



UNIVERSITY OF  
**SOUTH CAROLINA**

**Doctoral Concentration in Clinical-Community Psychology**

**GRADUATE STUDENT HANDBOOK**  
**2023 – 2024 Academic Year**

**DEPARTMENT OF PSYCHOLOGY**

**UNIVERSITY OF SOUTH CAROLINA**  
**COLUMBIA, SC**

## TABLE OF CONTENTS

|  | <b>Page</b> |
|--|-------------|
| Introduction   | 3           |
| Psychology Department Programs and Committees                                  | 5           |
| Psychology Graduate Student Advisory Board (PSAB)                              | 5           |
| Training Perspective   | 6           |
| Program Goal, Objectives, and Competencies                                     | 7           |
| Program and Departmental Policies  | 12          |
| Credit Load  | 12          |
| Maximum Period Allowed for Completion of the Degree                            | 12          |
| Policy on Continuous Enrollment  | 12          |
| Family Leave Policy  | 13          |
| USC Grading Policies   | 13          |
| Clinical-Community Concentration (CCC) Policy on Grades Less than B            | 13          |
| Procedure for Evaluation of Nonacademic Aspects                                | 14          |
| USC System Policy on Sexual Harassment   | 14          |
| Policies on Any Type of Outside Student Employment or Professional Involvement | 14          |
| Graduate Teaching Experience   | 15          |
| Professional Involvement   | 15          |
| Plagiarism   | 15          |
| Procedure for Modifying CCC Requirements                                       | 16          |
| Student Annual Reviews and Evaluation of Progress                              | 16          |
| Grievance Procedures   | 16          |
| Disabilities   | 17          |
| Ethics   | 17          |
| Cultural Competence in the Workplace   | 17          |
| Graduate Assistantships and Financial Aid                                      | 17          |
| Curriculum and Requirements for the Clinical-Community Program                 | 21          |
| Guidelines for Program Requirements  |             |
| Qualifying Exam for Candidacy.....   | 23          |
| Program of Study   | 24          |
| Research Requirements  | 24          |
| Master’s Degree Requirements   | 25          |
| Practica   | 26          |
| Externship Policy and Procedures   | 29          |
| Comprehensive Examinations   | 31          |
| Part I: General Comprehensive Examination (“Comps Paper”)                      | 31          |
| Part II: Ph.D. Oral Comprehensive Examination                                  | 36          |
| Dissertation Research  | 37          |
| Internship   | 42          |
| Alternative Clinical-Community Internship.....                                 | 46          |
| Minimum Level of Achievement for Graduation.....                               | 53          |
| Applying for Graduation  | 54          |
| Checklist of Record-keeping Responsibilities                                   | 54          |
| CCC Actions Requiring Forms and Posting of Meetings                            | 56          |
| Program Faculty  | 58          |
| Competency Rating Forms.....   | 59          |
| Student Practicum/ Externship Evaluation.....                                  | 65          |
| Memorandum of Understanding Template for Externships .....                     | 72          |

## INTRODUCTION

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

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

### **Major Professor**

An important faculty member for you is your Major Professor (sometimes referred to as the advisor or research mentor). This is the faculty member that you intend to work with most closely for your professional training. He or she functions as your primary (but not exclusive) resource person within the program. Your Major Professor (MP) is typically a member of the CCC faculty and is assigned at the time of admission. Our goal is to match students and faculty into mutually agreeable pairings for apprenticeship training, with the responsibility for choosing and working with the MP usually decided by the student prior to admission, who then interacts with this MP during the admissions process. You may end up working closely with more than one faculty member; however, for administrative purposes you should still have one person designated as the MP. Most students remain with a MP at least through the M.A. degree to provide continuity during the first few years in the program. If you want to change your MP, discuss this with your present MP, indicate the person to whom you would like to be reassigned (after interacting with them to assure match in interests), and then notify the CCC Director, Dawn Wilson of any change that has been agreed upon. When you have completed course requirements and examinations, and are preparing to begin work on your dissertation, your MP will act as chair of your dissertation, and assist you in navigating graduation requirements. Your MP will work in with the CCC Director to provide you with annual feedback and assist you in maintaining good standing in the Program. Please also note the CCC Associate Director, Guillermo Wippold, works closely with the Director, provides additional leadership for the concentration, and is available to provide guidance to you during your graduate study.

### **Record-keeping**

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

### **Mailboxes and Workspace**

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

forwarding this mail to your preferred e-mail address. Please be sure that Robert Heller, the IT Manager within the Department of Psychology, has the most current e-mail address that you want used for Psychology department listservs. You will also need to make sure that your contact information is kept current in the university system. You can do this by logging in to Self-Service Carolina at [www.my.sc.edu](http://www.my.sc.edu) as a student, and clicking on the “Personal Information” tab to the left.

The CCC has a Blackboard portal for forms and resources. When you enter Blackboard, choose the “Organizations” link and you should see another link for “Psychology Clinical-Community”. The Content folder has copies of student forms and resources for Diversity and Inclusion priorities, Awards and Fellowship, Publishing, Job Search, Externships, and events in Columbia. If you have trouble accessing the C-C Blackboard interface, contact Robert Heller, or CCC Director, Dawn Wilson.

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

### Important Names and Contact Information

|  |                          |                         |          |                                   |
|--|--------------------------|-------------------------|----------|-----------------------------------|
| Clinical-Community Program Director<br>Director of Clinical-Community Training<br>(DCCT) | Dawn K. Wilson           | wilsondk@mailbox.sc.edu | 236-7799 | Hamilton 344                      |
| Clinical-Community Program Associate<br>Director of Clinical-Community Training          | Guillermo Wippold        | wippold@mailbox.sc.edu  | 576-8501 | Barnwell 534                      |
| Graduate Program Coordinator   | Christine Clark          | CMC104@mailbox.sc.edu   | 777-2312 | Barnwell<br>224A                  |
| Psychology Department Chair  | Nicole Zarrett           | zarrettn@mailbox.sc.edu | 777-4137 | Barnwell 241                      |
| Assistant to the Department Chair  | TBD                      | TBD                     | 777-8082 | Barnwell<br>224B                  |
| Business Manager   | Jessica Escorcía         | escorcía@email.sc.edu   | 576-6798 | Barnwell<br>224C                  |
| IT Systems Manager   | Robert Heller            | HELLERRE@mailbox.sc.edu | 777-1239 | Barnwell<br>244B                  |
| Director, Psychological Services Center<br>(PSC)   | Stephen Taylor,<br>Ph.D. | st4@email.sc.edu        | 777-7330 | 1331<br>Elmwood Dr.,<br>Suite 100 |
| Assistant Director, PSC  | Elizabeth Bodalski       | bodalske@email.sc.edu   | 576-7903 | 1331<br>Elmwood Dr.,<br>Suite 140 |
| PSC Administrative Assistants  | Dianne Glasser           | GLASSERD@mailbox.sc.edu | 777-7302 | 1331<br>Elmwood Dr.,<br>Suite 140 |

## **PSYCHOLOGY DEPARTMENT PROGRAMS AND COMMITTEES**

The Department of Psychology has over 40 full-time faculty and over 70 graduate students in four concentrations (Clinical-Community, School, Quantitative, and Cognitive Neural Sciences). The Department is one of the largest departments in the College of Arts and Sciences. Currently there are over 1200 undergraduate psychology majors making this one of the top departments on campus for undergraduate majors.

The Department of Psychology office is located in Room 224 in Barnwell College. In addition to the information posted on the Department's website, there is a directory listing of all faculty and their office numbers in the main office of the Barnwell College Building. The CCC Director and Associate Director use their faculty offices. Students should contact them by email to request an appointment. Typically, meetings with the Director are to address information or concerns that relate to a group of students, or individual concerns that cannot be dealt with through one's MP. Most routine requests for information should go through one's MP, who can discuss the issue with the CCC Director and/or Associate Director.

One function of the CCC Director and Associate Director is to convene regular CCC meetings. The policy-making and executive operations of the concentration are conducted at these meetings. The Concentration Committee consists of all CCC faculty and up to four CCC students. Others may attend the meeting, but are non-voting participants. Student representatives are voting members for all issues except those pertaining to confidential issues for individual students. Members of the first-year class, second-year class, third-year class, and fourth year and above each elect a representative to form the four student representatives. In addition 2 student representatives will be assigned from PSAB to attend regular meetings. It is through such student representation that you can voice influence on policy decisions as they are being made. Students have input on all substantive matters for the program.

The Department of Psychology faculty as a whole meets periodically throughout the academic year. A system of committees also provides policy and consultative input to the Department Chair on department-wide issues (e.g., Executive Committee, the four graduate concentrations, Undergraduate Program Committee, etc.). Student representatives serve on the departmental faculty meetings and/or through the Psychology Student Advisory Board (PSAB).

The Psychology Department annually names two Ombuds to handle initial student grievances or other issues or problems which might be sensitive, embarrassing or otherwise too difficult to be discussed with one's MP or concentration director.

### **Colloquia and Other Meetings Outside of Coursework**

The Department sponsors annual colloquia featuring distinguished psychologists/academic leaders from across the country, as well as presentations by our own faculty, prospective faculty and by graduate students and community leaders. Colloquia often take place on Mondays afternoons. No classes, meetings (except other planned Departmental meetings), or other activities should be scheduled Mondays between 3:30 and 5:00 p.m. Graduate students are strongly encouraged to attend these colloquia as important professional development opportunities.

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

### **Psychology Student Advisory Board**

The Psychology Student Advisory Board (PSAB) was founded in 2014 to provide the graduate students with an organized voice within the Department. It was started by CCC students and has now expanded to include all graduate students across the four concentrations. The PSAB facilitates discussion of student needs, concerns and recommendations. Leaders of the PSAB serve as liaisons between students and faculty leaders and some committees within the Department. They meet periodically with the Department Chair, and other departmental committees

members. PSAB also works to promote student well-being. The Peers Empowering Excellence through Positive Support (PEEPs) is a graduate student mentoring initiative to support new student integration into the Department. PSAB also organizes workshops (e.g., work-life balance, preparation for internship applications) and opportunities for recreation and volunteering. Any student can join and participate in activities. You can contact PSAB leaders at [psycsab@mailbox.sc.edu](mailto:psycsab@mailbox.sc.edu).

## TRAINING PERSPECTIVE

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

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

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

A foundational element of the concentration's training is that scientific principles and scientific approaches are critical for addressing societal problems. Basic, applied, translational, and dissemination research and the implementation of this knowledge into routine practice through organizational change are keys to improving the human condition. Essential elements to good science include the use of multiple approaches and observations, the triangulation of research methods, and constructive criticism from others to refine our thinking. Our approach can be summarized as "Using Science to promote Change" (building on the acronym, USC).

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

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

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

## CONCENTRATION GOAL, OBJECTIVES, AND COMPETENCIES

### **Training Objectives and Competencies**

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

### **GOAL/OBJECTIVES (first implemented in 2013-2014 academic year and revised in 2015 and 2019)**

|   |
|---|
| <b>Goal 1:</b> The overarching aim of the concentration is to prepare students as Clinical-Community Scientists who can function effectively in a variety of settings, including research and professional practice settings. |
| <b>Objective 1 for Goal 1:</b> Students acquire and demonstrate the knowledge of theory and research related to the fields  |

of Clinical and Community Psychology

**DISCIPLINE SPECIFIC KNOWLEDGE**

*In accordance with the APA Standards of Accreditation, the University of South Carolina's CCC is designed for students to develop a comprehensive foundation in *Discipline-Specific Knowledge*, or the core areas of psychological science and health services psychological practice. Our sequence of courses and training experiences provide students with the knowledge and skills they will need to enter the field as competent practitioners and researchers. The integrative framework of the Clinical-Community training model is intended to help program graduates take advantage of a wide array of meaningful and innovative career options. Concentration faculty endorse and model that being a competent professional requires a commitment to lifelong learning. We emphasize to students that over the course of their careers new challenges and methods will emerge that we cannot anticipate. We encourage a breadth of training in discipline and broader profession-wide competencies and depth in their areas of specialization to prepare them to apply the foundational knowledge and skills to emergent opportunities during and following graduate training.*

**Competencies Expected for this Objective:**

- 1a. Can develop organized responses to basic questions related to Developmental Psychology
- 1b. Can develop organized responses to basic questions related to Social Psychology
- 1c. Can develop organized responses to basic questions related to Cognitive Psychology
- 1d. Can develop organized responses to basic questions related to Behaviorism and Learning Theory
- 1f. Can develop organized responses to basic questions related to Biological Bases of Behavior
- 1e. Can develop organized responses to basic questions related to Affective Bases of Behavior
- 1g. Can develop organized responses to basic questions related to the Integration of the Above areas within Psychology
- 1h. Can develop organized responses to basic questions related to Psychological Problems and Disorders
- 1i. Can develop organized responses to basic questions related to Diversity Issues in Psychology
- 1j. Can develop organized responses to basic questions related to History and Systems of Psychology
- 1k. Can develop organized responses to basic questions related to Psychological Interventions
- 1l. Can develop organized responses to basic questions related to Systems Perspective on Psychology

**How Outcomes are Measured and Minimum Levels for Achievement (MLA) for these Objectives/Competencies:**

Each competency is assessed through performance in required courses as determined by the faculty member teaching the course/s that cover the listed topic. Students are also assessed on these competencies by faculty members during the defense of their master's thesis (to be completed by the end of the fall semester of the 3<sup>rd</sup> year). Student performance in courses and on the comprehensive exams is reviewed by all concentration faculty as part of the annual student review process and feedback is provided to the student through the MP and CCC Director.

MLA for Objective 1

- Pass and defend master's thesis (first semester, Year 3)
- Pass Doctoral Oral Comprehensive Exam (Fall Year 5)

**Objective 2 for Goal 1:** Students demonstrate ability to conduct themselves professionally and ethically

**PROFESSION WIDE COMPETENCIES**

*In accordance with the APA Standards of Accreditation, we have designed our curriculum for coverage of profession wide competencies with specific courses and encourage integration of competencies in advanced courses and professional experiences. Below we describe how each standard is structured into our curriculum.*

**Competencies Expected for this Objective:**

- 2a. Comes on-time to and prepared for class, meetings, and other professional activities, and avoids multi-tasking in classes
- 2b. Demonstrates adequate interpersonal and communication skills when collaborating with peers, faculty, and community members
- 2c. Dresses and behaves appropriately in formal and informal professional settings
- 2d. Completes program milestones on time
- 2e. Adheres to and is able to formulate and discuss solutions to ethical dilemmas consistent with APA ethical standards



(in applied work and research)

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

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

MLA for Objective 2

- Practica and Externship evaluation(s): average ratings on relevant items
- Annual student evaluation: no problems identified by instructors or mentors; milestones completed on time or early
- Mentor evaluation: No problems identified

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

**PROFESSION WIDE COMPETENCIES**

*In accordance with the APA Standards of Accreditation, we have designed our curriculum for coverage of profession wide competencies with specific courses and encourage integration of competencies in advanced courses and professional experiences. Below we describe how each standard is structured into our curriculum.*

**Competencies Expected for this Objective:**

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

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

These competencies are assessed by: (1) student performance in multiple required research-focused courses, including Research Methods (PSYC 772) and Statistics (PSYC 709 and PSYC 710), as determined by the faculty members teaching these courses, (2) performance on required concentration research-related milestones (including the master's thesis or second year project (for students joining the concentration with an approved thesis from another institution), written comprehensive exam, dissertation proposal, and dissertation defense, as determined by faculty members serving on these committees for each student, (3) annual student evaluations, and (4) evidence of at least one student presentation at a professional conference or publication in preparation each year. Student performance in these competencies is reviewed by all concentration faculty as part of the annual student review process and feedback from these processes is provided to the student through the MP and CCC Director.

MLA for Objective 3

- Pass Master's Thesis/Second Year Project
- Pass Written Comprehensive Exam
- Pass Dissertation Proposal
- Pass Dissertation Defense
- Student Evaluation: One presentation at professional conference or publication in preparation per year

|   |
|---|
| <ul style="list-style-type: none"> <li>● Mentor evaluation: No problems identified by student or faculty</li> </ul>   |
| <p><b>Objective 4 for Goal 1:</b> Students demonstrate the ability to use evidence-based assessment and intervention strategies in applied settings</p>   |
| <p><b>PROFESSION WIDE COMPETENCIES</b><br/> <i>In accordance with the APA Standards of Accreditation, we have designed our curriculum for coverage of profession wide competencies with specific courses and encourage integration of competencies in advanced courses and professional experiences. Below we describe how each standard is structured into our curriculum.</i></p> <p><b>Competencies Expected for this Objective:</b></p> <p>4a. Selects and uses appropriate assessment tools and methods<br/> 4b. Able to effectively conduct clinical interviews<br/> 4c. Able to write integrated assessment reports<br/> 4d. Able to integrate individual and environmental factors, including assessment results, in conceptualizing and proposing solutions to applied problems (community-based problems, and/or case conceptualizations and treatment plans)<br/> 4e. Selects and appropriately implements evidence based interventions for applied problems<br/> 4f. Selects and applies appropriate evaluation methods and adjusts intervention as needed<br/> 4g. Receives and gives supervision effectively<br/> 4h. Demonstrates effective interpersonal and communication skills with clients, community members, and team members<br/> 4i. Demonstrates awareness of how one’s biases influence all aspects of applied work</p>   |
| <p><b>How Outcomes are Measured and Minimum Levels for Achievement for these Objectives/Competencies:</b><br/> These competencies are assessed by: (1) student performance in the required Assessment course (PSYC 761), as determined by the faculty member teaching this course, (2) student performance in additional relevant courses, including Research Methods (PSYC 772), Statistics (PSYC 709 and PSYC 710), Foundations of Community Psychology (PSYC 727), Systems and Theories of Psychological Intervention (PSYC 725), and the required Seminar in Community Psychology, as determined by the faculty members teaching these courses, (3) mid-year and end-of-the-year practica and externship evaluations as rated by supervisors of these activities, (4) mentor evaluation and student self-evaluation of student assessment and intervention activities and skills, and (5) evidence of at least one integrated assessment report or case conceptualization per year when enrolled in clinical practica. Student performance in these competencies is reviewed by all concentration faculty as part of the annual student review process and feedback is provided to the student through the MP and CCC Director.</p> <p>MLA for Objective 4</p> <ul style="list-style-type: none"> <li>● Seminar in Community Psychology (Practice Skills) course</li> <li>● Practica and externship evaluations: average ratings or better on relevant items</li> <li>● Student evaluation: At least one integrated assessment report or case conceptualization per year when enrolled in clinical practica</li> <li>● Mentor evaluation: no problems identified by student or faculty</li> </ul> |
| <p><b>Objective 5 for Goal 1:</b> Students demonstrate understanding and value of cultural competence</p>   |
| <p><b>PROFESSION WIDE COMPETENCIES</b><br/> <i>In accordance with the APA Standards of Accreditation, we have designed our curriculum for coverage of profession wide competencies with specific courses and encourage integration of competencies in advanced courses and professional experiences. Below we describe how each standard is structured into our curriculum.</i></p> <p><b>Competencies Expected for this Objective:</b></p> <p>5a. Demonstrates understanding of differences in beliefs and practices that emerge from various aspects of identity<br/> 5b. Demonstrates understanding of how differences in beliefs and practices affects one’s own educational, applied, and research efforts<br/> 5c. Demonstrates understanding of the ways in which diversity and individual differences can enhance the field of psychology<br/> 5d. Demonstrates reflective awareness of how oneself and the system in which one works are promoting or</p>  |

discouraging multicultural sensitivity

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

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

MLA for Objective 5

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

**B. Personal Adjustment and Demonstrating Competencies**

It is recognized that students display a wide range of personal qualities. The intention of the Clinical-Community Faculty is to support students' development. However, when addressing issues of personal adjustment, faculty should attend to those characteristics that appear to be related to ineffective professional functioning. As outlined by the APA, effective functioning includes freedom from behavioral problems and challenges in personal growth and self-understanding that seriously limit effective functioning as a graduate student/future psychologist, accurate representation of professional competence and qualifications, and responsibility for identifying professional needs and seeking additional training to meet such needs. The Clinical-Community Faculty members are concerned with personal problems that interfere with effective functioning. For example, chronic tardiness in turning in assignments, multi-tasking in classes, and/or irresponsibility in scheduling and meeting other professional obligations (such as client contacts, timely completion of session notes) may be judged as professionally irresponsible. Any behavioral issues that interfere with professional functioning become the focus of remedial attention to be addressed (if possible) via mechanisms specified in section D.

**C. Competencies as a Graduate Student**

Students must demonstrate knowledge and activities of consistent with the Discipline Specific Knowledge (DSK) and Profession Wide Competencies (PWC) outlined above. This includes successfully completes graduate course work, program milestones, use of supervision feedback, research projects, and advanced professional practica. Written evaluations by the faculty document students' attainment of the DSK and PWC. Further, evaluations review each student's ability to exhibit professionally responsible behavior, including adherence to APA Ethical Principles and Multi-Cultural Guidelines, university or agency policies, punctuality of work assignments, proper record keeping, and appropriate professional relationships with peers and supervisors.

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

1. Demonstrating a commitment to accurately represent professional competence and qualifications.
2. Demonstrating the ability to take responsibility for identifying training needs, and planning and structuring training to meet one's professional goals.
3. Collegial accepts corrective feedback and responsibly initiates and sustains corrective actions that continue to be sustained past problem resolution.

If a student has a pattern of failing to demonstrate these expectations, they may be asked to leave the program. Any decision of the faculty to terminate a student in the program for other than academic reasons is subject to a review at the request of the student. Up to four weeks will be allowed for the student to prepare his or her argument to be presented by the student to the full CCC faculty. At the option of the student, a graduate student representative to the Clinical-Community faculty may be present at the review meeting. A majority vote of the quorum of the faculty

present at the appeal meeting will be final concerning the student's retention in the program. In the event of a tie vote, the student will be admitted to the next year of training.

## CONCENTRATION AND DEPARTMENTAL POLICIES

### Credit Load

A full-time program of study for graduate students each semester is typically 9 to 12 credits for the first three years and variable after that. Students must be in residence during the first three years, at minimum, and typically are in residence for five years. The Graduate School requires 6 credit-hours of enrollment while serving as a graduate assistant for full-time status during the regular academic year; however, less than 9 hours of enrollment may have implications for financial aid. Per guidelines of the USC Graduate School, students work up to 20 hours a week on assistantships either within or outside the department, unless they have obtained external training awards (e.g., NIH Training Fellowships). Paid work above 20 hours would need to be proposed to the Graduate School and approved. Students and mentors would need to justify how the additional work fits with the student's training. Students should be transparent with the MP and CCC faculty on work involvements, which should be related to psychology, and students are strongly discouraged from additional outside employment, particular when it is not related to psychology. The maximal load for each summer session is three credits per session and six total credits for the summer. Generally, students do not enroll in courses that are offered in the summer (\* see paragraph below).

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

### Maximum Period Allowed for Completion of the Degree

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

### Policy on Continuous Enrollment

All degree-seeking graduate students are required to enroll for a minimum of one hour in Psychology in every fall and spring semester during their course of study, except when on internship. **Failure to enroll in any such semester will constitute withdrawal from the concentration.** After internship, each student must enroll for 1 credit in the fall and spring semesters until they graduate (usually they take dissertation credits). The College of Arts and Sciences has a policy that it will provide tuition support only during students for five years and for courses required by the doctoral program. If a student has not completed their dissertation after five years, the students typically will have to pay for tuition to be enrolled. If a student graduates in August, he/she must be signed up for one credit that session unless the dissertation was already accepted by the graduate school at a time when the student was concurrently enrolled for at least one credit.

### Family Leave Policy

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

seamless manner (<http://www.gradschool.sc.edu/post.asp?eventid=365>). Medical complications or other extenuating circumstances are not included in this policy. Such situations are more appropriately covered by the University's current policies regarding course incompletes and withdrawal and/or leave of absence due to extenuating circumstances. These policies are located in the *Graduate Studies Bulletin*: (<https://academicbulletins.sc.edu/graduate/> ).

### **University Grading Policies**

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

### **Clinical-Community Concentration Policy on Grades Less than B**

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

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

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

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

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

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

#### **USC System Policy on Sexual Harassment:**

**Statement of Policy:** It is the policy of the University of South Carolina that sexual harassment of employees or students in the University System is prohibited and shall subject the offender to disciplinary action which may include but is not limited to, transfer, demotion, or dismissal. This policy is in keeping with federal guidelines which address the issue of fair employment practices. It is also the policy of the University that false accusations of sexual harassment shall not be condoned. See <https://www.sc.edu/policies/ppm/cr100.pdf>.

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

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

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

#### **Policies on Any Type of Outside Student Employment or Professional Involvement**

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

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

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

employer, however, this requires CCC approval to ensure that the work is not conflicting with the student's full-time status as a student.

**All supplemental paid or unpaid work of a psychological nature must receive prior written approval by the MP and CCC Director.** The MP and CCC Director are expected to aid in the evaluation of the student's overall workload and progress in the program. Whether the additional work is of a professional or volunteer nature, students should submit a written request which includes the name of the agency/organization for which they will be working, the supervisor's name and credentials, the amount of supervision they will receive, the number of hours per week they will be working, a rationale for why they believe this opportunity will be valuable for their professional development, and a statement explaining why they believe the additional work will not result in slowing their progress in their program of studies or requirements for the program.

### **Graduate Teaching Experience**

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

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

### **Professional Involvement**

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

### **Plagiarism**

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

1. The words, sentences, ideas, conclusions, examples, and/or organization of an assignment are borrowed from a source (a book, an article, another student's paper, etc.) without acknowledging the source. Please note this applies to personal sources, such as other articles, chapters the student has written (individually or collaboratively).
2. A student submits another's work in lieu of his or her own assignment.
3. A student allows another person to revise, correct, or in any way rewrite his or her assignment without having the approval of the instructor.
4. A student submits written assignments received from commercial firms, fraternity or sorority files, or any other source.
5. A student allows another person to take all or part of his or her writing.

6. A student submits an assignment (a paper, a library assignment, a revision, etc.) done together with another student without having approval from the instructor.

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

#### **Procedure for Modifying CCC Requirements:**

1. All decisions regarding transferring courses for course requirements will be made through the student's MP and CCC Director, using an "Individual Course Waiver" form which can be found online on the CCC Blackboard Page. Decisions for substituting another course for a course requirement are made by petitioning the CCC Director, after the student has consulted with the MP and the faculty member that has recently taught the required course regarding whether the curriculum substitution appears adequate. Any student wishing to substitute a course for a required course must do so PRIOR to taking the required course.
2. Petitions for waiving or transferring credit for program requirements will be initiated by the student and endorsed by the student's MP using the "Individual Course Waiver" form before submission to the CCC Director. Prior to consideration, the student will provide the MP with the appropriate paperwork from the following: a) specific requests for program alterations; b) a record of previous coursework, including a syllabus with a list of readings; and c) a letter or other written documentation from a USC instructor who typically teaches an equivalent course that documents the students' minimal level of achievement of appropriate DSK or PWC as outlined in the section above: CONCENTRATION GOAL, OBJECTIVES, AND COMPETENCIES.
3. Faculty are less likely to waive practicum courses than didactic courses in the curriculum. Students seeking to waive a practicum course must have had a course that covered all key aspects of the practicum in order to apply for a waiver of a practicum course. Practica are not easily waived. The faculty have agreed that there is a need to directly observe the student's applied work in order to provide ongoing support in their professional development (e.g., writing appropriate letters for the pre-doctoral internship).
4. A student can seek a meeting concerning waivers of course requirements as early as fall of the first graduate year.

#### **Student Annual Reviews and Evaluation of Progress**

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

The annual review process occurs as follows. Students and the MP collaboratively complete the Student Evaluation, with strong input from the student. The MP brings the form, signed by the student and her/him to the student CCC student evaluation meeting(s) held each spring. The full CCC faculty then discuss the student's progress, making any recommendations for enhanced success in the program. The CCC Director takes notes at this meeting, writes a summary of student progress and recommendations, signs the form, and forward it the Graduate Coordinator. Students are then able to view the completed evaluation in the Graduate Coordinator's office, and a copy of the evaluation is retained in the student's file. There is a separate rating of students' clinical progress coordinated by PSC leaders, with this written evaluation contributing to the overall evaluation and also retained in the student's file. Student evaluation meetings will be confidential; therefore, student representatives will not be present.

#### **Grievance Procedures**

The Graduate School has established grievance procedures for students. Students should consult the current Graduate School Bulletin for specific procedures (see <https://academicbulletins.sc.edu/graduate/>) or Academic Grievance Policy: <http://www.sc.edu/policies/ppm/staf630.pdf>  
Non-Academic Grievance Policy: <http://www.sc.edu/policies/ppm/staf627.pdf>  
In addition to university procedures, students in the CCC may first direct grievances to the CCC Director,



Psychology Department Ombuds, and/or the Chair of the Psychology Department.

### **Disabilities**

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

### **Ethics**

Graduate students in the CCC are expected to behave ethically and professionally. Students should be familiar with the Code of Ethics for psychologists published by the American Psychological Association (<https://www.apa.org/ethics/code>) and the Multicultural Guidelines (<https://www.apa.org/about/policy/multicultural-guidelines>). Students also should use the State Code of Ethics (S.C. Code Ann. §40-55-60 - <https://www.scstatehouse.gov/code/t40c055.php> (Law Co-op. 2001) and S.C. Code Ann. Regs. Ch. 100, Appendix B - <https://www.scstatehouse.gov/coderegs/Chapter%20100.pdf> (Law Co-op. Supp. 2000) as guidelines. The State Code covers competence, impaired objectivity and dual relationships, client welfare, welfare of supervisees and research subjects, protecting confidentiality of clients, representation of services, fees and statements, assessment procedures and reports, violations of law and aiding illegal practice. However, the State Board of Examiners in Psychology uses the Code of Ethics established by the American Psychological Association to resolve any ambiguities which may arise in interpreting the rules of conduct.

### **Cultural Competence in the Workplace**

There are two levels of policies and guidelines that are relevant to issues in cultural competence in the workplace. At a more basic level, graduate students with assistantships are University employees and must follow University policies on maintaining a nondiscriminatory work environment (see <http://sc.edu/eop/about.shtml>). In addition, students are expected to develop a more sophisticated level of appreciation and sensitivity regarding cultural issues in accordance with APA guidelines (see <http://www.apa.org/pi/multiculturalguidelines.pdf>). All students are strongly encouraged to download APA's document on cultural competence at the link listed above and to be familiar with these guidelines as they proceed through their program of study. Elements of cultural competence are integrated into the required courses of the Clinical-Community program (e.g., PSYC 727, PSYC 749, PSYC 760, practica, etc.).

## **GRADUATE ASSISTANTSHIPS AND FINANCIAL AID**

**There are five mechanisms of support for graduate student assistantships:**

### **Department "A-funded" Assistantships (Mechanism A)**

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

### **Grant-funded Assistantships (Mechanism B)**

These positions are from grants obtained by specific faculty members to support completion of the funded project. It is the faculty member's discretion who is supported in these positions. The stipend, which is \$18,250 for 9 months, depends on the grant's budget, but will at a minimum be at the standard level of funding for graduate students in our Department.

### **Externally-funded Service Contracts (Mechanism C)**

As available, students can work for external agencies in the Columbia area through service contracts with the Department of Psychology. The supervisor and specific duties are outlined in the contract. The amount of these contracts varies and the contract length is usually either 9 or 12 months. The work is not to exceed 20 hours per week. Tuition is typically covered partly by the agency and partly by the Department and/or Dean's office. We make every effort to ensure tuition coverage for students filling these contracts; however, occasionally external agencies have placed limits on tuition coverage that have led to students covering a part of their own tuition costs. These contracts are arranged through the Director of the PSC, Stephen Taylor. Advanced students are preferred for these positions as the agencies prefer students with more experience. There can be limits on international students taking these assistantships due to federal laws/regulations.

### **Fellowships and Awards (Mechanism D)**

Students have regularly applied for and received awards (e.g., APA, Ford Foundation, SREB, NIH F31 fellowships) that provide assistantship support and tuition coverage as part of the award. These applications are typically initiated by students with the support and cooperation of faculty, particularly the MP. Please note, many of these applications have timeline parameters that may promote the need for readjustment of the student's course schedule and other academic/professional training opportunities.

### **Institutional Research Training Grant Program (Mechanism E)**

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

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

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

### **Timetable for Assistantships:**

|             |   |
|-------------|---|
| November    | Discuss with your MP if you would like to be a teaching assistant or an instructor of record as an assistantship for the next academic year. The call for these positions typically comes from the Chair's office in late November or early December. |
| Early March | Discuss with your MP the options for assistantship support for the next year.   |
| March       | If external contracts are identified; interviews are usually conducted in late March and early April for these positions.   |
| May         | The preliminary plan for Department-funded assistantships is made by the Chair in consultation with concentration directors and faculty.  |
| August      | The plan for Department-funded assistantships is finalized by reporting day (date faculty are to report back for official duty, usually around August 15).  |

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

### **Funds for Travel**

There are four mechanisms to receive support for professional travel through the university. First, faculty with extramural funding may choose to support student travel to present research at conferences or other grant-related travel. In addition, the Psychology Department, the College of Arts and Sciences, and the Graduate School have mechanisms to provide support for student travel to present at conferences. Each of these three sources have different mechanisms and typical funding amounts. Please see the Department of Psychology's Administrative Assistant for more details about department support. The respective websites for the two colleges also contain information about student travel awards.

### **Funds for Research**

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

### **American Psychological Association Fellowships**

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

### **Southern Regional Education Board**

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

### **Student Loans from Emergency Fund**

The Department manages an interest-free graduate student emergency loan fund. Graduate students interested in obtaining a loan will be required to obtain the application forms from the Associate Chair of the Department (currently Dr. Kate Flory) on which to indicate the amount requested and the reason for the withdrawal (e.g., unexpected school expenses, personal emergency, etc.). Most loans are between \$500 and \$2000 and are expected to be paid back within several months to one year max.

### **Note about Taxes**

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

### **CCC Awards**

The CCC has four awards which have been endowed by donors. Information about these is sent to all graduate students annually via our student listserv, typically early in the spring semester because these awards are applied for late in the spring semester.

### **Graduate School Fellowships**

The Graduate School has a number of fellowships available. Information and deadlines can be found on their website at:

[https://sc.edu/study/colleges\\_schools/graduate\\_school/paying\\_for\\_graduate\\_school/fellowships\\_awards/index.php](https://sc.edu/study/colleges_schools/graduate_school/paying_for_graduate_school/fellowships_awards/index.php)

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

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

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

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

**CURRICULUM AND CREDIT HOURS**

| <b><u>Core Didactic Courses</u></b>  | <b><u>Min Hours</u></b> | <b><u>Courses</u></b>                   |
|--|-------------------------|---|
| Basic Quantitative Methods in the Analysis of Behavioral Data I, II  | 6                       | 709 and 710                             |
| Core Module, Basics of Neuroscience  | 3                       | 702a                                    |
| Survey of Social Psychology  | 3                       | 770                                     |
| Seminar in Developmental Psychology  | 3                       | 820                                     |
| Principles of Human Diversity  | 3                       | 749                                     |
| Psychological Assessment I   | 3                       | 761                                     |
| Cognition, Learning, and Cognitive Neuroscience; or 3 Cognitive; or Basics of Learning                                       |                         | 888 or 702b, 702d                       |
| <i>Subtotal</i>  | <i>24</i>               |   |
| <b><u>Core Research Skills</u></b>   |                         |   |
| Research Approaches to Human Behavior  | 3                       | 772                                     |
| Thesis Preparation <sup>1</sup>  | 3                       | 799                                     |
| Doctoral Research and Dissertation Preparation   | 12                      | 899                                     |
| <i>Subtotal</i>  | <i>18</i>               |   |
| <b><u>Specialty Courses</u></b>  |                         |   |
| Systems and Theories of Psych. Interventions   | 3                       | 725                                     |
| Psychological Problems and Resilience  | 3                       | 726                                     |
| Foundations of Community Psychology  | 3                       | 727                                     |
| Issues and Ethics in Health Services Psych.  | 3                       | 760                                     |
| Seminar in Community Psychology Practice Skills  | 3                       | 742, 745, 777, 783, 829, or 845         |
| <i>Subtotal</i>  | <i>15</i>               |   |
| <b><u>Required Practicum</u></b>   |                         |   |
| Intervention Practica<br>(Students must take 2 (a) or (b) sequences to fulfill this requirement for clinical specialization) | 12                      | 2 of (a) 782 and 830<br>(b) 827 and 835 |
| <b><u>Electives for Specialization</u></b> (support research, Internship application)  | 12                      | 763, 829, 839, etc.                     |
| <b><u>Total</u></b>  | <b><u>81</u></b>        |   |
| <b><u>Recommended Course Sequence (typical completion of program hurdles)</u></b>  |                         |   |

<sup>1</sup> For doctoral students who entered the program with a prior Master's degree and elect not to obtain a second Master's degree through our program, Independent Advanced Research (Psyc 889) should be substituted for Thesis Preparation credits.

**Year 1**

| Fall  | Hrs | Spring  | Hrs |
|---|-----|---|-----|
| Quantitative Methods I (709) * <b>DSK</b>                 | 3   | Quantitative Methods II (710) * <b>DSK</b>              | 3   |
| Foundations of Community Psych (727) * <b>PSC</b>         | 3   | Research Methods (772) * <b>DSK</b> * <b>PWC</b>        | 3   |
| Psychological Assessment (761) * <b>DSK</b> /* <b>PWC</b> | 3   | Principles of Human Diversity (749) * <b>DSK</b>        | 3   |
|   |     | Systems of Psychological Intervention (725)* <b>PWC</b> | 3   |
| <i>Total</i>  | 9   | <i>Total</i>  | 12  |
| <i>(develop thesis topic)</i>                             |     | <i>(form specific thesis plan)</i>                      |     |

**Year 2**

| Fall   | Hrs | Spring   | Hrs |
|--|-----|--|-----|
| Elective   | 3   | Social Psychology (770) * <b>DSK</b>             | 3   |
| Intervention Practicum I.A * <b>PWC</b>                | 3   | Intervention Practicum I.B * <b>PWC</b>          | 3   |
| Seminar in Developmental Psychology (820) * <b>DSK</b> | 3   | Psych. Problems and Resilience (726)* <b>PWC</b> | 3   |
| Elective   | 3   | Thesis Preparation (799) * <b>PWC</b>            | 3   |
|  |     | Teaching of Psychology (790)                     | 1   |
| <i>Total</i>   | 12  | <i>Total</i>                                     | 13  |
| <i>(implement thesis project)</i>                      |     | <i>(complete thesis document and defense)</i>    |     |

**Year 3**

| Fall   | Hrs | Spring   | Hrs |
|--|-----|--|-----|
| Basics of Neuroscience (702A) * <b>DSK</b>                         | 3   | Seminar in Community Psychology Practice Skill (742, 745, 783, or 845) * <b>PSC</b> * <b>PWC</b> | 3   |
| Intervention Practicum II.A * <b>PWC</b>                           | 3   | Intervention Practicum II.B * <b>PWC</b>   | 3   |
| Issues & Ethics/ History & Systems (760) * <b>DSK</b> * <b>PWC</b> | 3   | Cognition, Learning & Neuroscience (888) * <b>DSK</b>  | 3   |
| Elective   | 3   | Elective   | 3   |
| <i>Total</i>   | 12  | <i>Total</i>   | 12  |
| <i>(develop comprehensive paper topic &amp; committee)</i>         |     | <i>(finalize outline of comprehensive paper and obtain committee approval)</i>                   |     |

**Year 4**

| Fall   | Hrs | Spring   | Hrs |
|--|-----|--|-----|
| Dissertation research * <b>PWC</b>                                     | 6   | Dissertation research * <b>PWC</b>                                 | 6   |
| <i>Total</i>   | 6   | <i>Total</i>   | 6   |
| <i>(complete doctoral orals exam; develop dissertation prospectus)</i> |     | <i>(obtain approval of prospectus from dissertation committee)</i> |     |

**Year 5**

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

**Year 6**

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

**As outlined in the Program Goal, Objectives, and Competencies section above:**

- \*- **DSK** – Fulfills APA requirement for training in Discipline Specific Knowledge
- \*- **PWC** - Fulfills APA requirement for training in Profession Wide Competency
- \* -**PSC** – Fulfills Program requirement for Program Specific Competency

## 2.) DOCTORAL CANDIDACY

All students will be formally evaluated for their candidacy for continued doctoral study in the CCC by the end of the first semester in their third year. Faculty will meet and discuss all students in this phase of the program and will vote on the candidacy of each student. Students are expected to defend their thesis by no later than December 1 of this same semester, or for students entering with a completed thesis to have the second-year project completed by this date. Students should also assure all core courses for the master's program of study are successfully completed as reviewed in the program's handbook. Please note, for students who choose to complete the written comprehensive paper before the thesis, these same timelines would be applicable (with the thesis then due on August 15 following the third year). Students failing to meet this timeline will not be recommended for the doctoral program; program leaders and faculty will work with these students to provide assistance to them in obtaining what will be a terminal master's degree from USC. Students are encouraged to complete these milestones earlier, ideally by the end of their second year. Given the extra coursework and lab rotations required of BBIP, students in this joint program are eligible for up to a four-month extension (i.e., not later than April 1 of the second semester of their third year) if needed; however, the BBIP student in consultation with their faculty mentor will need to formally request permission for this extension from the CCC Director and faculty by October 1 of the third year.

It is important to emphasize that when students are accepted into the CCC, the expectation is they will be successful in obtaining their Ph.D. It is incumbent on MPs to work closely with students from program entry to focus on completion of all program milestones in a timely fashion and to provide consistent and effective support to students in completing milestones. Students and their MPs should be discussing thesis plans beginning in the first semester of the first year in the program. In the fall semester of the second year, students in this phase of the program will have the chance to meet a smaller group of CCC faculty (mentor, and 3-4 other faculty chosen by the student and mentor) to review with them their progress and plans for the thesis (or written comprehensive paper if this is chosen to be completed first).

Please note that if students experience legitimate extenuating circumstances (e.g., medical challenges, change in major advisor), they are able to petition the CCC Director for an extension on the thesis/master's orals milestone to not exceed the April 1 third-year deadline as above.

**The table below presents an example of coursework required for the single program master's degree.** The degree requires 30 credits total. Note the \* are electives which can also be replaced by other electives (see also graduate school document).

### Year 1

| Fall                                       | Hrs | Spring                        | Hrs |
|--|-----|-------------------------------|-----|
| Quantitative Methods I (709)               | 3   | Quantitative Methods II (710) | 3   |
| Foundations of Community Psychology (727)* | 3   | Research Methods (772)*       | 3   |
| <i>Total</i>                               | 6   | <i>Total</i>                  | 6   |

### Year 2

| Fall                                       | Hrs | Spring                     | Hrs |
|--|-----|----------------------------|-----|
| Elective                                   | 3   | Social Psychology (770)*   | 3   |
| Intervention Practicum IA*                 | 3   | Intervention Practicum IB* | 3   |
| Seminar in Developmental Psychology (820)* | 3   | Thesis Preparation (799)   | 3   |
| <i>Total</i>                               | 9   | <i>Total</i>               | 9   |

All students must take the initiative to inform their MP that they have completed the qualifying procedures for doctoral candidacy. Once qualifying requirements are completed, the student should obtain the appropriate form from the CCC Blackboard folder and have it signed by the MP and CCC Director. The form must be filed with Department Records Office and the Graduate School.

### Course and Schedule Adjustments for BBIP Students

The students who are also part of the Behavioral-Biomedical Interface Program (BBIP) take a few additional courses in a particular sequence. In the first semester of Year 1, BBIP students take the neuroscience module. In

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

### 3.) PROGRAM OF STUDY

Two separate Programs of Study must be approved and filed with the department and Graduate School. The Master's Program of Study (MA-POS) must be completed and on file within 12 months of enrollment in the program and prior to the Master's Thesis Defense. **Students who have not submitted the MA-POS will not be permitted to take the Comprehensive Exam and Defense.** (Students who enter the program with the Master's Degree can omit this step). A fillable pdf of the MA-POS can be found on the department or Graduate School website at: <http://gradschool.sc.edu/forms/>

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

### 4.) RESEARCH REQUIREMENTS

#### General research involvement

Students are assigned to MPs by the time they arrive for their first fall semester. Students are expected to participate in research activities throughout the training program. The research faculty sponsor may be selected from any of the programs in the Psychology Department; however, students with a primary research mentor outside of the CCC should have an identified secondary mentor/advisor from among the Clinical-Community faculty to assist with navigating concentration requirements.

In the first year, all students are linked with the MP for collaboration on research projects. Students are expected to be involved in research activity a minimum of 5 to 6 hours per week, and should have regular meetings with faculty devoted to research mentorship. Minimal frequency of mentorship meetings during a student's residence in the program is expected to be monthly, though early in the program more frequent meetings (e.g., weekly or every-other-week) are expected.

By the end of the first year, the student is expected to develop in conjunction with the research supervisor, a research plan (mini-proposal) to be conducted as the Master's thesis (or in the case of students who already have a Masters, as a second-year project). This research plan is also developed through the Research Approaches to Human Behavior course.

#### Activities and Obligations of Students:

1. Students are expected to become actively involved in research from the beginning of the first year.
2. Students should stay in close touch with their research supervisor, meeting regularly (see above) to develop, plan and implement research projects that involve faculty-student collaboration.
3. By the end of the spring semester of the first year, each student develops, in conjunction with the research supervisor, a written plan for the Master's thesis. This project, which begins either in the summer or fall of the second year, will involve the conceptualization, literature review, research design, implementation, analysis, and write-up phases of the project.
4. For continuity and depth of training, the general expectation is that a student would remain with their MP during the first and second years. However, if a student (or faculty member) feels compelled to make a



switch, the logical time would be at the end of the first year. To promote trust and continuity, students and faculty should have the understanding that their contract with each other is for a minimum of one year. Extenuating circumstances may arise, such as a faculty member taking an unexpected leave for a semester or the faculty member and student mutually discovering that they are not interested in the same research topics. In such cases, the CCC Director will assist students and faculty in changing assignments. The CCC Director may also act as a potential liaison for students and faculty in resolving obstacles to successful research involvement.

#### **Obligations and Role of Faculty:**

1. The research supervisor (typically the MP) should conduct a research study evolving from their research program or interests that will (at least) pass through parts of the data collection stage during the student's involvement to provide exposure/experience to data collection.
2. The research supervisor should have a clearly defined role for the student that includes some involvement with design, preparation of materials, and data collection. Additional responsibilities could include literature reviews, data preparation, executing data analyses, etc.
3. The research supervisor should plan to have regular contact with the student throughout the year. The student should be included in regular research team meetings. In addition, the supervisor will meet with the student regularly to assess progress, provide feedback and maintain engagement in the process. As above, it is expected that individual meetings between faculty and new students will occur at least on a biweekly basis.

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

### **5.) MASTER'S DEGREE REQUIREMENTS**

#### **Master's thesis**

In the second year (and in some cases sooner), students work to complete their Master's thesis. Three credit hours each semester are taken for PSYC 799 (Thesis Preparation). The experience of the Master's thesis is designed to train students in primary research, prepare them for success with next milestones of written comprehensive examination (a publishable review paper) and the dissertation, and hopefully provide them with a publishable product. To this end, while there is room for a variety of approaches to the Master's thesis, it is expected that students will play a major role in the development of the idea and conducting of the work. It is generally expected that students are the first author on all academic milestones (thesis, written comprehensive examination, dissertation).

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

The Master's thesis can be conceptualized as having four parts for which the student is responsible. The design of the study should be such that the student played a major role in the development of the idea. Students may not

implement another student's thesis or dissertation as a way of providing their own thesis, although they could add to the thesis or dissertation or someone's ongoing project if their addition was a separate intellectual contribution. Data analysis would need to be appropriate to the design. The entire thesis must be written in APA style, and the student should aim to produce a freestanding research paper which could be published (such that the length would be appropriate, necessary tables and figures are included, references are included, etc.). Students should plan to finish the thesis at the end of their second year, and it is required to be completed by December 15 of their 3<sup>rd</sup> year.

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

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

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

## 6.) PRACTICA

The CCC Practica experiences are designed to develop professionals who are capable of applying assessment and intervention skills for the remediation of problems in a range of settings and circumstances and with a range of clients. A focus of the CCC is to prepare students who are competent in clinical service delivery to individuals, couples, children, adolescents, and families. In addition, students obtain exposure and experience with professional service delivery models from Community Psychology such as prevention programs, organizational consultation, and program evaluation services. While students are covered under the university liability insurance for activities completed with the direct approval of the program (e.g., MOU in place), students are strongly encouraged to obtain their own professional liability insurance. Insurance can be obtained for about \$35.00/year from The Trust at <https://www.trustinsurance.com/>. Students complete, at minimum, two of three year-long practica sequences (Adult/Couples, Child/Family, and/or Community) through the PSC. Students may complete both sequences in one of the two clinical practica series. The series are defined as follows:

- *Child and Family Therapy Series* (one semester of PSYC 782 (Child/Family Practicum) and three semesters of PSYC 830 (Advanced Child/Family).
- *Adult and Couples Therapy Series* (one semester of PSYC 827 (Applied Individual and Couples Psychotherapy) and three semesters of PSYC 835 (Advanced Psychotherapy Practicum)

Other practica, such as the Health Psychology Practicum (PSYC 784) and Community Psychology Practicum (PSYC 829/839) are encouraged for students who want to gain experience or develop expertise in these areas. However, these practica do not fulfill the two-year sequence in clinical intervention training. Students need to develop expertise in one practice area as part of their course of study by continuing practice training over multiple years. Other practica courses such as advanced assessment (PSYC 763), Health Psychology Practicum, and Community Psychology Practicum can be taken as elective courses designated in our curriculum. Students should seek diverse and significant clinical training experiences and reliably document these experiences in order to be a competitive applicant for APA internships.

Ideally, a student who wishes to maintain a community focus and pursue an APA internship should enroll in Community Practicum while maintaining Clinical Practicum sequences in both the 2<sup>nd</sup> & 3<sup>rd</sup> years. Students will need at least 500 hours of supervised clinical practica experience to obtain APA internships. Typically students continue taking clinical-focused practica past their third year to accrue the necessary hours. Externships can also be helpful for this purpose. If a student is to be supervised by a faculty member at an Externship site, they should plan to register for the respective supervisor's practicum course for that semester. All decisions about practica and internship experiences must be made purposefully with thorough understanding of future career goals and

objectives.

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

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

Students taking clinical practica are evaluated at mid-year and at end of year on several dimensions related to developing competence as a therapist. These dimensions include: Ethics, Professionalism, Supervision, Site Policy and Procedures Adherence, General Clinical Skills/Non-Specifics within Session, Diversity Issues, Assessment, Case Conceptualization/ Formulation, Treatment Planning and Implementation, Note Keeping and Report Writing. In order for 4<sup>th</sup> and 5<sup>th</sup> year students to pass this milestone, there can be no BE ratings ("Below Expectations") on the form. If there are BE ratings, these students will need additional supervised experience in the area(s) rated lower.

Additionally, for all students, if the average ratings in any category is a BE ("Below Expectations"), it will result in the need for a formal remediation plan. This evaluation is placed in the students' permanent record and utilized during the program's annual review process to assess clinical competency.

### **General Guidelines for Supervision of Practica**

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

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

### **Guidelines for Required Adult and Child/Family Practica Sequences**

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

1. Documentation issues
  - a. The following are required to be in each client's electronic file at the PSC:
    - i. Assessment report/diagnostic summary (completed before session 6)
    - ii. Treatment plan (completed before session 7)
    - iii. Contact log (Client Status Reports and Client Contact Notes)

- iv. Progress note for any substantive contact (1<sup>st</sup> draft must be submitted to your supervisor through Titanium within 24 hours of the client contact), notes are expected to be treatment-plan oriented
    - v. Termination/discharge summary
  - b. Instructor reviews format for the above documents, including the importance of keeping progress notes succinct
- 2. How to Use Individual Supervision Time
  - a. Discussion of work with clients
  - b. Watching videos of therapy sessions
  - c. Discussion of personal strengths/weaknesses and how these might affect working with clients
  - d. Cultural issues that influence the process and outcome of therapy
  - e. Career development/personal goal-setting
  - f. Personal reflection (e.g., genogram)
  - g. Discussion of supervision process (e.g., goals, models)
- 3. Beginning of Therapy Issues (ethics)
  - a. Therapeutic contract
  - b. Consent for treatment
  - c. Confidentiality
  - d. How to make a phone call to a client
  - e. What to say during the first session
- 4. Client Engagement
  - a. Dealing with resistance/ambivalence and other barriers to treatment
  - b. Non-specific therapeutic skills (empathy)
  - c. Micro-counseling
  - d. Termination issues
  - e. Role-playing exercises to prepare the student in these skills
- 5. Cultural Issues
  - a. Being sensitive to issues of race, gender, sexual orientation, SES, religion, etc. in working with clients
  - b. Addressing cultural issues directly/indirectly during treatment
- 6. Review of Treatment for Common Disorders in the Population
  - a. For adult practicum: anxiety, depression, substance use issues, etc.
  - b. For child practicum: conduct problems, ADHD, anxiety, etc.
- 7. Treatment Issues
  - a. How to do a literature review to determine if a treatment has a research base
  - b. How to decide on a treatment
  - c. How to obtain treatment manuals
  - d. The expectation is that, with a lighter caseload, students will be able to read more of the literature to determine an appropriate treatment

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

- Students will receive 3 hours/week didactics/group supervision all semester—will typically start out more didactic and will move towards group supervision as the semester progresses and students acquire a caseload
- Students will be expected to start contacting potential clients in their 3<sup>rd</sup> week of receiving didactics/group supervision
- Students will also receive at least ½ hour/week of individual/triadic supervision throughout the semester and will be expected to attend even when clients cancel; may be done as 1 hour every other week.
- Students' expected caseload will be 1-3 clients (at least one client for each credit hour; can occur at end of semester for new students)
- All will be expected to audio/videotape student therapy sessions for supervision

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

- Students will receive 2 hours/week group supervision

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

*Administration Issues and Other Supervisor Responsibilities:*

- Practicum courses are to be designated as “by permission of instructor” for registration.
- The ideal size for these practicum courses is 5-6 students. If fewer than three students are enrolled in the practica, faculty cannot count the course toward his/her teaching load and the practica will need to be deferred or special arrangements made. If there are more than 6 students, the instructor should develop a plan for providing appropriate supervision with the PSC Director and the DCCT. Individual supervision of more than 6 students for a practicum course is considered an overload in teaching responsibilities.
- Supervisors must provide emergency contact information to students and discuss when to make use of this resource. The contact information should have primary and back-up contacts (e.g., primary supervisor, PSC director, and CCC Director).

## 7.) EXTERNSHIP POLICY AND PROCEDURES

### 1. Coordination of Externship Opportunities

- a. Defining an externship
  - i. An externship is any organized professional activity where a doctoral student provides psychological services in settings located away from USC facilities or in settings embedded in community agencies. Typically, these activities would not have direct supervision of USC Psychology Faculty but from qualified professionals at the site. The activities might constitute a psychological service include therapy, assessment, consultation, evaluation, group facilitation, organizational capacity building, community development, representing USC in a coalition, etc.
  - ii. Externships may be paid or volunteer positions where students earn experience in exchange for training and supervision by professionals at the externship site.
  - iii. In all types of externships, a Memorandum of Understanding (MOU) is required between the setting hosting the extern and the CCC.
  - iv. All externship opportunities need to be reviewed between the student and mentor. Formal approval of student involvement in the externship will be documented by the MOU and signed by the student, mentor, externship site supervisor, and the PSC Director.
  - v. The CCC has many partnerships with community agencies. Some externships are long-term commitments that renew each year (note a new MOU is required each year for continuing externships). Some are episodic opportunities that are available on a project-to-project basis. Finally, some externships might be developed with an agency as a specific opportunity arises. See guidelines below for developing a new externship.

### 2. The Role of Externships in Clinical-Community Training

- a. The Faculty make a commitment to students' career development through our applied research, intervention activities, and practica at the PSC. These activities provide many opportunities for student development; however, they cannot always provide the range of career development experiences in which students may want to develop expertise, underscoring the benefits of enabling a range of other externship opportunities for students.
- b. Externship experiences are designed to supplement quality training by expanding training opportunities not otherwise available experiences (e.g., assessment in hospital settings, health

promotion with a community-based agency, organizational consultation). Externships can also allow students to gain more hours in specific skills where they want to build expertise.

- c. Recommendation for all students. – We recommend that all students participate in at least one externship (e.g., at least one for 5-10 hours a week) for at least a semester to obtain community-based experience.
  - i. This recommendation is consistent with our interest in clinical-community science and implementing the best intervention methods in the field.
  - ii. We expect that these applied experiences will inform research and policy.
  - iii. In the recent past, students who have had at least one externship experience have been competitive for internship placements when the externships helped develop specific skills rather than simply accrue hours. Students most competitive for internships have completed more than one externship
  - iv. Notes of Caution – *Externship match needs to be a thoughtful part of career development planning with mentors*. Some externship experiences may not be as beneficial as others.
  - v. Note of Caution II - *Care needs to be taken about commitment of time*. Externships are meant to supplement career development. Your research and the development of expertise are the largest determinants in getting jobs. Externships can become problematic when they take away from these core professional development activities.

### 3. Externship Oversight and Coordination

- a. APA mandates that the program/concentration has a responsibility to review all externship activities. This responsibility includes reviews of ethical conduct and an assessment that externship activities are proportionate to and valuable in relation to other core activities in a student's career development. The CCC Director is responsible to engage faculty in a process for conducting these reviews.
- b. Student must complete a Memorandum of Understanding (MOU) using the template provided by the program. This must be reviewed and approved by an externship supervisor and the PSC Director.. A MOU must be approved BEFORE any work begins at the site. Activities that begin before having an approved MOU need to cease immediately until a MOU is approved. Students undertaking externship activities without an approved MOU will be placed on academic probation with consequences to be determined after a Clinical-Community faculty review. The MOU is available on the program Blackboard site and in the appendix of the handbook - [https://blackboard.sc.edu/webapps/blackboard/execute/launcher?type=Course&id=1013620\\_1&url=](https://blackboard.sc.edu/webapps/blackboard/execute/launcher?type=Course&id=1013620_1&url=)
- c. A standard MOU template has been developed by the program and should be used to develop the specific MOU for each externship opportunity.
- d. In most cases, students are responsible for working with faculty and externship supervisor to develop the agreement. In some cases, the externship partnership will develop from ongoing collaboration between faculty and a community agency.
- e. Each MOU must specify
  - i. Role and responsibilities of the extern at the site
  - ii. Responsibilities of the externship Site for providing resources, required supervision, necessary training, and regular evaluation (e.g., mid-term and final) to be part of student record
  - iii. Expectations for performance, regular activities, number of hours to be worked, limit to hours per week, and length of MOU agreement
  - iv. How conflicts will be addressed and how an agreement may be ended early.
  - v. Regular evaluation will include at least one evaluation by a supervisor at the externship site and at least one evaluation of the site by the student.

### 4. The CCC will keep a data base of current and past externship sites

- a. In April of each year, a listing of externship sites that will be continuing or are interested in taking new students will be announced. Opportunities that develop during the year will be announced by email and included in the externship database.
- b. Prior to the beginning of each semester, students will need to report their externship activities to the Director of the PSC (Steve Taylor). Each position will require an MOU to be completed and signed

by the student, the student's faculty mentor, a site supervisor or official, the PSC Director, and if no supervision is provided on site, a USC Faculty clinical supervisor. MOUs are to be sent to the PSC Junior Administrative Assistant (Amber McIver; [Amciver@email.sc.edu](mailto:Amciver@email.sc.edu)) for storage. An MOU can cover both semesters of an academic year but would need to be reconfirmed in the externship tracking database at the beginning of the spring semester. Paid externship positions will also require a separate contract and contract coversheet, which will need to be approved by the Office of General Counsel before sending to the site for signature. These completed contracts will be sent to the Graduate Program Coordinator (Christine Clark) for processing and storage.

## 8.) COMPREHENSIVE EXAMINATIONS

### General Comprehensive Examination ("Comps Paper")

The general section of the written comprehensive examination will be a demonstration of the ability to integrate information and critically review a body of empirical research through one or more theoretical frameworks. The focus of the written product may be any area of scientific inquiry that fits within our program description. Before the end of the third year of graduate work, or by August 15, each student will be expected to complete the written part of the general comprehensive exam. The primary goal of this exam is to demonstrate proficiency in critical thinking and written communication via the comps. A secondary goal of the process is to encourage students to submit written products for peer-review to develop skill in the use of constructive feedback from peer review. Students have different schedules for developing chosen areas of expertise, conceptualizing paper ideas, and taking on leadership roles for written products. Because of these differences, we offer two choices for how to meet the exam requirements.

Clinical-Community students will not be allowed to accept internship assignments before the passing of the general comprehensive examination. Students not completing their comprehensive paper requirement by the end of their third year should not register for dissertation credits until the paper is completed; however, the Director of the Clinical-Community Program may make exceptions in certain circumstances.

The Written Comprehensive Examination in the Clinical-Community Psychology program has two options. The two options are equal and students may have different reasons for choosing one over the other.

#### Option 1: Comprehensive Review Paper

Comprehensive review paper. The written product will be in the form of a *Psychological Review* or *Psychological Bulletin*-type paper. Benefits: Such papers, if published, are often highly cited works and can be helpful in defining and demonstrating a student's expertise. In addition, the product of the comprehensive review paper is often useful for developing the dissertation project. It is important to note that the new writing produced for the committee must be an independent effort. Because this is an examination, once the plan for the comprehensive paper has been approved by the committee, students are not allowed to have other people (students, faculty) read the paper and provide feedback. Any consultation that is solicited from other students or faculty during the examination period should be documented in a log and submitted along with the final written product. The paper should review an area of research that has not been reviewed in the previous five years. It is important to critically evaluate the research and to integrate findings rather than to treat the studies as an annotated bibliography. The readers of the paper should be able to understand through your analysis which studies should be weighted more heavily in the conclusions and how the findings can be integrated. The topic chosen should have a body of empirical research sufficient to warrant a comprehensive review. Final decision regarding the appropriateness of the breadth of the specific topic focus shall be in the hands of the comps paper committee.

#### Option 2: Integrated Portfolio of Written Research Products

The portfolio option will consist of: 1) two or more **Written Research Products** that have been published through peer review while at USC for which the student is the primary author (i.e., first author of Manuscript and PI of Grant), 2) **Portfolio Form** that indicates the submission journal or agency, dates of publication/funding, peer reviews, student contributions that indicate primary authorship, etc. 3) **Introduction**, and 4) **Discussion**.

**Written Research Products:** Two manuscripts or one manuscript *and* one external grant. The two products must

have a closely related topic.

- **Manuscript:** Student must be first and primary author of an empirical study or review (e.g., systematic review, scoping review) published in a peer-reviewed, indexed journal. Editorials or opinion pieces do not suffice. The status of the manuscript at the time of the Outline Proposal must be either *in press*, or *published*. Primary authorship can be defined as the student substantially contributing to each section of the manuscript. The manuscript must have been developed during the students' graduate career at USC.
- **Grant:** Must be an external grant that includes a comprehensive research proposal (e.g., NIH, NSF GRFP; note that SREB would not be considered as this does not include a research proposal). The grant must have received peer reviews or funding by the time of the Outline Proposal.

**Outline Proposal:** The following must be submitted for committee evaluation at the Outline Proposal: the two products, Portfolio Form, Introduction outline, and Discussion outline. The Committee must approve of each research product, by evaluating the following:

- **Manuscript** is of high quality and journal is peer-reviewed and indexed. The student is first author and there is agreement amongst the mentor, student, and committee that the student qualifies as primary author.
- **Grant** is of high quality, includes a comprehensive research proposal, and has been reviewed or funded by an external agency that conducts peer reviews.
- The two works are related, as described in the Introduction and Discussion.
- **Introduction** and **Discussion** synthesize and integrate of the two works. It should include conceptual or theoretical foundations, relevance to health, and longer-term implications of the work. It may also include discussion of the student's broader research program, but this is not required.
  - *Optional:* The committee can request specific content for Intro and Discussion.
    - For example, if a committee member identifies a significant weakness or limitation in a research product, they may request this be addressed by the student in their Discussion section.

**Rationale:** This portfolio options is aligned with our program values of supporting students' academic and professional development. It allows them to further conceptualize their research products as a comprehensive and cohesive unit that can develop into an independent program of research.

### **A. Selection and Approval of Type of Product, Topic and Committee**

Students should select the type of written product and a topic for the comps paper in consultation with the MP or other faculty members. Faculty members can be asked to suggest topics in their field of expertise. The comps paper is designed to demonstrate a student's ability to integrate psychological theory and research findings and focus them on a single problem or set of problems. Committee members can be active in helping a student define a problem clearly prior to the point at which an outline is approved by the committee.

The CCC Director will approve or disapprove the type of written product, general topic, and the comps paper committee. It is the responsibility of the student to approach proposed members of the comps paper committee and solicit their willingness to serve prior to contacting the CCC Director. A topic for the comps paper and a committee of at least four faculty must be selected, and approval given by the CCC Director by the end of October of the student's third year. At least three committee members must come from the Psychology Department and all committee members must be graduate faculty. The fourth committee member must be a faculty member outside of the psychology department. The designation of graduate faculty refers to those faculty who are eligible to teach graduate courses at USC (see *USC Graduate Bulletin* for details). The function of the comps paper committee will be to help the student specify a topic for study, review the proposed outline, and to review and evaluate the quality of the final product.

A form indicating approval of the type of written product, general topic, and committee membership should be signed by the Director and placed in the student's file. If the Director does not give approval, the student may appeal the decision and request a review by the broader CCC faculty.

### **B. Proposal Approval**

Following approval of the topic and committee, the student should prepare an outline of the proposed written product in consultation with committee members. The student may consult with individual committee members with regard to the outline prior to a formal meeting. Once an outline is developed, the student will schedule a meeting of



the Comps Committee to approve the outline. The student will have available for committee members a tentative outline of the written product at least one week in advance of the meeting. The student should be prepared at the meeting to describe the unique contributions of the written product. For example, to compare and contrast the proposed review paper with any similar review papers, to describe the uniqueness of the aims of a grant application, or delineate the student's contribution to peer-reviewed products included in a portfolio. The outline meeting is a process meeting and the student should expect changes in the outline. It is possible that more than one meeting will be required. Critical to final approval of the comps paper proposal is unqualified acceptance of the outline by the committee. Concerns by the committee regarding the viability of the idea, availability of relevant literature, etc., are issues which should be resolved before the outline is approved. Outlines considered only minimally acceptable by committees tend to result in borderline written products. In addition, the committee is encouraged to discuss in advance and document in writing the standards they will use to evaluate the written product. For example, the product may be expected to be of comparable quality to products the faculty typically review as part of peer-review for journals or for funding agencies.

An outline of the written product should be approved by the Comps Committee no later than May 20<sup>th</sup> of the student's third year. Faculty should not meet for this purpose during the summer sessions, and may choose to not be available after the end of the spring semester. It is preferable to have the outline approved well before May 20<sup>th</sup> of the student's third year so that the comps paper can be completed before the end of the third year (August 15).

The approved outline should be placed in the student's file. Once the outline is approved, the student will complete the written product without feedback on the writing from committee members, other faculty, or other students. However, if the student, upon delving deeper into the subject area determines that a revision of the outline is required, the student may consult the committee members, other faculty or students on issues related to the conceptual approach or organization that may need to be modified. A log of all such contacts should be kept including the date, people involved in the consultation, and topics covered during the consultation. In the case of similar written products published prior to the outline meeting, an existing recent review will not automatically exclude the topic from consideration for a comps paper. Students who have an approved outline for a paper will not be held accountable for similar papers published during a period of six months following the date of the outline approval. A separate decision regarding appropriateness of the topic will be made by each committee. Remember, the comprehensive paper is an examination, and therefore outside help from other students such as editorial feedback or help with proofreading of the written work are not allowed.

### **C. Form of the Paper**

The paper is to be a critical or theoretical review similar to those published in *Psychological Review*, *Psychological Bulletin*, or *Clinical Psychology Review*. The paper should review an area of research that has not been reviewed in the previous five years. It is important to critically evaluate the research and to integrate findings rather than to treat the studies as an annotated bibliography. The readers of the paper should be able to understand through your analysis which studies should be weighted more heavily in the conclusions and how the findings can be integrated. The topic chosen should have a body of empirical research sufficient to warrant a comprehensive review.

### **D. Preparation and Submission of Comps Papers**

For review papers, APA style is the default choice unless a specific journal is targeted with different guidelines. Since the goal of this paper is the completion of a useful/hopefully published product, the length of the paper should adhere to the guidelines for the target journal, but would typically not exceed 35 pages of text (double-spaced). Students with concerns about executing scientific/technical writing or other aspects of the proposed product should seek advice from the MP or other faculty about books and other resources that describe principles of effective scientific writing.

The largest danger for students that always leads to a failing written comps is that the review paper introduction does not get written. The next largest danger for students is that the first complete draft of the work is completed without sufficient time to reflect on the writing, and thoroughly proofread the work. Because deadlines for outline and paper are now firmly fixed, students should not delay. Inevitably, the longer students have postponed beginning the paper, the more likely the final paper will be viewed as unacceptable.

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

### **E. Procedures for Evaluating the Comps Paper**

1. A meeting of the Committee members should be scheduled within approximately four weeks after the comprehensive paper is submitted (however, it is likely that a paper submitted during the summer may not be acted upon until the Fall semester when faculty return). At this meeting, the committee members (in the absence of the student whose paper is being evaluated) will vote on the acceptability of the paper. Each committee member should write on paper his/her vote, limited to the options of Pass or Fail.

2. If all three votes are in agreement, whether Pass or Fail, the committee will discuss the strengths and weaknesses of the paper and rate the student on the competencies forms for the written exam. Following this discussion, the committee will provide feedback to the student, including the decision to Pass or Fail, and more specific feedback regarding the strengths and weaknesses of the paper and the competencies ratings.

When the initial vote of the committee members results in a split decision, either for or against passing, the committee will discuss the strengths and weaknesses of the paper and following this discussion, a second vote may be taken. A pass for the exam is based on the majority of the committee members voting “Pass” in their final vote. If two of the four committee members vote “Pass” this is a Fail outcome.

3. In cases where a paper has been failed, by a split, majority or unanimous decision, the committee will submit, in writing, a statement regarding the weaknesses of the paper. This statement will be submitted to both the student and the CCC Director within one week of the decision meeting. The voting sheet of the committee, the written statement, and a copy of the comprehensive paper will be retained in the student’s file.

4. If a student fails to submit a paper by the designated deadline in the third year, that will constitute a Fail. A failed paper means the student may continue with the same topic, but it will be necessary to revalidate the topic and committee members with the CCC Director following the usual procedures as outlined in the Handbook above.

One copy of the approved paper must be put in the student's file in the Graduate Coordinators Office.

### **F. Policies Regarding Comps Paper Completion**

1. Students who do not pass their comprehensive paper on their first attempt will not be allowed to register for dissertation credits until the comps paper has been passed.

2. If the student has failed the comps paper (either because of a vote to fail by the committee or because of not turning a paper in by August 15th following the third year), then the student will be required to pass their comps paper by the end of their fourth year or be dropped from the Program.

Summary Timetable for Completion of Comps Paper:

Task Deadline

Topic and Committee approved by the Program Director ..... October 31st of the third year

Committee meeting to approve outline ..... May 20th of third year  
(December 15th is recommended)

Completed paper submitted to committee members .....August 15th of the third year  
(March 15th is recommended)

Feedback meeting ..... ~4 weeks after submission

Signed approval forms entered in student's records file ..... After feedback meeting

Informal Suggestions for Organization and Fulfilling of the Goal and Purpose of a Comprehensive Review Paper

Outline Format Suggestion:

I. Introduction to the topic

II. Theoretical background

- Briefly introduce the reader to major theories in the area, but do not give great detail (around one paragraph each)

- Provide history of major ideas, researchers in the area

### III. Paper parameters

- What the paper will and will not cover
- If using tables to describe selected research, clearly describe, with strong rationale for inclusion of studies
- State how the topics in the literature review will be organized

### IV. Methodological considerations

- Review relevant methodological considerations for the paper
  - A) Issues regarding definitions and concepts
  - B) Limitations of samples used
  - C) Measurement issues
  - D) Design issues
  - E) Other issues

### V. Review of the empirical literature

- This should not be conducted as an annotated bibliography, but rather reflect an integrative analysis of reviewed studies. The review should read as a critique which makes determinations as to the importance of the findings of studies based on the quality of the research, allowing conclusions on how to emphasize particular research findings.

### VI. Summary and conclusions

- A critically important section providing a summary of your integrative review, implications for the field/area of study, including future directions for research, and/or practice and policy.
- Should be roughly 10% of the paper (6 – 8 pages)
- Think through and discuss what the findings and your conclusions mean? What are the major implications of the findings?
- Think about individuals working in this field and what would be important for them to know from this paper
- Consider whether our knowledge in the area has changed over time (especially since past reviews)? Are researchers still examining the same types of things? Why/Why not?

### Overall Expectations:

- 35 page maximum without tables and references
- Paper should mainly be about the concepts around which you are organizing the studies
- Don't pad the paper with in-depth description of studies
  - Use tables to summarize details (e.g., samples, measures, etc.) or to organize important information into a concise presentation
  - Only summarize important aspects of the studies in the meat of the paper while making overall determination of the quality and usefulness of the study and how it relates to other studies
  - It is easy to fall into a pattern of devoting 1-2 paragraphs discussing each study you review without integrating information across studies. This leads to a paper that is a series of abstracts rather than a synthesis and critique of the literature, and does not meet the goals of the comps paper.
- Use a critical eye when examining the literature
  - Compare and contrast!!!!
  - Each study does not have equal weight or importance, so don't give each study similar amounts of text
  - Weigh sound studies more in developing your conclusions
  - Use importance/weight to understand discrepant results

- “Y’s well-controlled study also looked at \_\_\_\_\_. However, one problem with X’s study is \_\_\_\_\_. Because X’s findings are different from Y’s, then we should likely weigh Y’s findings more and think \_\_\_\_\_.”

- Indicate whether the studies support one theory or another (clarify if they were meant to test a theory)
- What do we know at the end of the critique, so we know where to go next?
- Recognizing that many areas of research are very difficult and fraught with problems, don’t decide that everything is flawed and useless – rather focus on what is best in the literature, what provides a model for future studies, or what might be noteworthy for future studies
  - Don’t spend a lot of time picking apart each study’s methodological flaws (unless noteworthy), but be willing to make an overall judgment of its value which guides the reader in weighing its value
  - Make allowances for problems researchers have when collecting data (e.g., difficult populations to research)
  - You should note major flaws if they raise questions about the credibility of the results.

Recommended Book:

Galvan, Jose L. (2009). *Writing literature reviews: A guide for students of the social and behavioral sciences, 4th edition*. Los Angeles, CA: Pyczak Publishing.

## **Part II. Ph.D. Oral Comprehensive Examination**

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

Purpose:

The USC Graduate School requires a general oral comprehensive examination. The purpose of this examination is to provide evidence to the department that the student is competent in general knowledge of psychology and in the student's area of expertise. This general knowledge is considered *Discipline Specific Knowledge* and a minimal level of achievement must be documented in each domain. General knowledge is defined as the knowledge necessary to teach a course in introductory psychology or appear on a licensing exam. Of course, a student should also be very competent in the area of psychology in which the student has specialized. Specifically, the oral comprehensive examination assesses: (1) knowledge in general psychology; (2) the student's ability to integrate knowledge from diverse areas; and (3) the student's ability to perform as an expert in psychology in a conversational and interrogatory setting. This last purpose has direct transfer to participation in professional meetings, to dealing with professionals other than psychologists, and to similar types of occasions.

Committee:

The full committee shall be proposed by the MP, and approved by the CCC Director.

1. The committee will consist of four members, with one to three members from the CCC (two other members could be from other Department of Psychology concentrations), and a fourth member from outside of the Department (often a faculty member from another USC Department/College), or outside of USC. Members from USC should be part of the Graduate Faculty. Faculty from institutions other than USC should be approved by the CCC Director, in consultation with the Graduate School if indicated (e.g., in the case of a non-tenured faculty member from a smaller institution), based on analysis by the MP and CCC Director of the academic qualifications of this fourth member.
2. A copy of the student's approved program of study will be attached to the request to form a committee and sent to all committee members prior to the exam.
3. The whole committee must be present in person or electronically (e.g, via Zoom) at the oral examination. In the case of unplanned absences, an alternative person may be appointed by the CCC Director.

## **Time Frame**

Students must complete the Ph.D. Oral examination and the Dissertation Prospectus prior to applying for internship as stipulated in the APPIC application guidelines. Students may choose the order in which they complete these two milestones. One of these milestones must be completed by May 1<sup>st</sup> of the year prior to internship and the other milestone must be completed by October 15<sup>th</sup> of the year prior to internship. Of course, students may complete both milestones by May 1<sup>st</sup> and are encouraged to complete these milestones by the deadlines in order to be more

competitive candidates for internship. Failure to meet these deadlines will place the student under review and might jeopardize their internship endorsement. Certification of the comprehensive examination for doctoral students remains valid for five years from the academic term taken, after which it must be revalidated.  
General Content and Format

The content of the examination will be from two main sources: general areas of psychology (as found in introductory psychology textbooks), and advanced knowledge in the student’s area of expertise. The exam period shall last between 60 and 90 minutes. The MP will guide the meeting, and will determine if a brief pre-meeting with just faculty present is indicated (e.g., if there are some concerns or extenuating circumstances for the student). By 75 minutes in, the student should be temporarily dismissed from the meeting for the faculty to assess performance. The student is then re-invited into the meeting for the faculty’s decision.

Evaluations:

1. A minimum level of achievement must be documented in each of these domains.

|  |    |   |   |
|--|----|---|---|
| 1a. Can develop organized responses to basic questions related to Developmental Psychology                             | US | S | E |
| 1b. Can develop organized responses to basic questions related to Social Psychology                                    | US | S | E |
| 1c. Can develop organized responses to basic questions related to Cognitive Psychology                                 | US | S | E |
| 1d. Can develop organized responses to basic questions related to Behaviorism & Learning Theory                        | US | S | E |
| 1f. Can develop organized responses to basic questions related to Biological Basis of Behavior                         | US | S | E |
| 1e. Can develop organized responses to basic questions related to Affective Basis of Behavior                          | US | S | E |
| 1g. Can develop organized responses to basic questions related to the Integration of the Above areas within Psychology | US | S | E |
| 1h. Can develop organized responses to basic questions related to Psychological Problems and Disorders                 | US | S | E |
| 1i. Can develop organized responses to basic questions related to Diversity Issues in Psychology                       | US | S | E |
| 1j. Can develop organized responses to basic questions related to History and Systems of Psychology                    | US | S | E |
| 1k. Can develop organized responses to basic questions related to Psychological Interventions                          | US | S | E |
| 1l. Can develop organized responses to basic questions related to Professional Ethics                                  | US | S | E |

US – Unsatisfactory S – Satisfactory (minimum level of achievement) E – Excellent

2. Any domain that does not earn a satisfactory (or minimum level of achievement), the student must complete a remediation plan to document this knowledge.
3. Overall, the performance of the Ph.D. Orals Exam is graded on three levels:  
Pass  
Incomplete: The student's success (that is a pass) will be established only after re- examination in a specific area or areas that were deemed deficient. There is only 1 attempt at re-examination.  
Fail
4. A positive vote by at least three members of the Committee is required for a "pass."
5. The successful achievement of each domain will be documented in the Ph.D. Orals Rating sheet.
6. Students are expected to pass within two attempts. If re-examination is to take place the committee will be reconvened. Failure to pass with two attempts constitutes unsatisfactory progress toward the Ph.D. and the student will be dismissed from the CCC.

**8.) DISSERTATION RESEARCH**

## **Department-Wide Guidelines for Ph.D. Dissertation**

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

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

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

During their course work they should be thinking about areas of concentration, research, and avenues of exploration to build a central research avenue, ideally that will continue into their early professional career and beyond. Along with course work, students should be involved in multiple research projects. Early ideas for the dissertation are often developed during a student's first or second year of course work, and involvement in the MP's research lab. Course work should be mostly completed before proposing the dissertation. The student should also be proficient in research design and quantitative analyses prior to proposing the dissertation.

### **Developing an Idea**

It is recommended that students define their dissertation topic to meet the following criteria:

1. The study is stated in terms of a question or problem that should be solved, or helps to build an avenue of scientific inquiry.
2. The question or problem is meaningful and interesting to the student, and connects to a research avenue they are interested to continue to pursue in their professional careers.
3. The proposed study follows from some previous work such as a pilot study, a previous study conducted by the student, a review paper, work by other students and faculty in the department, or specific work in the field.
4. The proposed study helps to answer the questions being proposed.

### **Proposing the Idea**

Technically, the dissertation may be proposed at any time during the student's normal course of study. Practically speaking, most students propose the dissertation in their fourth year. However, students may propose earlier, provided previous milestones of the master's thesis and written comps have been passed.

### **Developing a Committee**

The committee will include the dissertation director, typically the MP and three other committee members, with two other members from the Department of Psychology, and one outside member (from another Department/College of USC or another institution, see Doctoral Orals section above). The faculty member who comes from outside the Department is to assist in ensuring objectivity and quality control and to endorse to the Graduate School that the dissertation meets acceptable standards. The MP and CCC Director are available to assist the student in choosing an appropriate outside committee member.

These four faculty members constitute the student's dissertation committee and in most instances, will constitute the examining committee for the oral defense. The committee acts for the Department in all matters concerning the dissertation proposal, its execution, its final form, and examination on it. All dissertation committees must be approved by the CCC Director.

*Changing a Committee.* Once a committee is approved, it is considered exceptional for committee membership to

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

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

### **The Prospectus Meeting**

The student arranges for a prospectus meeting and the announcement of this meeting is posted at least one week ahead of time. The student should make arrangements for holding the prospectus meeting with the Graduate Coordinator and the announcement form can be found online at [https://ww2.cas.sc.edu/psyc11/sites/default/files/attached\\_docs/CCPHDProsCommApproval.pdf](https://ww2.cas.sc.edu/psyc11/sites/default/files/attached_docs/CCPHDProsCommApproval.pdf). Any faculty member or graduate student in the Department may attend the prospectus meeting. The dissertation committee will review the prospectus with the candidate. A copy of the final prospectus with the written approval of all committee members is filed in the student's folder. Students are required to have an approved prospectus before applying for an internship. As outlined above, we require that you schedule a proposal defense by October 15. The CCC Director will not write a letter of recommendation for you for internship applications until the prospectus has been passed and all milestones, except for the dissertation defense, have been completed. It is the responsibility of the student to make sure the CCC Director has the necessary documents proving you have completed all required milestones AT LEAST ONE WEEK BEFORE the first internship applications are due (typically November 1).

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

At the prospectus meeting, students should have a 10-15 minute presentation prepared to introduce the study. Explain how you became interested in the topic or how the research idea developed. In the presentation, briefly review the literature that supports the proposal and explain the study's aims and planned methods. Following the presentation, committee members will introduce questions as necessary to clarify issues or raise potential problems.

### **Preparing a Prospectus**

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

*Sections.* There are five major sections: introduction, method, analyses, discussion, and references. The introduction should contain a concise and relevant review of the literature pertaining to the question or problems at hand. The research questions/aims should be formulated within this section, and provide a strong rationale for conducting the study. The Introduction should read like a persuasive argument. Namely, the literature cited should indicate what has been done and why the proposed project follows logically from what has been done previously.

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

The Method section should include the following sections as appropriate to the study: subjects or participants,

design, treatment conditions, raters or testers or observers, measures, tasks, apparatus, procedures, and scoring (these are the most common, but not the only ones, nor do all of these have to be included). The Method section should be written in sufficient detail to enable the committee members to understand and critique all aspects of the proposed study. If there are supportive details or information (for example, consent forms, recruitment strategies, and copies of measures) these can be included as appendices.

The Analyses section should give a detailed account of all statistical analyses that are planned. The Discussion should elaborate on hypotheses and expected results, and the significance of the study in advancing the particular research avenue that is being explored/further developed.

A reference section in APA style should be included.

*Funding.* A number of competitive internal (USC) and external funding opportunities provide support for student dissertations.

*Review of Progress.* Students are expected to hold their dissertation defense meeting no later than one year after the prospectus has been approved. If the dissertation has not been completed within one year of the prospectus approval, the student's dissertation committee must have a formal committee meeting to review the progress of the research. It is the responsibility of the student to see that the meeting is convened. If the student is unable to execute the research project in the manner approved at the prospectus meeting, the student should obtain written approval of the student's committee to amend the prospectus. This amended prospectus must be placed in the student's file.

### **Data Collection**

All research, both on and off-campus, requires prior approval by the Animal Review Committee, or Institutional Review Board, as well as any similar body for the setting in which the research is to be pursued.

### **Regular Consultation with the Dissertation Director**

Ongoing consultation with the MP/dissertation director is essential. The student should be communicating actively with the MP during all phases and for all aspects of the study. Typically, two or three drafts of the final dissertation are reviewed by the MP and given back to the student for revision. At this point, it is highly recommended to get feedback from committee members as the dissertation is being prepared.

### **Preparation of the Document**

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

### **The Defense**

The defense of the dissertation is the culmination of a lengthy process of research and scholarly effort. It is a time of celebration and of closure; it also marks the beginning of new careers. The defense has traditionally been seen as an examination. While it remains an evaluation of the student's final scholarly project, the likelihood that a student will pass is high, if all other stages and aspects of the dissertation process have been successfully navigated. Students should approach the defense as a meeting of closure with anticipation, but with expectation of celebrating an important career milestone. The faculty and students of the Psychology Department are encouraged to come to dissertation defenses. Each student's culmination of work should be seen as a success not only for the student, but for the Department, the University, and the field.

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

The oral defense of the dissertation must be announced at least one week in advance. The meeting will take approximately one hour and will preferably be scheduled during regular business hours. The dissertation director will introduce the student to those assembled (briefly). The student will then make a 15-20 minute presentation of



his or her study. This should include a brief introduction, brief review of the methodology, a more extensive review of the results, and a more extensive discussion of the meaning of the findings. The presentation will be followed by a series of substantive questions by the examining committee. Other faculty and students in attendance may then be given the opportunity to ask any relevant questions relevant to the defense. At the conclusion of the examination, the examining committee will ask all assembled to leave the conference room so that they may deliberate.

There are four possible outcomes. (1) Students pass the oral defense and signatures are placed on the appropriate forms (see <http://gradschool.sc.edu/forms/>). (2) Students pass the defense, but a signature of the MP/dissertation director might be withheld until the student has made certain necessary changes in the document as deemed appropriate by the committee. (3) Students may be told that major changes are needed and that the committee will reconvene to consider the changes made. (4) The student fails - failure may happen related to incompetence, plagiarism, unethical behavior, or some other major unforeseen situation which, in the views of the faculty, nullify the process and the product of the dissertation. This is a highly unusual circumstance especially if all other aspects of the dissertation process have been followed successfully.

### **Submitting the Final Document**

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

### **Publication**

Students are encouraged to publish their dissertations. The student should be the sole or first author of the publication. The student, in consultation with the MP, may offer authorship to others who have made substantive contributions to the work.

### **Graduate Research Competency and Doctoral Dissertations**

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

For APA accreditation, students' minimal level of achievement (i.e., a satisfactory rating) needs to be documented in each of the the following domains:

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

|                                     |  |
|-------------------------------------|--|
| community members, and team members |  |
|-------------------------------------|--|

US – Unsatisfactory S – Satisfactory E – Excellent

### **Time Span and Planning**

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

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

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

### **Collecting Data at a Distant Site**

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

## **9.) INTERNSHIP**

Completion of an approved full-time internship is a requirement for the degree. The majority of our students seek an APA-approved internship. If the internship is not APA accredited, the student must obtain approval of the internship and from the CCC Director prior to beginning the internship. For non-accredited internships, the student must develop a portfolio documenting the nature of the training activities in sufficient detail to determine their appropriateness for professional practice training, the frequency and format of supervision, the credentials of the supervisors, and the evaluation of the student's performance, which includes competency evaluations for specific roles and tasks that were part of the internship training. The final version of this portfolio must be kept with the student's other CCC program records. Coordination with the internship sites has typically been maintained through correspondence and periodic evaluations of students which are provided by the site. At a minimum, there should be a mid-year and final evaluation to provide feedback to the student and the program (see next paragraph).

The final evaluation from the internship must include a detailed evaluation of the competencies demonstrated as part

of the training experiences. This evaluation must include the assessment methods used by the supervisors (e.g., direct observation, audio/video tape observation, reviews of written products) and ratings that specify the extent of competency compared to those able to engage in autonomous practice or the extent of supervision still needed in specific roles. Specific areas of competence relevant to practice must address: interpersonal behavior with other professionals, seeking supervision appropriately for addressing client needs, professional responsibility in documentation and other administrative tasks, knowledge and application of ethical/legal issues, rapport and relationship skills with clients, diversity sensitivity and self-awareness, specific assessment and intervention skills as performed during the internship, oral and written communication skills, use of feedback to improve performance, and experience in supervising other professionals. Degree of autonomy should specify if the intern demonstrated competence as needed for independent practice or the extent of support still needed to perform competently (e.g., continuous supervision, intermittent ongoing supervision, occasional supervision needed for unusual cases).

### **Requirements of the Full-Time Internship Experience**

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

### **Hints for Internship Application**

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

### **In choosing internship sites consider:**

1. What specific types of applied experiences do I want to accumulate before I am considered an "independent" psychologist? The internship year is often one of the last opportunities to receive closely supervised training to increase the depth and breadth of your experience. If you can articulate what you would like to be doing, it is easier to sort through which internships you should apply to.
2. Who will you be working with during the internship? Many postdoctoral positions are found through contacts made during the internship year. For example, internship sites vary in their level of involvement with researchers or specific types of applied professionals. Find internships that will allow you to work with or in close proximity to a desired future employer.
3. How available are the psychologists as supervisors? You want to be sure you will receive adequate training and supervision during the internship year, and this is not guaranteed at all sites.
4. What is the reputation of the site? If you want to be more competitive for jobs, choosing a site with a strong reputation provides an additional advantage.
5. Does the actual week-to-week workload fit with your goals? If you are highly enthusiastic about full-time service delivery work, this is less of an issue. Some sites expect 40-45 hours per week on-site and others may functionally expect you to be on site 60 hours per week or more. Those 15-20 hours could be available for finishing the writing of your dissertation, working toward other career goals outside of service delivery work, or having more time for non-work activities.

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

Internships typically request information on the number of cases you have assessed or treated, with what diagnoses, in what type of practicum, with what type of supervision, from what theoretical perspective, for a total of how many sessions, in a group or individual, how many of what kind of tests, etc. Keep a record of your clinical experience including types and numbers of clients, tests, clinical problems, and sessions from the beginning. The APPIC portal requires hours be entered into Time2Track (<https://time2track.com/>) hour counting format, so it is suggested students use this site to track hours. APPIC provides a guide for classifying and tracking hours that can be found here: <https://bpb-us-e1.wpmucdn.com/blogs.uoregon.edu/dist/c/16480/files/2022/03/APPIC-Guide-for-Counting-Hours.pdf>.

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

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

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

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

APPIC rules require you to notify the internship placement and the Psychology Graduate Coordinator's office as to your placement choice. Once you have accepted a site, you must provide the CCC Director with information on the site, supervisor and inclusive dates of internship (basic information will be forwarded to the CCC Director from APPIC). The graduate school also requires this information and your graduation will be delayed without it.

### **Types of APPIC Internship Sites**

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

### **Tips**

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

### **Tracking Clinical Hours for APPIC**

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

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

In addition to meeting the thresholds to get past screening for intervention hours, if you accrue 100+ assessment hours (direct contact) this meets the view of needed hours of about 70% of internship directors (Ready et al., 2016). Given assessments can vary from about 5-10 direct contact hours per case, somewhere in the range of 10-20 assessments would likely put a student over the threshold for most APPIC sites in terms of assessment hours (~12.5 hours/semester for 8 semesters; assessment is not always offered at the PSC in the summers). If you are pursuing an assessment-heavy subfield for your practice training, then you might need to find opportunities for closer to 40-50 assessments (e.g., ~15 per year for three years).

Notably, internship directors and selection committees regularly report that they use hours as a threshold but value the quality of experiences much more greatly than the number of hours once that threshold is met. Therefore, it is important that students do not focus on accumulating an excessive amount of hours beyond the thresholds set by the sites they are interested in and instead ensure they are getting clinical experiences that are both of high quality and relevant for their own professional goals. Following the second year of the program, students will get an opportunity each summer to discuss constructing a plan for their experiences with a Clinical Faculty member (i.e., Steve Taylor or Carissa Orlando) to ensure they are spending their time wisely.

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

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

| Year        | Activities  | Completed? |
|-------------|---|------------|
| First Year  | <ul style="list-style-type: none"> <li>● Research internship site types</li> <li>● Research APPIC requirements/tracking details</li> <li>● Find a tracking system that works for you</li> </ul>   |            |
| Second Year | <ul style="list-style-type: none"> <li>● Research extracurricular training experiences</li> <li>● Begin required practicum</li> <li>● Complete comprehensive assessments and integrated reports (e.g., with therapy clients)</li> <li>● Approximately 160 direct service hours by July</li> </ul>   |            |
| Third Year  | <ul style="list-style-type: none"> <li>● Create a "long list" of internships</li> <li>● Continue required practica</li> <li>● Complete comprehensive assessments and integrated reports (e.g., with therapy clients)</li> <li>● Begin advanced practicum at the PSC (Advanced Assessment) and/or clinical experiences in external settings (Health Psychology)</li> </ul> |            |

|             |   |  |
|-------------|---|--|
|             | Practicum, School Mental Health Practicum, Community Practicum, Externship, Etc.) <ul style="list-style-type: none"> <li>• Approximately 160 direct service hours by July</li> </ul>  |  |
| Fourth Year | <ul style="list-style-type: none"> <li>• Create short list of internships</li> <li>• Get the Internships in Psychology book by Williams-Nickelson, Prinstein, &amp; Keilin (2018; 4<sup>th</sup> edition, APA)</li> <li>• Draft essays and cover letters for review</li> <li>• Continue advanced and/or external clinical experiences</li> <li>• Approximately 160 direct service hours by July</li> </ul>  |  |
| Fifth Year  | <ul style="list-style-type: none"> <li>• Finalize internship list</li> <li>• Finalize site specific essays and cover letters</li> <li>• Order transcripts</li> <li>• Request letters of recommendation</li> <li>• Complete APPIC application             <ul style="list-style-type: none"> <li>○ Enter basic information</li> <li>○ Enter hours and send to DCT</li> </ul> </li> <li>• Continue advanced and/or external clinical experiences</li> <li>• Approximately 25 direct service hours by Nov 1</li> </ul> |  |

### **Special Enrollment (Z-Status)**

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

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

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

Be sure that the CCC Director and Graduate Coordinator have your current e-mail address, home address, telephone number, and the name and address of your internship director.

### **10.) ALTERNATIVE CLINICAL-COMMUNITY INTERNSHIP**

As part of an APA accredited program, we require that students complete an internship as part of their doctoral degree. We strongly encourage students to complete APPIC approved internships and our students have had good success in matching with placements. APPIC internships can facilitate a wide range of career positions after students obtain their doctoral degrees. However, there are situations where students’ career development and developing expertise in particular psychology practice skills do not fit the training opportunities offered by the majority of APPIC sites. Previously, there were a larger number of internship sites that identified themselves as specializing in clinical-community psychology; these sites have decreased markedly over the past 20 years. In response, the USC Psychology faculty will consider student proposals for an alternative internship if they meet the

guidelines for a structured experience in psychology practice described below. ***At least one third of training time during alternative internships must be devoted to clinical activities and supervision of these activities.*** It is imperative that students provide a justification of how an alternative internship can help them meet their career development goals as part of this proposal. They also need to describe proposed training activities, supervision, and consultation with the psychologists and affiliated professionals involved in their internship training. The expectations of internship proposal standards and rigor are similar, or sometimes more extensive than APPIC experiences.

These guidelines are modeled after those of APPIC approved Clinical-Community Psychology internship sites. It is incumbent upon the student to develop a proposal that extends her/his training beyond the CCC (i.e., the internship should not be internal). Training experiences, projects, and supervisors outside of the CCC are required. An Internship Coordinating Committee of USC Faculty and Outside Supervisors is required for management and review of the internship experience. The committee reviews the internship and is charged with determining whether the proposal accomplishes the goals of an internship experience and whether it has sufficient resources for the intern's development. A mid-year review of the internship is scheduled if the proposal is approved. The mid-term internship review will consider supervisors' evaluations of intern performance and progress on internship goals. Adjustments to the internship proposal may be considered at this time if needed. A final review by the committee will be conducted after the internship is complete. If the Coordinating Committee finds that the internship fulfills the goals of the training proposal and finds the intern's final report acceptable, the internship will be considered completed. The Chair of the Internship Coordinating Committee will write a letter to the CCC Director to summarize how the student fulfilled the requirements of a doctoral internship. Finally, the student will submit internship materials to the Graduate Coordinator to keep in the student's file. These materials include: proposal, evaluations, and a final report of activities accomplished.

### **Alternative Internship Proposal**

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

1. **Overview:** Summarize the training goals, training site(s), and personnel that are proposed.
2. **Justification:** This is your rationale for how an alternative internship can assist in your development as a psychologist.
  - a. Write a statement of your career interests and include a copy of your CV as an appendix to the proposal.
    - i. Statement of career development interests (parallel to APPIC applications)
    - ii. Statement of how internship can advance career interests (parallel to APPIC applications)
  - b. State what you want to accomplish in your proposed internship; specifically which skills you will develop and how they relate to your career development
  - c. Provide a rationale for why APPIC opportunities are limited given your career development goals
3. **Requirements of Internship**
  - a. Relevant APA Guidelines
    - i. Domains of training psychology practice skills to be addressed in the proposal: Assessment and Evaluation, Program Development, Intervention, Consultation, Supervision of Others, Dissemination of Evidence Based Practices, Strategies for Scholarly Inquiry, Professional Conduct and Ethics
    - ii. Hours – 1500 hours divided into three domains
      1. General Internship Activities – at least 975
      2. Direct Client Contact – at least 375
      3. Supervision – at least 150
    - iii. Timeframe for completion – Include expected time frames (see Relevant APA Guidelines section in the next section of this Handbook if the internship would last longer than 12 months)



- iv. Supervision – Must have psychologists outside of USC Psychology Department Faculty; Your training and career development must include consultation with a licensed psychologist (see APA Guidelines)
- v. Cultural and individual differences and diversity – include how these training priorities will be addressed
- vi. Supervised experience in supervision – include how this training area will be met through the internship experience

**4. Specific Training Goals**

- a. Include a statement linking your training goals to APA domains. Create a table “cross-walk” for presenting your training goals by APA domain.

**5. Internship training settings**

- a. Include a description of each training site, its mission, populations served and resources available for your training.

**6. Internship training components**

For each component of your proposed internship, include a description of the activity, deliverables, supervisors, and training goal addressed in each project component. *At least one third of training time during alternative internships must be devoted to clinical activities and supervision of these activities.*

For example:

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

**7. Internship Coordinating Committee**

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

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

**8. Education Components Included in Your Internship Training**

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

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

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

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

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



## 10. Evaluation Process

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

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

## 11. Final Internship Report

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

- a. Use the structure of the approved internship proposal
- b. Provide a description for internship activities and accomplishments
- c. Account for hours completed in each of the three training categories
- d. Review progress on each training goal
- e. If relevant, include examples of "deliverable" items produced during the internship on the evaluation forms
- f. Provide a copy of your updated CV
- g. Submit report to the Internship Coordinating Committee and the CCC Director

## Relevant APA Accreditation Guidelines<sup>2</sup>

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

### Domain A: Eligibility

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

### Domain B: Program Philosophy, Objectives, and Training Plan

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

### Domain C: Program Resources

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

### Domain D: Cultural and Individual Differences and Diversity

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

---

<sup>2</sup>APA Guidelines and Principles for Accreditation of Programs in Professional Psychology (2007). Downloaded from <http://www.apa.org/ed/gp2000.html>

### Table of Specific Training Goals

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

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

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

### Example of Internship Feedback Form

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

## Minimum Level of Achievement (MLA) for Graduation

The Minimum Level of Achievement Required for Students to Graduate from the CCC consists of eight components: Grade Point Average, Annual Evaluations, Results of Master's Thesis Defense, Results of Written Comprehensive Exam, Results of Doctoral Orals, Results of Dissertation defense, and Internship Evaluation.

All of the following criteria must be met:

**Grade Point Average:** In accordance with the USC Graduate School Bulletin's Academic Standard for Graduation, at the time of graduation, the student's graduate cumulative grade point average (GPA) must be at least 3.00 (B) on a 4.00 scale. Additionally, the student's average on all grades recorded on the program of study for courses numbered 700 or above must be at least 3.00 and all courses listed on the program of study must be at least 3.00. If a student receives a grade of C for a required class listed on the Program of Study, the student must re-take the class or follow other remediation procedures outlined by the student's advisory committee.

**Annual Evaluations:** The student evaluations done on an annual basis record the student's progress for each year of the program. In the 5<sup>th</sup> year of the program, prior to internship, students must receive a rating of 9 (on the 1 to 10 point scale) which indicates satisfactory achievement in each of the following five objectives:

- Objective 1: Students acquire and demonstrate the knowledge of theory and research related to the fields of Clinical and Community Psychology.
- Objective 2: Students demonstrate the ability to conduct themselves professionally and ethically.
- Objective 3: Students demonstrate the ability to consume, conduct, and communicate research to a variety of audiences.
- Objective 4: Students demonstrate the ability to use evidence-based assessment and intervention strategies in applied settings.
- Objective 5: Students demonstrate understanding and value of culture competence.

At the time of graduation, any student who had a remediation plan based upon unsatisfactory performance in any category must have satisfied the requirements of the remediation plan in full, to the satisfaction of the CCC faculty and documentation of such must be on file.

**Results of Master's Thesis Defense:** For the Master's Thesis Defense, both faculty members who comprise the thesis committee must register that the student has passed the thesis defense. The rubric for the Master's Thesis Defense must indicate that the student's average rating, taken across the 9 categories was satisfactory or above. See the form in the next section of the Handbook.

**Results of Written Comprehensive Exam:** For the Written Comprehensive Exam, the student is evaluated by a committee of 4 faculty members, 3 from the psychology department with at least 2 from CCC (including the MP), and 1 from another campus unit (e.g., Social Work, Public Health, Medicine, Education) or other university. Three out of four passing votes are required for an overall pass. See the form in the next section of the Handbook.

**Results of Dissertation Defense:** For the Doctoral Dissertation Defense, the student is evaluated by a committee of 4 faculty members, 3 from the Psychology Department with at least two from CCC (including the MP), and 1 from another campus unit (e.g., Social Work, Public Health, Medicine, Education) or other university. The rubric for the Doctoral Dissertation Defense must document that the student's rating for each of the 9 categories was satisfactory or above. See the form in the next section of the Handbook.

**Results of Doctoral Orals Exam:** For the Doctoral Orals Exam, the student is evaluated by a committee of 4 faculty members, 2 from CCC (including the MP), 1 from another concentration in the Psychology Department, and 1 from another campus unit (e.g., Social Work, Public Health, Medicine, Education) or other university. A positive vote by three of the four committee members is required for a pass. The student must demonstrate knowledge in general psychology, the ability to integrate knowledge from diverse areas, and the ability to perform as an expert in psychology in a conversational and interrogatory setting. The rubric for the Doctoral Oral Comprehensive Exam must document that the student's rating for each of the 10 categories was satisfactory or above. See the form in the next section of the Handbook.

**Internship Evaluation:** In order to graduate from the CCC students must complete a full-time internship involves at least 1,500 hours of supervised experiences in professional psychology activities accumulated over a 12-24 month period, with a minimum of one-third of these hours representing clinical practice (per the new policy on alternative internships adopted prior to the 2015-16 academic year). The Final Internship Evaluation received from the supervisors must indicate satisfactory performance and an endorsement for the student to practice in a clinical setting. Applied skills such as assessment, intervention, consultation, and program evaluation must be deemed appropriate for professional practice. See the form in the next section of the Handbook.

**Limits for Remediation Plans:** Failure of major exams (e.g., Comprehensive Exams) will include a remediation plan, but students are required to pass on the second attempt at the exam to remain in the program (see relevant procedures for each exam). For other areas of remediation, there is a maximum of two total attempts at a remediation plan for one issue and if the second attempt is not successful, the student is discharged from program. Any student requiring more than two separate remediation plans will receive additional program faculty review of whether there is sufficient evidence that the student will be unable to meet one of the following areas of competency per APA accreditation standards: (A) behaves 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; (B) engages in self-reflection regarding one’s personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness; (C) actively seeks and demonstrates openness and responsiveness to feedback and supervision or (D) responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training. Students will be discharged from the program if two-thirds of the faculty vote that the student appears unable to meet one or more of these competencies.

### APPLYING FOR GRADUATION

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

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

### RECORD-KEEPING RESPONSIBILITIES

Students are responsible for making sure that all necessary forms indicating approvals are placed in the Record file in the Graduate Coordinator’s office (see above contact list). Failure to meet these record-keeping requirements could lead to graduation delays. See checklist on the next page.

### CHECKLIST OF RECORD-KEEPING RESPONSIBILITIES

| DATE FILED | FORM TO BE FILED  | OFFICIAL DEADLINE           |
|------------|---|-----------------------------|
|            | Any waiver of courses; acceptance of previous coursework          | End of 1 <sup>st</sup> Year |
|            | Master’s Program of Study (MPOS).. if you are pursuing a Master’s | End of 1 <sup>st</sup> Year |
|            |   |                             |

|  |   |  |
|--|---|--|
|  | Approval of Master Thesis Prospectus  | Spring of 2 <sup>nd</sup> Year   |
|  | Completion of Qualifying Requirements   | End of 3 <sup>rd</sup> Year  |
|  | Application for Graduation (MA)   | Start of semester you will receive your MA   |
|  | Request for Concurrent Enrollment (If you are receiving your MA from USC) G-CON form                | Start of semester you will receive your MA   |
|  | Defense of Thesis (G-TSF) and Oral Examination for Masters  | Spring of 3 <sup>rd</sup> Year   |
|  | Approval of Comps Paper Outline (copy of outline and committee signatures to be placed in the file) | Spring (May 15 <sup>th</sup> ) of 3 <sup>rd</sup> Year                                   |
|  | Approval of Comprehensive Paper   | Paper Submitted by August 15 of 3 <sup>rd</sup> Year                                     |
|  | Approved Program of Study (DPOS)  | Early in first year for Master's degree. Soon after earning doctoral candidacy for Ph.D. |
|  | Orals Committee approved and corresponding form sent to Graduate School (G-DCA)                     |  |
|  | Notification of Ph.D. Orals Meeting   |  |
|  | Dissertation Committee approved (G-DCA)   |  |
|  | Ph.D. Oral Comprehensive Examination passed   |  |
|  | Notice of Dissertation Prospectus Committee meeting   |  |
|  | Approval of Dissertation Proposal (Dissertation Prospectus Action Form)                             | Prior to Applying for Internship   |
|  | Announcement of Dissertation Defense ( to be posted in hallway)                                     |  |
|  | Dissertation Defense (G-DSF)  |  |
|  | Internship placement, address and Director of Training  |  |
|  | Internship Completion Form  |  |
|  | Clearance for graduation  |  |
|  | Address of first job and notice of subsequent job changes   |  |

## CLINICAL-COMMUNITY ACTIONS REQUIRING FORMS AND POSTING OF MEETINGS

NOTE: Forms for the actions listed below can be downloaded from the CCC web page (Current Students page, <http://psych.sc.edu/clinical-community/forms>) or obtained in Graduate Coordinator's office. You should keep track of these forms and make sure that they are in your file in the Graduate Coordinator's office.

### **Waiver of Courses**

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

Form: Requires signatures of the faculty member approving the waiver, the MP, the CCC Director, and the student

### **Completion of Qualifying Requirements**

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

Form: Signed by MP and CCC Director

### **Approval of Master Thesis Prospectus**

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

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

### **Defense of Thesis**

Action: Meeting to defend the thesis

Thesis defense form is taken to the meeting and signed by the MP and other faculty and forwarded to the Graduate Coordinator

Posting required: One week prior to the meeting

### **Approval of Comprehensive Paper Topic and Committee**

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

Form: After signed by the CCC Director, forwarded to the Graduate Coordinator for filing

### **Approval of Comprehensive Paper Outline**

Action: By the end of spring semester of a student's third year the student has an outline meeting with the committee. The meeting is expected to occur by May 15<sup>th</sup>.

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

### **Approval of Comprehensive Paper**

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

Form: Two forms are taken to the meeting. One is signed by all of the committee members and one is signed by the Chair of the committee and forwarded on to the CCC Director and Graduate Coordinator.

### **Program of Studies for the Master's Degree**

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

Form: Signatures required by the student, Major Professor, and CCC Director

### **Approval of the Doctoral Orals Committee**



Action: The student submits four names for the members of the orals committee including the MP, two or three other Department of Psychology faculty (or one of these can be outside faculty member from the campus or another university) to the CCC Director who signs and forward to the Graduate Coordinator for filing.

**Ph.D. Orals Examination**

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

Form: There are two forms needing signatures for this examination. One form is signed by all four committee members at the time of the meeting. The second form is signed by the MP, with both forms forwarded to the CCC Director/Graduate Coordinator.

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

**Approval of the Dissertation Committee**

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

Form is filed by the Graduate Coordinator

**Approval of the Dissertation Prospectus**

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

Posting required: One week prior to the meeting

**Dissertation Defense**

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

Form: The form is signed by the MP and committee members, and forwarded to the CCC Director for signature, then to the Graduate Coordinator for filing

Posting required: One week prior to the meeting

## 2023-2024 CORE CCC FACULTY

### Core CCC Faculty

- Cheryl Armstead, Ph.D.
- Meeta Banerjee, Ph.D.
- Kimberly D. Becker, Ph.D.
- Jessica Bradshaw, Ph.D.
- Michelle Brown, Ph.D.
- Daniel Cooper, Ph.D.
- Sarah Edmunds, Ph.D.
- Kate Flory, Ph.D.
- Nada Goodrum, Ph.D.
- Bret Kloos, Ph.D.
- Pamela Martin, Ph.D.
- Carissa Orlando, Ph.D.
- Ron Prinz, Ph.D.
- Jeffrey Schatz, Ph.D.
- Suzanne Swan, Ph.D.
- Stephen Taylor, Ph.D.
- Mark D. Weist, Ph.D.
- Dawn Wilson, Ph.D.
- Guillermo Wippold, Ph.D.
- Nicole Zarrett, Ph.D.

### Affiliated Faculty

- **Rosemarie Booze, Ph.D.**, Associate Professor, Department of Psychology, Experimental Program
- **Amanda Fairchild, Ph.D.**, Professor, Department of Psychology, Quantitative Emphasis, Experimental Program
- **Steven Harrod, Ph.D.**, Professor, Department of Psychology, Experimental Program
- **Kimberly Hills, Ph.D.**, Clinical Professor, Department of Psychology, School Program
- **Matthew Sanders, Ph.D.**, Adjunct Professor, Department of Psychology, University of Queensland
- **Bradley Smith, Ph.D.**, Adjunct Professor, Department of Psychology, University of Houston
- **Sara Wilcox, Ph.D.**, Adjunct Associate Professor, Department of Exercise Science, USC
- **Douglas Wedell, Ph.D.**, Professor and Chair, Department of Psychology, Experimental Program

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

## COMPETENCY RATING FORMS

### Master Thesis Proposal

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

US – Unsatisfactory    S – Satisfactory    E – Excellent

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

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

Student Name: \_\_\_\_\_

Committee Members: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Master Thesis Defense

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

US – Unsatisfactory   S – Satisfactory   E – Excellent

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

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

Student Name: \_\_\_\_\_

Committee Members: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Doctoral Written Comprehensive Exam (Comps Paper)**

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

US – Unsatisfactory    S – Satisfactory    E – Excellent

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

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

Student Name: \_\_\_\_\_

Committee Members: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Dissertation Proposal

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

US – Unsatisfactory   S – Satisfactory   E – Excellent

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

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

Student Name: \_\_\_\_\_

Committee Members: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Dissertation Defense

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

US – Unsatisfactory   S – Satisfactory   E – Excellent

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

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

Student Name: \_\_\_\_\_

Committee Members: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Doctoral Oral Comprehensive Exam**

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

US – Unsatisfactory   S – Satisfactory   E – Excellent

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

|  |    |   |   |
|--|----|---|---|
| 1a. Can develop organized responses to basic questions related to Developmental Psychology                             | US | S | E |
| 1b. Can develop organized responses to basic questions related to Social Psychology                                    | US | S | E |
| 1c. Can develop organized responses to basic questions related to Cognitive Psychology                                 | US | S | E |
| 1d. Can develop organized responses to basic questions related to Behaviorism & Learning Theory                        | US | S | E |
| 1f. Can develop organized responses to basic questions related to Biological Basis of Behavior                         | US | S | E |
| 1e. Can develop organized responses to basic questions related to Affective Basis of Behavior                          | US | S | E |
| 1g. Can develop organized responses to basic questions related to the Integration of the Above areas within Psychology | US | S | E |
| 1h. Can develop organized responses to basic questions related to Psychological Problems and Disorders                 | US | S | E |
| 1i. Can develop organized responses to basic questions related to Diversity Issues in Psychology                       | US | S | E |
| 1j. Can develop organized responses to basic questions related to History and Systems of Psychology                    | US | S | E |
| 1k. Can develop organized responses to basic questions related to Psychological Interventions                          | US | S | E |
| 1l. Can develop organized responses to basic questions related to Professional Ethics                                  | US | S | E |

Student Name: \_\_\_\_\_

Committee Members: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



## Student Practicum/Externship Evaluation

|                        |                                   |
|------------------------|-----------------------------------|
| Name of Student:       | Semester:                         |
| Year in Program:       | Clinical Setting:                 |
| Name of Supervisor:    | Type and Amount of Clinical Work: |
| Nature of Supervision: | Type of Case/Tx Procedures Used:  |
|                        |                                   |
|                        |                                   |

Please rate the student on all generic clinical competencies, taking into account her/his developmental level in the program (e.g., 2<sup>nd</sup> yr, 3<sup>rd</sup> yr, or pre-intern). Use the following 3-level scale:

B = Below Expectations; M = Meets Expectations; E = Exceeds Expectations;  
 Circle NA (Not Applicable) if the item is not germane for the practicum/site.

### ETHICS

- |  |          |
|--|----------|
| 1. Recognizes and analyzes ethical/legal issues.                                 | B M E NA |
| 2. Seeks information and consultation when confronted with ethical/legal issues. | B M E NA |
| 3. Identifies personal distress as it relates to professional functions.         | B M E NA |
| 4. Maintains confidentiality of client information.                              | B M E NA |
| 5. Understands and maintains appropriate professional boundaries with clients.   | B M E NA |
| 6. Demonstrates appropriate responses to crisis situations.                      | B M E NA |

### PROFESSIONALISM

- |  |          |
|--|----------|
| 1. Evidences commitment to practicum training (i.e., time, effort, readings)   | B M E NA |
| 2. Punctual to class, supervision, and therapy sessions.   | B M E NA |
| 3. Negotiates needs and manages conflict/disagreements with supervisors, peers, and agency staff (i.e., actively, in timely manner, non-defensively) | B M E NA |
| 4. Shows respect toward support staff roles and prerogatives.  | B M E NA |
| 5. Evidences collegial peer interactional style (i.e., provides feedback, support, and is actively engaged especially in group practicum).           | B M E NA |
| 6. Communicates successes and problematic issues with clients in a confidential and respectful manner.   | B M E NA |

## SUPERVISION

1. Works collaboratively with supervisor(s) (i.e., shares common goals for supervision). B M E NA
2. Prepares for supervision (i.e., reviews and can pull up video to aid supervision, prepares questions/concerns/plans in advance, has all notes and other relevant paperwork complete). B M E NA
3. Recognizes and accepts supervisor's input and authority. B M E NA
4. Displays good judgment regarding the need for supervisory assistance. B M E NA
5. Recognizes his/her own responsibility in making the appropriate choice for the client based on supervisor's input and their working knowledge of the client, and requests supplemental support from supervisor when appropriate. B M E NA

## SITE POLICY AND PROCEDURES ADHERENCE

1. Understands and adheres to agency operating procedures and policies B M E NA
2. Punctual in completing agency tasks (i.e., scheduling and cancelling sessions, attending sessions, completing notes and reports) B M E NA

## GENERAL CLINICAL SKILLS/NON-SPECIFICS WITHIN SESSION

1. Appropriately displays warmth, empathy, and genuineness in response to client cues. B M E NA
2. Evidences verbal facility and clarity of expression. B M E NA
3. Shows an ability to tolerate strong affective responses and manage conflict. B M E NA
4. Supports client progress and efforts. B M E NA
5. Displays flexibility in meeting clients' needs (i. e., not unduly agenda "bound") B M E NA
6. Shows the ability to establish and maintain a working alliance with clients. B M E NA
7. Discusses ruptures in the alliance with the client as needed. B M E NA

## DIVERSITY ISSUES

1. Knowledgeable and respectful of client diversity (i.e., ethnicity, race, gender, age, sexual orientation, disability, religion, SES, etc.) B M E NA
2. Actively considers diversity issues in assessment, case conceptualization, and treatment planning and implementation B M E NA
3. Displays an awareness of interfering biases via an awareness of one's own cultural identity, self-concept, and self-appraisal as they might affect interactions with the client. B M E NA

## ASSESSMENT

4. Is able to perform a clinical interview. B M E NA
5. Uses systematic approaches to gathering data to inform clinical decision-making. B M E NA
6. Shows knowledge of standardization/psychometric issues related to assessment strategies. B M E NA
7. Displays the ability to propose and defend diagnostic conclusions. B M E NA
8. Demonstrates an emergence of critical thinking and analysis with respect to information gathered. B M E NA

### CASE CONCEPTUALIZATION/FORMULATION

1. Demonstrates the ability to form a complete case conceptualization using model of one's choosing (e.g., Cognitive, ACT) to inform treatment planning. B M E NA
2. Effectively communicates clinical findings and impressions (conceptualization) to client. B M E NA
3. Can create and conduct a case presentation, effectively communicating clinical findings and impressions. B M E NA

### TREATMENT PLANNING AND IMPLEMENTATION

1. Applies knowledge from psychological science to therapy by using appropriate resources to inform casework—(e.g., published materials, manualized protocols, evidence-based practice data base searchers) B M E NA
2. Ensures that treatment plan emerges from problems and strengths identified, case conceptualization, and EBP selected. B M E NA
3. Constructs collaboratively defined treatment goals with client. B M E NA
4. Effectively explains treatment rationale and process. B M E NA
5. Engages in session-to-session planning and preparation based on goals, treatment rationale, and client's response to interventions. B M E NA
6. Continually assesses client progress. B M E NA
7. Adjusts treatment plans and interventions per assessment of progress, therapeutic processes, and/or changes in circumstances. B M E NA

### NOTE KEEPING AND REPORT WRITING

1. Has an organized, disciplined approach to writing and maintaining notes and other agency records. B M E NA
2. Effectively relays relevant information in session notes. B M E NA
3. Can write an integrated report inclusive of assessment data, diagnoses, integrated conclusions, and recommendations. B M E NA
4. Can write a closing/treatment summary considering procedures employed, evidence of client progress, disposition of the case, and recommendations. B M E NA

**Brief Integrated Summary of Student's Practicum Performance (note: please comment any "B" ratings, including educational action plans for addressing the supervisor's concern)**

**Review of Evaluation With the Student**

I have carefully read and thoroughly reviewed this evaluation with \_\_\_\_\_ on \_\_\_\_\_.  
(Date)

\_\_\_\_\_  
Clinical Supervisor Signature

I have discussed my evaluation with my supervisor on \_\_\_\_\_.  
(Date)

I have submitted additional written information to be considered when reviewing this evaluation. Yes \_\_\_\_\_ No \_\_\_\_\_

\_\_\_\_\_  
Student Signature

*USC Clinical-Community Psychology Doctoral Concentration*  
*Instructions for Externship Memoranda of Understanding*

As part of our Externship Policies, we require that students complete a memorandum of understanding for any activity. As stated in the policy that is included in the Handbook and available on Blackboard [https://blackboard.sc.edu/webapps/blackboard/execute/launcher?type=Course&id=\\_1013620\\_1&url=](https://blackboard.sc.edu/webapps/blackboard/execute/launcher?type=Course&id=_1013620_1&url=)

1. An externship is any organized professional activity where a doctoral student provides psychological services in settings located away from USC facilities or in settings embedded in community agencies. Typically, these activities would not have direct supervision of USC Psychology Faculty but from qualified professionals at the site. The activities might constitute a psychological service include therapy, assessment, consultation, evaluation, group facilitation, organizational capacity building, community development, representing USC in a coalition, etc.
2. Externships may be paid or volunteer positions where students earn experience in exchange for training and supervision by professionals at the externship site.
3. In all types of externships, a Memorandum of Understanding (MOU) is required between the setting hosting the extern and the Clinical-Community Concentration.
4. All externship opportunities need to be reviewed between the student and mentor. Formal approval of student involvement in the externship will be documented by the MOU and signed by the student, mentor, externship site supervisor, and the CCC Director.
5. The CCC has many partnerships with community agencies. Some externships are long-term commitments that renew each year (note a new MOU is required each year for continuing externships). Some are episodic opportunities that are available on a project-to-project basis. Finally, some externships might be developed with an agency as a specific opportunity arises. See guidelines below for developing a new externship.

Note: At a minimum, the MOU should include

1. Role and responsibilities of the Extern at the site
2. Responsibilities of the Externship Site for providing resources, required supervision\*, necessary training, and regular evaluation on forms provided by the CCC (e.g., mid-term and final) to be part of student record
3. Expectations for performance, regular activities, number of hours to be worked, limit to hours per week, and length of MOU agreement
4. Any payment arrangements
5. How conflicts will be addressed and how an agreement may be ended early
6. That student will be providing ratings on externship site on forms provided by the CCC at the end of externship.

\*If no on site licensed supervision is provided, indicate under CCC responsibility if it will be provided here and how compensated. Otherwise, what other provisions for supervision are being provided (e.g., site will bring in supervisor).

**Memorandum of Understanding**

This Memorandum of Understanding is entered into by and between

\_\_\_\_\_ and the Clinical-Community Psychology Concentration in the Department of Psychology at the University of South Carolina, hereinafter referred to as the CCPC.

I. **Purpose.**

The purpose of this collaborative relationship is to provide USC psychology graduate student, \_\_\_\_\_, with the opportunity to gain further experience \_\_\_\_\_.

II. **Roles and Responsibilities.**

\_\_\_\_\_ (Externship site) agrees to the following responsibilities and activities:

Responsibilities of the Externship Site include provision of resources, required supervision\*, necessary training, and regular evaluation of student on forms provided by CCPC (e.g., mid-term and final) to be part of student record. Describe the number of hours you will be given to work and what activities the externship site will provide the student (e.g., assessment of approximately X number of clients per week). If student is receiving payment for their activities, this should be stated here.

\*If no on site licensed supervision is provided, indicate under CCPC responsibility if it will be provided by a faculty member. Otherwise, what other provisions for supervision are being provided (e.g., site will bring in supervisor). Furthermore, the externship site needs to identify a person on site with whom the student can consult on a daily basis.

The CCPC agrees to the following responsibilities and activities:

Make regular site reviews as required by APA.  
Maintain regular communication with the site supervisors..  
Provide evaluation form to site supervisor(s) and student at appropriate times.  
(Add other here such as licensed supervision if necessary)

The Psychology Graduate Student, \_\_\_\_\_, agrees to the following responsibilities and activities:

Expectations for performance, regular activities, number of hours to be worked, and if there is a range, limit to hours per week. Upper limit for students already on an assistantship is 10 hours. