of Academic Coursework and Program Hurdles

A. 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.

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.

D. 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.

- (a) The student is encouraged to continue in the program, and general professional recommendations or suggestions for improvement may be offered.
- (b) The student is encouraged to continue in the program for a specified period of time, but is apprized, in writing, of problems perceived by the faculty and advised concerning their remediation (see below).
- (c) 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.
- (d) 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 b, c, or d). 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, 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 or instead of 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.

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 and/or a representative to the full faculty of the Department of Psychology. At the option of the student, a graduate student representative to the C-C 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.

USC System Policy on Sexual Harassment:

I. 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.

II. 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.

III. 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. 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 insure 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 insure 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 house parent). 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 insure 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 DJJ 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.

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 in the Department of Psychology at USC. Students must provide evidence of previous teaching experience and/or complete Psyc 790, College Teaching to be eligible for consideration as an instructor. Additional university policies may apply.

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, 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. Decisions for substituting another course for a course requirement is made by petitioning the Program Director. Typically a faculty member that has recently taught the required course is consulted 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 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; 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 insure that all new students are "on track" in the program and to remediate any problems before they jeopardize completion of the program.

Students are involved in the annual review process through two mechanisms. First, in the fall of each year students should complete a list of goals for the upcoming year in consultation with their major professor (see "Graduate Student Forms" page on the web site). In the spring progress toward these goals will be reviewed by the major professor and submitted to the Program Director. Second, in the spring of each year students complete the Annual Report Form (see forms on web site) and return this to their major professor, who forwards the form to the DCT prior to the annual review by faculty. The annual report is to be submitted electronically (as an e-mail attachment or on standard computer media). In a series of program faculty meetings, 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 from the Program Director or Major Professor prior to the start of the next academic year (i.e., August of the fall semester). The written feedback will summarize the evaluation, the student's administrative standing, and suggest goals for the coming year. 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. A student may choose to waive the right to privacy and designate another student to be present as an observer. The student observer will be bound by the same confidentiality guidelines as faculty in attendance. Any student wishing to have a student observer present for his/her evaluation should see the Program Director to sign a waiver of privacy.

Grievance Procedures

The Graduate School has established grievance procedures for students. Students should consult the current Graduate School Bulletin for specific procedures. In addition to university procedures, students in the Clinical-Community program may first direct grievances to the Program Director, the Psychology Department Ombudsman, or the Chairperson of the Psychology Department.

Disabilities

If you have a disability and need accommodations, the process begins with the Director of Clinical-Community Training and the request is considered with the help of the Office of Disability Services (ODS). 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 the ODS, please call them directly at 777-6742. If you are already registered with the Office of Disability Services, 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 at least 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://www.sc.edu/eop/policies.html>). 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.

GRADUATE ASSISTANTSHIPS AND FINANCIAL AID

There are four mechanisms of support for graduate student assistantships:

A. Department "A-funded" assistantships: 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. Our current policy is that these assistantships should be 9-month positions at a stipend of at least \$15,000.

B. Grant-funded assistantships: 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, but it is expected that these assistantships are at least \$15,000 for the 9-month academic year.

C. Externally-funded service contracts: 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 typically between about \$12,000 and \$16,000 and the contract length is usually either 9 or 12 months. The department expects the 12-month stipend to be at least \$15,000. 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 student's major professor and the Psychology Department office, although the program director should be consulted and will try to facilitate the setting up of contracts. 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.

D. Fellowships and Awards: Students have regularly applied for and received fellowships (e.g., APA,

Ford Foundation, SREB) 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.

- Years 1-2:** -Students are typically supported via mechanism A, B, or D.
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 or beyond: -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.

For the past years we have been able to cover the tuition costs of graduate students with full-time assistantships (i.e., assistantships at least 15 hours per week). We anticipate continuing to do this unless a budget crisis arises.

Since our programs inception students who are in good standing have received assistantship support for at least their first five years in the program. We fully anticipate this consistent support of students to continue into the future.

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 March	Discuss with your major professor the options for assistantship support for the next year. If external contracts are identified; interviews are 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 has different mechanisms and typical funding amounts. Please see Weldon Horne for more details about department support. The respective web sites 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 Graduate School awards 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 make application at the time the prospectus is approved.

Student loans from emergency fund. The Department currently is receiving regular anonymous 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. One-third of the total amount in the "emergency fund" at the start of each semester will be set aside for this purpose. These loans will be of \$50 or less. "Long" loans will be made from the remaining two-thirds of the fund for periods exceeding 60 days. These loans will be of \$150 or less and will be made at a yearly rate of 4%. At the latest, these students will be expected to begin repaying the money upon separation from the Program. 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 mentioned above.

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 by the committee 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 three awards which have been endowed by donors. Information about these is listed on our web site (http://www.psych.sc.edu/grad_psyc/ccfin.html).

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 (76 hours + 12 Dissertation Hours)
2. Qualifying Requirements
3. Pre-doctoral Research Apprenticeship (PSYC 773a,b)
4. Masters Thesis (PSYC 799a,b)
5. General Comprehensive Examination (Comprehensive Paper)
6. Clinical or Community Specialty Comprehensive Examination
7. Oral Comprehensive Examination
8. Ph.D. Dissertation

1. COURSE REQUIREMENTS

Curriculum and Credit hours:

In order to obtain a Ph.D. in Clinical-Community Psychology from the Department, all students must complete a program which includes 88 credit hours. These basic courses fit into five categories (minimum number of credits required):

1. **"Core" Psychology courses** (18 hours):
 - Quantitative Methods and Research Design--6 hours
 - Psychometrics and Psychological Testing -- 3 hours
 - Biological bases of behavior -- 2 hours
 - Learning or Cognitive bases of behavior -- 2 hours
 - Social bases of behavior -- 3 hours
 - Developmental bases of behavior -- 2 hours
2. **Research courses** (25 hours):
 - Research methods course --3 hours
 - Individual research apprenticeship First Year -- 2 hours
 - Thesis Preparation Second Year -- 6 hours
 - Advanced individual research apprenticeship Third Year -- 2 hours
 - Dissertation research--12 hours
3. **Specialty content courses** (16 hours):
 - Psychological interventions --3 hours
 - Lifespan psychopathology and resilience -- 3 hours
 - Foundations of Community Psychology -- 3 hours
 - Seminar in Community Psychology -- 3 hours
 - Ethics and Issues in Clinical-Community Psychology -- 4 hours
4. **Specialty practicum courses** (14 hours):
 - Psychological Assessment --4 hours
 - Intervention Practica -- 10 hours
5. **Electives** (15 hours):
 - Psychology courses numbered 700+ (500+ for other departments)

