

**STUDENT HANDBOOK
FOR Ph.D. STUDENTS IN GENERAL CLINICAL PSYCHOLOGY**

DEPARTMENT OF PSYCHOLOGY

UNIVERSITY OF NORTH CAROLINA WILMINGTON

2025-2026

The Graduate School sets general [academic regulations and procedures](#).

Specific requirements, policies, and practices of
the MS and Ph.D. in Psychology
are described in this handbook.

The requirements listed in the Psychology Department Graduate Handbook apply in addition to these
Ph.D. – specific provisions for students in General Clinical Psychology.
Seek clarification from the Director of Clinical Training if discrepancies occur.

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Welcome to the UNCW Doctoral Program in General Clinical Psychology!

This handbook is designed to guide students toward successful completion of the General Clinical concentration within the doctoral program offered by the Department of Psychology, which will be referred to as “**the program**” from here on.

We hope that as you progress through the program, you will also contribute ideas and advice that will help future students thrive and succeed. **This handbook is not intended to replace the University’s Graduate Catalogue or other official documents of University of North Carolina Wilmington.** In the event of a conflict between statements contained in this handbook and Department/University policies, procedures, and catalog, the latter shall govern. In the event that you have questions about discrepancies, consult the director of clinical training (DCT) for the program.

Also, this handbook serves to supplement, not replace, the in-person feedback and guidance we hope you will seek from your faculty, staff, and student colleagues in the department. We are a collegial group and are available for advice and to answer questions as needed. We wish you luck as you begin your graduate career at UNCW.

Go Seahawks!

UNCW Seahawk Respect Compact

In the pursuit of excellence, UNC Wilmington actively fosters, encourages, and promotes inclusiveness, mutual respect, acceptance, and open-mindedness among students, faculty, staff and the broader community.

- ~ We **affirm** the dignity of all persons.

- ~ We **promote** the right of every person to participate in the free exchange of thoughts and opinions within a climate of civility and mutual respect.

- ~ We **strive** for openness and mutual understanding to learn from differences in people, ideas and opinions

- ~ We **foster** an environment of respect for each individual, even where differences exist, by eliminating prejudice and discrimination through education and interaction with others.

Therefore, we expect members of the campus community to honor these principles as fundamental to our ongoing efforts to increase access to and inclusion in a community that nurtures learning and growth for all.

1. Overview of the Doctoral Program, General Clinical Psychology

The General Clinical Psychology Program is one of the PhD concentrations offered in the Department of Psychology. The Department of Psychology obtained Permission to Plan the program from the University of North Carolina Office of the President and obtained Permission to Establish the program in 2015. Our first class matriculated in 2017, the program gained initial APA accreditation (i.e., on contingency) in 2021 and was fully accredited in April 2025 for a period of 10 years. The program is designed to be completed in a minimum of five years, including the year-long internship, and is a full-time, post-baccalaureate program with admission in the fall semester. *While we have designed the program to make it possible to complete in five years, students may take longer depending on their own goals and rate of progress through milestones.*

The doctoral program in general clinical psychology provides education and training in psychological science and practice that will prepare individuals for licensure as doctoral-level psychologists in health-service fields. The program is designed to meet requirements for licensure as a Psychologist and Certified Health Services Provider in North Carolina. UNCW provides information regarding whether its programs meet requirements for professional licensure or certification outside the State of North Carolina. See this link for up-to-date information by state

<https://uncw.edu/myuncw/academics/deel/online-education/state-authorization>

Students are encouraged to directly confirm state licensing requirements directly with the states of interest. Also, this tool specific to psychology licensure may be helpful <http://psybook.asppb.org/>

The program adheres to a scientist-practitioner model of training in clinical psychology and requires training in both research and practice. Its focus is on the biological, psychological, behavioral, social, and cultural influences on the development, assessment, and treatment of mental health, substance use, and behavioral disorders. A feature of the program is to train ethical, competent professionals to work with increasingly diverse and underserved populations through didactic and practical experiences that promote cultural competency. Students progress from gaining competency in research skills, assessment, and empirically supported treatments, to preparing for more advanced supervisory, consultation, and organizational leadership roles in health-care delivery systems. Students may elect to take courses and engage in training experiences that blend multiple areas of expertise; however, students will receive targeted training in the assessment, diagnosis and treatment of co-occurring substance use and mental health disorders.

Accreditation Status

The Ph.D. program in general clinical psychology received full accreditation by the American Psychological Association on April 5, 2025. This accreditation is for the maximum duration, ten years. Our next site visit will be in 2034. For any questions about the program's accreditation status or about APA accreditation in general, please contact:

APA Office of Program Consultation and Accreditation

750 First Street NE

Washington DC 20002-4242

202-336-5979 E-mail: apaaccred@apa.org

Web: <http://www.apa.org/ed/accreditation>

1.1 Competency-Based Training

The core psychology curriculum for the general clinical program is designed to train students in discipline-specific, profession-wide, and program-specific clinical psychology competencies,

listed below. Specific courses that address each competency are detailed in the *Curriculum* section.

Discipline-specific knowledge includes demonstrated competence in:

- 1) history and systems
- 2) biological, cognitive, affective, development, and social aspects of behavior,
- 3) quantitative methods, research methods, and psychometrics, and
- 4) advanced integrative knowledge of basic discipline-specific content areas.

Profession-wide knowledge includes demonstrated competence in:

- 1) research
- 2) ethical and legal standards
- 3) individual and cultural diversity
- 4) professional values, attitudes, and behaviors
- 5) communication and interpersonal skills
- 6) assessment
- 7) intervention
- 8) supervision, and
- 9) consultation and interpersonal/interdisciplinary skills.

The Ph.D. program in General Clinical Psychology requires completion of the master's degree, which includes a thesis. Details about the curriculum, recommended curricular sequence, and other requirements are described in later sections.

1.2 UNCW Doctoral Program in Clinical Psychology Program Aims

Every graduate of the UNCW Ph.D. Program in Clinical Psychology must have demonstrated competence in all of the following:

Aim 1: Students will demonstrate competence in discipline specific knowledge, with an emphasis on research design, methodology, and statistics, including:

- Core foundational knowledge in areas of psychology including history and systems, social aspects of behavior, cognitive aspects of behavior, affective aspects of behavior, developmental aspects of behavior, and biological aspects of behavior;
- Appropriately employing contemporary research designs and statistical concepts;
- Engaging in independent research;
- Disseminating research findings accurately and clearly in written and verbal formats.

Aim 2: Students will demonstrate competence in delivering evidence-based clinical services in the areas of assessment, diagnosis, intervention, supervision, and consultation, including;

- A broad knowledge base of, and the capacity for critical analysis of, scientific literature in clinical assessment, diagnosis, and intervention;
- Appropriately implementing evidence-based assessments, diagnostic methods, and interventions;
- Accurately and clearly disseminating clinical findings in professional evaluations, treatment plans, progress notes, and case presentations;

- Appropriate knowledge of models and methods of clinical supervision and professional consultation;

Aim 3: Students will demonstrate competence in conducting themselves professionally and in their preparedness for professional activity through:

- Appropriate knowledge of cultural and individual diversity and application of this knowledge in the course of clinical supervision through practice;
- Appropriate facility with applicable municipal, state, guild, and federal guidelines for ethical research and clinical practice;
- Active participation in research teams, the department, and the community;
- Behaving in ways that reflect the values and attitudes of psychology, including promptness, responsiveness, openness to feedback and concern for the welfare of others.

1.3 Diversity Education & Training

Cultural and individual diversity play a central role in psychological phenomena and professional practice. The APA states that cultural and individual diversity includes but is not limited to age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and social economic status.

1.3.1 Commitment to Diversity & Inclusion

UNCW's General Clinical Psychology PhD Program infuses diversity into its didactic and experiential training. This training is based on the multicultural conceptual and theoretical frameworks of worldview, identity, and acculturation, rooted in the diverse social, cultural, and political contexts of society, and integrated into the science and practice of psychology. Students are trained to respect diversity and be competent in addressing diversity in all professional activities including research, training, supervision/consultation, and service. Students develop competencies to prepare them to serve diverse individuals in our local community, and also to work with diverse individuals elsewhere, long after completion of their training. The acquisition of knowledge and competencies related to diversity are evaluated throughout the program by a variety of measures, including course grades and practicum supervisor ratings.

There are a variety of ways faculty and students contribute to efforts to create a supportive and welcoming learning environment and departmental climate. The Psychology Department Diversity Advisory Committee is comprised of faculty and students that plan and coordinate events and implement initiatives including guest speakers, experiential projects, curricular reviews, and networking with on-and off-campus organizations.

1.3.2 Policy on Working with Diverse Clients in Practica and Internship

UNCW's General Clinical Psychology Ph.D. Program is committed to preparing socially responsible psychologists who demonstrate ethical behavior and respect for individual and cultural differences in all aspects of their professional behavior. The APA Commission on Accreditation defines cultural and individual differences and diversity as including, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. Psychologists are held to an ethical standard that prohibits "unfair discrimination based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status or any basis proscribed by law" (Ethical Standard 3.01, p.

5, APA, 2010). The commitment to competent ethical practice and referral applies to psychologists and trainees working in all practice settings.

The program provides a training process that ensures graduate students develop the knowledge, skills, and attitudes to work effectively with diverse members of the public. When graduate students' attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to treat members of the public effectively, the program faculty and supervisors are committed to a developmental training approach designed to support the acquisition of professional competence. Faculty will work respectfully to support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all clients.

For some trainees in the program, integrating personal beliefs or values with professional competence in working with all clients and patients may require additional time and faculty support. Ultimately, though, to complete the program successfully, all graduate students must be able to work with any client placed in their care in a beneficial and non-injurious manner. Professional competencies are determined by the APA for the benefit and protection of the public; consequently, students do not have the option to avoid working with particular client populations or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values. If trainees do not feel comfortable or capable of providing competent services to a client because it conflicts with the trainee's beliefs or values, it is the trainee's responsibility to bring this issue to the attention of his or her supervisor. Because client welfare and safety are always the first priority, decisions about client assignment and reassignment are the responsibility of the faculty and supervisors. For more information, see this link addressing conflicts between professional competence and trainees' beliefs.

<http://www.apa.org/pi/lgbt/resources/policy/diversity-preparation.pdf>

2. Who's Who in the Ph.D. General Clinical Program

The program includes a **Director of Clinical Training** or DCT. The DCT, a Licensed Psychologist, oversees the working of the program including leading the core faculty. The DCT helps to coordinate the clinical program's training activities, practicum selection, placement, registration, supervision, and evaluations, monitor student progress, and acquisition of competencies, among other things.

Each student will meet with the DCT at least once each semester to discuss goals and progress through the program. Any questions about practicum and internship should be directed to the DCT.

The **Department Chair** appoints the DCT and Graduate Coordinator or GC, and oversees the workings of the entire Department of Psychology. The Chair schedules classes and works with the GC on faculty research mentor matches, teaching assignments, funding, grievances, appeals, etc. Some forms require the Chair's signature.

The **Graduate Coordinator** or GC is heavily involved in all aspects of the program and may, in addition to the Chair, be an official signatory in University business. The GC oversees the graduate program and, with the DCT, coordinates the following activities for the program: admissions process, faculty research mentor matches, resolution of student funding, residency issues, and assignment and supervision of teaching assistants within the department. The GC signs all forms related to assistantships, tuition remissions, qualifying exams, thesis and dissertation defenses, and travel.

The GC is the academic advisor for all graduate students and helps students determine which courses to take and when. As the primary academic advisor for all graduate students, the GC assures that all students have completed the requirements of the degree for graduation. **Thus, the GC should be informed of any withdrawals or changes in course schedules.** In the case of grade appeals or other concerns about courses, the graduate student should discuss matters with the GC.

The GC, with the DCT, also helps to facilitate students' progress through the program and will help the student work with their faculty research mentor. **If research mentor issues arise, the student should consult the GC.** The GC will work with the student and the research mentor to resolve any issues.

The **Core Faculty** for the PhD program devote a minimum of 50% of their time to the doctoral program. Core faculty responsibilities include the design, implementation, and evaluation of the program's administrative activities (e.g., policies and procedures for student admissions, student evaluations, and arrangement of practicum experiences) and for its educational offerings (e.g., coursework, practicum experiences, and research training). Members of the core faculty are engaged in a variety of activities, including teaching, research, scholarship, and/or professional activities; supervising students' research, students' dissertations, and students' teaching activities; mentoring students' professional development; providing clinical supervision; monitoring student outcomes; and implementing, evaluating, and maintaining the program and its compliance with APA's Standards of Accreditation.

Each graduate student in the program must have a **Faculty Research Mentor** throughout their time in the program. This is the faculty member with whom the student was matched. The primary role of the mentor is to provide and supervise research in their lab on topics within their range of expertise. They help students choose a thesis and dissertation topics and to design the procedure. The mentor works with their students on writing and editing their thesis and dissertation. The mentor also assists their student's selection of a **Graduate Advisory Committee** (Thesis and Dissertation Committees). The mentor also serves a role as general advisor and should be consulted with respect to not only research but also courses, academic progress, conferences, assistantships, future endeavors, etc. Each student should discuss with their faculty research mentor how feedback on proposal and thesis writing will take place and under what timeframe.

Each student is strongly encouraged to meet with their faculty research advisor regularly and to establish expectations for each semester. Included in these expectations would be establishing deadlines for thesis and dissertation work, such as reading and summarizing articles, outlining an introduction, etc.

Repeated failure to meet or postponement of established deadlines may result in a student not progressing in the program on time. Thus, they may be considered to be not in good academic standing. This type of behavior also does not reflect well on professional development or likelihood of success in the future.

Students should discuss with their faculty research advisor how feedback on the proposal and thesis writing will take place and under what timeframe. It is important to discuss publications, presentations, and authorship issues with the research mentor. See this link for information about the ethics and practices for establishing authorship <https://www.apa.org/ethics/code#812b>

A student cannot change their research mentor without the consent of the DCT, the GC, and the Department Chair. Changes in research mentors are made only in extraordinary circumstances. Please consult the Psychology Department Handbook for more information.

3. Important Committees

3.1 Graduate Steering Committee (Department Committee)

The Graduate-Steering Committee (GSC) is a committee consisting of faculty members and a student representative from the Ph.D. General Clinical program. The student representative is selected by the students according to the process outlined in the Student Leadership section, below. The GSC is chaired by the GC, who sets the agenda and calls the meetings. The GSC determines graduate policy and handles any requests from students concerning policies (e.g., transfer credits, changing concentrations, course substitutions, etc.).

3.2 Master's Thesis Committee

The student's master's thesis committee consists of the research mentor as Chair and at least two other graduate faculty members. At least two of the three members must be from Psychology; one member can be from another department. Graduate Faculty with ad hoc status or adjunct status at UNCW and faculty from another campus or institution may be added as an unofficial fourth member, if appropriate, but may not chair the committee. The committee should be chosen to provide the student with additional expertise in designing and carrying out their thesis research. In consultation with their research mentor, the student asks faculty members to be on their committee and then completes the Thesis Committee Appointment form and submits it to the GC. This should be done by early in the student's second semester. It is important that the committee be chosen carefully, and that the student maintains close contact with each member throughout their degree program. It is especially important that the student keeps them informed of the student's progress in research and writing the thesis. For example, because the committee must approve the thesis proposal, it is risky to begin running subjects without consulting them. The committee will be present at the oral defense of the thesis proposal (typically end of 1st year) and of the thesis (typically end of 2nd year).

3.3 Dissertation Committee

The student's dissertation committee is comprised of five members: the research mentor as Chair and at least four other graduate faculty members who are tenured or tenure-track. At least two of the five members must be members of the core faculty; one member can be from another department. The committee should be chosen to provide the student with additional expertise in designing and carrying out their thesis research. In consultation with their research mentor, the student asks faculty members to be on their committee and then completes the [Dissertation Committee Appointment](#) form and submits it to the GC. This should be done soon after the student passes the Qualifying Exam, during the third year.

It is important that the committee is chosen carefully, and that the student maintains close contact with each member. It is especially important that the student keeps them informed of the student's progress in research and writing the dissertation. For example, because the committee must approve the dissertation proposal, it is risky to begin running participants without consulting them. The committee will be present at the oral defense of the dissertation proposal and final defense.

3.4 Core Faculty

As described above, members of the Core Faculty meet at least twice each month during the spring and fall semesters, and as needed in the summer, to discuss matters specific to the doctoral program and its students. They engage in on-going evaluation and improvement of the program, supervision, accreditation, and monitoring student progress and outcomes. Core faculty members devote at least 50% of their professional time to the program.

4. Overview of Requirements for the Doctoral Degree

- The program requires 94 post-baccalaureate credit hours of graduate study over a minimum of 4 full-time academic years of graduate study.
- At least 3 of the academic training years must be completed at UNCW in full-time residence.
- Each student will complete a MS degree in their first 2-3 years including at least 33 credit hours in the specific courses for the MS and an empirical thesis. Students must successfully present (as a written document) and orally defend their thesis to their faculty committee.
- Distinct from the MS requirement, students will complete at least 30 credit hours in specific doctoral-level coursework. A minimum grade of B- is required in all courses.
- Each student must pass a doctoral qualifying examination. Completion of the qualifying exam allows the student to become a doctoral candidate.
- Each student must complete a written dissertation and orally defend it based on a research program approved by the student's committee that results in an original, high quality, significant, and substantial body of research. Students must successfully present and defend their dissertation to their committee.
- Each student will complete a 1-year external APA-accredited or other approved internship.
- All requirements for the degree must be completed within the timeframe set forth by the Graduate School, which is currently 10 calendar years. This includes the one-year internship requirement.

4.1 Enrollment, Deadlines & Progress through the Program

4.1.1 Full-Time Status

Students are accepted into the doctoral program with the expectation that they will pursue the degree on a full-time basis during the Fall and Spring semesters and will engage in research and practicum training during the summers. This means that students will be enrolled for a minimum of 9 hours per semester during the spring and fall and will enroll in practicum hour(s) over the summer and work on research. It is the student's responsibility to consult with their advisor and the DCT in advance for summer planning.

Full-time status for graduate students at UNCW is a minimum of 9 hours per semester. No more than 15 semester hours of work may be taken in any one semester without the written permission of the Graduate Coordinator, in consultation with the DCT. Graduate students who have registered for all credits in a graduate degree program, but who have not completed all requirements (e.g., thesis, dissertation, internship, etc.), must continue to register each semester (except summer terms) until all degree requirements are completed and filed with the registrar. Students must be registered for at least one credit hour during the semester of graduation. More information about full-time status, including specific courses approved to qualify as full-time status, appears below in #13 Academic Policies.

4.1.2 Advising

The GC is the academic advisor for all graduate students. Each student shall meet at least once per semester with the GC to review their standing and progress toward their degree. Any withdraws or changes in course schedules should be reported to the GC by the student as soon as possible. The DCT will also meet at least twice a year with each student to discuss clinical training goals and progress through the program as well as any concerns. Students are also encouraged to discuss their overall progress and any challenges with the research advisor/mentor. Don't wait to be asked-we want to help!

4.1.3 Responsibility

There are many deadlines and requirements each semester for which *students are responsible*. While the GC and DCT are available for advising and advice, students should familiarize themselves with the deadlines at the beginning of each semester. Please note that failure to meet a deadline could prevent a student from making timely progress through the program and that student financial assistance will not be available beyond that indicated in the student's offer of acceptance letter. Students, with the written support of their research mentor and of the core faculty, may request an extension beyond the ten year limit set by the Graduate School. Students should familiarize themselves with the course and thesis requirements and make a note of when each should be completed.

4.1.4 Graduate School Deadlines

The graduate school establishes [deadlines for registration, graduation application, submission of theses and dissertations, etc.](#) The Ph.D. General Clinical Psychology program operates according to policies and procedures established and enforced by the Graduate School (see Graduate Catalogue for additional details).

4.1.5 Department Deadlines

- There are deadlines for submission of TA/RA/GA agreements, TA/RA/GA applications, scholarships, thesis-committee formation, etc. The deadlines occur throughout the year and those not articulated in the handbook will be communicated via email.
- There is a typical course sequence that has been designed to ensure that students progress through the program within the designated timeframe. Students need to be aware of their progress and what will happen if they register late, withdraw from a course, etc.
- Students should discuss their progress with their faculty research mentor and the GC and DCT at least once a semester. The DCT will contact students to meet individually to discuss any concerns and to review progress toward graduation. Failure to meet deadlines and/or not follow the typical course, practicum, and research sequence may mean that a student will not be in line for a TA/RA/GA, scholarship, etc. and/or their graduation may be delayed.

4.1.6 Internship Deadlines

Students must meet deadlines regarding applications for internships and related costs. See the section on Internship located below and as stated in the table of contents.

5. Student Evaluations & Competency-Based Training

Faculty are responsible for training highly qualified healthcare professionals who will serve the public. To acquire the knowledge, skills, and attitudes needed for effective professional practice in service of the public, the program has identified specific competencies that each student must

demonstrate before graduation. Training in these competencies is infused throughout the educational sequence.

While the program has set requirements regarding courses and prescribed experiences, individual students have their own unique learning trajectories. The transparent, ongoing evaluation of student learning is an essential component of training. UNCW's Ph.D. General Clinical Psychology program has adopted a competency-based approach to training and assessment, and students are evaluated at least once a year using the Research Competency Evaluation Tool (completed by the research mentor) the First Year Clinical Student Evaluation (pre-practicum), and the Clinical Competency Evaluation Tool (completed each semester by the primary practicum supervisors).

Further, members of the core faculty and faculty research mentors meet jointly at least once a year, after the Spring term to evaluate each student regarding their progress. The Annual Evaluation (letter) is based on responses to these Competency Tools as well as grades and other information regarding progress and performance throughout the year. Students have access to their Clinical and Research Competency evaluations and Annual Evaluation letters via electronic files through the DCT and Administrative Assistant. Students also receive and sign copies of their Annual Evaluation letter, composed by the faculty.

The Annual Evaluation provides a vehicle for determining continuation in the program, need for remediation plans, academic probation, level of financial support and assignments. Rather than just a retrospective account, the Annual Record of Progress will be used as a planning document to help students carefully develop their career plans.

Students will also submit to the DCT in the summer following each academic year, an Annual Report that contains the following: scholarly activity, including presentations at regional, national and international professional meetings, manuscripts submitted/published, courses taught, leadership roles, and service activities including presentations to the campus and local community.

6. Curriculum

6.1 Course Requirements:

NOTE: A minimum grade of B- is required in all courses for General Clinical Students

PhD General Clinical Psychology Course Requirements		
<i>Discipline-Specific Knowledge</i>	Courses	Credit Hours
Cognitive and Affective	PSY 510	3
Human Development	PSY 520	3
Biological Aspects	PSY 556	3
Social Aspects	PSY 565	3
Advanced Integrative Seminar/ <i>Psychopharm</i>	PSY 645 or other approved	3
History & Systems	PSY 505	1
<i>Research/Quantitative Methods</i>		
Quantitative Methods in Psychology	PSY 555, PSY 557	8
Research Methods	PSY 589	3
<i>Ethics and Professional Development</i>		
Cultural, Ethical, and Legal Issues	PSY 552	3
Psychology of Diversity	PSY 671	3

<i>Thesis and Dissertation</i>		
Master's Proposal	PSY 579, 580	2
Master's Thesis	PSY 599	6
Dissertation Proposal	PSY 699	3
Dissertation	PSY 799	6
<i>Teaching</i>	PSY 530, PSY 531 (opt)	1
<i>Clinical Health Competencies</i>		
Psychopathology	PSY 547	3
Assessment & Interventions	PSY 525, PSY 526, PSY 550	9
Topics in Healthcare: Supervision & Consultation	PSY 652	3
<i>Practicum</i>		
Beginning Clinical Practicum	PSY 594	4
Intermediate Clinical Practicum	PSY 694	4
Advanced Clinical Practicum	PSY 794	4
<i>Internship</i>		
Professional Development Pre-internship Seminar	PSY 798	1
Doctoral Psychology Internship	PSY 898	4
<i>Substance Use Courses</i>		
Chemical Dependency	PSY 545	3
Interviewing Skills in Treatment of SUD	PSY 549	2
Intervention Strategies for SUD	PSY 651	3
<i>Electives</i>		
Approved Elective	PSY 5XX or PSY 6XX	3
<i>Total Hours Required</i>		94

6.2 Recommended Curricular Sequence

See Appendix as listed in table of contents for the recommended curricular sequence. Small changes may be made for odd and even years, as several courses may be offered in alternating years rather than every year to ensure adequate enrollment.

7. Qualifying Exam or QE

Qualifying Exam Policy for Clinical Program (Revised 3/25/2024)

The purpose of the qualifying examination (QE) is to determine if a student has attained an adequate foundation in the critical competencies of clinical psychology to advance to doctoral candidacy. Further, the qualifying exam is an opportunity for students to show how they can integrate and apply foundational knowledge to issues specifically relevant to the science and practice of clinical psychology.

Timing: Students are eligible to sit for the QE once they have successfully defended their master's thesis and are in good standing, typically in their third year. The QE is offered once per year in the Fall semester. Students may not propose their dissertation or apply for a predoctoral internship until they have successfully passed the QE. Attaining doctoral candidacy is an important milestone of progression through the program; however, the decision to sit for the QE should be made carefully, **as each student will have only a single opportunity to pass the examination and may be dismissed**

from the program or face a significant delay in progression. See below for details on “Consequences of not passing the Qualifying Exam.”

Format: The Doctoral Program in General Clinical Psychology has been developed in accordance with a scientist-practitioner model, emphasizing a balance of research and applied clinical training. In reflection of this academic approach to clinical practice, the QE is administered in a “manuscript submission” format. That is, students will submit written responses which will undergo faculty review (by three members of the core clinical faculty). Subsequently, students are typically expected to revise their submission (“Round 2”) in accordance with the feedback they receive. As with the submission of academic research for publication, acceptance of an initial submission is rare. Thus, most students can expect that they will be required to make revisions to their initial QE submission (do “Round 2”). In the rare case that a student receives passing scores on either of the two questions in their initial submission, that student is recognized with a “Passing with Honors” distinction on that item.

The QE is structured as follows:

- The QE is comprised of two broad questions requiring an essay-style response.
 - Question 1 requires the student to develop a study based on an assigned, specific topic. The student must draw from knowledge in the following areas: psychometrics, research methods (including statistics), psychopathology, and diversity.
 - Question 2 requires students to create a comprehensive integrated psychological report, beginning with a presenting problem, based on an assigned clinical case. Students must draw from knowledge in the following areas: ethics, assessment, interventions, and diversity.
- The questions are developed and scored by three core clinical faculty who decide if the student has satisfactorily demonstrated the following competencies at the graduate level, on each of the two QE questions:
 - Psychometrics
 - Psychopathology
 - Ethics
 - Assessment
 - Interventions
 - Research Methods (including statistics)
 - Diversity
- Any mean rating less than 2.51 (2.51-3.0 is “Satisfactory”—Pass) on any of the above competencies in the initial submission (“Round 1”) will result in the student needing to revise and resubmit their entire response to that question (“Round 2”).

Timeframe & Logistics: The QE is a take-home exam that is designed to be completed over the course of three days.

Round 1: The DCT emails the exam to students on a Friday at 9 am, and responses must be submitted to the DCT by email no later than 9 pm on the following Sunday. Students may use any resources they choose (e.g. computers, notes, books) and must cite and list the resources in their

responses. **Students should not list their names in the document or in the document title, as the responses receive a masked review by core clinical faculty reviewers (DCT does not review).**

- Responses for each QE question should be no longer than 12 pages and should be typed in 12-point Times New Roman font, with double-spacing, and 1-inch margins. Each response should be adequately cited and include a reference list, which does not count towards the page limit.
- Responses are scored by three core clinical faculty members who submit their ratings and feedback to the DCT within 5 business days.
- The core clinical faculty reviewers will comment throughout the document using track changes, to guide students' revisions, if needed.
- Students receive their "Pass" or "Revise and Resubmit" Round 1 ratings within 7 business days from the DCT following submission of their QE responses.

Round 2: Revise and Resubmit

- Students whose responses require revision (Round 2, this is typical) will receive detailed feedback from the DCT via email two weeks after the initial administration on a Friday at 9 am to revise their responses in accordance with reviewer critiques. Students will submit their final answers via email to the DCT by the following Sunday at 9 pm.
- If required, revised responses (Round 2) should be no longer than 20 pages per question, and the cover letter does not count toward this limit. Students will provide a cover letter detailing their revisions and responding to the reviewers' comments. Students will track their own changes in the document but will first change their identification in track changes/review to "Author".

To successfully pass the QE, a passing grade must be achieved on BOTH questions, either following the initial submission (Round 1) or following the revise and resubmit component (Round 2) if required.

Evaluation of Initial Submission (Round 1):

- Faculty reviewers will each provide an extensive list of comments and questions to guide the students in the revision of their responses if needed. Reviewers submit one of the following recommendations for the responses to each question, based on their assessment of each of the 7 competencies listed above:
 - 3 = Accept (no revisions requested)
 - 2 = Revise and resubmit
 - 1 = Reject
- To achieve a rating of 3 = accept, students must demonstrate detailed, comprehensive knowledge of the aforementioned competency areas, including the ability to successfully integrate knowledge across areas.
- To achieve a rating of 2 = revise and resubmit, the student demonstrated emerging competence in the aforementioned competency areas, yet notable gaps in specific areas require revision to achieve an acceptable level of knowledge and integration across areas.
- For a rating of 1 = reject, the student has not shown evidence of competence in the identified areas.

An average of the reviewer ratings is calculated for each competency area on both questions. The following score ranges determine the outcome of the evaluation

- 2.51 – 3.00 = Passed
- 1.50 – 2.50 = Revise and resubmit
- 0.00 – 1.49 = Reject

Evaluation of Round 2 Resubmission (if needed):

- After receiving revised responses, faculty reviewers have 5 business days to provide one of the following recommendations based on a review of the 7 competencies. Students must achieve a “Pass” or rating of 2.51-3.0 on each competency domain, according to the same scale used in Round 1.

Consequences of Not Passing the Qualifying Exam

Students who do not achieve a passing score on any one or more of the 7 required competencies listed below in their revised responses (Round 2) will receive one of the following outcomes, as **determined by the core clinical faculty:**

- a) Fail; may not progress to doctoral candidacy but may be awarded the M.S. in Psychological Science if degree requirements are satisfied.
- b) Are eligible for reconsideration of doctoral candidacy after demonstrating knowledge in areas of deficit.
 1. This demonstration of knowledge may mean a significant delay in progression in the program of up to and including one year or more.
 2. The student is responsible for meeting with the DCT and other core clinical faculty to establish an educational plan to address the identified gaps in knowledge.
 3. The plan may include auditing courses already taken, developing a program of independent study and outcome products such as papers, and/or any other remediation determined to be necessary for the student to achieve the level of competence needed to move to doctoral level study.
 4. The student is responsible for having a finalized plan that is agreed upon by the student and DCT within 10 business days of receiving round 2 feedback. The plan must include all activities and outcomes the student must engage in or produce to demonstrate knowledge in areas of deficit, along with a timeframe for completion.

Students may appeal these decisions as they would a Grade Appeal.

8. Research

Research training and experience is an integral part of the doctoral training in clinical psychology.

8.1 Overview

8.1.1 Expectations:

Although coursework is important, research and the resultant thesis and dissertation are unique experiences of graduate study. Consequently, the design of a realistic and well-defined empirical research project should be considered the highest priority of a student in the program. Directed research optimally can provide a student with an opportunity to

make a contribution to the field of psychology, and perhaps most important, to learn firsthand the objectives, hypotheses, methods, data analyses, and interpretations used in research. Because graduate students often lack experience in conducting research, it is important that their thesis advisor take an active role as teacher and advisor in the design and completion of their research. It is expected that students will work on research, including their proposals, thesis, and dissertation documents, throughout the year, including school breaks, holidays, and summer. Students who do not work on their research during breaks, holidays, and summer may not be able to progress through practicum training in a timely manner, apply for an internship, or graduate within the ten-calendar-year time limit required by the UNCW Graduate School. Students will likely participate in more projects than just their own thesis and dissertation projects. They are expected to contribute to all projects seriously and ethically. Additionally, to be eligible to apply for Internship, students must have contributed to the scientific knowledge within psychology, as evidenced by:

- a. Submitting an article in a refereed journal or a book chapter as an author or coauthor, or
- b. Presenting at least three papers/posters/workshops at regional, national, or international professional conferences or meetings.

8.1.2 Research Hours:

Since the UNCW PhD program in Psychology is a research-focused mentorship model, doctoral students can work up to a maximum of 10 hours a week in a faculty lab, typically their mentor's lab. This can involve doing work that does not relate to their thesis/dissertation. It can only occur during a semester or summer session in which they are enrolled in research credits, such as, PSY 579, 580, 599, 698, 699, 799 or a research Direct Independent Study or DIS (PSY 591, 691). These 10 hours are the maximum per week and cannot be carried over to subsequent weeks or terms. They begin on the first day of that session and end on the last day of finals for that session. Faculty members cannot require students to do research or lab work that is thesis/dissertation or non-thesis/dissertation related outside of a session in which the student is receiving research credit.

PhD students may elect of their own accord to engage in work outside of a session (e.g., breaks between semesters, summer), for at least one of the following reasons: 1) work related to their thesis/dissertation, 2) work that is intended for a publication or presentation on which they will be a co-author, 3) receive pay for their work. Other work that benefits the student (e.g., a new lab technique that does not directly pertain to their thesis, professional development opportunities) may be considered, if it is mutually agreed upon by the student, mentor, and graduate coordinator; it must also be written into the research agreement. A written research agreement is required for any research or lab work that a student is carrying out for any purpose.

8.1.3 Research Ethics Training:

Each member of the university community has a responsibility to create and foster an environment promoting intellectual honesty and the highest standards of academic integrity. This includes attributing appropriate credit for work that is not your own, practicing accurate and unbiased data collection, and being a good role model to other members of the research team. All students and faculty who conduct research at UNCW must complete online research ethics courses. Students should talk with their faculty research mentor about the specific courses that are required for their lab. The courses and

other information about the ethical conduct of research and compliance issues can be found through the [Office of Sponsored Programs and Research Compliance \(SPARC\)](#). Students must complete the required courses before they begin working on research and should complete them as soon as possible in their first semester. Students will follow their mentors' leads in obtaining approval for projects from the UNCW Office of Sponsored Programs and Compliance.

8.1.4 Timely Progression:

The following describes the timely progression through research-related activities.

Year 1 PSY 579 and PSY 580 Research Practica (1 credit hour each = 2 total)

Written thesis proposal (proposal); Oral defense of proposal

Year 2 PSY 599 Thesis in Psychology (6 credit hours)

Written thesis; Public oral presentation and oral defense of the thesis

Year 3 PSY 699 Dissertation Proposal (3 credit hours) Written dissertation proposal

An oral defense of the proposal

Year 4 or 5 PSY 799 Dissertation Research (6 credit hours)

Written dissertation; Public oral presentation and oral defense of the dissertation

(Year 5 or 6 Internship)

As noted above, to be eligible to apply for internship, students must have either submitted an article in a refereed journal or a book chapter as an author or coauthor, or presented at least three papers/posters/workshops at regional, national, or international professional conferences or meetings.

8.1.5 Research in Labs not Pertaining to Thesis

A research agreement is required for paid and unpaid non-thesis research. It must be completed every semester (including summer) that a graduate student works in a lab (mentor lab or another lab). This form can be found on the departmental website for the graduate program in the left column under the "For Current Students" section.

- The research agreement covers hours spent in the lab that cover research that does not pertain to your thesis. Total research hours in the research agreement will vary in accordance with the student's program concentration, laboratory setting, thesis project, and timeline for program completion.
- The research agreement does include any research/lab activities/meetings other than thesis-related work
- Meetings with your mentor to work on your thesis and other thesis work are not covered in the research agreement.
- The research agreement also does not cover publications, presentations, timeline for your thesis, etc. Those expectations should be reviewed separately with your mentor.

8.2. Master's Thesis Proposal Policies and Procedures

8.2.1 Courses & Activities:

Students will register for various courses as they work on the Master's thesis proposal. The following are two courses that directly involve thesis work.

PSY 579 Advanced Research Practicum

Students should begin working on their thesis topic and proposal in the Fall of their 1st year when they are enrolled in PSY 579. This work could involve reading relevant articles, writing summaries, outlining an introduction, learning relevant research skills in the lab, etc. Each student is encouraged to establish regular meetings with their research mentor and discuss expectations and responsibilities for the semester. The grade in PSY 579 will be based on the work that the student completes during the Fall semester. The faculty research mentor communicates the grade to the GC for recording.

PSY 580 Advanced Research Practicum

Students will work closely with their research mentor to develop a thesis topic and on writing the proposal. The written proposal should be completed by the end of the Spring semester in the student's 1st year when they are enrolled in PSY 580.

8.2.2 Grades, Incompletes, & Remaining in Good Standing

- The grade in PSY 580 will be based on the work the student completes on their thesis proposal during the Spring semester. The faculty mentor communicates the grade to the GC after the student has defended their proposal.
- If a student has not successfully completed and defended their thesis proposal by the time grades are due in the Spring semester, the student will receive a grade of Incomplete or I, which will be converted to the appropriate grade once the student has successfully completed and defended their thesis proposal. The I grade will automatically convert to an F, and the student will be dismissed from the program and the Graduate School, after 1 year (i.e., at the end of the following Spring semester).
- Only under extenuating circumstances will the I grade be extended. If a student believes that they have extenuating circumstances that have made it difficult to complete their thesis proposal, they should talk with the GC well before the end of the semester.
- A student with an I in PSY 580 is not in good standing and may not register for thesis hours until the I is converted to a grade other than an F.
- A student may register for PSY 599 in the Fall semester of their 2nd year only if they have defended their thesis proposal by the end of the drop/add period for that semester.
- If a student does not take any PSY 599 hours in the Fall semester of their 2nd year, they will have to take at least 1 hour in the Summer of the following year as they cannot take more than 5 hours of PSY 599 in any one semester.
- Students must successfully defend their master's thesis proposal no later than the end of the second full week of November of their 2nd year in order to register for the practicum course (PSY 594) in the following Spring semester. The exact date in any given year will be communicated to the student by the DTC.

8.2.3 Master's Thesis Proposal Components & Format

Components and format of the thesis are listed below with dissertation proposal format.

8.3 Dissertation Proposal Policies & Procedures

8.3.1 Course and Hours

Students will register for hours while preparing the Dissertation Proposal.

PSY 699 Dissertation Proposal

The dissertation is likely to build upon the foundational work completed in the master's thesis. Each student is encouraged to establish meetings with their research mentor and discuss expectations and responsibilities for each semester. Students will register for 1 -3 credit hours of PSY 699 Dissertation Proposal, with 3 total credits required.

8.3.2 Grades, Incompletes, & Remaining in Good Standing

The grade in PSY 699 will be based on the work the student completes on their dissertation proposal during each semester; the faculty mentor communicates the grade to the GC after the student has defended their proposal. If a student has not successfully completed and defended their dissertation proposal by the time that grades are due in the Spring semester, the student will receive a grade of Incomplete (I), which will be converted to the appropriate grade once the student has successfully completed and defended their dissertation proposal. The I grade will automatically convert to an F, and the student will be dismissed from the program and the Graduate School, after 1 year.

Only under extenuating circumstances will the I grade be extended. If a student believes that they have extenuating circumstances that have made it difficult to complete their dissertation proposal, they should talk with the GC well before the end of the semester.

A student may register for PSY 799 Dissertation Research in the following semester only if they have defended their dissertation proposal by the end of the drop/add period for that semester. If students do not make satisfactory progress toward the defense of the proposal, practicum training hours and teaching assignments may be reduced for the student to devote adequate time and effort to the dissertation.

8.4 Dissertation & Thesis Proposal Components and Format

Proposals should be written in the current APA format.

Components should include:

Introduction

- Review of the pertinent literature, which logically leads to the need for the current study. This section should also include a listing the research hypotheses.

Method

- Narrative description of how the student proposes to conduct the study. This should include a description of subjects, apparatus/materials, specific tests, location, procedure, etc. Specific sections will be determined by the nature of the project in consultation with the student's research mentor.
- This section should be written in future tense.

Potential results/analyses

- Based on the reviewed literature, questions asked, proposed procedure, hypotheses, etc., the student should describe potential results from the study. This description also should include a description of the analyses and interpretations that will take place.
- This section should be written in future tense.

References

- List of literature cited in the proposal. All cited literature must be in the references, and all literature in the references must be cited in the document. That is, it is not a bibliography.

Drafts and Revisions

- Students will work closely with their research mentor on writing the proposal and should expect to write several drafts before the final version is finished. Students should consult with their research mentor about how feedback on drafts and the timeframe of feedback will work. Because of the numerous drafts, students should start writing their proposals as early as possible.

The research mentor is responsible for directing the student's learning and acquisition of this research competency, with the active involvement of the four other committee members. The following are guidelines designed to provide early support for students to maximize the chances for a successful dissertation proposal defense:

- The document must stand on its own in that it should not be assumed that all committee members are familiar with previous work, including the thesis.
- There is no minimum number of pages. The quality of the work is most important.
- The student's independent contributions to the work should be evident in the work.
- Generally, students should be involved in data collection for either the thesis, dissertation, or both (unless waived by committee).
- The mentor will resolve any disagreements among the members and committee members will defer to the mentor's judgement.
- The dissertation proposal draft will go through an initial review period **before** scheduling the dissertation proposal defense:

1) Students will distribute the draft to the committee members for their initial review. Reviewers will provide written feedback to the student and mentor within two weeks.

2) The mentor assumes the role of summarizing any chief concerns and emailing these to the committee. Students will then meet individually with committee members as needed to discuss the feedback and be in regular consultation with the mentor regarding revisions of the initial review of the dissertation proposal.

3) The student will make revisions to the dissertation proposal and distribute the document to committee members.

4) Within two weeks of receiving the revisions to the dissertation proposal, committee members will notify the student and mentor regarding readiness to schedule the dissertation proposal defense.

***Repeat steps 2-4 as needed until the dissertation proposal is determined by the committee to be ready.

5) The student schedules the defense of the dissertation proposal presentation to their dissertation committee followed by questions and discussion with the student's dissertation committee.

8.5 Oral Thesis and Dissertation Proposal Defense

8.5.1 Process:

When a student's research mentor agrees that the written proposal is in defensible form, the student will arrange a meeting with their committee for the oral defense. Defenses typically take 1.5- 2 hours but can be longer. The student is responsible for determining a time at which all committee members can attend and for reserving the room and for bringing the proposal-defense form to the defense. The student must distribute a copy of the proposal to the committee members at least 1 week before the defense. A defense may be canceled if after reading the document, the committee feels that the student's document is not ready to defend.

The student should prepare a 30-40 min PowerPoint presentation of their proposal. The presentation is given to the committee at the beginning of the defense. Typically, after the presentation, the committee will ask questions, especially about the design, analyses, etc. This is a good time to receive input from the committee members about the best way to proceed. When the committee has finished asking questions, the student will be excused from the room, and the committee will discuss the defense and decide whether the student has passed or failed. If the student fails, the committee will determine appropriate remediation and if/when a second defense will take place. The student is asked to return to the room, and the result of the defense is communicated immediately. The committee signs the Thesis or Dissertation [Proposal Defense Form](#), and the student gives the form to the GC. Committee members will give/email edits to the proposal document. It is expected that the student will incorporate these edits and suggestions into the thesis or dissertation document.

8.5.2 Scheduling Thesis/Dissertation Proposals & Final Defenses

Do not schedule your defense unless you and your mentor are certain your document will be ready to distribute to your committee. This avoids inconveniencing your committee members.

Completing a thesis/dissertation during the summer: Most of the faculty in our program have 9-month academic appointments. This means that they may or may not be in town (or in the country) during the summer months, so keep in mind the challenges of convening a committee during the summer months. Schedule meetings well in advance and have a realistic timeline for committee members to review your drafts and revisions, and for the Research Mentor to review your final manuscript. You must attend to the deadlines of the Graduate School if you are trying to meet the graduation deadline (e.g., final theses/dissertations must be submitted to the Graduate School by mid-July for summer graduation).

8.6 Thesis and Dissertation (Post Proposal) Courses

Once the proposal for the master's thesis or dissertation is successfully defended, students will register for either thesis or dissertation research hours as they conduct their work and prepare their final documents for the defense.

PSY 599 Thesis in Psychology: Students must take a total of 6 hours of PSY 599, usually taken during the Fall and Spring semesters of their 2nd year; students can take a maximum of 5 hours of PSY 599 in one semester. A student must be registered during any semester in which they are working on their thesis.

PSY 799 Dissertation Research: Students must take a total of 6 credit hours of PSY 799, usually taken during the Fall and Spring semesters of their 4th year; students can take a maximum of 5 hour of PSY 799 in one semester. A student must be registered during any semester in which they are working on their dissertation.

8.7 Thesis and Dissertation Components

Introduction: The student revises, updates, and adds any necessary material to the introduction of the proposal.

Method: The proposal Method section is revised to reflect what actually happened during the project. This section is now written in past tense.

Results: Narrative description of results including relevant statistical analyses, tables, and/or figures. Tables and/or figures are included with the Results section – not at the end of the paper.

Discussion: A brief summary of the results followed by interpretation and explanation of findings, description of relation to previous research, limitations of present research, and future directions, etc.

References: List of literature cited in the proposal. All cited literature must be in the references, and all literature in the references must be cited in the document. That is, it is not a bibliography.

8.7.1 Drafts & Revisions:

As with the proposal, a student can expect to write several drafts of the thesis and dissertation before getting approval for the defense from their committee. Students should consult with their research mentor about how feedback on drafts and the timeframe of feedback will work.

8.7.2 Format:

The thesis and dissertation should be written in APA (most recent edition) format.

The Graduate School has a [format and guide for theses](#) and dissertations. At least 15 days before the end of the semester (see the Grad School website for deadlines) a student must submit a complete draft of their thesis to the Graduate School in electronic format for format approval. The Graduate School thesis/dissertation format approval sheet, signed by the research mentor, needs to be attached. These forms are available to download from the Graduate School website. If the thesis is written in APA format, then APA format should be written in the box on the form beside “Other.” The Graduate School will normally approve (or disapprove) the format within 3 - 4 business days.

8.8 Public Presentation and Oral Defense

There must be a minimum of 6 months between the defense of a student’s proposal and their final defense of the thesis/dissertation. The student is responsible for determining a time at which all committee members can attend, reserving the room, bringing the thesis- or dissertation-defense form (1 copy) and the thesis- or dissertation-assessment form (a copy for each member of the committee). Defenses should be planned no later than 2 weeks before the Graduate School submission deadline to give time to make any final corrections to the written

draft required by the committee. The student must distribute a copy of the document to the committee members at least 1 week before the defense. A defense may be canceled if the committee, after reading the document, feels that the student is not ready to defend.

In order to celebrate accomplishments, the Psychology Department requires a public defense. This means that at least 1 week before the scheduled defense the student should announce the time, place, date and title. Public announcement to the University Community at a minimum entails hanging flyers in the Teaching Laboratory Building and announcing the presentation in the University Media. Please encourage all faculty and students to attend. Please note that all students are strongly encouraged to attend other defenses. Students can learn about their research and how to present a good defense and can support their colleagues. The student should prepare a 30–45-minute PowerPoint presentation for a public audience. The presentation is given to the audience at the beginning of the defense. At the end of the presentation, the general audience is allowed to ask questions. After which, they will be excused, and the committee will ask questions. When the committee has finished asking questions, the student will be excused from the room, and the committee will discuss the defense and decide whether the student has passed or failed. A rubric for evaluating thesis and dissertation defenses appears in the Appendices in this handbook. If the student fails, the committee will determine appropriate remediation and if/when a second defense will take place. The student is asked to return to the room, and the result of the defense is communicated immediately. The committee signs the [Thesis or Dissertation Defense Form](#), and the student gives the form to the GC. The committee members are responsible for submitting the thesis- or dissertation-assessment form to the GC. Committee members will offer edits to the thesis document. It is expected that the student will incorporate these edits and suggestions into the final document.

8.9 Final Thesis or Dissertation Submission

After a student passes their defense, they complete final edits on the document. The committee is responsible for seeing that all recommended changes are incorporated into the thesis. When all the committee members are satisfied with the written document, they will sign the title page. The student submits the thesis electronically to the Graduate School along with the completed [Submission Form](#). The signed title page also must be submitted to the Graduate School. The student submits the thesis or dissertation electronically to the GC. See the Graduate School website for more information <https://www.uncw.edu/gradschool/dissertation/index.html>

9. Clinical Practicum Experiences

9.1 Practicum Overview and Typical Sequence

Beginning in the summer after the first Spring semester and extending through a minimum of eight semesters (including summers), students integrate their academic and scientific knowledge with practical experiences through a series of practicum training courses. Practicum training is sequential, cumulative, and graded in complexity. Practicum training provides opportunities for students to achieve and demonstrate profession-wide competencies. The profession-wide competencies that students must demonstrate in practicum (in accordance with their level of training) include *research, ethical and legal standards, individual and cultural diversity, professional values, attitudes and behaviors, communication/ interpersonal skills, assessment, intervention, supervision and consultation and interprofessional /interdisciplinary skills*.

Practica offer opportunities to work with diverse and underserved populations through didactic and practical experiences that promote cultural competency. Students will progress from gaining foundational competencies in assessment and evidence-based interventions in their first two years of practicum to preparing for more advanced supervisory and consultation roles in healthcare service delivery in later years.

Placements are available in on and off campus practice settings, including private and not-for-profit clinics and public agencies that serve individuals with a variety of clinical needs. In addition to on-site supervision, students also participate in supervision groups and are assigned individual faculty supervisors who hold a psychology license.

Practicum placements are made by the DCT, in consultation with the students and members of the Core Faculty. Student trainees receive individual practicum evaluations by on-site supervisors (Department faculty or appropriately trained and credentialed community supervisors) who use UNCW's Clinical Competency Evaluation Tool. (See Appendix as listed in table of contents). Practicum grades are assigned by Department faculty supervisors in consultation with community supervisors, as appropriate.

Typical Practicum Sequence:

Beginning in the summer following the Spring semester of the first year, students who are deemed ready to engage in practicum may be placed at the UNCW Psychology Training Clinic or an approved external site. Practicum students at the UNCW Psychology Training Clinic are supervised by department faculty who hold a psychology license. At approved external sites, students receive supervision on-site from an appropriately credentialed or licensed mental health professional. If the external site supervisor does not hold a doctoral degree, the practicum also receives supervision from a member of the core faculty who is a Licensed Psychologist. In years 2, 3 & 4, based on evaluations of student readiness and acquired competencies, they may be placed at additional, approved external practicum sites and supervised by appropriately licensed and credentialed psychologists who are not members of the UNCW faculty. Students continue to also see clients at the UNCW Psychology Clinic throughout their training and may hold leadership roles at the training clinic.

Year	Fall (hrs./wk)		Spring (hrs/wk)		Summer (hrs/wk)	
	Internal*	External	Internal*	External	Internal*	External
1	None - didactics		None - didactics		None	10-15
2	5	8-10	5	8-10	3	15
3	3+	10-12	3+	10-12	3+	10-15
4	3+	10-12	3+	10-12	As desired	As desired

* Internal is at our training clinic the GPAC and includes assessments.

9.2 Definition of Practicum

A clinical practicum (and the hours counted within an internship) must be:

- **Program sanctioned.** All practicum placements must be approved and supervised by the doctoral program. Practicum placements must be approved before the practicum experience begins; clinical experience cannot be retrospectively approved as a practicum. Any clinical

experience that has not been approved by the doctoral program for practicum is considered work or other non-practicum clinical experience.

- **Clinical:** A practicum experience must involve clinical contact and clinical activities (e.g., assessment/evaluation and/or treatment)
- **Consultation experience** (e.g., consultation and liaison service) that involves direct client contact, either with a patient or someone involved in their treatment (e.g., parent, adult child, teacher) is an acceptable practicum experience
- **Supervised:** All practicum experience must involve case level supervision by a program-approved supervisor. Group experience must involve a discussion/case conceptualization of specific group members, in addition to group process. Assessments must be reviewed individually, not as a mean of scores.

9.3 Supervision

At least one hour per week of direct, individual clinical supervision from a doctoral-level licensed psychologist is required. An appropriately licensed professional who has been approved by the Core Faculty may provide supervision at external practicum sites. At earlier stages of training, students may receive a ratio of face-to-face hours to supervision hours of about 1:1 and increase to about 1:4 as they develop intermediate to advanced clinical skills. In their later years, students may act as supervisors at the Training Clinic, in a vertical supervision model under the direction and supervision of the clinical faculty. All clinical supervision must be provided in-person. Telesupervision is permitted if approved by the DCT in the rare event that safety/health precautions require it on a temporary basis. Any use of telesupervision will be documented and stored in the student's record. Students and Supervisors complete a written agreement each term that outlines expectations, goals, schedule, etc. (see Appendix)

9.3.1 Telesupervision Policy

Rationale for Telesupervision

Telesupervision is allowed only temporarily and in unusual circumstances, when in-person supervision is not safe or must be arranged on short notice. All supervisors are employed full time and work in-person at all approved external and internal (i.e., UNCW Psychology Training Clinic) practicum sites. Telesupervision may be used in three scenarios:

- a) when either the trainee or supervisor is ill,
- b) when natural disasters prevent travel
- c) when clinical emergencies arise that require more detailed consultation than is available through telephonic methods when the supervisor is not at the training site.

Telesupervision's Consistency with Program Aims and Training Outcomes

Having telesupervision as an (unusual) option maintains the continuity of supervision during unexpected events that do not compromise a supervisor's or trainee's fitness to practice but that would impede meeting in person and providing continuous care to clients. Telesupervision provides supervisors the ability to support, guide and direct trainees if a client is in urgent need and in-person supervision is not possible due to the above circumstances (a-c).

How and When Telesupervision is Used in Clinical Training

Telesupervision is not allowed as a primary mode of supervision. Students will be allowed to participate in telesupervision only in unusual circumstances when in-person supervision is not safe or practical for the supervisor and student (see a-c, above). If the need arises for

telesupervision, the supervisor will document the circumstances for that session in an email to the DCT. In cases when telesupervision is indicated for more than one session, a request must be submitted to the DCT that indicates the reasons for (a-c above), the requested length of the telesupervision arrangement, and the (HIPAA-compliant) technological platforms to be used. The DCT will consult with members of the core faculty to determine whether the telesupervision arrangement is consistent with this policy. If the request is not in line with this policy, the DCT will assign another approved supervisor to provide consistent in-person supervision.

How Trainees are Determined Fit to Participate in Telesupervision

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

How Trainee-Supervisor Relationship is Established at Outset of Supervision

As telesupervision is a rare exception to in-person supervision, trainees and their supervisors will have established a strong supervisory relationship before being allowed to participate in telesupervision. Early in the supervisory relationship the supervisor and trainee will test out the technology used by the site, verify the suitability of the trainee's environment for telesupervision, and work through screen sharing and other functions that may be required in telesupervision.

How Off-Site Supervisor Maintains Full Professional Responsibility for Cases

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

Management of Non-Scheduled Consultation and Crisis Coverage

Supervisors are available by phone, text, or email outside of scheduled supervision times should trainees need consultation. Telesupervision that must occur outside of scheduled sessions will be scheduled through email, text, or other means of communication without discussing client information.

Maintenance of Client and Trainee Privacy and Confidentiality

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

Technology and Technology Training Used in Telesupervision

UNCW's HIPAA-compliant Zoom and HIPAA compliant lyssn accounts provide the means for secure telesupervision at UNCW's training clinic (GPAC). Students receive training in these platforms in their first semester of practicum at GPAC. External sites must provide alternative HIPAA-compliant platforms and training for student and supervisor use.

9.4 Selection of External Practicum Sites

External practicum sites are selected based on their ability to meet the above requirements and provide quality supervision by appropriately licensed/credentialed professionals on-site. The DCT and members of the Core Faculty approve external practicum sites. External agencies that agree to provide practicum training must submit an application to the DCT (see Appendices) and subsequent to Core Faculty approval, an Agency Approval Form to the Graduate School. Additionally, primary supervisors will submit a CV for approval by Core Faculty. The DCT will keep records of site and supervisor approvals and renew/update as needed.

9.5 Evaluation of External Practicum Sites

Practicum students will evaluate their practicum experience at least once each rotation. The DCT will keep a record of all evaluations and share feedback with practicum sites. The DCT will make contact with the primary supervisor at all active sites via email, phone or in person at least once per term and will monitor sites to verify that supervision requirements are met, and that practicum duties and activities are consistent with the UNCW Psychology program's mission and aims. Should any problems arise, the DCT consults members of the Core faculty regarding remediation or termination of an agency's practicum agreement.

9.6 Evaluation of Practicum Supervision

Students will also submit practicum supervision evaluations ratings to the DCT each rotation (see Appendix as listed in table of contents). The DCT will share these (deidentified) ratings with practicum supervisors, as needed.

9.7 Evaluation of Students on Practicum Competencies

All students engaged in practicum are evaluated using UNCW's Clinical Competency Evaluation Tool, a measure developed in accordance with CUDCP recommendations and tailored to the Standards of Accreditation. Clinical supervisors complete the evaluation each semester. (See Appendix). By graduation, students must achieve a competency rating of no less than "entry-level professional" on every element within each PWC domain (as assessed by the Clinical Competency Evaluation Tool). Ratings of "Entry-Level Professional" are typically achieved during Internship, and successful completion of the APA accredited internship is considered to be equivalent to earning "Entry-Level Professional" ratings on all elements.

9.8 Student Matching with Practicum Sites

Students meet with the DCT at least annually to discuss the student's training goals and preferences for practicum placement. With the consent of the DCT, students may schedule interviews at approved practicum sites. The DCT will contact the site supervisor and students for feedback regarding fit and preferences, and the DCT will determine the matches between students and sites (in consultation with other faculty), based on specific student's interests, needed experiences, and suitability for the site.

9.9 Integration of Practicum with Other Elements of the Program

Students will use knowledge and skills gained from coursework in ethics, research, diversity, assessment, intervention, psychopathology, supervision and consultation in their practicum training. These courses provide the foundation for students to display professional attitudes, values and behaviors, and required communication and interpersonal skills. See sections on courses and course sequences.

9.10 Prerequisites for Practicum

- Students must be in good standing to register for practicum.
- Students must have received at least a B- in all prerequisite courses.
- Members of the Core Faculty meet at least once a semester to review students' clinical training progress and make recommendations regarding their deficiencies or readiness for clinical experience. Students must have the approval of these faculty members before they are allowed to register for and begin practicum. The number of credit and contact hours, and types of practicum activities may be adjusted by the DCT to match the student's readiness.
- ***Students are typically required to complete a criminal background check and/or drug tests before they begin training.*** It is expected that the student's alcohol and drug use will be in compliance with the policies and expectations of the agency, the UNCW code of conduct and the APA standards of ethics and professional conduct. If not, the student may not be recommended for clinical placement by the UNCW faculty, may be required to complete remediation as determined by the Core Clinical faculty or may be terminated from the placement or program.
- Some practicum sites ***may require proof of vaccinations, including for Covid19.***
- Liability insurance is purchased through UNCW. There is a separate fee for liability insurance, which is added to the course registration fee.

9.10.1 Important Dates for Practicum

- Students should report to the practicum and internship sites as negotiated with each site, in consultation with the DCT. Academic breaks and holidays may or may not be observed by the agency (e.g., Spring Break at UNCW is still a work week at most agencies). The DCT will notify the sites of any dates when the student may not attend (e.g. university closure). The Supervisor-Student Agreement form has designated space for dates missed.
- Students must comply with any additional requirements specified by the practicum agency or internship. However, students must discuss this with the DCT.

9.11 Practicum Requirements

Students typically work 4-20 hours/week at a practicum site(s). Students may receive supervision on site as well as on campus. Students need to document and keep careful track of their activities and hours, as this data is essential to internship applications. To be eligible to apply for internship, students must have completed at least 450 direct hours of intervention and assessment (combined), and at least 150 hours of supervision by a clinical psychologist who routinely employed individual and/or group supervision models, and at least one of the following intensive supervision methods (e.g., direct observation, co-therapy, audio/videotape review). **See Appendix as listed in table of contents for practicum sequences and competencies.*

9.12 Grading

Students will receive a letter grade of A-F or I based on evaluations by supervisor(s).

10. Internship

The pre-doctoral internship is a year-long, 2000 hour, intensive, supervised, in-residence clinical training experience that is the capstone of professional training in the doctoral program. The training must be consistent with or equivalent to APA requirements for accreditation, and the entire process is governed by the Association of Psychology Postdoctoral and Internship Centers (APPIC). This training typically occurs as the final step of training before the Ph.D. is awarded.

Please refer to the *CUDCP Expectations for Internship Eligibility* in Appendix as listed in table of contents that outlines the student requirements **for applying for internship**. Typically, students will apply for internship in the Fall semester of the fourth or fifth year and complete internship during the fifth or sixth year. Some students choose to use the fifth year to obtain further practicum experience and work on their dissertation (although financial assistance is likely not available).

Before beginning the internship, students must have accomplished the following: successful thesis defense, successful dissertation proposal defense, dissertation data collection, coursework, and qualifying examination), except for dissertation hours and in some exceptional cases, the dissertation defense. To apply for an internship, the student must have made satisfactory clinical progress and have the approval of the Core Clinical faculty to register for the match.

10.1 Determination of Readiness for Internship

To determine if a student is ready to proceed with the application process for internship in the next academic year, students must notify the DCT by May 1st of the year that they plan to apply for an internship. Students must seek permission from the DCT to register for the Pre-internship course PSY 798, offered during the fall semester. This required course meets during the fall semester and provides students with the information and support they need for the application process.

The following materials should be submitted to the DCT by September 1st. A decision regarding readiness will be made by the Core Clinical faculty no later than September 30th in order to help students determine their course of action for the internship application year. However, students are strongly encouraged to have multiple conversations and discussions with their mentor and the DCT long before this date so that there is a clear plan in place.

1. Time2Track/APPIC Tracking System current hours form (minimum 450 face-to-face intervention/assessment hours and 150 hours of appropriate supervision)
2. Projected hours for coming year of practicum training and at what sites
3. Updated CV
4. Copy of class transcripts (for class and graduation requirements)
5. Course requirements remaining to and a plan for completing them
6. Statement regarding status of Quals and Dissertation
7. Practicum Evaluations (these will be pulled from the student's file)

Note that our Program expectations for internship readiness are consistent with CUDCP Expectations for Internship Eligibility (see Appendix listed in table of contents). Potential applicants for an internship will have advanced to doctoral candidacy and must be in good standing. The dissertation proposal must have been approved by the Dissertation Committee before applying for internship. The deadline for the dissertation proposal defense is September 1, before the mid-February internship acceptance date. Students should plan to complete data

collection before going on internship. To be eligible for internship, students must have either submitted an article to a refereed journal or a book chapter as an author or coauthor or presented at least three papers/posters/workshops at regional, national, or international professional conferences or meetings. See “Application to Register for the National Matching Service” in the Appendices.

Registration for a total of 4 credit hours is required during the internship year of 12 months. Students are considered full-time if they are registered for at least 1 hour of PSY 898 internship

10.2 Internship Requirements and Enrollment

Registration and Insurance

- Students must be enrolled in at least 1 hour of PSY 898 for each of four terms: Summer, Fall, Spring, and Summer. Internships generally begin in July or August and end one year from the start date.
- To register for these courses, students must work with their respective DTC to complete and sign the registration form. This form also requires the DTC and GC signatures before submitting it to the Graduate School. This is not done online.
- *Financial assistance is not available beyond what is detailed in the students' Admissions Offer Letter. Students must cover their own registration and fee costs for the internship year.*
- If a student has not defended the dissertation proposal before the beginning of the Fall semester, they may still register for PSY 798 the Pre-Internship Seminar, and PSY 799 Dissertation Research, as long as a defense date has been set (verified by the faculty research mentor) before the withdrawal date. If a student has not successfully defended their dissertation proposal by the withdrawal date, then they will have to withdraw and re-apply for an internship the next year. Note the September 1 deadline to defend to be permitted to register for the internship Match.
- Students accepted to internships must be preregistered for PSY 898 Internship the next semester (as soon as is possible) to maintain the liability insurance across academic breaks.
- Students on internship will spread their 4 credit hours across the semesters making sure that they are registered for at least 1 hour whenever they are on internship. For example, they could register for 1 credit Summer, 1 credit Fall, 1 credit Spring, 1 credit Summer and graduate in August.
- Students may in some cases be required to pay for extra insurance, depending on start and end times of the internship.
- If a student has already received credit for 4 hours of internship but requires more time on the site to accrue hours, they should talk to the DTC as soon as possible and well in advance of the next semester to arrange for registration.
- Students are responsible for obtaining their own health insurance, and this is a benefit typically offered by internship sites. Be mindful of any gaps in coverage.

10.3 Evaluations of Students and Internship Sites

Internship training directors submit their evaluations to the DCT. By graduation, students must achieve a competency rating of no less than 4 ("entry-level professional") on every element within each PWC domain (as assessed by the [Clinical Competency Evaluation Tool](#)). For sites that do not use our tool, satisfactory completion of the internship is considered to be equivalent to ratings of “4” on all elements.

10.4 Grades

Students will receive a letter grade of U/S or I, depending on their work during the semester. The final grade in the last semester of the internship will not be submitted until all required documents are received.

11. Identity as a Doctoral-Level Psychologist, Professional Development, & Leadership

General Clinical Psychology students are expected to adhere to the [*APA Ethical Principles of Psychologists and Code of Conduct*](#) as well as the [*North Carolina Psychology Practice Act*](#). The principles and values articulated by these documents are the core of ethical psychological practice. Graduate students are expected to abide by these principles and standards in their research and clinical training activities and be mindful of them in their activities as pre-professional practitioners and as representatives of UNCW's Psychology Department. This means that students must also uphold these principles in their personal interactions. These include social media posts, for example, as well as nonprofessional disclosure of clinical information to friends or relatives. These principles and values reach beyond satisfactory progress in coursework and in research to include a wide variety of skill sets necessary for the health and safety of clients, fellow students, faculty, staff, clinical supervisors, and the many different types of healthcare professionals involved in professional delivery of clinical services. Aims of the program include assuring that students learn to behave in ways that reflect the values and attitudes of psychology, including promptness, responsiveness, openness to feedback and concern for the welfare of others. Students are expected to be accountable for their actions, be collegial with peers, maintain appropriate professional boundaries, and manage conflicts/disagreements with supervisors, peers, and staff.

Beyond the classroom, research lab and hands-on training you will receive, we encourage you to take advantage of opportunities as you develop into a psychology professional. Here are just a few:

11.1 Program Orientation

The UNCW Graduate School provides an orientation for all new graduate students, including a program for students who will serve as teaching or graduate assistants. It is typically scheduled during the week before classes begin in August and reviews UNCW policies and procedures. Representatives from campus offices are available to answer questions about anything, from parking to in-state residency to financial aid. The Psychology Department also offers an academic orientation program to ease your transition to graduate school and UNCW. This time is reserved to complete any needed documentation, review information covered in this handbook, ask questions, and to meet with your class and program directors.

11.2 Junior Colleague Model

The UNCW Psychology Department embraces a "junior colleague" model that fosters a highly collaborative culture in which students and faculty work closely in research, clinical work, service, and programmatic decision-making. Student expectations and responsibilities increase as they gain experience in the program, and collegial levels of professional respect and behavior are expected from students at all developmental levels. Likewise, faculty members are expected to show students a similar level of respect as they do their Ph.D. level colleagues.

11.3 Research Experience in Other Labs

Students gain most of their content-specific research training from their primary mentor, but they may also collaborate with other researchers across the department, the college, the

university, and even the country. It is important to discuss these opportunities with your research mentor and the DCT to determine if it will interfere with your degree progress, clinical skills development, or research opportunities in your own lab.

11.4 Admissions/Interview Weekend

Admissions/Interview Weekend for prospective graduate students occurs in the Spring after the submission of applications to the Graduate School and Psychology Department. Applicants are invited to visit the Ph.D. program to interview with faculty regarding research and clinical interests, meet with current students, and get to know UNCW. We hope that current students will agree to participate.

11.5 Professional Organizations

Students are encouraged to join and become professionally involved in organizations such as the American Psychological Association (APA), North Carolina Psychological Association (NCPA), American Psychological Society (APS), Association for Cognitive Behavior Therapies (ABCT), Society of Addiction Psychology (APA Div. 50), and Society of Clinical Psychology (Division 12).

11.6 Psychology Graduate Student Association (PGSA)

The PGSA meets monthly and serves as a forum for students to present matters of concern to the Graduate School and psychology Department. Two Psychology students (at least one Ph.D. student) serves on the Psychology Graduate Steering Committee and attends the monthly meetings. Their input is valued, and adjustments and modifications are made to improve the program.

The Graduate Student Association on the UNCW campus (GSA) is an active group representing all the graduate students on campus. Its purpose is to provide opportunities for graduate students to meet and share interests, provide financial aid for research related travel expenses, bring stimulating guest speakers to campus, and other activities the group wishes to pursue. The PGSA is a student organization just for psychology graduate students. The organization is allotted funds to purchase needed equipment or for other activities related to the educational mission of the University. There is a minimum of two meetings per year, and offices include president, Vice President, Treasurer, Secretary, and Event Coordinator.

11.7 Colloquia & Faculty/Student Research Showcases

Internal and external speakers are scheduled nearly each month to provide a forum for leading experts in psychology. UNCW psychology faculty and students will also be using the series to present information on their ongoing projects. Graduate students are strongly urged to attend.

11.8 Honor Societies

Psi Chi is the National Honor Society in Psychology and is affiliated with the American Psychological Association. The purpose of Psi Chi is to advance the science of psychology and to encourage, stimulate, and maintain the scholarship of its members. Undergraduate and graduate students who have demonstrated a strong academic record are eligible for national membership. There is a one-time lifetime national initiation fee. Graduate students are encouraged to become active in the UNCW chapter's activities. The national organization offers prizes for both graduate and undergraduate research papers at regional conventions. Details of

these competitions, Psi Chi regional and national conventions and programs, and local chapter activities are announced in the Psi Chi Newsletter, which is published quarterly.

11.9 Leadership within the Department, Program Evaluation & Improvement

Doctoral students are expected to participate in the development, evaluation, and improvement of the Ph.D. Program and may do so in a variety of ways. These include participation in committees including:

11.10 Colloquium Series

Assist in selecting and hosting colloquium speakers throughout the year.

11.11 Hiring Committees

Meet with applicants for various positions in the department, including faculty hires, and provide feedback to the Graduate Coordinator or DCT.

11.12 Diversity Advisory Committee

This is a Psychology Department Committee. Meet regularly with faculty and other students to plan events, training, and new initiatives to help the Department to enhance diversity its culture, policies, procedures, curriculum, and training experiences.

11.13 Ph.D. Student Advisory Council

The Ph.D. Student Advisory Council represents student perspectives in various departmental efforts, including program planning, APA accreditation, and programmatic evaluations.

One student from each cohort will be elected in September of each year. Terms will be one year, and members are eligible for re-election. The DCT will request email nominations and will then send an email ballot (or survey link) to each cohort with that cohort's candidates. Votes will go to the DCT who will notify all students of the results. At least one member of the PhD Student Advisory Council must also be a member of the PGSA. It is expected that members of the Advisory Council will also be active in other committees (e.g. Diversity, Colloquium, Hiring).

11.14 Student Town Halls

These are student-only forums for the open discussion of issues that affect students in the General Clinical Psych PhD program. At least once per year the Advisory Council will call a Town Hall meeting of all Program students who wish to attend. Advisory Council members are **required** to attend. The group will designate a note-taker who will provide anonymous/de-identified feedback to the DCT. The content of that feedback must be approved by the Town Hall attendee who offered it. The DCT will meet with representatives of the Advisory Council to discuss the Town Hall feedback and a plan for him/her to deliver the de-identified info to relevant faculty and administration. This process helps to assure continuous quality improvement of the program and makes clear that student voices are valued and translated into actions, whenever possible.

11.15 Core Faculty Meeting Attendance

A representative of the Advisory Council must attend at least two meetings of the Core Faculty per year, or as needed. One meeting is dedicated to discussing Student Town Hall feedback.

12. Student Conduct

12.1 Honor Code

- Students should familiarize themselves with the UNCW [Academic Honor Code](#).
- Standards of ethics of the American Psychological Association and other professional societies apply to all academic work of faculty and students, including thesis preparation, classroom performance and internship and practicum experience.
- Particular care should be taken to avoid plagiarism (see APA Publication Manual for definition and appropriate attribution style, and policy on generative AI below).
- Violations of the Honor Code will be reported to the Dean of Students and can result in failing a course, which would mean dismissal from the program and the Graduate School.

12.1.1 Generative AI Policy

The PhD Program in General Clinical Psychology will consider in some circumstances the ethical and transparent use of technology, including generative AI, in educational and research contexts. Generative AI, defined as any AI natural language processing tool or related technology that produces textual output based on user input, can be a valuable tool when used responsibly. Students are required to adhere to the following guidelines regarding generative AI use:

1. **Ethics and Transparency:** Any use of generative AI must be clearly disclosed and must adhere to ethical standards, including proper citation and acknowledgment of AI-generated content. Students are responsible for ensuring that their use of AI aligns with academic integrity principles and does not undermine the authenticity of their work.
2. **Confidentiality and Privacy:** The use of generative AI in clinical contexts must strictly adhere to all practicum rules, patient confidentiality rules, the APA ethics code, and university, state, and federal regulations. AI tools should not be used to process or generate any content that includes sensitive patient information or clinical documentation unless explicitly permitted under these strict guidelines.
3. **Instructor and Syllabus Compliance:** The use of generative AI in course assignments, exams, papers, or any other evaluative products must comply with the specific guidelines provided by instructors in their syllabi. Students should seek explicit permission when in doubt about the appropriateness of using AI tools. Students are also required to follow university rules regarding generative AI and know that all plagiarism and academic misconduct rules apply.
4. **Unique and Original Work:** While generative AI can assist in the creative process, it should not replace the student's responsibility to produce unique and original work. AI-generated content must be used as a supplementary tool rather than a substitute for personal effort in program milestones (e.g., thesis, dissertation), grant development, or any other academic or clinical work.

Violation of this policy may result in disciplinary action including but not limited to, revision of the work in question, additional academic assignments, or in severe cases, dismissal from the program.

12.2 Criminal Activity & the Use and Misuse of Alcohol and Other Drugs

- Psychology graduate students may be engaged in a variety of research and clinical activities that involve community agencies, schools, individual members of the public, and/or research involving controlled substances and governed by Federal Drug-Free Workplace Policy stipulations. It is expected that the student's alcohol and drug use is in compliance with the

policies and expectations of the agency, the UNCW Code of Student Life, and the American Psychological Association's Ethical Principles for Psychologists and Code of Conduct.

- UNCW, as well as collaborating agencies, reserve the right to require drug tests and/or criminal background checks before accepting a student researcher, intern, or practicum student. Criminal background checks for students may be required by UNCW before registering for an internship. This is done online, at the student's expense.

12.3 Teaching Assistant Behavior

- Policies and resources for TAs can be found in a [Graduate Assistants Manual](#).
- Students, who are TAs for undergraduate classes, should familiarize themselves with the policies involving harassment, discrimination, retaliation and inappropriate relationships with students.
- *The university does not condone amorous relationships between students and employees.* Teaching assistants, in their official capacity in the university, should avoid such liaisons, which can harm affected students and damage the integrity of the academic enterprise. In two types of situations, university prohibition and punishment of amorous relationship is deemed necessary: when the employee is responsible for evaluating or supervising the affected student or when the student is a minor, as defined by North Carolina law.
- If a student believes a relationship is beginning or feels that there has been any indication of such by an undergraduate, they should immediately talk to their immediate supervisor (i.e., faculty instructor, research mentor) and the GC.
- TAs should be careful of the use of social media and the distribution of personal information with undergraduates.

12.4 Doctoral Student Social Media Policy

Use of social media such as Facebook, Instagram, LinkedIn, blogs, etc. is a part of our lives and the lives of patients/clients. Clinician's private and professional use of these technologies raises professional and possible ethical issues. You must present yourself professionally, represent your qualifications accurately, maintain employee privacy, do not intentionally or inadvertently connect personal opinions with the university or program.

For clinical students, you are never to post any clinical material about patients or your practicum even when de-identified. In addition, it is NOT appropriate to conduct online searches about patients/clients to learn about them, as this is an invasion of their privacy and puts you in an investigative rather than therapeutic role. In contrast, you can assume, and it is appropriate that patients/clients may Google you for personal information. Some sites (e.g., LinkedIn) are specifically for sharing professional information about yourself as you develop a career path. You are reminded to consider and use the appropriate privacy setting for keeping family and personal information from the general public. It is not appropriate to befriend or otherwise communicate through social media with a client or past client and this policy should be sensitively explained to them if they were to make such a request.

12.5 Policies Regarding Identification & Remediation of Problems, Retention & Termination from the Program

UNCW clinical psychology students are expected to adhere to the [APA Ethical Principles of Psychologists and Code of Conduct](#) as well as the [North Carolina Psychology Practice Act](#). The principles and values articulated by these documents are the core of ethical psychological practice. To succeed in the program, acquire required competencies, be admitted to practica and

internship, and obtain a graduate degree from UNCW's Clinical Program, students must be able to engage in self-reflection regarding one's personal and professional functioning, engage in activities to maintain and improve performance, well-being, and professional effectiveness, and demonstrate effective interpersonal skills and the ability to manage difficult communication well. Students are expected to develop and use appropriate clinical judgment and practice when interacting with clients, clients' family members, faculty and staff, supervisors, and other healthcare professionals. Students must communicate with integrity, empathy, maturity, and with respect. These are essential characteristics of effective practice with individuals who are often facing very difficult circumstances.

Graduate students must maintain their emotional and physical health while also performing well in their academic, clinical training, teaching and research roles. In all these roles they must be open to mentoring, accepting constructive feedback and changing their behavior and practice in response to this feedback. A significant part of maintaining good health during graduate school and clinical training entails the ability to take responsibility for one's own behavior. Students must be open to constructive criticism from clinical supervisors, faculty, fellow graduate students in supervisory roles, and research advisors. They must be able to manage their emotions in a variety of professional settings, reflect on their own strengths and areas for development, and work collaboratively with others who may display a range of opinions very different than their own.

Students must be able to work constructively in teams, developing tolerance and respect for diverse viewpoints. Graduate students must also learn how to appropriately advocate for their own needs in order to have the resources and build the networks that will allow them to be successful in graduate school and in their careers. These skill sets require a high level of mental stamina and excellent time management as students maintain high levels of functioning in multiple roles, each of which is a challenge in itself.

Graduate students must have the ability to formulate questions and listen empathically to clients of very diverse backgrounds. They must be able to set aside their own concerns to listen empathically, and they must deliver services at a level appropriate to the clients' sociocultural background and insight. Essential to good client care is using the same characteristics in communication with clients' families, fellow students, faculty, staff, clinical and research supervisors. Students must be aware of their own potential attitudes, stereotypes, and prejudices in communication with others and be receptive to feedback by others' regarding such attitudes and beliefs. Students should be aware of not only what they say to others, but the body language they use in communication.

These are challenging tasks, and UNCW offers an array of support structures to help students achieve the professional standards expected of them. Graduate students each have faculty mentors to guide them in balancing coursework and research expectations. Students are placed in practica suited to their level of experience and DCT meets with faculty to determine whether the student is ready for such placement or whether they require remediation to be successful.

Students whose academic progress is not adequate may be required to remediate their coursework or complete required research milestones prior to clinical placement. Similarly, students who are not ready to progress in acquisition of competencies or clinical training and practica will be offered remediation plans that identify the student problem behaviors (or

deficits) observed. Students requiring remediation will be afforded the resources needed to be successful unless their academic progress, behavior, interpersonal, or and other pre-professional skills requires intervention by the Psychology Department, Dean of Students or Graduate School. The first priority will be to provide any support, assistance, or referral appropriate for the student, such as referral for remedial training. In some unusual circumstances, termination from the program may be recommended and the student will be removed from the program. Listed below are the policies regarding a student who shows unsatisfactory academic progress or whose emotional health and/or communication skills interfere with practicum or internship placement.

Psychology graduate student policy regarding lack of satisfactory academic progress or acquisition of competencies as well as emotional/attitudinal/communication barriers to practicum or internship placement:

1. If there are concerns regarding student performance in academic achievement, emotional health, communication skills, clinical skill acquisition, or professional behavior, in accordance with the APA Ethical Standards, the student will first be informed of the difficulty by the faculty/staff member or research or clinical supervisor who has observed the concern. An appropriate plan or remediation will be undertaken. Written documentation will be made at this meeting, and appropriate remediation resources will be offered to the student, along with a timeline for remediation. Also, the DCT will be informed of the meeting and the plan for remediation. The DCT may participate in this meeting. Students will be informed in writing when their remediation plans have been successfully completed. If that remediation plan is not successful during the time period delineated in the meeting with the student, the DCT and GC will schedule a conference with the student. The Department Chair, members of the core and other relevant faculty may participate in this conference. If that remediation plan is not successful during the time period delineated in the meeting with the student, the DCT and GC will *provide written feedback to that effect* and schedule a conference with the student *to determine next steps*.
2. Written records will be maintained for these meetings, and a recommendation for continuance or termination will be noted. If there is a recommendation for a continuance, a second remediation plan may be developed.
3. The DCT will schedule a conference with any student for whom a pattern of concerns has been identified or for whom a serious incident has been observed. The Department Chair, DTC, and other relevant faculty members may participate in this conference. Written records will be maintained for these meetings, and a recommendation for continuance or termination will be noted.
4. For any grade less than B-, a written recommendation for continuance must stipulate requirements through which the student could complete his/her graduate program and include a timeframe. If the recommendation is for termination of the student from the program no recommendation or remediation or timeline will be offered, and the student will be removed from the program.
5. Students may appeal a termination decision by requesting a hearing before a panel drawn by the Department Chair, from the Psychology Graduate Faculty. The decision of the Psychology Graduate Faculty panel is final.
6. The Graduate School has a policy on Retention by Appeal by which students may make a final appeal. See the UNCW Graduate Catalogue for details.

13. Academic Policies

13.1 Full-Time Status

13.1.1 Fall/Spring Semesters

- A student must be enrolled for a minimum of 9 hour for full time status
- If a student has a 20 hour assistantship, they must be enrolled in at least 5 hours or
- If a student has a 10-19 hour assistantship, they must be enrolled in at least 7 hours
- If a student is enrolled in at least 1 hour of practicum (PSY 594, 694, 794) internship (PSY 898), thesis (PSY 599), dissertation (699/799) or PSY 600 or 700 (continuous enrollment) they are considered to be full time

13.1.2 Summer Semesters

- A. A student must be enrolled for a minimum of 4 hour across all summer sessions or
- B. student is enrolled in at least 1 hour of practicum (PSY 594, 694, 794) internship (PSY 898) or thesis (PSY 599) or dissertation (699/799) or PSY 600 or 700 (continuous enrollment)

13.2 Grading, Retention, and Good Standing

13.2.1 Grading

- Note the Minimum Level of Achievement for each course is B-. Most PSY graduate courses are graded on a A-C (2-4 point) scale. Some professors use the +/- grades as well.

Grade	Quality Points
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2
F	0

Students in the General Clinical Psychology Doctoral Program are expected to earn grades of no lower than B- in all courses. In cases where a doctoral student earns a grade lower than a B- in a course, Core Clinical Faculty will review the students record and remediation may be required for the student to remain in good standing. If a grade lower than a B- is earned in clinical course, the student will be required to retake the course. Course details are provided in the catalog course descriptions. Two C's lead to academic probation and Three C's mean automatic dismissal from the program. A grade of F or U at any point leads to automatic dismissal from the program. See below.

- Internship (PSY 898) and thesis (PSY 599) and dissertation (PSY 699 and 799) hours are graded on a Satisfactory/Unsatisfactory (S/U) scale.
- Incomplete (I) grades are given only if the instructor determines that exceptional circumstances warrant extending the time the student will be allowed to complete the coursework. The instructor may set the maximum allowable period for completion of the coursework, up to 1 year from the end of the semester in which the course was taken. If the time allowed is less than 1 year, the student must be notified in writing of the deadline with copies to the Graduate Coordinator and the Dean of the Graduate

School. In all cases, if the student does not complete the requirements by the end of the deadline, the incomplete grade becomes an F.

13.2.2 Academic Probation

If a student falls below a 3.0 GPA at any time, they will go on academic probation and have either three subsequent courses or 9 hour to bring the GPA up to at least a 3.0.

13.2.3 Grade Appeals

- A student considering an appeal on a final course grade should understand that each faculty member has the academic freedom and responsibility to determine grades according to any method chosen by the faculty member that is professionally acceptable, communicated to everyone in the class, and applied to all students equally. However, discriminatory, arbitrary, or capricious academic evaluation by a faculty member is a violation of a student's rights and is the only valid ground for a final course grade appeal.
- Within 30 days of the issuance of the grade in dispute, the student should first talk with the instructor involved to attempt a resolution. If no resolution occurs, the student should talk with the GC about the grade. The grade-appeal **process will** then continue as outlined in the Graduate Catalogue.
- If a student is appealing a grade that will result in their dismissal, they cannot register for any other courses.
- A student cannot use this process to appeal a grade involving student academic dishonesty.

13.2.4 Dismissal from Program & Graduate School

Note: *Students should also refer to the Graduate School Handbook for current requirements.*

A student will be dismissed from the program and the Graduate School if:

- they receive 3 grades of C, a grade of F, or a grade of U,
- if they take longer than 10 calendar years to complete their degree and the Core Faculty votes to deny an extension of their program.
- A student may be dismissed from the program and the Graduate School if their behavior does not reflect positively upon the program, department, UNCW, or the psychology profession. Continuation in the program is dependent upon the maintenance of appropriate professional behaviors that are consistent with the [UNCW Code of Student Conduct](#) and the American Psychological Association (see [Ethical Principles of Psychologists and Code of Conduct](#)). A student may be dismissed from the program for any of the following:
 - any characteristics that would, in the judgment of the faculty, make the student unsuited to engage in a career in the specialization in psychology for which he/she is preparing,
- conduct unbecoming a professional psychologist,
- failure to comply with departmental, college, and university regulations/procedures, or
- academic dishonesty.

Students may appeal a termination decision from the PhD General Clinical Program by requesting a hearing before a panel drawn by the Psychology Department Chair, from the

Psychology Graduate Faculty. The decision of the Psychology Graduate Faculty panel is final.

The Graduate School has a policy on Retention by Appeal by which students may make a final appeal. The policy appears in the Graduate Catalogue. Students who have been dismissed from the graduate program and readmitted by special action of the Graduate School shall have their subsequent retention policy determined individually by the Dean of the Graduate School. See prior section titled: Policies Regarding Identification & Remediation of Problems, Retention & Termination from the Program

13.2.5 Completion Requirements

Graduate School policy states that students have until July (end of Summer Session II) of their 5th year to complete all requirements of the MS degree and of their 10th year to complete all requirements of the Ph.D., including the required year-long internship. Note that financial assistance is limited to the financial aid amount listed in students' Admissions Offer Letter.

13.2.6 Requesting Extension of Program

To request an extension of their program, the student must:

- talk with the GC and DCT,
- write a formal request to the Core Faculty explaining their request, and
- have their faculty research mentor and the DCT write a letter of support of their request; that is, their faculty research mentor must be willing to continuing mentoring the student, and the student's clinical competencies must be in line with continuance in the clinical program.

The Core Faculty will discuss and vote on the extension request. If the Core Faculty votes to extend the student's program beyond 5 years for the MS or 10 years for the Ph.D., then the student may formally request the extension from the Graduate School. Extensions by the Graduate School are for one year only.

13.2.7 Good Academic Standing

Good standing indicates that a student is making satisfactory progress toward completion of the degree. If a student is not in good standing, it may affect their eligibility for departmental or university resources and the ability to continue in the program or take certain courses. To remain in good standing a student must:

- have a graduate faculty research mentor in the Psychology Department for their thesis and dissertation,
- have an overall GPA of 3.0,
- have no grades of incomplete, and
- have successfully defended the master's thesis proposal and have grades in PSY580 (MA) by the end of the third year, and the dissertation PSY679 (Ph.D.) by the end of the fifth year.

A student who is not in good standing:

- may not register for practicum, thesis, or dissertation hours
- may not apply for an internship
- is not eligible for travel funds from the department or the Graduate School,
- is not eligible for any scholarships or awards, and

- may have their TA and practicum hours reduced.

The faculty will strive to provide and direct the student to the support they need to succeed in the program, but it is the student's responsibility to meet these requirements.

13.3 Student Records

Each student has a confidential electronic file. These materials are always available to students by request to the DCT, Chair, GC or administrative assistant. Materials in the student record include:

1. Annual Evaluations
2. Research Competency Evaluation Tools
3. Clinical Competency Evaluation Tools
4. Student Annual Reports
5. CVs
6. Qualifying Exam Evaluation
7. Any other evaluations

The program documents and maintains accurate records of each student's education and training experiences and evaluations for evidence of the student's progression through the program, as well as for future reference and credentialing purposes.

Students receive emailed copies of all evaluations, as they are completed. They have access to their electronic Degree Audit and unofficial transcripts via UNCW Seonet data system. *Students are instructed to retain copies of all their syllabi.* Student academic records are stored on the University SharePoint/One Drive for at least 5 years post-graduation. UNCW follows the UNC Students Records Retention and Disposal policy located at this [link](#).

14. Grievance Procedures

14.1 UNCW Graduate School Procedure:

Graduate students who have academic or procedural concerns, other than grades (see Grade Appeal procedure in this Handbook and the Graduate Catalogue), should attempt to resolve those concerns at the lowest academic level as soon as possible (and no more than 90 days) after the event that gave rise to the complaint. The first level for redress is with the appropriate faculty member. Within 30 days of failing to reach a satisfactory resolution with the faculty member, the student may appeal to the (Psychology) department chair. Failing resolution at the department level, the student may, within 10 business days, appeal jointly to the Dean of the College of Science & Engineering and to the Dean of the Graduate School. The deans (or their designees) will conduct interviews with all parties to arrive at a resolution of the issue. The mutually agreed upon decision of the deans will be final and not subject to further appeal. Complaints that fall within the categories of sexual harassment, improper personal relationships, personal discrimination, unlawful workplace harassment, or workplace violence should be filed in accordance with the UNCW Code of Student Life (see *Grievance Procedure Guidelines* section below).

14.2 Department of Psychology:

Whether or not the concern can be resolved through informal conversation with the other person involved, the Director of Clinical Training should be informed of any serious incidences or

infractions that have occurred (e.g., sexual or other forms of harassment). If the student feels that he or she cannot discuss the issue with one of the parties described above (e.g., fear of retaliation from the other person; one of the persons in the chain above is the basis of concern); the student is encouraged to discuss the matter with the next person in the chain outlined above. The Department Chair and GC are available to help as well. Our hope is that your time at UNCW will be constructive and prepare you for your career as a clinical psychologist free from such incidents; however, should they arise, we want you to have the freedom to address them with our support and without fear of retaliation.

14.3 Grievance Procedure Guidelines: UNCW Code of Student Life

<https://www.uncw.edu/odos/documents/cosl-current.pdf>

14.3.1 Purpose

If you believe that you have a legitimate grievance against another student or university employee in a matter other than those covered by the Grade Appeals Procedure or those within the jurisdiction of the University conduct system, you may seek a resolution of that grievance through this procedure. If your complaint involves an academic matter, it must be filed before the last day of the next regular semester; if it is not academic-related, it must be filed within thirty (30) days of the date the alleged incident occurred or from the date of the consequences of the alleged incident.

14.3.2 Procedural Guidelines

To initiate the procedure, first, discuss your complaint with the dean of students or the compliance officer who will advise you of the steps in the grievance process and, depending on the nature of your grievance, will direct you to the appropriate reviewing officer. You may make your complaint to this officer either orally or in writing, but this officer must record your complaint in a written statement identifying you, the conduct you are complaining of and the employee alleged to have engaged in it. In every case, the Compliance Officer will be given a copy of this record. If you seek personal redress for an alleged wrong, you must be willing to be identified to the person charged. If you are willing to do so, the reviewing officer will notify, in writing, the person charged, stating the nature of the complaint and indicating that an informal inquiry will be conducted. If you are not willing to be identified or you cease to seek personal redress, the institution may pursue an inquiry on the institution's behalf and in its name rather than yours, if it determines that such action is necessary. These latter administrative procedures are initiated by the institution to assure appropriate conduct by its employees (e.g., when the institution seeks to prevent likely recurrence of apparent improper conduct, even though no individual complainant wishes to pursue a personal grievance).

14.3.3 Formal Complaints

If your grievance cannot be resolved at an informal level, you may file a formal complaint with the vice chancellor who has administrative jurisdiction over the person named in your complaint. The vice chancellor will then convene the student grievance panel. This committee will hear your complaint and then make its recommendation to the vice chancellor, who will render the decision.

14.3.4 Appeal

If you are unsatisfied with the resolution rendered by the vice-chancellor, you may appeal it to the chancellor, who will render the final decision.

15. Graduation

15.1 Admission to Doctoral Candidacy

Students who have successfully defended their master's thesis, and have passed the qualifying exam, can be admitted to doctoral candidacy. The Application for Doctoral Candidacy (see Appendix) should be submitted to the department no later than the semester following completion of the last of the above requirements.

To be eligible for graduation, each student must apply for a specific graduation on, or before, the deadline shown in the Graduate School [Calendar of Events](#).

A graduation application fee is added to the student's account when the degree application is submitted. If a student has applied for the degree but fails to meet a graduation requisite deadline, they must contact the Department and Graduate School to specify a new graduation date.

15.2 Graduation Ceremonies and Policies

Commencement exercises take place each May and December.

- Students who complete their degree requirements between the end of the Fall and the end of the Spring semesters will graduate in May and can participate in the May commencement exercises.
- Students who complete their degree requirements between the end of the Spring and the end of Summer II semesters will graduate in August and can participate in the December commencement exercises.
- Students who complete their degree requirements between the end of Summer II and the end of the Fall semesters, can participate in the December commencement exercises.

15.2.1 Policy

- All degree requirements must be satisfied, and deadlines met (including the completion of internship and deadline for submitting a final copy of the dissertation), to participate in commencement.

15.2.2 Ceremonies

- Commencement includes both a UNCW ceremony and a smaller departmental ceremony. Graduates are honored at both ceremonies by having their dissertation titles read and by being "hooded" by their mentors. Students must wear academic regalia.

15.2.3 Conferral

- Completed degrees are listed on official academic transcripts once they are conferred; approximately 1 month after graduation. Graduates requiring a transcript reflecting successful completion of the degree for licensure or certification reasons, should consult the DCT and GC.

16. General Departmental & University Services

16.1 Building Security

- The doors of the building will lock at night and on weekends/holidays.
- No doors should ever be propped open. If a student sees a door propped open, they should close it. UNCW Police should be notified if an individual is refusing to close a propped door.
- Students should not let anyone in the building or into any secure area that they don't recognize as faculty, staff, or a fellow student. UNCW Police should be notified if an individual appears to be breaching building security.
- Students should not lend other students their access card or other keys for the building.
- The last person to leave a room needs to ensure that all equipment is turned off and that the room is secure. Students should close any doors to offices or classrooms if they see them open at night.
- Graduate students often work in the building late at night. Students should maintain knowledge of who else is present and be careful about leaving the building alone after dark. UNCW Police can be called as an escort at night.
- Students should be prepared to deal with emergencies. When beginning work in a new space, take note of the nearest fire alarms, extinguishers, first aid kits, exits, and other safety resources. If an emergency occurs at any time, students should call 911.

16.2 Clerical Support & Office Records

The Department office and DCT will maintain student records. Official records are also maintained in the Graduate School Office in James Hall. All questions concerning status should be directed to the GC.

16.3 Computers

- The computer equipment in the graduate student office and in other offices is for the use of graduate students and faculty only. Please follow posted instructions.
- A student must log on to the computer using their UNCW username and password and log out when finished. A student should not log on to a computer for another student.

The University policy is that downloading inappropriate material onto our computers is cause for disciplinary action. If a student finds such material on a departmental computer, they should inform the GC. If computers in the Graduate-Student office aren't working, technical assistance can be arranged through the department office.

16.4 Department Colloquia

On occasion the department provides colloquia by scientists and students. These are announced in advance. They are designed to provide intellectual stimulation to both faculty and students. Students are expected to attend.

16.5 Department & Clinic Access

16.5.1 Keys

- Students will receive their individual mailbox keys at the Departmental Orientation in August.
- Students should ask their faculty research mentor about required keys for their lab. If a key is required, then the student should inquire in the main office, to sign out a key.
- Upon completion of the degree, or if the student withdraws from the UNCW or takes a leave of absence, all keys must be returned to the Department Office.

16.5.2 Card Access

- All graduate students will be granted 24-hr building access via their One Card.
- Students should ask their faculty research mentor about required access to other areas in the building. The research mentor will notify The Psychology Office about need for access.
- If a student's One Card fails to work, they should contact the Psychology Office as soon as possible. If a student's card fails to work on the weekend, the student should contact UNCW Police 910-962-2222.
- If a student loses their card, they should de-activate their card immediately and contact the One Card office.

16.5.2 Email

- Every student at UNCW has an e-mail account. Email address is username@uncw.edu (i.e., abc1234@uncw.edu). The account should be activated as soon as possible and maintained throughout enrollment in the program.
- A student's email account is the official way that faculty, staff, and the university will contact students. Critical communications will not be sent to outside accounts (e.g., Gmail, Hotmail, etc.). Students need to check their email frequently and reply to content from faculty, staff, and offices on campus in a timely manner.
- Passwords expire every 90 days.
- Email message size limit (including attachments) is 25 MB.
- A student may not send a message to more than 500 recipients.
- Email can be accessed through mySeaport or directly at <http://mail.uncw.edu>.

16.6 Graduate Student Association (GSA) & Psychology Graduate Student Association (PGSA)

- The GSA at UNCW is a very active group representing all graduate students on campus. Its purpose is to provide opportunities for graduate students to meet and share interests, provide financial aid for research-related travel expenses, bring stimulating guest speakers to campus, and coordinate related events.
- PGSA is a student organization exclusively for psychology graduate students. The organization is allotted funds to purchase equipment, or for other activities related to the educational mission of the University. The PGSA holds a minimum of two meetings per year, overseen by office positions including president, Vice President, Treasurer, Secretary, and Event Coordinator.

16.7 Library Services

- Randall Library provides many services for students and faculty research activities. The library maintains subscriptions to a variety of online full text journals. If the article or resource is not available online or physically in the library, then library staff will try to locate it through interlibrary loan. The psychology department has a personal librarian at the Randall library. The library website also offers a chat feature that allows students to ask questions to a librarian.
- The library has an information office and also conducts small workshops to help students learn about their services and how to access them.

16.8 Mail Service

Each Graduate Student has a mailbox in the Psychology Department mailroom. Students should check their mailbox regularly. Also, students may receive outside mail in care of the department. The address is:

- a. STUDENT'S NAME
- b. Department of Psychology
- c. UNC Wilmington
- d. 601 S. College Rd.
- e. Wilmington, NC 28403-5612

16.9 Office Suite

A Graduate Student Office Area has been designated in the Teaching Laboratory building (TL 2009). A primary purpose of the room is to allow teaching assistants to meet with students, to provide access to computers, and to provide a study area. Noise and distractions should be minimized, and the room should be kept clean.

16.10 Personal Information

The GC needs to maintain a list of current information about each student, including phone number, address, emergency contacts, and their degree information. It is the student's responsibility to keep this information up to date. If a student moves, changes their phone number or other information, please notify the GC.

16.11 Poster Printing

The department will print student posters for conference presentations. Students should email the poster to the Administrative Specialist in the Psychology office. Please send the poster at least 2 days before it is needed; otherwise, it may not be able to be printed in time.

16.12 Student Representation on the Graduate Steering Committee

A graduate student representative will be selected by the graduate students to serve as a non-voting member of the Graduate Steering Committee. The representative is invited to attend Steering Committee meetings and will receive an agenda in advance of each meeting. Terms are determined by the Psychology Graduate Student Association. The representative is excused from portions of meetings when confidential matters are discussed.

16.13 Telephone Service

The department cannot provide phones for graduate students; however, office phones can be used for local calls if appropriate. There is a phone in the Graduate-Student Office. Messages received by the office staff will be left in the student's department mailbox.

16.14 Travel

- Limited travel funds may be available for graduate students who are presenting research at conventions and professional meetings. Students should request funds as soon as possible. Students who are authors on convention presentations and are in good academic standing are eligible to apply to the Psychology Department for funds.
- The amount awarded is unlikely to cover all costs, so plan accordingly.
- Graduate Students who are awarded funding are responsible for arranging travel through the Psychology Administrative Assistant and must keep their receipts. As soon as possible after the travel is completed (10 days after, at the latest), the student turns over all receipts to the

Psychology Department Office. Receipts may include travel and lodging receipts, receipts for meals (but not for any alcoholic beverages), registration receipt and badge, and a copy of the conference program.

16.15 Use of Equipment

- Most of the equipment, including computers, in the research and teaching laboratories and offices is University-owned. Students may not take equipment off the premises without written permission from the faculty member to whom it is assigned, and the Department Chair.
- Equipment is typically assigned to a faculty member for use in specific courses or research projects. Often, this equipment requires considerable skill and care during use to avoid damage. Damage may be costly to repair, and repairs may require time, during which the equipment is unusable. Therefore, students should never use a piece of equipment without first requesting its use from the faculty member to whom it is assigned. This includes computers, video cameras, etc. If unsure what can be used, the student should consult with their research mentor or the GC.
- If a piece of equipment is needed for a student's work, it may be available. The student should consult with their research mentor.
- Some laptop computers are available for checkout in the Department Office.
- The Department budget does not allow for students to use the Department copy machine to make copies related to their own coursework or to print theses, etc.

16.16 Use of Rooms and Testing Material

- If a student needs to reserve a room for research, review session, a defense, etc., please ask the main office staff.
- Materials used in Assessment classes may be borrowed by clinical students only from the faculty members who teach those classes. Testing Materials are also stored in the UNCW Psychology Training Clinic (GPAC).

16.17 Use of University Services

Registered students are entitled to use University Services, including, but not limited to, the Recreation Center, the Library, the University Student Union, the Game Room, and University Computers. Graduate Students who were registered in the spring semester maintain access through summer semesters regardless of course registration, as they are expected to be engaged in research and clinical training throughout this period.

16.18 Distance Education

- Only one required course, *PSY 505 History & Systems* is offered online. The course is self-paced and uses the Canvas platform to organize readings and accept written assignments. A temporary shift to the Zoom platform is permitted if faculty or student health challenges is required to protect health and safety.

- **UNCW Distance Education Authentication and Privacy Policy**

The University of North Carolina Wilmington complies with the SACS COC policies regarding distance education including those related to student authentication. Each student enrolled in a distance education course is assigned a secure login and password and must use this to register for and access the distance education course. Specific course and student information is not

available to any outside users. For security purposes, UNCW requires a password change every 90 days.

All students are informed of the UNCW academic honor code (Policy 04-100). Students enrolled in distance education courses must adhere to policies on electronic security that prohibit sharing of passwords (07-100-01; 07-100-02) as well as requiring students and faculty to take precautions against others obtaining access to their university computer accounts.

Faculty are encouraged to explore new technologies that may enhance delivery and security of distance education instruction as they become available. The university will explore and employ new technologies for authentication and student privacy in distance education courses as options become available and practical. There are no additional costs associated with authentication of student identity at UNCW.

17. Workload and Financial Aid

17.1 Workload Expectations

- Students are expected to pursue their degree as a full-time student, with coursework, research, and practicum activities as their first priority.
- No more than 20 hour/week will be expected of full-time graduate assistantships. With approval from the program students may have the opportunity to earn funds from other campus entities. In such instances, any currently held assistantships will be modified to accommodate the increase in hours such that the student works a maximum of 20 hour/week.
- Employment beyond 20 hour/week while progressing through the program is highly discouraged. Be sure to consult with your research mentor, the GC, and DCT regarding work outside the University.
- Students can be asked to spend up to a maximum of 10 hour/week doing work in a faculty lab, typically their mentor's lab, in a semester or term in which the student is enrolled in research credits as detailed in section 8.1.2. Any additional research related activities must be voluntary on the part of the student and comply with section 8.1.2. If a student misses research hours that fall under research credits (not a RA), these hours do not have to be made up but may be reflected in the final grade for the course in which they are enrolled in research credits.
- A fulltime assistantship in the department is 20 hour/week. The maximum hours a graduate student can work in any capacity at UNCW is 29 hour/week. If offered more hours from another source on campus, any currently held assistantships may be modified to accommodate the increase in hours, such that the student works at most a maximum of 29 hour/week total at UNCW.
- Hours of work allotted to a graduate student in their TA/GA/RA contract are the maximum for any given week. Unused hours from one week cannot be applied to another week. See Research Agreement Form on Department Website and file with the GC.
- The TA/GA/RA contract applies to the Monday of the week that the term starts and the day that grades are due for that term (typically a semester). Specific dates are stated in the TA/GA/RA contract and do not apply to semester breaks or summer. A separate TA/GA/RA contract is required for summer / breaks between semesters with commensurate pay.

Students receive designated university holidays that occur during the semester and hours on those days are not made up.

- If a graduate student has to miss work during a designated portion of their TA/GA/RA work contract for a given session (e.g., semester or summer term), they can be asked by their supervisor to make up those hours for up to a maximum of 20 hours per week within that term only. These hours cannot be applied outside of that work contract or to another work contract. This applies to missing work due to issues such as, illness or to attend a meeting. This does not apply to designated university holidays that occur during the semester, which students receive.

17.2 Teaching Assistantships (TAs)

- The department offers a limited number of TAs. Selection for these assistantships is based on an evaluation of undergraduate academic records, recommendations, experience, and other relevant criteria.
- Expectations of these assignments vary from 5-20 hours per week and accordingly, may be assigned as full-time (20 hours per week) or part-time (5 hours per week). Duties are assigned by the Graduate Coordinator in consultation with the Department Chair.
- TAs are expected to be on campus at the beginning of the academic year, which is the week before classes begin to help the faculty members prepare for class. They are expected to remain on campus until after final grades are posted so they can assist with these duties as well. Late arrivals and early departures, or absences during the semester, require the permission of the GC.
- TA renewal is contingent upon satisfactory progress in meeting the degree requirements during the 1st year, as well as satisfactory performance of the assigned TA duties. The GC and Chair will review TA assignments each year to determine if a student is eligible to continue. The Steering Committee will consider written appeals if a TA is not renewed for subsequent years. The decision of this appeal is final. All renewals are contingent upon university funding. Departmental funding for TAs is for a maximum of 2 years.

17.3 Graduate Assistantships (GAs)

Students may also receive financial support from GAs awarded by the University. The duties, financial arrangements, and length of such awards may vary, as well as the qualifications required. GAs are available through a variety of offices on campus which accept applications throughout the year. Students are notified of such opportunities through the Graduate School and/or the GC.

17.4 Research Assistantships (RAs)

Research Assistantships may be available to work with faculty members who have funds available from research grants and contracts. Stipends are generally like those offered to TAs. Duties will be assigned by the professor administering the research project. The duration of the stipend depends on the particular faculty member's grant.

17.5 Out-of-State-Tuition Remissions

- Students classified as an out-of-state student in their 1st year must pay out-of-state tuition. A limited number of out-of-state tuition remissions are available to the department each year. These remissions pay for 25-100% of a student's out-of-state portion of their tuition; the student is responsible for the in-state tuition and fees.
- Remissions are awarded on a competitive basis.

- It is important to note that remissions are awarded for **1 year only. During the 1st year at UNCW, students are expected to establish residency.**

17.5.1 Establishing North Carolina Residency for Tuition Purposes

- Under North Carolina law, legal residence means more than simply living in the state. More specifically, it means establishing a domicile (permanent home of indefinite duration) as opposed to a temporary residence incident to enrollment in a college, university, or technical institute in North Carolina. As a starting point, if a student has living parents, the state presumes the student's domicile is with them. Instead, a student can establish their own domicile if a legal residence in North Carolina can be demonstrated. Marriage to a resident does not necessarily establish a student as a resident, nor does it prevent a student from becoming a resident if the spouse resides legally in another state.
- A student wishing to become a legal resident of North Carolina for tuition purposes must demonstrate intent to make North Carolina their permanent dwelling place by performing residentiary acts. These actions must be undertaken immediately upon entering the program because there is a 12 month waiting period to establish residence.
- Students should complete the following steps in August when they first arrive:
 - obtain a North Carolina driver's license (or NC Identification Card)
 - convert their automobile registration to NC, change the license plate, and pay NC property tax on the vehicle,
 - register to vote in NC, and vote in the next election,
 - list personal property at the New Hanover County Tax Office for taxation,
 - convert banking, club memberships, etc. to their new NC address, and
 - next year, file a federal and state income taxes as a North Carolina resident.
 - Note that this list assumes that parents do not list the student as a dependent on their tax return.
- Residency applications should be completed by the time a student has lived in NC for 12 months and no later than the end of July.
- Before submitting the application, the student should consult with the GC.

17.6 Loans, Scholarships, Research Grants & Work Study

- Besides TA/GA/RAs, state and federal loan and work-study programs are available for qualified graduate students. Specific information concerning details, applications, changes, and additions may be obtained from the Financial Aid Office.
- Some university scholarships are available on a competitive basis. Also, there may be specialized scholarships for students working in a particular area. They should contact the GC about the availability of these scholarships and their eligibility.
- Students also can discuss research-grant possibilities with their research mentor and the UNCW Office of Sponsored Programs.

18. Health Insurance

- All students must have current health insurance and submit [proof](#).
- If students don't have coverage, they must purchase health insurance from [Student Blue](#) (Blue Cross and Blue Shield).
- Students have access to the [Abrons Student Health Center](#) in DePaolo Hall.

19. Nondiscrimination Policy

UNCW has detailed policies regarding nondiscrimination that affect students, staff and faculty. These include:

- Reaffirmation of Commitment to Equal Opportunity, Statement of Diversity in the University Community,
- Unlawful Harassment, Discrimination, and Retaliation,
- Harassment Prevention Policy
- Improper Relationships between Students and Employees
- Opportunities of Involvement and Avenues of Redress
- Seahawk Respect Compact (reprinted on page 6 of this Handbook)

Students may refer to this link: [Equal Opportunity, Diversity & Unlawful Harassment](#)

Appendix A: Full-time Psychology Faculty and Staff Information*

Emily Baxter	Assistant Professor	2-2944	baxtere
Tom Cariveau	Associate Professor & Graduate Coordinator	2-2883	cariveaut
Caroline Clements	Professor	2-4297	clementsc
Dale J. Cohen	Professor	2-3917	cohend
Karen A. Daniels	Associate Professor	2-3377	danielsk
Alissa Dark-Freudeman	Associate Professor	2-4057	freudemana
Wendy Donlin Washington	Associate Professor	2-2453	donlinw
Graciela Espinosa-Hernandez	Professor & Department Chair	2-4057	hernandezm
Christine E. Hughes	Professor	2-7795	hughesc
Anne Hungerford	Associate Professor	2-7586	hungerforda
Julian R. Keith	Professor	2-3378	keithj
Rachel A. Kohman	Professor	2-3494	kohmanr
Len B. Lecci	Professor	2-7262	leccil
Sally J. MacKain	Professor & Gen Clinical DCT	2-3732	mackains
Victoria Macht Preston	Assistant Professor	2-	prestonv
David MacQueen	Associate Professor	2-0539	macqueend
Bryan Myers	Professor	2-3636	myersb
Jennifer Myers	Lecturer	2-3393	myersjg
Simone Nguyen	Professor	2-7731	nguyens
Erica Noles	Lecturer	2-7130	nolese
Kate B. Nooner	Professor & Associate Dean CAS	2-2104	noonerk
Jasmine Norman	Assistant Professor	2-3375	normanj
Richard S. Pond	Professor	2-3372	pondr
Antonio E. Puente	Professor	2-3812	puente
Curtis Puryear	Assistant Professor		
Eric Rawls	Assistant Professor	2-	rawlse
Kaitlyn Schuler	Assistant Professor	2-	schulerka
Carole M. Van Camp	Associate Professor	2-3377	vancampc
Catherine Williams	Assistant Professor		williamsc
Department Staff			
Sonya Kelly	Administrative Specialist	2-4298	kellys
Brooke Hebbelman	Administrative Associate	2-7467	hebbelmanb
Ashlee T. Johnson	Administrative	2-3370	johnsonata

* Please refer to Psychology Department website for most up to date contact information.

Appendix B: Recommended Course Sequence (may change in odd and even years)

PhD General Clinical Psychology Curricular Sequence (Suggested if completed in 4 years +1 for Internship) Subject to change in even/odd years)	credits 94
Fall Year 1	(13)
PSY 547 Psychopathology	3
PSY 579 Research Practicum	1
PSY 589 Advanced Research Methods	3
PSY 555 Quantitative Methods 1	4
PSY 549 Interviewing skills	2
TA 20 hours	
Spring Year 1	(12)
PSY 530 Teaching in Psychology 1	1
PSY 552 Ethics & Diversity	3
PSY 580 Research Practicum	1
PSY 525 Assessment I: Psychometrics & Intro to Cognitive/Intellectual testing	3
PSY 557 Quantitative Methods 2	4
TA 20 hours	
Summer Year 1	(1)
PSY 594 Beginning Clinical Practicum	1
Fall Year 2	(13)
PSY 550 Evidence Based Psychotherapies	3
PSY 526 Psych Assessment II: Personality & Psychopathology	3
PSY 556 Physiological Psychology (or 510, 520, 565)	3
PSY 594 Beginning Clinical Practicum	1
PSY 599 Thesis Research	3
TA 20 hours	
Spring Year 2	(10)
PSY 520 Developmental Psychology (or 510, 556 or 565)	3
PSY 545 Chemical Dependency	3
PSY 594 Beginning Clinical Practicum	1
PSY 599 Thesis Research	3
TA 20 hours	
Summer Year 2	(1)
PSY 594 Beginning Clinical Practicum	1

Fall Year 3	(11)
PSY 510 Cognitive (or 520, 556 or 565)	3
PSY 651 Intervention Strategies for Substance Use	3
PSY 671 Psychology of Diversity	3
PSY 694 Intermediate Clinical Practicum	2
TEACHING	
Spring Year 3	(10)
PSY 565 Social Psychology (or 510, 520, or 556)	3
PSY 652 Health Service Sem: Supervision & Consultation (alternating years)	3
PSY 694 Intermediate Clinical Practicum	1
PSY 699 Dissertation Proposal	3
TEACHING	
Summer Year 3	(1)
PSY 694 Intermediate Clinical Practicum	1
Fall Year 4	(10)
PSY 505 History & Systems (offered alternating years)	1
PSY 5XX/6XX Approved Elective	3
PSY 798 Pre-Internship Seminar: Professional Development	1
PSY 794 Adv. Clinical Practicum	2
PSY 799 Dissertation	3
TEACHING	
Spring Year 4	(8)
PSY 645 Adv Integrative Seminar Psychopharm (offered alternating yrs)	3
PSY 794 Adv. Clinical Practicum	2
PSY 799 Dissertation	3
TEACHING	
Fall, Spring & Summer Year 5 or 6	(4)
PSY 898 Pre-doctoral Internship	4

Appendix C: Advising Worksheet

STUDENT NAME:		Year Entered:		
Coursework requirements	Courses covering training	Courses completed	Sem. & year projected	Date completed
1. Discipline Specific Knowledge				
1. a. Biological Aspects of Behavior	required: 556		F-2	
1.b. Cognitive Aspects of Behavior	required: 510		F-3	
1.c. Affective Aspects of Behavior	required 520, 565 & 510		Sp-2, Sp-3, F-3	
1.d. Social Aspects of Behavior	required: 565		Sp-3	
1.e. Developmental Aspects of Behavior	Required: 520		Sp-2	
1.f. History and Systems of Psychology	required: 505		F-4	
1.g. Adv. Integrative Study Seminar	required: 695 (must be approved) or 645 Pharm		Sp-4	
2. Research and Quantitative Methods				
2.a. Quantitative Methods in Psychology	required: 555 and 557		F-1 and Sp-1	
2.b. Research Practicum 1 and 2	required: 579 and 580		F-1 and Sp-1	
2.c. Advanced Research Methods	required: 589		F-1	
3. Thesis and Dissertation				
3.a. Thesis	required: 599 (6 hours total)		F-2, Sp-2	
3.b. Dissertation Proposal	required: 699 (3 hours)		Sp-3	
3.c. Dissertation	required: 799 (6 hours total)		F-4, Sp-4	
4. Profession Wide Competencies				
4.a. Advanced Psychopathology	required: 547		F-1	
4.b. Evidence Based Psychotherapies	required: 550		F-2	
4.c. Cultural, Ethical, and Legal Issues	required: 552		Sp-1	
4.d. Psychological Assessment: Int & Pers	required: 525 and 526		SP-1 and F-2	
4.e. Chemical Dependency	required: 545		Sp-2	
4.f. Interviewing Skills	required: 549		F-1	
4.g. Advanced Intervention Strategies	required: 651		F-4	
4.h. Topics in Health Care service	required: 652		Sp-3	
4.i. Approved Elective	500/600 level		Sp-4	
4.j. Psy of Diversity	required: 671		Sp-3	
4.k. Beginning Clinical Practicum	required: 594 (4 hours total)		Su-1 F-2 Sp-2 Su-2	
4.l. Intermediate Clinical Practicum	required: 694 (4 hours total)		F-3, Sp-3, Su-3	
4.m. Advanced Clinical Practicum	required: 794 (4 hours total)		F-4, Sp-4	
5. Internship				
Pre-Internship Seminar	required: 798		F-4	
Predoctoral Internship	required: 898 (4 houotal)		SU-4, F-4, SP-4	

6. Teaching				
Teaching Psychology	required: 530, 531 opt		Sp-1, F-3	
7. Research Requirements	Thesis Prospectus Defense		SP-1	
	Thesis Defended		SP-2	
	Qualifying Exams		F-3	
	Dissert Proposal Defend		SP-3	
	Dissertation Defended		SP-4	
	Internship Research Req (see Appendix D)	3 papers OR submit article	Start of 4 th year	

Appendix D: Student Annual Report Format

Student Annual Report Format

Please submit an annual report by emailing a word document to the DCT by May 20th each year. The report should cover activities this year from May 11 of the past year to May 10 of this current year. This schedule allows the faculty to incorporate your successes into their written annual evaluation of your progress.

Please use the Roman numerals and letters to organize your report. Make all relevant entries in APA style. If you have nothing to enter for a section, just leave it off. Be sure to head the report AND label the submitted file(s) with your name and the month/year.

I. Research (CURRENT year only - older publications etc. will be on your CV)

A. Publications: Provide complete citations for all publications, including those in press.

1. Refereed Articles:
2. Books/Book chapters:
3. Other:

B. Presentations: Papers, workshops and posters presented, accepted, or under review at professional meetings: Provide a complete citation for all papers and posters that have been presented, accepted for presentation, or are under review (use “under review” in lieu of date). Be sure to note whether a presentation is a poster or an oral presentation.

II. Teaching

For each semester, list courses by number and title and indicate if you were TA or primary instructor

III. Clinical Hours

Indicate direct contact hours for

- Intervention
- Assessment
- # of integrated reports

IV. Activities that promote diversity, equity and inclusion. For example, students may engage in Safe Zone training, take on mentoring roles for students from underrepresented backgrounds and work to foster their professional development, volunteer to assist with DEI events in the department (e.g., meet with potential students and applicants), conduct research that makes a point to recruit diverse samples or otherwise emphasize inclusive research practices, engage with the broader university or Wilmington community on DEI-related initiatives, etc. This list is by no means exhaustive; these examples are included to highlight that we believe DEI engagement should be defined broadly. Our goal is to ensure this important work, which is often invisible, is both recognized and shared across the department.

V. Service

List any talks on psychological topics given to campus, lay or community members.

VI. Professional Development

List all professional and research society memberships at the local, state and national levels. Indicate any leadership roles or activities related to leadership.

VII. Attach a copy of your updated vita with the date it was last updated clearly indicated.

Appendix E: Research Competency Evaluation Tool

Student Name: _____

Date Completed: _____

Research Mentors complete this tool at the end of each Spring semester. Ratings will be integrated into the student annual evaluation letter and shared with the student by the Research Mentor. Students should show progress through the ratings over the course of training and achieve ratings of **“Competent” by the time of graduation.**

PLEASE EVALUATE THE STUDENT USING THE SCALE BELOW:

N/A - Not Applicable. The competency or skill is not applicable to the student and/or the skill was not observed;

Needs Remediation: Requires remedial work in this area; competency attainment is not at level expected for type of research experience being rated. Specific activities may be required to address noted issues.

Beginning Student Level: Shows basic knowledge in the area and some development of skills. *This rating is typical during master’s thesis preparation.*

Intermediate Student Level: demonstrates more advanced skills in the area but not to a level of independent application and competence. *This rating is typical during dissertation preparation.*

Competent Student Level: Shows a level of competence and independence that is commensurate with *readiness for graduation.*

RESEARCH SKILLS

1. COMMITMENT TO RESEARCH - Demonstrates behavior that is consistent with a positive general interest in research. In making this rating, please consider whether the student completes assignments on time, is careful in their work (e.g., written assignments are free of typographical errors; data entry and management is done carefully), and takes the initiative on assignments (e.g., student seeks out research projects rather than waiting for them to be given to her/him).

- ☐ N/A - Not Applicable
- ☐ Needs Remediation
- ☐ Beginning Level
- ☐ Intermediate Level
- ☐ Competent Level

2. PROFESSIONAL INTERACTION – Demonstrates ability to interact appropriately with other staff on a research team and with research participants. In making this rating, please consider your own observations of the student’s behavior, which can include how well they collaborate with others on joint projects, as well input from other lab/staff members.

- ☐ N/A - Not Applicable
- ☐ Needs Remediation
- ☐ Beginning Level
- ☐ Intermediate Level
- ☐ Competent Level

3. **SCIENTIFIC WRITING** – Demonstrates a scholarly writing style appropriate for journal submissions and thesis/dissertation write up. In making this rating, please consider the student's familiarity with APA guidelines and style, skills in integrating research findings, skills in writing research and grant proposals, and ability to write in a clear and organized manner.

- ☐ **N/A -Not Applicable**
- ☐ **Needs Remediation**
- ☐ **Beginning Level**
- ☐ **Intermediate Level**
- ☐ **Competent Level**

4. **ETHICAL ISSUES** – Demonstrates knowledge of ethical principles when conducting research. In making this rating, please consider the student's ability to write an IRB proposal (including a consent form), address HIPAA issues, their familiarity with the ethics of research design, and maintaining participant confidentiality.

- ☐ **N/A - Not Applicable**
- ☐ **Needs Remediation**
- ☐ **Beginning Level**
- ☐ **Intermediate Level**
- ☐ **Competent Level**

5. **THEORETICALLY BASED** – Uses theory to inform the conceptualization, design, and interpretation of research. In making this rating, please consider the student's grasp of the theoretical literature (in their area), discussion of this literature in individual and lab meetings, and integration into scientific writing and presentations.

- ☐ **N/A - Not Applicable**
- ☐ **Needs Remediation**
- ☐ **Beginning Level**
- ☐ **Intermediate Level**
- ☐ **Competent Level**

6. **RESEARCH DESIGN** – Demonstrates an ability to generate novel hypotheses and to design a study that follows from those hypotheses. In making this rating, please consider the student's level of initiative/independence on thesis/dissertation, ability to critique others' research, etc.

- ☐ **N/A - Not Applicable**
- ☐ **Needs Remediation**
- ☐ **Beginning Level**
- ☐ **Intermediate Level**
- ☐ **Competent Level**

7. **DATA ANALYTIC SKILLS** – Demonstrates familiarity and proficiency in data analytic procedures. In making this rating, please consider the student's knowledge and proficiency in conducting (and interpreting) multiple data analytic procedures relevant to research area.

- ☐ **N/A - Not Applicable**
- ☐ **Needs Remediation**
- ☐ **Beginning Level**
- ☐ **Intermediate Level**
- ☐ **Competent Level**

8. CRITICAL THINKING SKILLS – Demonstrates ability to critically evaluate own and others' research. In rating this item, please consider the student's ability to identify strengths and limitations in the research literature or designs of specific studies.

- ☐ N/A - Not Applicable
- ☐ Needs Remediation
- ☐ Beginning Level
- ☐ Intermediate Level
- ☐ Competent Level

9. MANUSCRIPT PREPARATION – Demonstrates ability to write a manuscript suitable for publication in a peer-reviewed journal.

- ☐ N/A - Not Applicable
- ☐ Needs Remediation
- ☐ Beginning Level
- ☐ Intermediate Level
- ☐ Competent Level

10. PRESENTATION SKILLS – Demonstrates ability to prepare and present one's own research at a scientific conference.

- ☐ N/A - Not Applicable
- ☐ Needs Remediation
- ☐ Beginning Level
- ☐ Intermediate Level
- ☐ Competent Level

PROFESSIONALISM IN RESEARCH

11. DEPORTMENT – Demonstrates behavior that is mature and professional (includes appropriate dress, hygiene, etc). She or he is able to distinguish between appropriate and inappropriate language and behavior in various contexts.

- ☐ N/A - Not Applicable
- ☐ Needs Remediation
- ☐ Beginning Level
- ☐ Intermediate Level
- ☐ Competent Level

12. PUNCTUALITY – Student is on time for meetings, as well as being able to meet important deadlines.

- ☐ N/A - Not Applicable
- ☐ Needs Remediation
- ☐ Beginning Level
- ☐ Intermediate Level
- ☐ Competent Level

13. ACCOUNTABILITY – Student takes responsibility for her or his behavior. This includes being open to feedback from their supervisors/instructors.

- ☐ **N/A - Not Applicable**
- ☐ **Needs Remediation**
- ☐ **Beginning Level**
- ☐ **Intermediate Level**
- ☐ **Competent Level**

14. SELF-AWARENESS – Student shows an awareness of her of his strengths and weaknesses, and is able to take steps (if needed) to correct/change behavior.

- ☐ **N/A - Not Applicable**
- ☐ **Needs Remediation**
- ☐ **Beginning Level**
- ☐ **Intermediate Level**
- ☐ **Competent Level**

15. MOTIVATION – Student is motivated to work hard and develop as a graduate student, and future mental health professional.

- ☐ **N/A - Not Applicable**
- ☐ **Needs Remediation**
- ☐ **Beginning Level**
- ☐ **Intermediate Level**
- ☐ **Competent Level**

16. ATTENTION TO DETAIL – Student is detail oriented in research, clinical or laboratory activities. His or her work is generally free of careless errors (e.g., typographic errors in manuscripts; careless data analyses).

- ☐ **N/A - Not Applicable**
- ☐ **Needs Remediation**
- ☐ **Beginning Level**
- ☐ **Intermediate Level**
- ☐ **Competent Level**

17. GENERAL INTERPERSONAL SKILLS – Is open and empathic with others. Shows respect for others' viewpoints, opinions, etc. Strives to get along with others in her or his laboratory, clinic setting, etc. Seems genuinely interested in other people.

- ☐ **N/A - Not Applicable**
- ☐ **Needs Remediation**
- ☐ **Beginning Level**
- ☐ **Intermediate Level**
- ☐ **Competent Level**

18. GENERAL EMOTIONAL SKILLS – Shows affect tolerance (i.e., is able to contain one’s emotions in professional settings). Tolerates uncertainty and ambiguity well. Is emotionally mature (e.g., is emotionally appropriate when receiving feedback).

- ☐ N/A - Not Applicable
- ☐ Needs Remediation
- ☐ Beginning Level
- ☐ Intermediate Level
- ☐ Competent Level

19. PROBLEM SOLVING – Able to solve problems without being overly dependent on others. Is proactive in trying to solve problems rather than being reactive.

- ☐ N/A - Not Applicable
- ☐ Needs Remediation
- ☐ Beginning Level
- ☐ Intermediate Level
- ☐ Competent Level

20. GENERAL AWARENESS OF DIVERSITY ISSUES – Understands one’s own cultural identity in relation to others. Is sensitive to the cultural identity of others. Considers diversity when interacting with others in professional settings.

- ☐ N/A - Not Applicable
- ☐ Needs Remediation
- ☐ Beginning Level
- ☐ Intermediate Level
- ☐ Competent Level

21. SCHOLARLY INQUIRY - Demonstrates attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving.

- ☐ N/A - Not Applicable
- ☐ Needs Remediation
- ☐ Beginning Level
- ☐ Intermediate Level
- ☐ Competent Level

Please comment below on the student’s particular STRENGTHS. **At least one comment needs to be made in this section.**

Please comment below on AREAS OF GROWTH (for example, areas indicated as BELOW). All students have areas they can grow in. **At least one comment needs to be made in this section.**

STUDENT Signature:

Research Mentor Signature:

The above signatures indicate that the student has read this feedback form and that the supervisor and student have discussed it verbally. The signatures do not necessarily imply total agreement on student performance.

Appendix F: Clinical Competency Evaluation Tool

Completed by Supervisor

Student Name: _____

Date of Evaluation: _____

Practicum Placement: _____

Supervisor Name: _____

Practicum Term, Date and Year in Program:

Fall 20____ Year in Program (check one) 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

Spring 20____ Year in Program (check one) 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

Summer 20____ Year in Program (check one) 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

Total number of hours on site reflected in this evaluation _____

PLEASE NOTE: Accreditation requires at least a portion of the student's evaluation be based on direct observation (i.e., live or video-audio recording) during each evaluation period. Please indicate *how you* directly observed the student (check all that apply):

☐ In room/1-way mirror

☐ Video recording

☐ Audio only recording

Number of sessions observed this evaluation period _____

Type(s) of sessions observed (e.g., assessment or therapy) _____

Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training. This form is comprised of skills and competencies the students may develop in practicum. **Not all of the competencies or elements listed are expected to be demonstrated in every practicum or every year of practicum.** Please click on the appropriate rating and below each section, please provide information regarding relative strengths and weaknesses. If you cannot make an informed rating for some reason, including if it's not applicable, select "No Answer".

Definition of Ratings

- **Needs Remediation:** Requires remedial work in this area; competency attainment is not at level expected for type of clinical experience being rated.
- **Beginning Student Level:** Shows basic knowledge and understanding of how to analyze problems and of intervention skills and the processes and techniques of implementing them.
- **Intermediate Student Level:** Recognizes some important recurring domain features and to select appropriate strategies to address the issue at hand. Limited ability to generalize diagnostic and intervention skills to new situations and clients. Support is needed to guide performance. *Most common rating during 3rd year practicum/community placements.*
- **Advanced Student Level:** Shows integrated knowledge of the domain, including appropriate knowledge of scholarly/research literature. Fluent in the ability to recognize recurring domain features and to select appropriate strategies to address the issue at hand. Recognition of overall patterns, possible diagnoses, and/or treatment processes and outcomes for a given case are taking shape. Student is less flexible in these areas than the entry-level psychologist, but does have a feeling of mastery and the ability to cope with and manage many contingencies of clinical work. *Most common rating during 4th year practicum/community placements.*
- **Entry-Level Professional Level:** Shows knowledge, skills, and abilities commensurate with an entry-level professional with a doctoral degree. Students are most likely to consistently achieve this level *during Internship.* **Note: To be eligible for graduation, students must achieve this competency rating ("Entry-Level Professional") on every element within each domain/Successful completion of internship.**

I. Assessment

A. Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level Professional ☐ No Answer ☐

B. Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level Professional ☐ No Answer ☐

C. Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level Professional ☐ No Answer ☐

D. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level Professional ☐ No Answer ☐

E. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level Professional ☐ No Answer ☐

F. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level Professional ☐ No Answer ☐

G. Assess and effectively manage risk of harm; identify and assess the nature of risk; consult with supervisor when risk is assessed as moderate or high; implement effective and appropriate risk management measures; and engage and/or transfer care to appropriate services to maximize safety.

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level Professional ☐ No Answer ☐

Comments:

II. Intervention

A. Establish and maintain effective relationships with the recipients of psychological services.

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level Professional ☐ No Answer ☐

B. Develop evidence-based intervention plans specific to the service delivery goals and case conceptualization.

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level Professional ☐ No Answer ☐

C. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level Professional ☐ No Answer ☐

D. Demonstrate the ability to apply the relevant research literature to clinical decision making.

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level Professional ☐ No Answer ☐

E. Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level Professional ☐ No Answer ☐

F. Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level Professional ☐ No Answer ☐

Comments:

III. Ethical and Legal Standards

A. Knowledgeable of and acts in accordance with the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels including mandatory reporting; and relevant professional standards and guidelines.

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level Professional ☐ No Answer ☐

B. Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level Professional ☐ No Answer ☐

C. Conduct self in an ethical manner in all professional activities and consistent with work involving diverse service recipients.

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level Professional ☐ No Answer ☐

D. Institute procedures to protect privacy and confidentiality, explain limits of confidentiality, and identify own professional limitations and refer to another professional when appropriate.

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level Professional ☐ No Answer ☐

Comments:

IV. Individual and Cultural Diversity

A. Demonstrate understanding of their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level Professional ☐ No Answer ☐

B. Knowledge of current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level Professional ☐ No Answer ☐

C. Ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level Professional ☐ No Answer ☐

D. Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups and apply this approach effectively in their professional work.

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level Professional ☐ No Answer ☐

Comments:

V. Professional Values and Attitudes

A. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others including respectful of support staff and diverse service recipients; collegial with peers; maintains appropriate professional boundaries; and manages conflict/disagreement with supervisors, peers, and staff.

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level ☐ No Answer ☐
Professional ☐

B. Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level ☐ No Answer ☐
Professional ☐

C. Actively seek and demonstrate openness and responsiveness to feedback & supervision.

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level ☐ No Answer ☐
Professional ☐

D. Respond professionally in increasingly complex situations with a greater degree of independence.

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level ☐ No Answer ☐
Professional ☐

E. Completion of professional tasks (e.g., timely paperwork, keeping appointments, collecting fees, etc.).

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level ☐ No Answer ☐
Professional ☐

Comments:

VI. Communication and Interpersonal Skills

A. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level ☐ No Answer ☐
Professional ☐

B. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level ☐ No Answer ☐
Professional ☐

C. Demonstrate effective interpersonal skills and the ability to manage difficult communication well including use of core communication skills (e.g., engages in active listening, uses empathetic language, responds to nonverbal cues and behaviors, and uses language appropriate to service recipients age and level of understanding).

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level Professional ☐ No Answer ☐

D. Communicate effectively with service recipients from diverse backgrounds.

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level Professional ☐ No Answer ☐

Comments:

VII. Response to Supervision

A. Value guidance, learning, and reflection through the professional supervision process including regularly participates in supervision, engages in reflection of limitations, recognizes and accepts supervisor's input and authority.

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level Professional ☐ No Answer ☐

B. Seeks assistance for high risk situations or when challenged by complex or difficult circumstances including work with diverse individuals.

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level Professional ☐ No Answer ☐

Comments:

VIII. Consultation and Interprofessional/Interdisciplinary Skills

A. Demonstrate knowledge and respect for the roles and perspectives of other professions.

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level Professional ☐ No Answer ☐

B. Collaborate with other professionals for benefit of service recipient including analyzing relevant opinions and integrating them into assessment and intervention where appropriate and incorporating information related to diversity.

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level Professional ☐ No Answer ☐

C. Functions effectively in multidisciplinary and interdisciplinary contexts.

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level Professional ☐ No Answer ☐

Comments:

IX. Supervision

A. Demonstrates knowledge of supervision models and practices.

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level Professional ☐ No Answer ☐

B. Demonstrates appropriate interpersonal and communication skills in providing supervision, including peer supervision.

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level Professional ☐ No Answer ☐

C. Able to give effective, evidenced-based feedback in a supervisory role (including peer supervision).

0 Remediation ☐ 1 Beginning ☒ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level Professional ☐ No Answer ☐

D. Demonstrates knowledge of contemporary evidence-based supervision literature

0 Remediation ☐ 1 Beginning ☐ 2 Intermediate ☐ 3 Advanced ☐ 4 Entry-Level Professional ☐ No Answer ☐

Comments:

Supervisor Signature

Student Signature

Appendix G: First Year PhD Clinical Student Evaluation

Student Name: _____

Date Completed: _____

Evaluation to be completed by members of the Core Faculty at the end of the Spring semester of the first year. Material from this evaluation will be integrated into the student annual evaluation letter and also shared with the student by the DCT. The student will sign below and be given a copy.

PLEASE EVALUATE THE STUDENT USING THE SCALE BELOW:

N/A - Not Applicable. The competency or skill is not applicable to the student and/or the skill was not observed.

Below Expectations - The student needs further training and/or remediation to improve to an acceptable level for her/his year in the program. This is clearly an area in need of further development.

Meets or Exceeds Expectations - The student has shown some basic mastery of the competency or skill or this is a strength, relative to other graduate students that you have observed (at a comparable level of training.

Note: Some items are rated on a "MEETS expectations" or "BELOW expectations" scale. Expectations are based on the student's current level of training and clinical experience.

I. PERSONAL and INTERPERSONAL COMPETENCIES

1. DEPARTMENT – Student demonstrates behavior that is mature and professional (includes appropriate dress, hygiene, etc). She or he is able to distinguish between appropriate and inappropriate language and behavior in various contexts.

☐ BELOW Expectations

☐ MEETS Expectations

2. PUNCTUALITY – Student is on time, and prepared, for meetings.

☐ BELOW Expectations

☐ MEETS Expectations

3. ACCOUNTABILITY – Student takes responsibility for her or his behavior. This includes being open to feedback from supervisors/instructors.

☐ BELOW Expectations

☐ MEETS Expectations

4. SELF-AWARENESS – Student shows an awareness of her of his strengths and weaknesses, and is able to take steps (if needed) to correct/change behavior.

☐ BELOW Expectations

☐ MEETS Expectations

5. MOTIVATION – Student is motivated to work hard and develop as a graduate student, and future mental health professional.

☐ BELOW Expectations

☐ MEETS Expectations

6. ATTENTION TO DETAIL – Student is detail oriented in research, clinical or laboratory activities. His or her work is generally free of careless errors (e.g., typographic errors in manuscripts; careless data analyses).

☐ BELOW Expectations

☐ MEETS Expectations

7. GENERAL INTERPERSONAL SKILLS – Is open and empathic with others. Shows respect for others' viewpoints, opinions, etc. Strives to get along with others in her or his laboratory, clinic setting, etc. Seems genuinely interested in other people.

☐ BELOW Expectations

☐ MEETS Expectations

8. GENERAL EMOTIONAL SKILLS – Shows affect tolerance (i.e., is able to contain one's emotions in professional settings). Tolerates uncertainty and ambiguity well. Is emotionally mature (e.g., is emotionally appropriate when receiving feedback).

☐ BELOW Expectations

☐ MEETS Expectations

9. PROBLEM SOLVING – Able to solve problems without being overly dependent on others. Is proactive in trying to solve problems rather than being reactive.

☐ BELOW Expectations

☐ MEETS Expectations

10. GENERAL AWARENESS OF DIVERSITY ISSUES – Understands one's own cultural identity in relation to others. Is sensitive to the cultural identity of others. Considers diversity when interacting with others in professional settings.

☐ BELOW Expectations

☐ MEETS Expectations

11. SCHOLARLY INQUIRY - Demonstrates Attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving.

☐ BELOW EXPECTATIONS

☐ MEETS EXPECTATIONS

II. PRE-CLINICAL COMPETENCIES

1. ETHICAL AND LEGAL STANDARDS - Demonstrates ability to effectively implement the following practices: informed consent, confidentiality, setting of appropriate boundaries, in role play situations.

☐ N/A

☐ Below Expectations

☐ Meets or Exceeds Expectations

2. RELATIONSHIP BUILDING SKILLS - Effectively uses empathy, active collaboration, warmth, and a non-judgmental stance to develop the therapeutic relationship in role play situations.

☐ N/A

☐ Below Expectations

☐ Meets or Exceeds Expectations

3. NON-SPECIFIC RESPONSE SKILLS - Understands and effectively employs a wide range of therapeutic responses such as reflections, open-ended questions, paraphrases and summary statements, and appropriate self-disclosure to achieve specific therapeutic goals in role play situations.

☐ N/A

☐ Below Expectations

☐ Meets or Exceeds Expectations

4. MULTI-CULTURAL AWARENESS - Shows an understanding and sensitivity to diversity issues, and is aware of when and how to bring these up in therapy with a client in role play situations.

☐ N/A

☐ Below Expectations

☐ Meets or Exceeds Expectations

5. Basic interviewing skills – Demonstrates preliminary skills in conducting a screening interview and a structured interview.

☐ N/A

☐ Below Expectations

☐ Meets or Exceeds Expectations

6. Organizing and integrating data - Demonstrates preliminary skills in organizing data and integrating several sources of information.

☐ N/A

☐ Below Expectations

☐ Meets or Exceeds Expectations

7. Preliminary report-writing skills – Demonstrates preliminary report-writing skills; can create an integrated psychological report using a structured format.

☐ N/A

☐ Below Expectations

☐ Meets or Exceeds Expectations

Please comment below on the student's particular STRENGTHS. **At least one comment needs to be made in this section.**

Please comment below on AREAS OF GROWTH (for example, areas indicated as BELOW). All students have areas they can grow in. **At least one comment needs to be made in this section.**

Student Signature: _____

Director of Clinical Training Signature: _____

The above signatures indicate that the student has read this feedback form and that the supervisor and student have discussed it verbally. The signatures do not necessarily imply total agreement on the student's performance.

Appendix H: CUDCP Statement on Internship Eligibility

COUNCIL OF UNIVERSITY DIRECTORS OF CLINICAL PSYCHOLOGY (CUDCP)

EXPECTATIONS FOR INTERNSHIP ELIGIBILITY

1. Trainee meets or exceeds foundational and functional competencies as outlined by the Assessment of Competency Benchmarks Work Group.
2. Trainee successfully completed a master's thesis (or equivalent).
3. Trainee passed program's comprehensive or qualifying exams (or equivalent).
4. Trainee's dissertation proposal has been accepted at the time of application for the internship.
5. Trainee successfully completed all required coursework for the doctoral degree before starting the internship (except hours for dissertation and internship).
6. Trainee completed an organized, sequential series of practicum experiences supervised by at least two different clinical psychologists that involve formalized practicum experience in evidence-based assessment and therapy. The Trainee completed at least 450 face-to-face hours of assessment/intervention and at least 150 hours of supervision by a clinical psychologist who routinely employed individual and/or group supervision models and at least one or more of the following intensive supervision methods (e.g., direct observation, co-therapy, audio/videotape review). During the early formative years, the ratio of face-to-face hours to supervision hours approximated 1:1 and increased to around 4:1 as the Trainee developed intermediate to advanced clinical skills.
7. Trainee has contributed to the scientific knowledge within psychology, as evidenced by:
 - a. Publishing (UNCW: Submitting) an article in a refereed journal or a book chapter as an author or coauthor, or
 - c. Presenting at least three papers/posters/workshops at regional, national, or international professional conferences or meetings.
8. Trainee was enrolled in a program that conducts formal annual evaluations of each student for purposes of monitoring trainees' developing competencies and assuring that only students making satisfactory progress are retained and recommended for doctoral level entry into the profession. This annual program review of each student utilizes evaluations obtained from different faculty and supervisors and covers the full range of competencies including academic, research, clinical skills, and ethical professional behavior. Trainee has been rated as meeting expectations and possessing the required competencies at the time of applying for internship.

Appendix I: Evaluation of Research Mentor by Student

Evaluation of Faculty Research Mentor

Please complete this evaluation of your research mentor and return to the Graduate Coordinator or DCT. Your answers will not be shared with the mentor unless you request that we do so. This evaluation should be completed each year.

Faculty Research Mentor Name: _____

Student Name: _____

Date: _____

Write or type your 1-5 rating to the left of each item.

1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree

- _____ 1. My faculty mentor has been or I believe would be receptive to feedback regarding their mentorship.
- _____ 2. My faculty mentor values my contribution to the research performed in our lab.
- _____ 3. My faculty mentor considers all of my academic, research, clinical (if applicable), professional (e.g. teaching), and personal responsibilities and takes them into account when negotiating expectations and obligations.
- _____ 4. My mentor treats me like a graduate student seeking to find their own line of inquiry, instead of just an employee in the lab.
- _____ 5. My faculty mentor respects and values my time.
- _____ 6. Overall my faculty mentor treats me with respect.
- _____ 7. My faculty mentor acts in a way that supports my successful completion of program requirements (e.g., thesis, dissertation, qualifying exams).
- _____ 8. My faculty mentor acts in a way that encourages achievement in career-related endeavors that are important to me.
- _____ 9. My faculty mentor provides high quality feedback on my work.
- _____ 10. My faculty mentor is responsive when I seek feedback on research and thesis/dissertation drafts.
- _____ 11. My faculty mentor provides feedback in a timely fashion on research and thesis/dissertation drafts.

_____ **Please estimate the typical amount of time your mentor takes to give your drafts back.**

- _____ 12. My faculty mentor is competent providing mentorship related to my field of study.
- _____ 13. My faculty mentor has helped me gain knowledge relevant to my field of study.
- _____ 14. My faculty mentor has helped me develop the ability to critically review the literature in my field of inquiry

- _____ 15. My faculty mentor has helped me develop the ability to design research studies.
- _____ 16. My faculty mentor has helped me develop my analytical skills, or can point me in the right direction to obtain them.
- _____ 17. My faculty mentor has helped me develop my ability to communicate research results via oral or written modalities.
- _____ 18. My faculty mentor provides me with networking and collaboration opportunities.
- _____ 19. My faculty mentor is able to recommend appropriate professional development opportunities, such as conferences and workshops, etc.
- _____ 20. My faculty mentor provides sufficient career-focused development relevant to my career goals.
- _____ 21. My faculty mentor provides me opportunities to collaboratively work on papers, book chapters, and conference presentations, as appropriate for my authorship abilities and interest.
- _____ 22. My mentor sets and communicates clear expectations for me (timelines, duties and responsibilities)
- _____ 23. My mentor clearly communicates what his/her responsibilities are as my mentor (timelines, duties and responsibilities)
- _____ 24. My mentor sets clear policies regarding author order in projects that we work on together
- _____ 25. My mentor recognizes and appropriately acknowledges my contributions to his/her research (for example, through authorships, in yearly student evaluation meetings)
- _____ 26. My mentor takes the time to listen to and understand my concerns

Comments:

Share results with Mentor? Yes ☐ No ☐

Appendix J: Evaluation of Clinical Supervisor Form by Student

Supervisor's Name: _____ Date: _____

Please respond to the following questions in terms of your current supervisor. The terms "therapy" and "therapist" have been used as generic terms to apply to both counseling and psychotherapy. Use the following rating scale for all items:

1-----2-----3-----4-----5-----6-----7
Not at all Moderately Greatest degree possible

- | | | | | | | | |
|--|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| 1. My supervisor helps me develop by providing both challenge and support. | 1
<input type="checkbox"/> | 2
<input type="checkbox"/> | 3
<input type="checkbox"/> | 4
<input type="checkbox"/> | 5
<input type="checkbox"/> | 6
<input type="checkbox"/> | 7
<input type="checkbox"/> |
| 2. The supervision I am receiving has helped me grow as a professional. | 1
<input type="checkbox"/> | 2
<input type="checkbox"/> | 3
<input type="checkbox"/> | 4
<input type="checkbox"/> | 5
<input type="checkbox"/> | 6
<input type="checkbox"/> | 7
<input type="checkbox"/> |
| 3. My supervisor helps me feel strengthened and affirmed in my efforts to become a professional. | 1
<input type="checkbox"/> | 2
<input type="checkbox"/> | 3
<input type="checkbox"/> | 4
<input type="checkbox"/> | 5
<input type="checkbox"/> | 6
<input type="checkbox"/> | 7
<input type="checkbox"/> |
| 4. My supervisor helps me identify development areas by identifying my strengths and weaknesses. | 1
<input type="checkbox"/> | 2
<input type="checkbox"/> | 3
<input type="checkbox"/> | 4
<input type="checkbox"/> | 5
<input type="checkbox"/> | 6
<input type="checkbox"/> | 7
<input type="checkbox"/> |
| 5. Supervision helps me better see the complexity in my cases. | 1
<input type="checkbox"/> | 2
<input type="checkbox"/> | 3
<input type="checkbox"/> | 4
<input type="checkbox"/> | 5
<input type="checkbox"/> | 6
<input type="checkbox"/> | 7
<input type="checkbox"/> |
| 6. Supervision helps me improve my ability to conceptualize my cases. | 1
<input type="checkbox"/> | 2
<input type="checkbox"/> | 3
<input type="checkbox"/> | 4
<input type="checkbox"/> | 5
<input type="checkbox"/> | 6
<input type="checkbox"/> | 7
<input type="checkbox"/> |
| 7. Supervision helps me examine, modify and refine my approaches to services provided. | 1
<input type="checkbox"/> | 2
<input type="checkbox"/> | 3
<input type="checkbox"/> | 4
<input type="checkbox"/> | 5
<input type="checkbox"/> | 6
<input type="checkbox"/> | 7
<input type="checkbox"/> |
| 8. Supervision helps me take risks that have led to professional growth and more effective services. | 1
<input type="checkbox"/> | 2
<input type="checkbox"/> | 3
<input type="checkbox"/> | 4
<input type="checkbox"/> | 5
<input type="checkbox"/> | 6
<input type="checkbox"/> | 7
<input type="checkbox"/> |
| 9. The relationship I have with my supervisor is characterized by acceptance, trust and respect. | 1
<input type="checkbox"/> | 2
<input type="checkbox"/> | 3
<input type="checkbox"/> | 4
<input type="checkbox"/> | 5
<input type="checkbox"/> | 6
<input type="checkbox"/> | 7
<input type="checkbox"/> |
| 10. My supervisor's feedback encourages me to keep trying to improve. | 1
<input type="checkbox"/> | 2
<input type="checkbox"/> | 3
<input type="checkbox"/> | 4
<input type="checkbox"/> | 5
<input type="checkbox"/> | 6
<input type="checkbox"/> | 7
<input type="checkbox"/> |
| 11. Supervision helps me see my mistakes as learning experiences. | 1
<input type="checkbox"/> | 2
<input type="checkbox"/> | 3
<input type="checkbox"/> | 4
<input type="checkbox"/> | 5
<input type="checkbox"/> | 6
<input type="checkbox"/> | 7
<input type="checkbox"/> |

12. The modeling of my supervisor helps me learn more about therapy.	1	2	3	4	5	6	7
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Self-disclosure by my supervisor helps to normalize my experience as a therapist.	1	2	3	4	5	6	7
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. My supervisor helps me to be open and receptive to supervision.	1	2	3	4	5	6	7
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I feel comfortable sharing my perceived weaknesses and failures with my supervisor.	1	2	3	4	5	6	7
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Supervision helps me to develop specific skills that have made me more effective as a therapist.	1	2	3	4	5	6	7
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Supervision is helping me to better facilitate effective therapy with my clients.	1	2	3	4	5	6	7
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. As a result of supervision, I feel more confident in working with my therapy cases.	1	2	3	4	5	6	7
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Overall, I am satisfied with my supervision.	1	2	3	4	5	6	7
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I feel that supervision is contributing to my overall effectiveness in my therapy cases.	1	2	3	4	5	6	7
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Adapted from Starlight Community Services, Santa Clara County, CA)

Appendix K: Evaluation of Practicum Site by Student

Evaluation of Practicum Site

Please complete this form during the final week of your practicum placement and return to the DCT.

Student _____

Semester/Year _____

Practicum site _____

Supervisor _____

Days/Week on site _____

Number of face-to-face hours obtained _____

Number of supervision hours _____

1. Describe the clinical population that you worked with.

2. Describe the types of clinical activities that you were engaged in, e.g. evaluation, treatment (individual and/or groups), staffings, family meetings, etc.

3. Did you feel adequately prepared for this site? If not, please explain.

4. What would you consider the strengths of this site?

5. What would you consider to be the weaknesses of the site?

6. Please describe the overall quality of this experience.

7. What are your recommendations to future graduate students who are considering this site?

8. Please make any additional comments that you would like.

Appendix L: Practicum Training Sites (Sample)

General Psychotherapy and Assessment Clinic (UNCW Psychology Training Clinic)

Provides Cognitive-Behavioral Psychotherapy Services & Psycho-educational Evaluation Service for Learning Disorders (LD/ADHD) and other Psychological Assessment. This is the initial in-house practicum for students beginning their clinical work. As students advance in the program, they assume supervisory and training roles for less experienced students and take on more complex cases. Students typically maintain a small caseload of clients until going on internship.

Delta Behavioral Health

This agency provides psychiatric and health-related behavioral services for people with psychological and substance use challenges. They offer group training in Dialectical Behavior Therapy for adults as a supplement to other cognitive and behavioral therapies. Practicum students receive training in conducting skills building group therapy. Students may also receive training in the Partial Hospital and Substance Use Intensive Outpatient Program (SAIOP).

Coastal Horizons Center

Coastal Horizons Outpatient Treatment Program provides a wide range of services including individual and group cognitive behavior therapy, intensive outpatient substance use treatment services, medication assisted treatments including treatment for opioid use, and assessment of co-occurring mental health and substance use disorders. Students gain group experience in the SAIOP program in addition to some work with individual clients. Students learn how to work as part of a multidisciplinary team that interfaces with a variety of community, health, and criminal justice agencies.

Pender Correctional Institution

Practicum students placed in this state prison facility gain psychological assessment, therapy, consultative and crisis management experiences as part of the Psychological Services team.

VA Wilmington Health Clinic

Students are trained by VA Psychologists to provide mental health care and psychological assessment services on an outpatient basis. Students rotate through a behavioral health clinic that provides longer term therapeutic modalities and also a Primary Care Mental Health clinic where the focus is on brief interventions, crisis management and health and population-based interventions.

Chrysalis Center for Counseling & Eating Disorder Treatment

Students work with an interdisciplinary team to serve people individually and in groups. The Intensive Outpatient program serves patients 18 and older with all forms of eating disorders who are stepping down from higher levels of care.

UNCW Student Counseling Center

Students conduct intakes and provide short term, goal-oriented therapy for UNCW graduate and undergraduate students on campus.

Appendix M: Practicum Agreement for Student & Supervisor

Student's Name: _____

UNCW PhD Clinical Practicum Student-Supervisor Agreement
(To be completed by the student and Supervisor for each practicum site)

Site: _____ Semester(s)/Year _____

Course:

_____ PSY 594 Beginning Clinical Practicum
_____ PSY 694 Intermediate Clinical Practicum
_____ PSY 794 Advanced Clinical Practicum

Number of Hours on site per week: _____

Start date: _____ Projected End Date: _____

This practicum is intended to partially fulfill the practicum requirement for the doctoral degree in Clinical Psychology.

While the site has signed an agreement with the UNCW Graduate School, this document is to clarify the responsibilities and roles of the student as well as the practicum site.

The UNCW Clinical Psychology Program and the Practicum site agree to the following:

1. UNCW Psychology Department or the practicum supervisor may request withdrawal of any student whose performance record, conduct, etc. does not justify continuance at the site. Prior to withdrawal of the student, university and on-site supervisor(s) will discuss the circumstances and possible courses of action to remedy the situation.
2. UNCW Psychology Department and the practicum site understand the student shall be under the instruction and supervision of the Agency's licensed psychologist or an alternate licensed health professional on-site. Students at practicum sites who are not supervised by a Licensed Psychologist will also participate in a clinical discussion group facilitated at UNCW by the Director of Clinical Training or other agreed upon Licensed Psychologist.
3. Nothing in this agreement shall be construed to create the relationship of employer and employee between the practicum site and the practicum student.

Responsibilities of the Practicum Student

1. The practicum student has the necessary availability as specified in "Number of hours onsite" above
2. The practicum student agrees to attend face-to-face supervision on site for a minimum of 1 hour each week, plus 1 hour every week of clinical group discussion by licensed Department faculty if the primary site supervisor is not a licensed psychologist. Practicum hours consist of direct assessment and intervention hours as well as other forms of training and service activities (e.g., supervision, organizational consultation, report writing, record review, directed readings, didactic training, program development, research).
3. The practicum student will study, understand, and abide by the policies and procedures of the practicum site.
4. The practicum student will abide by the Code of Ethics of the American Psychological Association.

Responsibilities of the On-Site Supervisor

The Practicum Supervisor will:

1. The Practicum Supervisor will serve as consultant, clinical supervisor, and administrative supervisor for the practicum student in all activities at the practicum site.
2. The Practicum Supervisor will schedule a minimum of 1 hour of regular weekly face-to-face supervision meetings, either individual or group.
3. The Practicum Supervisor will complete UNCW's end of the semester Clinical Competency Rating Form for the practicum student and will provide the student feedback within 1 week of the end of classes.
4. The Practicum supervisor onsite agrees to conduct a direct observation of the student a minimum of one time each term.

In the unlikely event that a problematic situation occurs between the on-site supervisor and the practicum student that is difficult to resolve, either the on-site supervisor or the practicum student should contact the UNCW Director of Clinical Training (910) 962-3370

Student training goals for this semester (please list):

Students: Please submit this agreement to the Director of Clinical Training before the Friday of the third week of each semester; if not received by then, the student may be temporarily withdrawn from the site until the agreement is submitted.

Verification of Agreement

By signing this form, you confirm that you have discussed this agreement in detail with your supervisor.

Practicum Student Signature/Date

Practicum Supervisor Signature/Date

Print Name: _____

Print Name: _____

Appendix N: Practicum Site Approval Application

(For external practicum sites/submitted to DCT & Core Faculty by sites wishing to provide training)

Initial Application for UNCW PhD Clinical Program Approval;
Final Graduate School approval via DocuSign form initiated by DCT

Site Name: _____

Agency Contact: _____

1. Describe site's opportunity for supervised experience working with diverse individuals with a variety of presenting problems, diagnoses, and issues:
2. Describe site's opportunity for experience to gain profession-wide competencies (e.g., assessment, intervention, individual and cultural diversity). Include whether services are evidence-based:
3. Describe how your agency is committed to training.
4. Describe how training opportunities will be targeted to be appropriate for student level of training:
5. Describe credentials of case supervisor/s (the DCT will collect CVs for each supervisor):
6. State frequency of supervision provided by licensed mental health professional (if direct supervision is not provided by a licensed clinical psychologist, please also state frequency of supervision provided by a licensed clinical psychologist).
7. How often will students be observed, either directly or via video? (A minimum of once per term is required)
8. State whether supervisor will commit to complete Clinical Competency Evaluation Tool for each evaluation period.

Appendix O: Thesis Prospectus Results Form

University of North Carolina Wilmington

Department of Psychology

RESULTS OF THE THESIS PROSPECTUS DEFENSE

This certifies that _____ [850 _____]

completed the thesis prospectus defense on _____ (date).

The grade on the defense was (Check one) _____ Pass _____ Fail

Should the grade assigned be "Fail," what does the committee recommend relative to a second defense?

We recommend that:

- ☐ A new defense be presented on or about _____ (date).
You may recommend a time line for a presentation of a new defense. Until the thesis prospectus defense is approved, the student should be assigned a grade of "incomplete" for PSY 580.
- ☐ The student be dropped from the MA program.

I concur with the actions indicated above:

Committee Chair: _____

Committee Member: _____

Committee Member: _____

Committee Member: _____

This form, signed by all members of the examining committee, was received in the office of the Coordinator of Graduate Studies in Psychology.

Graduate Coordinator: _____ Date: _____

Distribution: 1 – Graduate Student's file

Appendix P: Thesis Defense Results Form

University of North Carolina Wilmington
Department of Psychology

RESULTS OF THE THESIS DEFENSE

This certifies that _____ [850 _____]

completed the thesis defense on _____ (date).

The grade on the defense was (Check one) _____ Pass _____ Fail

Should the grade assigned be "Fail," what does the committee recommend relative to a second defense?

We recommend that:

☐ A new defense be presented on or about _____ (date).
You may recommend a timeline for a presentation of a new defense.

☐ The student be dropped from the MA program.

I concur with the actions indicated above:

Committee Chair: _____

Committee Member: _____

Committee Member: _____

Committee Member: _____

This form, signed by all members of the examining committee, was received in the office of the Coordinator of Graduate Studies in Psychology.

Graduate Coordinator: _____ Date: _____

Distribution: 1 - Graduate Student's file

Appendix Q: Thesis Outcomes Assessment Form
Outcomes Assessment of Graduate Student Performance
Written Thesis and Oral Defense
Committee member returns form directly to the Graduate Coordinator

Student Name: _____

Committee Member Name: _____

Role on Committee (check one): ☐ Chair ☐ Member

Rate this student's work by checking the appropriate number according to your expectations for a well-qualified psychology doctoral graduate using the following scale:

5: Significantly exceeds expected levels of performance

4: Exceeds expected levels of performance

3: At expected levels of performance

2: Below expected levels of performance

1: Significantly below expected levels of performance

Relevant review and integration of the literature.

☐ 5 = Scholarship is excellent. All of the relevant literature is reviewed, and its relation to the research question is clearly and logically presented. The student has gone well beyond the minimum necessary to establish the rationale for the study and, thus, demonstrates an understanding of the "bigger picture."

☐ 4 = Scholarship is very good. Most of the relevant literature is reviewed, and its relation to the research question is adequately presented. The student has included some literature beyond the minimum necessary to establish the rationale for the study and, thus, demonstrates an appreciation of the "bigger picture."

☐ 3 = Scholarship is minimally acceptable. Much of the relevant literature is reviewed, and the relation to the research question is apparent, but could have been described more clearly. The student has provided the minimum necessary to establish the rationale for the study, but does not show an appreciation of the "bigger picture."

☐ 2 = Scholarship is lacking. Literature review is incomplete, and its relation to the research question is not clearly described. The review falls short of the minimum necessary to establish the rationale for the study.

☐ 1 = Scholarship is poor. A substantial portion of the relevant literature is missing and, as such, the relation to the research question is poorly established. The review falls far short of the minimum necessary to establish the rationale for the study.

Comments:

Demonstrates understanding and critical analysis of the problems in the literature reviewed.

- ☐ 5 = Clearly presents analysis of the literature cited that points to their strengths and limitations relative to the research question.
- ☐ 4 = Clearly presents an analysis of the strengths and limitations of the literature cited but does not relate the analysis to the research question.
- ☐ 3 = Demonstrates an appreciation of the methodological strengths and limitations of some of the research cited. 2=Describes the methodology used for the important studies cited.
- ☐ 1 = Fails to present an analysis of the literature cited. Author merely summarizes research.

Comments:

The paper is clearly organized.

- ☐ 5 = The author uses a logical outline consistent with APA style that uses a "funnel" technique in the literature review that clearly leads to the research question and hypotheses, and the methods, results, and discussion clearly point to the research question and hypotheses.
- ☐ 4 = The paper is appropriately organized but the transitions may be weaker making it harder for the reader to follow.
- ☐ 3 = The paper is organized under standard APA headings, but the relationship between literature review, research questions, methods, results, and discussion is hard to follow.
- ☐ 2 = The paper follows standard APA organization and headings with some deviations in order of presentation and the organization of the literature review, methods, results, and discussion is hard to follow.
- ☐ 1 = The paper does not follow standard APA organization and headings.

Comments:

Paper conforms to APA/thesis style requirements and uses standard grammar and mechanics.

- ☐ 5 = With few exceptions paper conforms to APA/thesis style, uses standard grammar, and has few punctuation, spelling, and other mechanical errors.
- ☐ 4 = Paper conforms to APA/thesis style but contains technical mistakes in grammar or mechanics or has more than a few spelling errors.
- ☐ 3 = Paper generally conforms to APA/thesis style but may contain technical errors in citations headings or other matters, but contains relatively few mechanical or grammatical errors.
- ☐ 2 = Paper generally conforms to APA/thesis style and standard grammar and mechanics, but may contain more than a few technical errors in both APA/thesis style and the use of standard grammar, spelling, and punctuation.
- ☐ 1 = Paper contains numerous major errors in either APA/thesis style or the use of standard grammar or mechanics.

Comments:

Design

☐ 5 = The study/studies was/were exceptionally well designed. The approach was sophisticated and was appropriate for the research question, and the procedures used show an advanced understanding of methodological principles. The design was exceptionally well articulated in the thesis document; use of terminology was flawless.

☐ 4 = The study was well designed. The approach was sound and was appropriate for the research question, and the procedures used indicate a clear understanding of methodological principles. The design was clearly articulated in the thesis document; use of terminology was very good.

☐ 3 = The study was appropriately designed. While the study design may lack sophistication or innovation, the approach generally was appropriate for the research question, and the procedures used indicate a basic understanding of methodological principles. The design was articulated in the thesis document, but more clarity was needed; use of terminology generally was appropriate.

☐ 2 = The study contained some design flaws. The approach may not have been the most appropriate for the research question, and the procedures used indicate some deficiencies in the understanding of methodological principles. The description of the design in the thesis document was unclear or incomplete; there were some problems with terminology.

☐ 1 = The study was poorly designed and contained major flaws. The approach was inappropriate for the research question, and the procedures used indicate a poor understanding of methodological principles. The description of the design in the thesis document was poor; terminology was used inappropriately.

Comments:

Execution

☐ 5 = Execution was outstanding. Procedures were implemented with exceptional methodological rigor, and any technical difficulties were handled in a sophisticated manner. Descriptions of the methods/procedures in the thesis document were exceptionally clear; use of terminology was flawless.

☐ 4 = Execution was very good. Procedures were implemented soundly, and any technical difficulties were handled appropriately. Descriptions of the methods/procedures in the thesis document were clear; use of terminology was very good.

☐ 3 = Execution was acceptable. Procedures generally were implemented appropriately, and any technical difficulties were addressed, at least in part. Descriptions of the methods/procedures in the thesis document were present, but could have been clearer; use of terminology generally was appropriate.

☐ 2 = Execution could have been better. Procedures needed to be implemented more rigorously, and some of the technical difficulties could have been handled more effectively. Descriptions of the methods/procedures in the thesis document were unclear or incomplete; there were some problems with terminology.

☐ 1 = Execution was poor. Procedures were not implemented rigorously, and technical difficulties were handled poorly. Descriptions of the methods/procedures in the thesis document were poor; terminology was used inappropriately.

Comments:

The paper uses appropriate statistical and/or graphical analysis of data.

- ☐ 5 = The statistical and/or graphical analysis would be acceptable for a professional paper.
- ☐ 4 = The statistical and/or graphical analysis is appropriate considering limitations of the project in terms of such factors as number of participants or trials.
- ☐ 3 = The project used statistical and/or graphical analysis that did not allow for obtaining maximum information relative to any limitations imposed by the conduct of the study.
- ☐ 2 = The project used statistical and/or graphic analysis that was not appropriate but was correctly performed.
- ☐ 1 = The project uses analytical methods that were neither appropriate nor correctly performed.

Comments:

An appropriate interpretation of data was presented.

- ☐ 5 = Data interpretation is excellent. Student shows excellent comprehension and communicates findings in a manner very advanced for a Doctoral level student.
- ☐ 4 = Data interpretation is advanced. Student shows good comprehension and communicates findings in a manner somewhat advanced for a Doctoral level student.
- ☐ 3 = Data interpretation is acceptable. The data were generally interpreted appropriately and student shows comprehension and communicates findings in a manner acceptable for a Doctoral level student.
- ☐ 2 = Data interpretation is below expectations. Inappropriate data interpretation was present throughout the document, and student shows comprehension and communicates findings in a manner below expectations for a Doctoral level student.
- ☐ 1 = Data interpretation is poor. Inappropriate data interpretation was frequently present throughout the document, and student shows comprehension and communicates findings in a manner far below expectations for a Doctoral level student.

Comments:

Oral Defense of Thesis

Oral defense preparation and organization.

- ☐ 5 = Presentation provided very clear, succinct, and logical overview of the study with the student articulating a strong connection between the rationale and conclusions.
- ☐ 4 = Presentation was succinct and logical with student articulating good connection between rationale and conclusions.
- ☐ 3 = Presentation was adequate with only minor problems with logical flow and succinctness. Student articulated adequate connection between rationale and conclusions.
- ☐ 2 = Presentation lacked succinctness with multiple problems of logic. Student articulated inadequate degree of connection between rationale and conclusions.
- ☐ 1 = Presentation was poorly organized with little to no connection between rationale and conclusion.

Comments:

Oral defense presentation skills.

☐ 5 = Presentation was excellent. Presentation was delivered in a manner that mastery of research topic was clearly evident. Student demonstrated appropriate use of relevant terminology and articulated ideas clearly.

☐ 4 = Presentation was very good. Presentation was delivered in a manner that good understanding of research topic was evident. Student demonstrated some appropriate use of relevant terminology and articulated ideas clearly.

☐ 3 = Presentation was at expectations. Presentation was delivered clearly, for the most part, with only a few areas where student showed a lack of understanding of the project. Student demonstrated some use of appropriate terminology.

☐ 2 = Presentation was below expectations. Presentation frequently lacked clarity and problems with communication distracted from presentation. Infrequent use of appropriate terminology.

☐ 1 = Presentation was poor. Presentation lacked clarity throughout, and student demonstrated numerous difficulties in communication. Student demonstrated little to no evidence of appropriate terminology.

Comments:

Oral Defense answers to questions.

☐ 5 = Substantive and methodological questions were answered accurately, and reflected deep understanding of the research topic.

☐ 4 = Substantive and methodological questions were answered accurately and reflected good understanding of the research topic.

☐ 3 = Substantive and methodological questions were answered accurately and reflected adequate understanding of the research topic.

☐ 2 = Methodological questions were answered accurately but little understanding of the substantive aspects of the research topic.

☐ 1 = Many substantive and methodological questions were answered inaccurately.

Comments:

Appendix R: Application for Doctoral Candidacy
University of North Carolina Psychology Department
Application for Candidacy for the Doctoral Degree, General Clinical Psychology

I, _____ hereby apply for admission to candidacy for the Doctorate in Psychology with a concentration in General Clinical Psychology at University of North Carolina Wilmington. I have completed all of the prerequisites for admission to candidacy including:

- 1) Completion of all course requirements for the master's degree in Psychology
- 2) Successful defense of the Master's Thesis
- 3) Passing score on the Doctoral Qualifying Examination.

The proposed title for my doctoral dissertation is:

The following are members of my dissertation committee:

Dissertation Advisor: _____

Member: _____

Member: _____

Member: _____

Member: _____

Member: _____

Signature of Student: _____ Date _____

Signature of Dissertation Advisor: _____ Date _____

Signature of Graduate Coordinator: _____ Date _____

Signature of Director of Clinical Training: _____ Date _____

Appendix S: Qualifying Exam Results
University of North Carolina Wilmington Psychology Department

**RESULTS OF THE DOCTORAL QUALIFYING EXAMINATION for
GENERAL CLINICAL CONCENTRATION STUDENTS**

This certifies that _____ [850_____]

completed the doctoral qualifying exam on _____ (date).

The result on the examination was (Check one) ☐ Pass ☐ Reject/Fail

Should the result be "Reject/Fail," the student may not advance to doctoral candidacy and is dismissed from the program.

I concur with the actions indicated above: _____

Examination Committee Member: _____

Examination Committee Member: _____

Examination Committee Member: _____

This form, signed by all members of the examining committee, was received in the office of the Coordinator of Graduate Studies in Psychology.

Graduate Coordinator: _____ Date: _____

Note: Performance on each section (check)

Psychometrics ☐ Pass ☐ Fail

Psychopathology ☐ Pass ☐ Fail

Ethics ☐ Pass ☐ Fail

Assessment ☐ Pass ☐ Fail

Interventions ☐ Pass ☐ Fail

Research Methods ☐ Pass ☐ Fail

Diversity ☐ Pass ☐ Fail

Distribution:

1 - Graduate Student's file

Appendix T: Dissertation Proposal Results Form
RESULTS OF THE DISSERTATION PROPOSAL DEFENSE

This certifies that _____ [850 _____]

completed the Dissertation Proposal defense on _____ (date).

The grade on the defense was (Check one) ☐ Pass ☐ Fail

Should the grade assigned be "Fail," what does the committee recommend relative to a second defense?

We recommend that:

- ☐ A new defense be presented on or about _____ (date).
You may recommend a time line for a presentation of a new defense. Until the dissertation proposal defense is approved, the student should be assigned a grade of "incomplete" for PSY 699.
- ☐ The student be dropped from the program.

I concur with the actions indicated above:

Committee Chair: _____

Committee Member: _____

Committee Member: _____

Committee Member: _____

Committee Member: _____

This form, signed by all members of the examining committee, was received in the office of the Coordinator of Graduate Studies in Psychology.

Graduate Coordinator: _____ Date: _____

Distribution:

1 – Graduate Student's file

Appendix U: Dissertation Defense Results Form
University of North Carolina Wilmington-Psychology Department

RESULTS OF THE DISSERTATION DEFENSE

This certifies that _____ [850 _____]

completed the dissertation defense on _____ (date).

The grade on the defense was (Check one) ☐ Pass ☐ Fail

Should the grade assigned be "Fail," what does the committee recommend relative to a second defense?

We recommend that:

☐ A new defense be presented on or about _____ (date).
You may recommend a timeline for a presentation of a new defense.

☐ The student be dropped from the program.

I concur with the actions indicated above:

Committee Chair: _____

Committee Member: _____

Committee Member: _____

Committee Member: _____

Committee Member: _____

This form, signed by all members of the examining committee, was received in the office of the Coordinator of Graduate Studies in Psychology.

Graduate Coordinator: _____ Date: _____

Distribution:

1 - Graduate Student's file

Appendix V: Dissertation Outcomes Assessment Form

Outcomes Assessment of Graduate Student Performance

Written Dissertation and Oral Defense

Committee member returns form directly to the Graduate Coordinator

Student's Name: _____

Committee Member's Name: _____

Role on Committee (check one): ☐ Chair ☐ Member

Rate this student's work by checking the appropriate number according to your expectations for a well-qualified psychology doctoral graduate using the following scale:

5: Significantly exceeds expected levels of performance

4: Exceeds expected levels of performance

3: At expected levels of performance

2: Below expected levels of performance

1: Significantly below expected levels of performance

Relevant review and integration of the literature.

☐ 5 = Scholarship is excellent. All of the relevant literature is reviewed, and its relation to the research question is clearly and logically presented. The student has gone well beyond the minimum necessary to establish the rationale for the study and, thus, demonstrates an understanding of the "bigger picture."

☐ 4 = Scholarship is very good. Most of the relevant literature is reviewed, and its relation to the research question is adequately presented. The student has included some literature beyond the minimum necessary to establish the rationale for the study and, thus, demonstrates an appreciation of the "bigger picture."

☐ 3 = Scholarship is minimally acceptable. Much of the relevant literature is reviewed, and the relation to the research question is apparent, but could have been described more clearly. The student has provided the minimum necessary to establish the rationale for the study, but does not show an appreciation of the "bigger picture."

☐ 2 = Scholarship is lacking. Literature review is incomplete, and its relation to the research question is not clearly described. The review falls short of the minimum necessary to establish the rationale for the study.

☐ 1 = Scholarship is poor. A substantial portion of the relevant literature is missing and, as such, the relation to the research question is poorly established. The review falls far short of the minimum necessary to establish the rationale for the study.

Comments:

Demonstrates understanding and critical analysis of the problems in the literature reviewed.

- ☐ 5 = Clearly presents analysis of the literature cited that points to their strengths and limitations relative to the research question.
- ☐ 4 = Clearly presents an analysis of the strengths and limitations of the literature cited but does not relate the analysis to the research question.
- ☐ 3 = Demonstrates an appreciation of the methodological strengths and limitations of some of the research cited.
- ☐ 2 = Describes the methodology used for the important studies cited.
- ☐ 1 = Fails to present an analysis of the literature cited. Author merely summarizes research.

Comments:

The paper is clearly organized.

- ☐ 5 = The author uses a logical outline consistent with APA style that uses a "funnel" technique in the literature review that clearly leads to the research question and hypotheses, and the methods, results, and discussion clearly point to the research question and hypotheses.
- ☐ 4 = The paper is appropriately organized but the transitions may be weaker making it harder for the reader to follow.
- ☐ 3 = The paper is organized under standard APA headings, but the relationship between literature review, research questions, methods, results, and discussion is hard to follow.
- ☐ 2 = The paper follows standard APA organization and headings with some deviations in order of presentation and the organization of the literature review, methods, results, and discussion is hard to follow.
- ☐ 1 = The paper does not follow standard APA organization and headings.

Comments:

Paper conforms to APA/dissertation style requirements and uses standard grammar and mechanics.

- ☐ 5 = With few exceptions paper conforms to APA/dissertation style, uses standard grammar, and has few punctuation, spelling, and other mechanical errors.
- ☐ 4 = Paper conforms to APA/dissertation style but contains technical mistakes in grammar or mechanics or has more than a few spelling errors.
- ☐ 3 = Paper generally conforms to APA/dissertation style but may contain technical errors in citations headings or other matters, but contains relatively few mechanical or grammatical errors.
- ☐ 2 = Paper generally conforms to APA/dissertation style and standard grammar and mechanics, but may contain more than a few technical errors in both APA/dissertation style and the use of standard grammar, spelling, and punctuation.
- ☐ 1 = Paper contains numerous major errors in either APA/dissertation style or the use of standard grammar or mechanics.

Comments:

Design

☐ 5 = The study/studies was/were exceptionally well designed. The approach was sophisticated and was appropriate for the research question, and the procedures used show an advanced understanding of methodological principles. The design was exceptionally well articulated in the dissertation document; use of terminology was flawless.

☐ 4 = The study was well designed. The approach was sound and was appropriate for the research question, and the procedures used indicate a clear understanding of methodological principles. The design was clearly articulated in the dissertation document; use of terminology was very good.

☐ 3 = The study was appropriately designed. While the study design may lack sophistication or innovation, the approach generally was appropriate for the research question, and the procedures used indicate a basic understanding of methodological principles. The design was articulated in the dissertation document, but more clarity was needed; use of terminology generally was appropriate.

☐ 2 = The study contained some design flaws. The approach may not have been the most appropriate for the research question, and the procedures used indicate some deficiencies in the understanding of methodological principles. The description of the design in the dissertation document was unclear or incomplete; there were some problems with terminology.

☐ 1 = The study was poorly designed and contained major flaws. The approach was inappropriate for the research question, and the procedures used indicate a poor understanding of methodological principles. The description of the design in the dissertation document was poor; terminology was used inappropriately.

Comments:

Execution

☐ 5 = Execution was outstanding. Procedures were implemented with exceptional methodological rigor, and any technical difficulties were handled in a sophisticated manner. Descriptions of the methods/procedures in the dissertation document were exceptionally clear; use of terminology was flawless.

☐ 4 = Execution was very good. Procedures were implemented soundly, and any technical difficulties were handled appropriately. Descriptions of the methods/procedures in the dissertation document were clear; use of terminology was very good.

☐ 3 = Execution was acceptable. Procedures generally were implemented appropriately, and any technical difficulties were addressed, at least in part. Descriptions of the methods/procedures in the dissertation document were present, but could have been clearer; use of terminology generally was appropriate.

☐ 2 = Execution could have been better. Procedures needed to be implemented more rigorously, and some of the technical difficulties could have been handled more effectively. Descriptions of the methods/procedures in the dissertation document were unclear or incomplete; there were some problems with terminology.

☐ 1 = Execution was poor. Procedures were not implemented rigorously, and technical difficulties were handled poorly. Descriptions of the methods/procedures in the dissertation document were poor; terminology was used inappropriately.

Comments:

The paper uses appropriate statistical and/or graphical analysis of data.

- ☐ 5 = The statistical and/or graphical analysis would be acceptable for a professional paper.
- ☐ 4 = The statistical and/or graphical analysis is appropriate considering limitations of the project in terms of such factors as number of participants or trials.
- ☐ 3 = The project used statistical and/or graphical analysis that did not allow for obtaining maximum information relative to any limitations imposed by the conduct of the study.
- ☐ 2 = The project used statistical and/or graphic analysis that was not appropriate but was correctly performed.
- ☐ 1 = The project uses analytical methods that were neither appropriate nor correctly performed.

Comments:

An appropriate interpretation of data was presented.

- ☐ 5 = Data interpretation is excellent. Student shows excellent comprehension and communicates findings in a manner very advanced for a Doctoral level student.
- ☐ 4 = Data interpretation is advanced. Student shows good comprehension and communicates findings in a manner somewhat advanced for a Doctoral level student.
- ☐ 3 = Data interpretation is acceptable. The data were generally interpreted appropriately and student shows comprehension and communicates findings in a manner acceptable for a Doctoral level student.
- ☐ 2 = Data interpretation is below expectations. Inappropriate data interpretation was present throughout the document, and student shows comprehension and communicates findings in a manner below expectations for a Doctoral level student.
- ☐ 1 = Data interpretation is poor. Inappropriate data interpretation was frequently present throughout the document, and student shows comprehension and communicates findings in a manner far below expectations for a Doctoral level student.

Comments:

Oral Defense of Dissertation

Oral defense preparation and organization.

- ☐ 5 = Presentation provided very clear, succinct, and logical overview of the study with the student articulating a strong connection between the rationale and conclusions.
- ☐ 4 = Presentation was succinct and logical with student articulating good connection between rationale and conclusions.
- ☐ 3 = Presentation was adequate with only minor problems with logical flow and succinctness. Student articulated adequate connection between rationale and conclusions.
- ☐ 2 = Presentation lacked succinctness with multiple problems of logic. Student articulated inadequate degree of connection between rationale and conclusions.
- ☐ 1 = Presentation was poorly organized with little to no connection between rationale and conclusion.

Comments:

Oral defense presentation skills.

- ☐ 5 = Presentation was excellent. Presentation was delivered in a manner that mastery of research topic was clearly evident. Student demonstrated appropriate use of relevant terminology and articulated ideas clearly.
- ☐ 4 = Presentation was very good. Presentation was delivered in a manner that good understanding of research topic was evident. Student demonstrated some appropriate use of relevant terminology and articulated ideas clearly.
- ☐ 3 = Presentation was at expectations. Presentation was delivered clearly, for the most part, with only a few areas where student showed a lack of understanding of the project. Student demonstrated some use of appropriate terminology.
- ☐ 2 = Presentation was below expectations. Presentation frequently lacked clarity and problems with communication distracted from presentation. Infrequent use of appropriate terminology.
- ☐ 1 = Presentation was poor. Presentation lacked clarity throughout, and student demonstrated numerous difficulties in communication. Student demonstrated little to no evidence of appropriate terminology.

Comments:

Oral Defense answers to questions.

- ☐ 5 = Substantive and methodological questions were answered accurately, and reflected deep understanding of the research topic.
- ☐ 4 = Substantive and methodological questions were answered accurately and reflected good understanding of the research topic.
- ☐ 3 = Substantive and methodological questions were answered accurately and reflected adequate understanding of the research topic.
- ☐ 2 = Methodological questions were answered accurately but little understanding of the substantive aspects of the research topic.
- ☐ 1 = Methodological questions were not answered accurately.

Appendix W: Graduate School Approval for Practicum & Internship Sites

UNC Wilmington-Graduate School REQUEST FOR APPROVAL OF AGENCY

FOR PLACEMENT OF INTERNS (Including Psychology Practicum Students)

Agency: _____

Address: _____

Telephone: _____

FAX: _____

Business, Services, or Responsibilities of Agency (attach additional information if necessary):

List Specific Opportunities or Experiences that will be provided for the Intern (attach additional information if necessary):

List the Names of Agency Individuals who may Serve as Internship Supervisors and attach resume(s):

Agency Requires Liability Insurance: ☐ Yes ☐ No

Student Coverage Obtained? ☐ Yes ☐ No Amount: _____

Carrier: _____

Department Chair Signature: _____ Date: _____

Agency Signature: _____ Date: _____

Graduate Dean: _____ Date: _____

Approval Date _____ Expiration Date _____ Not Approved _____

Appendix X: Permission to Register for National Matching Service for Internship

Please submit this form to the DCT no later than September 1. Include a current CV and pdf of your unofficial transcript from Seanet.

Name: _____

Date: _____

Clinical Hours

Time2Track # direct intervention hours to date: _____

projected intervention hours Nov 1: _____

Time2Track # direct assessment hours: _____

projected assessment hours Nov 1: _____

Time2Track Supervision hours: _____

Requirements:

Thesis completion date (sent to grad school): _____

Qualifying exam date passed: _____

Dissertation Proposal defense (pass) date: _____

Research productivity (check and **bold/underline** if “published” or “submitted”-both are acceptable):

- ☐ published and/or ☐ submitted an article to a refereed journal as 1st /co-author; or
- ☐ published and/or ☐ submitted a book chapter as an author or coauthor; OR
- ☐ presented at least three papers/posters/workshops at regional, national, international professional conferences or meetings.

Remaining courses to take in Spring:

*Only Dissertation and internship hours should remain after Spring

**Core Faculty use only:

- ☐ Student is in good standing
- ☐ Clinical hours approved & in acceptable range
- ☐ Clinical competency evaluations indicate readiness
- ☐ All course work projected to be completed June 30 (except Diss & Internship)
- ☐ Research requirements met
- ☐ Student has completed all requirements to be eligible for NMS registration and is approved by the Core Faculty

Other: _____

Director of Clinical Training Signature

Date

Appendix Y: Affective Aspects of Behavior Knowledge Acquisition Tracking Form

Student Name: _____

Year Entered Program: _____

Instructor ratings of knowledge of affective aspects of behavior are

S= Satisfactory

U= Unsatisfactory

Date	Course	Professor	S or U	Notes
	505 History & Systems			
	510 Cognitive			
	520 Developmental			
	556 Social			
	671 Psych Diversity			

Director of Clinical Training: _____

Appendix Z: Outcomes Assessment of Written & Oral Defense of Thesis/Dissertation Summary Score (average of all committee member scores)

Student Name: _____

Check: ☐ Thesis or ☐ Dissertation

Date Defended: _____

The following domains were assessed:

- Relevant review and integration of the literature
- Demonstrates understanding and critical analysis of the problems in the literature reviewed.
- The paper is clearly organized.
- Paper conforms to APA/thesis style requirements and uses standard grammar and mechanics
- Design
- Execution
- The paper uses appropriate statistical and/or graphical analysis of data.
- An appropriate interpretation of data was presented.

Scale:

5: Significantly exceeds expected levels of performance

4: Exceeds expected levels of performance

3: At expected levels of performance

2: Below expected levels of performance

1: Significantly below expected levels of performance

Mean of all scores: _____