Typical Sequence of Courses and Completion of Major Program Hurdles:

Year 1

Fall	Hrs	Spring	Hrs
Foundations of Psychological Intervention*	3	Lifespan Psychopathology and Resilience*	3
Foundations of Community Psychology	3	Research Methods	3
Assessment I: Measurement	3	Assessment II: Theory and application	4
Issues and Ethics in Psychology	1	Issues and Ethics in Psychology	1
First-year Research	1	First-year Research	1
<i>[Develop thesis ideas]</i>		<i>[Refine and propose thesis project]</i>	
<i>Total</i>	11	<i>Total</i>	12

Year 2

Fall	Hrs	Spring	Hrs
Quantitative Methods I*	3	Quantitative Methods II*	3
Intervention Practicum IA	3	Intervention Practicum IB	2
Community Psych Seminar	3	Social Psychology	3
Issues and Ethics in Psychology	1	Issues and Ethics in Psychology	1
Thesis research	3	Thesis research	3
<i>Total</i>	13	<i>Total</i>	12

Year 3

Fall	Hrs	Spring	Hrs
Core courses (bio, dev., learning/cog.) and/or electives	4	Core course (bio, dev., learning/cog.) and elective course	5
Intervention Practicum IIA	3	Intervention Practicum IIB	2
Advanced research	1	Advanced research	1
<i>[Defend Thesis; Begin Written Comps]</i>		<i>[Begin Specialty Comps; Develop dissertation topic]</i>	
<i>Total</i>	8	<i>Total</i>	8

Year 4

Fall	Hrs	Spring	Hrs
Dissertation research	3	Dissertation research	3
Elective	3	Elective	3
<i>[Complete Specialty Comps; Prepare for Oral Comps]</i>		<i>[Complete Oral Comps; Defend Dissertation Prospectus]</i>	
<i>Total</i>	6	<i>Total</i>	6

Year 5

Fall	Hrs	Spring	Hrs
Dissertation research	3	Dissertation research	3
Elective	3	Elective	3
<i>Apply for Internships</i>		<i>Defend Dissertation</i>	
<i>Total</i>	6	<i>Total</i>	6

Year 6

Predoctoral Internship Year

Required Courses by Area

<u>Core Didactic Courses</u>	<u>Min. hrs.</u>	<u>Typical course(s) (all Psyc)</u>	<u>Alternate courses</u>
Quantitative Methods	6	709, 710	Stat 704, 705
Research Methods	3	772	
Learning/Cognitive	2	702B or 702D	732
Biological bases of behavior	2	702A	732; 819
Social bases of behavior	3	770	843
Developmental bases of behavior	2	702C	820
subtotal	18		
<u>Core Research Skills</u>			
Individual Research Apprenticeship (Yr. 1)	2	773	
Thesis Preparation	6	799	
Individual Research Apprenticeship (Yr. 3)	2	816	
Dissertation Research	12	899	
subtotal	22		
<u>Specialty Content</u>			
Psychometrics and assessment	3	761	
Psychological Interventions	3	725	
Psychopathology	3	726	
Foundations of Community Psychology	3	727	
Ethics and Issues in Clin-Comm Psychol	4	760A&B	
Seminar in Community Psychology	3	742, 745, 777, 783, or 845	
subtotal	19		
<u>Specialty Practicum</u>			
Psychological Assessment	4	762	
Intervention practica	10	2 of: (a) 782&830; (b) 827&835, (c) 829&839	781, 784, 828
subtotal	14		
<u>Electives</u>			
	15		
Total	88		

GUIDELINES FOR PROGRAM REQUIREMENTS

2. DOCTORAL CANDIDACY

In order to be admitted into candidacy for the Ph.D. in Clinical-Community Psychology, each student must be a student in good standing and: (a) obtain a score of 600 or above on the Psychology section of the Graduate Record Exam or (b) obtain a passing course grade (e.g., "B" or better for the typical grading system) in each of the areas listed below (one course from each letter).

- a) Statistics (PSYC 709 or 710).
- b) Research Methods (PSYC 772);
- c) Psychopathology (PSYC 726);
- d) Foundations of Community Psychology (PSYC 727).
- e) Psychological Assessment (Psyc 761 or 762)

All students must take the initiative to inform their Major Professor that they have completed the qualifying procedures. Once qualifying requirements are completed, the student should obtain the appropriate form from the Graduate Records Office, and have it signed by the Major Professor and Director of Clinical Training. The form must be filed with the Department Records Office and the Graduate School (see Checklist of Recordkeeping).

3. PROGRAM OF STUDY

Two separate Programs of Study must be approved and filed with the Graduate School. One must be completed after finishing the coursework for, but prior to submitting paperwork for the Masters degree. (Students who enter the program with the Masters Degree can omit this step.) The second Program of Study must be submitted for the Ph.D. degree to the Graduate School. It cannot be submitted until the student is admitted to candidacy and has completed the qualifying requirements. A Program of Study indicates the courses taken by the student to fill the requirements of the degree. This form should be completed with the Major Professor and approved by the Program Director for submission to the Graduate School prior to the approval of the dissertation prospectus.

4. RESEARCH REQUIREMENTS

General research involvement. Students are assigned to research mentors by the time they arrive 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.

Primary Goals for the First Two Years:

Research experiences in the first year include both didactic coursework and experiential components. These experiences are structured to accomplish the following goals:

1. Students will acquire the ability to conceptualize, design, execute and analyze simple and moderately complex studies.
2. Students will be encouraged to adopt a scientific frame of reference towards psychology and to develop a greater appreciation of the value of scientific psychology.
3. Students will acquire requisite skills for the critical reading of an entire body of scientific literature as well as individual research reports.
4. Students will gain practical experience in the conceptualization, design, implementation, analysis, and preparation of scientific manuscripts for psychological research.

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 Masters 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 Masters thesis.

In the second year, students work to complete their Masters thesis. Three credit hours each semester are taken for PSYC 799 (Thesis Preparation). The thesis is directed by a departmental faculty member with a proposal approved by two faculty members (at least one of whom is a member of the Clinical-Community program). The prospectus of the research plan must be approved in advance of data collection (or analysis, if the thesis is an analysis of existing data). Once the student 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 proposed committee should also 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 Masters thesis. 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. Assignment of the third member may also be dependent on distributing the faculty workload and having members with the greatest relevant competence on the committees. The third person on the committee must be approved by the Program Director. Each student is encouraged to present their thesis at regional, national, or international conferences. The Masters 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. Students are encouraged to try to publish their study.

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 Masters 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 problems. 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. Each year, faculty have the option of designating themselves as being eligible to pick up a first-year student for research supervision. Self-designation should be based on the faculty member planning to execute a particular project in the upcoming year, as well as on availability (i.e., not taking on too many students at one time, not being on sabbatical).
2. 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.
3. 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.
4. 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 monthly basis.
5. The research supervisor will be responsible for providing evaluations to the student: (a) the research supervisor provides a formal mid-term evaluation of the student's progress/performance in the first semester; and (b) the research mentor determines whether the student's performance was satisfactory or not at the end of the semester and informs the Program Director of this determination.

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 Masters 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. At least two credit hours of research participation is required during the third year (Psyc 816). 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. MASTERS DEGREE REQUIREMENTS

The Masters Degree was conceptualized as a way to formalize the research experience which students receive in the program, as well as to allow them to receive a degree mid-way in the program to enhance their viability for hiring in community assistantships and for acceptance at internship settings. The Masters Degree does not increase the course requirements which students will have to take to achieve their Ph.D. but rather specifies which courses required for the Ph.D. would apply toward a Masters Degree and formalizes the prior second year research project into a Masters thesis. Students will be required to defend the Masters thesis and jointly take an oral comprehensive examination on their coursework to date at the time of the defense. All students who enter the program without a Masters Degree must complete the requirements for a Masters.

The experience of the Masters 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 Masters 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 own dissertation. The thesis should be the type of study wherein the student would be the first author.

For your Masters thesis, you will need to decide on a faculty member to be your chairperson, and with the Chair, you will decide on a second reader. These two faculty will be responsible for passing your prospectus, helping with suggestions for revisions, and will be involved in the thesis defense. The Masters 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 no later than the spring semester of their third year, including the defense meeting.

Students must defend the Masters thesis following the completion of it (See the Research section for more specific information on the Masters thesis.). There will be a third faculty member who will be involved at this stage when you defend your thesis and he/she will be most involved in the oral examination part of the requirements for the Masters Degree. 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. However, the third person is an active participant only in the oral examination aspect of the thesis defense meeting. 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 oral exam essentially covers material from the courses which the student completed for the Masters 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. If the third faculty member was not present for the thesis defense itself, he/she would join the meeting at this point. The examination would then move on to 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 Masters 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.

Required courses for the Masters Degree in Clinical-Community Psychology include:

Research Methods and Statistics -- 9 hours

- PSYC 709 -- Basic Quantitative Methods in the Analysis of Behavioral Data I (3 hours)
- PSYC 710 -- Basic Quantitative Methods in the Analysis of Behavioral Data II (3 hours)
- PSYC 772 -- Research Approaches to Human Behavior (3 hours)

Core General Psychology Courses -- 12 hours

The first two courses are required:

- PSYC 726 -- Psychopathology coursework (3 hours)
- PSYC 727 -- Foundations of Community Psychology (3 hours)

Students must take 6 credit hours of **any** of the following for the MA degree

- PSYC 702A-D -- Foundations of Experimental Psychology
- PSYC 703A-D -- Foundations of Experimental Psychology
- PSYC 711 -- Survey of Learning and Conditioning/History and Systems of Psychology
- PSYC 712 -- Survey of Cognitive Psychology
- PSYC 730 -- Survey of Biological Psychology
- PSYC 751 -- Survey of Developmental Psychology
- PSYC 770 -- Survey of Social Psychology

Foundations of Clinical Psychology -- 6 hours

- PSYC 761 -- Psychological Assessment I (3 hours)
- PSYC 762 -- Psychological Assessment II (3 hours)

Research leading to thesis -- 8 hours

- PSYC 773 -- Research in Clinical-Community Psychology (1 credit during each semester of the first year for a total of 2 credits)
- PSYC 799 -- Thesis Preparation (6 hours)

Electives—5 hours (other Psysc courses 700 and higher or non-Psysc courses 500 and higher):

Total hours: 40 hours

The MA has been designed so that it is possible to complete the degree in three years. Finishing the thesis part of the degree itself in three years is necessary in order that other hurdles in the program can be accomplished in a timely manner. Coursework requirements could be put off until after the third year to meet a student's individual training needs.

All of the other requirements for the Masters Degree follow graduate school requirements. This includes filing a program of study by the second semester of enrollment.

In order to stay on schedule with meeting the Masters requirement, the following information is offered as guidelines: It is considered a problem if, by the end of the second year, there is no approved proposal. It is considered a problem if, by the middle of the third year, there has not been significant progress (i.e., data collection and analysis). It is considered a problem if the thesis/project has not been completed by the end of the Spring semester of the third year. Students not done by that time will be reviewed at the Spring evaluation for a letter to be sent with contingencies. At the beginning of the Fall semester of their fourth year, any student who has not finished their Masters thesis will receive a letter which states that they must complete and defend the thesis by March 31st of their fourth year. If they have not defended by this time, they will be placed on probation and will not be eligible to begin an assistantship for the Fall semester until they have finished this requirement. Once the student has completed and defended the thesis, they are automatically off probation.

6. PRACTICA

Clinical-Community Practica

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 year 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 in the Program often perform some supervised clinical-community services outside the University setting during their tenure in the Program. This is accomplished through training slots available within the community during the regular academic year or on summer externships. Evaluation of the student's performance becomes a matter of record within the Department and is used by faculty in prescribing the amount and type of future training.

General Guidelines for Supervision for 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 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 Psychological Services Center 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 supervisor for cases will be the supervisor for the fall semester unless other arrangements have been made. For practicum work continuing over the summer students should check in 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.

Community Training Slots

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. 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 (April, 2008)

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

- (1) Documentation issues
 - a. The following are expected to be in each client's 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 turned in to supervisor within 24 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. Career development/personal goal-setting
 - e. Personal reflection (e.g., genogram)
 - f. 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 lit 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 PSYC 782, 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 PSYC 830, 835 (2 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 triaging who gets 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

The Comprehensive Examination consists of three parts, the General Comprehensive Paper, the Specialty Comprehensive Exam in Clinical or Community, and the 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, nor to have other students read the paper, nor to utilize other students as sources of feedback on the comprehensive paper.

The general comprehensive examination will be completed prior to the Clinical or Community Specialty Comprehensive Exams. 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. Students may take 3 credits of PSYC 841 or PSYC 898 while working on the comprehensive paper.

General Comprehensive Paper Procedures

A. Selection and Approval of Paper Topic. Students should select a topic for the comps paper in consultation with the Major Professor or other faculty member. 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.

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 three-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.** The three committee members must all come from the Psychology Department as this paper serves as the comprehensive examination. Students who are unable to meet this deadline will be invited to appear before the Clinical-Community Committee, who together with the student will generate a topic to be pursued.

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

B. Comps Paper Committee. This Committee needs to be approved by the Program Director and consists of three faculty members. It should include the student's Major Professor (who often serves as chairperson), and two additional faculty members chosen by the student for their expertise in the topic area. One member should have expertise outside the Clinical-Community area, but still be within the Psychology Department. Note: Experimental faculty sitting on the Clinical-Community program would also qualify as "outside the Clinical-Community area." 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.

C. Outline Approval and Form of the Paper. The paper is to be a critical or theoretical review similar to

those published in Psychological Review or Psychological Bulletin. The paper should review an area of research that has not been reviewed in the previous five years. 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 in the hands of 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 have available for committee members a tentative 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 fairly unqualified 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 papers.

An outline of the paper should be approved by the Comps Committee no later than May 20th of the student's third year. Faculty should not meet for this purpose during the summer sessions, and may choose to not be available after the end of the spring semester. It is preferable to have the outline approved before winter break so that the paper could be written before the end of the third year. Otherwise one will not be able to complete the specialty examination during the third year of the program.

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. Students who have had an approved comps outline will not be jeopardized by papers published during a period of six months following the date of the outline approval. In the case of reviews published prior to the outline meeting, an existing recent review will not automatically exclude the topic from consideration for a comps paper. 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 form of the paper should conform to APA style. One exception to this rule is the inclusion of a table of contents. Since the goal of this paper is the completion of a useful or hopefully published product, the paper must not be unwieldy in length. Any paper with more than 60 pages of text would need specific justification. Page limits exclude references and tables. Students will be expected to cover the costs of printing and copying the paper. Students are actually encouraged to make the papers shorter than 60 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 which review large portions of literature prior to suggesting its special relevance to the topic are frustrating to the 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 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 aides to the reader interested in comparing the methodology and results of various studies. The student should make the paper 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. The best papers contain, as part of their conclusions some constructive synthesis of the literature and suggestions for the direction of future research. When the literature reviewed does not lend itself to such conclusion, it may be an indication that the review was premature.

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 complete draft of the paper is completed without sufficient time reflect on the conclusions to be drawn from the review, and thoroughly proof read the work. Because deadlines for outline and paper are now firmly fixed, students should not delay. 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 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 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 (policy adopted by the C/C faculty 10/18/93).

1. A meeting of the Committee members should be scheduled within approximately four weeks after the comprehensive paper is submitted. (However, it is likely that a paper submitted during the summer may not be acted upon until the Fall semester when faculty return.) At this meeting, the committee members (in the absence of the student whose paper is being evaluated) 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 three 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 a split decision, 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.

3. In cases where a paper has been failed, 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 by the designated deadline in the third 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 in the Student Handbook, above.

One copy of the approved paper must be put in the student's file in the Graduate Records Office. A second copy must be submitted for the general file of comprehensive papers at PSC. These papers will be available to future students to aid in preparing their own papers.

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.

Summary Timetable for Completion of Comps Paper:

<u>Task</u>	<u>Deadline</u>
Topic and Committee approved by the Program Director	October 31 st of the third year
Committee meeting to approve outline	May 20 th of third year (December 15 th is recommended)
Completed paper submitted to committee members	August 15 th of the third year (March 15 th is recommended)
Feedback meeting	~4 weeks after submission
Signed approval forms entered in student's 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
- II. Theoretical background
 - Briefly introduce the reader to major theories in the area, but do not give great detail
 - Maybe just a paragraph on each
 - Tell when introduced, main ideas, major people who have worked in this area
 - Write only enough, so when the committee reads the studies, they can think in terms of the theories-- as the writer, you will also want to be thinking about the studies in these terms
- III. Paper parameters
 - what the paper will and won't cover
 - 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., they know that self-report measures have limitations in general and that sample size should be large enough
 - addressing these issues as concepts here makes it possible to refer to these 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 they are serious problems
 - A) Issues regarding definitions and concepts
 - B) Limitations of samples used
 - C) Measurement issues
 - D) Design issues

E) Other issues

V. Review of the empirical literature

- o 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.
- o This should not be conducted as an annotated bibliography, but rather should grapple with the quality of the studies. 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

- very important section! Do not let the paper fall flat here – there is where you get to make your important contribution; this is where you should push your ideas, use creativity
- should be 10% of the paper (6 – 8 pages or so)
- 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:

- 60 page maximum without tables and references – it easier to revise for publication if it is NOT 60 pages. 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
 - o use literature as an illustration of your ideas
 - o how the studies address the important ideas and concepts
- Don't pad the paper with in-depth description of studies.
 - o use tables to summarize details (e.g., samples, measures, etc.) or organize important information into a concise presentation
 - o only summarize important aspects of the studies in the meat 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 does not meet the goals of the paper.
- Use a critical eye when examining the literature.
 - o compare and contrast!!!!
 - o each study does not have equal weight or importance, so don't give each study similar amounts of text
 - o weigh good studies more in light of your conclusions
 - o Identify noteworthy studies
 - o use importance/weight to understand discrepant results
 - "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.
 - o 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, 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

- o 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
- o Make allowances for problems researchers have when collecting data (e.g., difficult populations to research).
- o 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. Clinical or Community Specialty Examinations

After the completion of the General Comprehensive Examination and the completion of formal coursework, the candidate may take the Comprehensive Exam in their specialty area. The Specialty Exam is designed both to survey a broad range of information related to the field and to sample the candidate's skills in the specialty area. Students may choose to take the Clinical Comprehensive Specialty Exam or the Community Comprehensive Specialty Exam. The Specialty Comprehensive must be completed satisfactorily by May 15th of the year in which the student is applying for internship. A student may not apply for internship without having completed this requirement.

Clinical Comprehensive Specialty Exam ("Clinical Comps")

The general form of the current clinical specialty exam parallels the model once utilized by the American Board of Professional Psychology. The exam will ordinarily be administered in one session. One portion will have a treatment focus, while the other will focus on assessment. Both parts should usually be completed on the same day. Knowledge of ethics and general clinical information will also be assessed.

The specialty exam will be administered prior to the internship and at the point at which a student has completed or is completing their second year of required intervention practicum courses. The first goal of the exam is to provide the student with a forum for the display of clinically-related skills acquired to-date. It is assumed that a candidate's performance represents a "best effort" in the areas tapped and as such provides the faculty an opportunity to offer meaningful feedback concerning the student's relative strengths and weaknesses. Feedback is designed to provide the student a guide to help tailor internship training.

The second goal of the exam is to allow the faculty to certify that the student has attained a level of minimal clinical competence before departure on internship. It is of great importance that students allow sufficient time for preparation for the exam itself. While failure is not anticipated, unsatisfactory performance by the candidate may result in a request that the student repeat one (assessment or treatment) or both segments of the exam, possibly after some remedial assignments from the committee. Pass or fail decisions are based on the majority decision of the committee. Students are allowed only two attempts to pass the comprehensive specialty exam.

The student should expect to convene his or her committee no later than the spring preceding the internship. The committee of three members will be designated by the PSC Director on a random basis. No exam will be scheduled when the University is not in session. The examination must be completed before the student may leave on internship. Meetings during the summer will not be given except with special permission by the Program Director under exceptional circumstances.

Treatment Portion of the Clinical Specialty Exam

A. Case Selection: The candidate is free to select a client with the intent to provide one which is representative of cases seen as a student-therapist. This should not be a client who has been evaluated or treated previously at the PSC. The case should allow the candidate to demonstrate intervention techniques and as such, should consist of a minimum of an intake session and five treatment sessions, but can extend longer than that. The case should be one which the student is capable of treating without in-depth faculty supervision. No clients who are severely disturbed shall be selected as a comps client, e.g., suicidal. Of course, a "volunteer" or other non-client is not an acceptable demonstration of actual clinical skills in either the diagnostics or therapy portion.

A second case should be selected and seen concurrently as back-up in the event of premature termination or failure of the treatment portion of the exam. If complications should arise when supervision is necessary, the back-up case can be used. The back-up client must be supervised as soon as the exam is passed.

After having selected a client, a summary of the results of the intake session along with a tape of that session shall be turned in to the Director of the PSC within one week for approval. If the client is approved as a comps client, the student therapist is to discuss at least monthly with the PSC Director or another designated supervisor how the case is proceeding. This oversight by the supervisor should also include making audio or videotape material from the treatment sessions available for review. Supervision is permitted to make the supervisor aware of how the therapy is proceeding and to ensure that the therapy meets ethical and legal standards for competent treatment. Specific input by the supervisor on the conceptualization of the case or treatment plan should not be made unless necessary to meet our ethical and legal obligations to the client to provide competent care. If the supervisor is required to provide corrective input on conceptualization and treatment, the client is no longer to be used for the clinical specialty exam.

B. Transcript Selection: A session should be selected to be transcribed which is representative of treatment sessions with the client and should adequately reflect the student's style. The session should not be selected from the intake session(s) such that the therapist has not yet begun active intervention. Also, the session should not be one near the end of treatment during which time the client is mostly saying that they are ready to leave treatment. Rather, the session should be illustrative of the treatment process which the student has been employing over the course of the therapy.

C. Transcript Preparation: The candidate should transcribe the session into type-written form. The transcript should have page numbers.

In no case should the candidate erase the original audio-tape (which should be available to the student's committee).

D. Anamnesis Preparation: The anamnesis should provide a summary of material related to the goals and content of treatment for the client. It is important to note that the anamnesis is an independent project with no outside review or editing by other students or faculty. You are able to review past cases which are on file at the PSC, however. The anamnesis should be of adequate detail to provide an overview of the case and transcribed session, while remaining as integrative, succinct, and readable as possible. While no length is specified, this typically can be accomplished in approximately 8-10 pages. The anamnesis should have page numbers.

The anamnesis should include the following:

- a) Demographic information about the client.
- b) Time period and number of therapy sessions in the treatment series presented.
- c) Dates of testing and copies of test results (i.e., profiles, etc.)
- d) General formulation of the problem: This section should begin with a statement of the referral question or presenting problem and include background and other history as well as testing

information, if available. A description of variables theoretically maintaining the problem behavior also belongs in this section. This section should be similar to a psychological report completed in assessment courses. A conceptualization section should be included as well as a section covering the testing results. Include all testing profiles and scores.

- e) Goals in treatment: This section should highlight changes expected at the conclusion of treatment.
- f) Description of treatment procedures: In attempting to summarize the course of treatment, the candidate should attempt to draw on some body of empirical literature which has directed treatment decisions during therapy.
- g) Significant developments: This section should supply some description of the material presented in the transcribed session, with an attempt to relate the happenings or themes in this session to developments in prior and subsequent sessions.
- h) Status of treatment: This section provides a summary of the status of treatment at the time the anamnesis is completed.

E. Preparation of Meeting: The candidate will submit four copies of the typed transcript of the session and anamnesis and the original audiotape at least three weeks prior to the date of the examination to the Director of the Psychological Services Center. After a committee is assigned by the PSC Director, the candidate will distribute the copies to assigned faculty and leave one copy on file at the PSC. Anamneses and transcripts must be submitted at least two weeks before the examination meeting date.

The examining committee of three selected clinical-community faculty will be designated by the Director of the PSC at the time the anamnesis and transcript is submitted. The student will be in charge of arranging the date of the exam.

F. Conduct of Session: The candidate is expected to be able to provide support for the clinical formulation. The candidate is expected to answer questions relating to alternate formulation of the problem. The candidate is expected to explicate choice of treatment technique(s). The candidate should be familiar with the empirical literature related to the problem(s) treated or techniques utilized. The candidate will be examined on ethical issues, general clinical issues, and alternate intervention models (Clinical-Community integration) during the course of the examination.

This portion of the exam will be approximately one hour in length. (The total examination will take between 2 and 2 ½ hours.)

Assessment Portion of the Clinical Specialty Exam

A. Case Selection: The case to be seen by the candidate will be approved by the PSC Director. The candidate may indicate a preference for an adult or child. While individual clients have been selected in the past, additional family members may be included when appropriate. A second case will be scheduled at the same time as back-up. The candidate will be responsible for obtaining adequate coverage by providing another student who could conduct an interview for the back-up case in the event both clients keep their appointments. The assessment portion typically will be scheduled on the same day as the therapy portion of the specialty comprehensive exam.

B. Conduct of the Evaluation: The purpose of the evaluation will be to assess the candidate's ability to most efficiently utilize a limited sample of behavior to formulate a description of the problem and recommended treatment. The candidate will be allowed approximately six hours on a single day to conduct the evaluation and analyze the material obtained. Typically, the evaluation begins at 9:00 a.m. and the examination session commences at 3:00 p.m. The candidate may utilize the time in any manner including, but not be limited to, any of the following: interview with client(s), psychological testing, behavioral observation (in or outside of the clinic), review of outside records. The candidate may make use of notes, books, and other materials in preparing material for presentation, but it is not permissible to consult with others about the case.

An opportunity to observe the student must be provided members of the examining committee, in that the student should schedule the client in a room which allows for audio-video recording.

C. Conduct of the Examination Session: Candidates must be prepared to present a verbal summary of data gathered, methods utilized, and conclusions drawn. This need not be presented in written form at the examination, although the student's ultimate service responsibility includes writing a report for the client's file. The candidate is expected to defend their use of time and procedures selected. The candidate is expected to formulate and defend treatment recommendations. The candidate is expected to be familiar with literature to support formulation and recommendations.

This portion of the specialty comprehensive exam typically takes approximately 1 hour. (The total exam takes between 2 and 2 ½ hours.)

D. Remainder of Examination: In addition, the candidate is expected to be able to answer questions covering ethical issues as well as general information in the field of Clinical-Community Psychology. This includes knowledge of APA Ethical Principles. The three faculty members use any remaining time (usually approximately 1/2 hour) to ask questions about Clinical-Community assessment or intervention work, other applied issues, and ethics.

E. Post-Session Follow-Up: The candidate will be expected to complete a written report of the case and submit it for the client's file. Candidates will be responsible for insuring feedback (if requested) to the client and appropriate follow-up to insure that they receive treatment. Candidates will also insure that similar procedures are followed for the back-up client.

Upon approval of the Clinical Specialty Comps, the committee chair should sign the appropriate approval form to be placed in the student's record file.

Summary Timetable for Clinical Comps:

<u>Task</u>	<u>Deadline</u>
Select therapy case(s)	Beginning of Fall semester before internship year (Recommended for spring of the third year)
Submit anamnesis and transcript, with PSC Director subsequently assigning the committee	April 20 before internship applications submitted
Schedule examination date and assessment cases	May 15
Submit appropriate form to Graduate Programs Office	After examination

Community Comprehensive Specialty Exam ("Community Comps")

The Community Specialty Examination is an option for any clinical-community student subject to approval by the clinical-community faculty and provided that the student has been judged to have acquired at least minimal clinical competencies. The Community Comps project should be undertaken after the completion of required community psychology coursework (i.e., PSYC 727, one advanced course in Community Psychology and at least one semester of the Community Psychology Practicum), and the completion of the comps paper. Under unusual circumstances a student may receive permission to initiate a Community Comps Project prior to completion of this coursework. The initiation of Community Comps must be approved by the Program Director.

The Community Specialty Comps is to be an applied community psychology project through which a

student will both:

- (a) provide a service to an agency/organization in Columbia (or the state), and
- (b) demonstrate his/her competence in at least two community psychology skill areas (e.g., consultation, needs assessment, organization development, program evaluation, staff development, environmental assessment, environmental design, prevention, program development, creation of alternative settings, policy analysis)

In addition to the community psychology services provided the agency/organization, the Community Comps Project is to result in a written product, usually one provided under a contract to a consulting organization. For example, this might take the form of a written report evaluating a program for an agency or a report and recommendations following an environmental assessment. Evaluation of the entire project will be based on multiple sources of information including but not limited to a report to the agency, an evaluative letter from an agency contact person or consultee, and a reflective journal of activities kept by the student. It will be the responsibility of the Community Comps Committee to determine the materials to be considered in the evaluation.

If a student works on an assistantship in the community which pays them a salary to conduct a project that would qualify as a Community Comps project, that would be acceptable if the Community Comps project goes beyond the scope of the assistantship project. Details of this should be worked out with the student's committee as to what would be an acceptable project.

Formulating the Community Comps Project: Students should consult with a community faculty sponsor in the development of a community comps project. Projects may result from specific requests from community agencies or from the initiative of the individual student or faculty members. It is expected that Community Comps Projects will involve strategies such as consultation, program evaluation, needs assessment, advocacy, action research, preventive intervention design and/or implementation, etc. In selecting projects, students should be guided by the faculty expectation that most projects will require approximately 100 - 150 hours to complete.

There is no ready formula for the initiation or development of a Community Comps Project. Projects in the past have been quite diverse and reflect the creativity and interests of the students. A sampling of recent Community Comps projects is listed below. In general Community Comps projects do not involve the provision of a clinical service in a new setting (e.g., developing a therapeutic group in a treatment facility). Any services developed as part of a community comps project should be community-based, consistent with empowerment values, preventive goals, and innovative and active-seeking modes of service delivery.

Recent Community Comps Projects:

- the preparation of a client rights and responsibilities handbook and assessment of the impact of handbook availability on the social climate of the setting
- a four county needs assessment of services for domestic violence involving key informant interviews, agency surveys and analysis of police and service agency records, with recommendations for program development
- development and implementation of a consumer education program for chronically mentally ill persons living in the community
- design and implementation of an evaluation for a new preventive service for children
- development, implementation and evaluation of a training program for police officers regarding victims of sexual assault
- a self-help book for rape survivors developed in collaboration with a community agency and a group of rape survivors
- evaluation of a community-based program for persons with a history of serious emotional disturbance

- consultation with a consortium of local agencies for the development of a state-wide plan for the prevention of child abuse and neglect
- development of an outdoor survival program as preventive intervention for teens at high risk for substance abuse

Procedures for Community Comps

1. Committee formation. When ready to begin a Community Comps Project, the student should explore the development of a project with a Community faculty member. The Community Comps Committee includes at least three faculty from the Psychology Department, at least two of whom should be from the Clinical-Community faculty. The student may request a fourth Committee member who will serve in a nonvoting capacity. Since this person is in a consultative role, the student can select any individual who would add to the learning experience. The fourth committee member is often someone from the agency or an individual from the community with considerable experience and expertise in the content area of the comps project. The student should consult with the Clinical-Community faculty member who will be the chair of the committee as to two other appropriate faculty to also sit on the committee. These three names, along with the general topic should be submitted to the Clinical-Community Program Director for approval. The Community Specialty Comps committee is responsible for approval of the project itself.

2. Initial proposal meeting. The student should receive tentative approval by the committee of the planned project before pursuing it too far. This approval should be based on a clear statement of the problem or idea, and the student's qualifications to undertake the task. Preliminary approval from committee members does not always necessitate a group meeting.

3. Project approval meeting. Once the student has a more definite idea of the scope of the comps project, a comprehensive written outline should be prepared, submitted to and approved by Committee members. The written outline should be submitted no later than one week before the meeting at which the student expects to receive permission to proceed. The outline is to include:

- a) purpose and goals of the project; including a brief history of involvement by the student;
- b) methods to be used in the project, based on an assessment of the problem and some familiarity with the relevant literature;
- c) expected scope and duration of the project, including important delimiters, contract with the agency, and degree of student involvement;
- d) estimated cost of the project to student, agency, or University;
- e) specification of the community psychology skills to be demonstrated;
- g) expected products (e.g., evaluation plan, training manuals, needs assessment report);
- h) the contract with the community agency, if applicable.

The evaluation process and criteria should be clearly defined and agreed upon at the project approval meeting; students and faculty are expected to abide by this agreement. Typical procedures include evaluation of the final report to the agency, any other instruments or products prepared through the project, a letter from the agency or primary consultee, and a journal of activities kept by the student including reflections and critical analysis of decisions, obstacles, choice points, etc., including an analysis of what might have been done differently with the benefit of hindsight.

Community Comps Project outlines are typically 5 - 8 pages in length.

4. Faculty assistance and periodic feedback. Community Comps Committee members may be consulted throughout the project. It is the opinion of Community faculty that committee members have a responsibility throughout the project to work with the student in clarifying and refining goals and strategies. In particular, it is expected that the faculty will play a heavy role in the outlining/contracting phase to assist in defining a project that can be completed in a reasonable period of time. The student is encouraged to have regular contact with the Committee chair during the project, and to consult committee members as

needed.

During the project at least one Committee meeting should occur to allow exchange between the candidate and Committee. Committee members may serve as planning resources, and the proposal may be amended cooperatively by the Committee and candidate during the project if necessary. If it appears that conditions affecting the contract are changing, the student should convene the Committee immediately.

5. Evaluation and oral defense. At the conclusion of the project, at least one week before the oral defense and final evaluation, the student will present to each committee member the following written materials:

- a) a journal indicating all professional contacts made during the project, plus written records and products generated by the project;
- b) a summary consisting of the specific proposals, procedures used, and goals attained (or report written for consulting organization);
- c) any other materials requested by the Committee at the beginning of the project.

Data sources for the final evaluation will include, but not be restricted to the following: documents prepared for client organization; oral explanation/defense of the project; written feedback from consulting/client organization; and feedback from consumers. In addition, other relevant professional "skills" will be evaluated.

At the oral defense meeting, the student will present the project, respond to questions, and discuss ethical and professional issues relevant to the student's specific target and type of intervention for the project. Students should be also be prepared to discuss a broad range of topics related to assessment and intervention work in Clinical-Community Psychology. As with the Clinical Specialty Exam, the Community Specialty Exam should be completed in the Spring before internship. Knowledge of APA Ethical Principles and ethical issues relevant to community consultation will also be expected. A pass means that the majority of the committee votes that the student has successfully defended the project and demonstrated professional competence. Should a student fail, students are only allowed one additional attempt to pass the comprehensive specialty exam and should consult with committee members regarding the specific areas that need additional attention or effort.

Upon approval of the Community Specialty Comps, the committee chair should sign the appropriate approval form to be placed in the student's record. A copy of the Comps Project report should be given to the Program Director for the general file of Community Comps Projects.

The Community Specialty Project must be completed and approved by the end of the Spring semester of the year in which you apply for internship. In order to accomplish this, the community comps should probably be initiated early or mid year during the third year.

Part III. 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 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 must be passed by the end of the spring semester before you begin an 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. To wit, person shall 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 (typically an experimental faculty member, although if you only have experimental faculty on your committee, she might assign a clinical or community faculty). This assignment is to insure balance, utilization of all faculty, 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 orals committee members. These names should be submitted to the DCCT in writing by filling in the proposed names on the Ph.D. Oral Meeting form (<http://www.cla.sc.edu/psyc/pdffdocs/CCPHDOrals.pdf>). These names will be submitted to the Chair of the Department for approval. When the Chairperson has assigned the fourth member, you may obtain this information from either the DCCT or the Admissions Secretary.

Time Frame. The exam should be completed after completing all core didactic and specialty content coursework. The oral comprehensive examination must be completed satisfactorily by May 15th prior to the student beginning internship.

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

- a) 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).
- b) 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. The exam proper shall last approximately 75-90 minutes with time left for the committee to deliberate and provide feedback to the examinee.

Evaluations.

1. A student can be graded on three levels.
 - Pass
 - Incomplete: 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.
 - Fail
2. A positive vote by at least three members of the committee is required for a "pass".
3. The vote will be by written ballot with ratings of specific competencies in support of the overall vote.
4. 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 may recommend that the student be terminated from the program.

8. DISSERTATION RESEARCH

Department-Wide Guidelines for Ph.D. Dissertation (approved 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's emergence as a full fledged colleague, a psychologist.

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. The time frame for the dissertation is such that no later than five years after the Ph.D. candidate has successfully passed the comprehensive examination, the student must present a research dissertation. However, the process begins upon entry into graduate school.

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 are encouraged, indeed urged, to be involved in one, two or many 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.

Choosing a mentor. Graduate students should attempt to find a faculty member with whom they have an intellectual affinity. This means that they should find a person on the faculty who shares their intellectual point of view, shares research interests, approaches, or sees the world of psychology from a similar vantage point. Sometimes choosing a faculty mentor means finding a faculty member who shares a unique or somewhat different vantage point. In any case, the idea is to identify an individual who can facilitate a student's career. This means that the mentor, traditionally called the dissertation director, can act as an overseer, guide, teacher, friend, and colleague to the student. Developing a dissertation does not occur overnight, and students need guidance as to the feasibility of a project, the likelihood of success, and its intellectual appeal and integrity. Each graduate student should work to form such an intellectual bond with a faculty member.

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

- The study is stated in terms of a question or problem which needs to be solved;
- 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.
- 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;

- 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 by February 1st of the year in which they are planning to apply for internship in the fall.]

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. 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 may have an interest and expertise in the student's area of research, but specific expertise is not necessary. Faculty members on the university staff who are affiliated psychologists (for example psychologists who work for the medical school training psychologists and psychiatrists) are normally excluded from dissertation committees. It is felt that such psychologists' ties to the psychology faculty and its programs are usually so strong that the intent of objectivity and quality external control is compromised. Other faculty members who may be trained as psychologists, but who do not practice psychology or who principally identify with some other discipline (for example social work or education), may serve as committee members. 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. 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 graduate program chair and then the department chair. Appeals of decisions by the department chair may be made to the Operations Committee (with the department chair abstaining from any vote of the Operations Committee in such an instance).

Changing a committee. Once a committee is approved, it is considered exceptional for committee membership to change. A faculty member 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. This substitute 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. 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.

At the prospectus meeting, 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 four major sections: introduction, method, handling of results, and bibliography. 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 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, shorter than the previous two, is the only section which will be discarded when the final dissertation is written. This 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 significance and implications of expected results should be discussed. The entire section can be accomplished in anywhere from three to ten pages. It should not be very long but nevertheless should be inclusive.

A bibliography 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. It is often the case (and most dissertation directors insist) that the student will have shared the prospectus with all of the committee members in advance of the committee meeting being called. 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 to engender reluctance and skepticism from committee members.

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 to deserving psychology graduate students. Other awards are also available from outside the University.

Review of Progress. No later than two years after the prospectus meeting, the student's dissertation committee must have a formal committee meeting to review the progress of the research. If no meeting is held within two years after the prospectus meeting, the student will be required to start anew. It is the responsibility of the student to see that the meeting is convened. If, during the course of the research, the student encounters difficulties so that the student is not able to continue 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. It is expected that data collection for a dissertation would be performed on the Columbia Campus or in the Columbia area, under the direct supervision of the committee. Exceptions will be possible under unusual circumstances, but the rationale for such exceptions must be extremely persuasive. Such exceptions must be approved by the dissertation committee, the program area of the student, and the chair of the department. Such approval would require the specification of an on-site research supervisor acceptable to the approving bodies within the department, as well as that potential supervisor's agreement to assume responsibility equivalent to that of a department faculty member serving as supervisor.

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

Regular Consultation with the Dissertation Director. Consultation with the dissertation director is permitted and encouraged. During the analysis and write-up phase of the dissertation, it is permissible for the student to get 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 permissible and highly recommended to get feedback from committee members as the dissertation is being prepared.

The Preparation of the Document. The final document after having been reviewed and approved by the dissertation director may be submitted at least once to the other committee members for their feedback. 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 for 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 exceedingly 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 to two hours and will preferably be scheduled during regular business hours. The chair of the examining committee who will conduct the proceedings will be someone other than the dissertation director. The dissertation director will introduce the student to those assembled (briefly). The student will then make a 20-30 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. Questions and comments would not ordinarily deal with proofreading and technical errors; such matters should be dealt with in advance of the oral defense. Anyone else assembled may then ask any relevant questions that they might have. 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 outcomes. (1) Students can successfully pass the oral defense and signatures placed on the cover sheet to the dissertation. (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, that the defense meeting is being broken into two parts, 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 quite 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 is 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 (not on z-status) 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 senior 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: 10-05-82)

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, the 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 do not have to 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 in order to arrive at a do-able 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. Computer 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, a computer system is available, and other resources are available.

9. INTERNSHIP

Completion of an approved full-time internship is a requirement for the degree. Most all of our students go on APA-approved or approval-seeking internships. If the internship is not APA approved 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 are provided by the site. Reactions from students and evaluations from internship sites 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.

The Clinical-Community Program requires students to have passed their Specialty Comprehensive Examination before the beginning of the fall semester of the year in which they plan to apply for an internship. Students must have an approved dissertation prospectus **before applying** for an internship (typically November 1). Even so, students with an approved proposal, but without data collected before beginning the internship, have typically taken 2 to 5 years past the internship to complete the degree. Thus, students are strongly encouraged to at least have their data collected prior to leaving on internship. It is preferable to have defended the dissertation before internship. The internship year is generally a very busy year. 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.

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/default.aspx>).

Hints for Internship Application

An annual meeting is held, typically late in the spring 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, specializations. (We have a file of recent internship brochures for your use at the PSC.) Start requesting information in early fall (or sooner). Utilize the 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:

- a. 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.
- b. 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.
- c. 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.
 - d. 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.
 - e. Does the actual week-to-week workload fit with my 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 nonwork activities. You need to determine how you want to invest your time.

Most applications are due in November or December. The applications for each place typically require something different. 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. Don't 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. Fortunately, some places only request a transcript and resume.

Be prepared for some places requesting (even requiring) face-to-face interviews. Site visits (especially when grouped or as part of a vacation) can offer you as much information as you provide the site. If you don't visit a place, you might discretely contact current interns and ask their impressions. You might also ask them as to their recommendations about the necessity of visiting.

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. Some faculty prefer to send their own letters directly to each internship site. Be sure to confirm with each faculty member the procedure to be used so that all of your letters will arrive on time. It is up to the individual faculty member as to whether or not the letter that is sent is confidential.

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 now 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. Familiarize yourself with the rules binding the internships, the applicants, and selection procedures. 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.

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 be assigned Z-status. Z-status 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 that year if you wish. (Note: financial aid is based in part on tuition costs, and may be less when on Z-status than when enrolled as a full-time student). If you get any notices to the contrary, contact the administrative assistant for the Graduate Programs and make sure that he/she 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 he will forward it to Financial Aid Office for processing. If you **defend your dissertation and turn the text 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 typically 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 (see <https://www.applyweb.com/apply/uscf/pdf/residency.pdf>). Check with the Financial Aid Office as to 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.

APPLYING FOR GRADUATION

The Graduate School (777-4243) has very specific procedures that must be followed to receive your degree. In the semester before you plan to graduate you should get a copy of the most recent guidelines for graduation from the Graduate School. 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 useful 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 will need to schedule a meeting with the Graduate School Records Officer to review your file and insure 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 241, 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	
	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 Proposal for Community Specialty Comps (copy of proposal with signatures)	beginning of the 4 th year
	Approval of Specialty Comprehensive Examination (clinical or community)	May 15 th of 4 th year
	Approved Program of Study	
	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 and Hurdles Requiring Forms and Posting of Meetings

NOTE: Forms for the actions listed below can be downloaded from the program's web page (Graduate Student Forms page) 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 th Graduate Programs 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 Masters Degree

Action: The student records all of the courses which will apply to the Masters Degree

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

Specialty Comprehensive Examination

Action: A meeting is held to vote on the student's performance on the clinical or community specialty comprehensive examination

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

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 in Ms. Davis' office.

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 in Ms. Davis' office.

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

10. 2008-09 PROGRAM FACULTY

Core Program Faculty

- Cheryl Armstead, Ph.D.
- Shauna Cooper, Ph.D.
- Amanda Fairchild, Ph.D.
- Kate Flory, Ph.D.
- Tawanda Greer, Ph.D.
- Ben Hankin, Ph.D.*
- Peter Kilmann, Ph.D.
- Bret Kloos, Ph.D.
- Patrick Malone, Ph.D.
- Ron Prinz, Ph.D.
- Jeff Schatz, Ph.D.
- Brad Smith, Ph.D.
- Suzanne Swan, Ph.D.
- Lee Van Horn, Ph.D.
- Abe Wandersman, Ph.D.
- Lynn Weber, Ph.D.
- Dawn Wilson, Ph.D.
- Nicole Zarrett, Ph.D.

Adjunct Faculty

- **Robert Heckel, Ph.D.**, Director Psychological Services Center, University of South Carolina
- **Emilie Smith, Ph.D.**, Department of Human Development and Family Studies, Michigan State University
- **Sara Wilcox, Ph.D.**, Department of Exercise Science, University of South Carolina

*On leave of absence for 2008-09 academic year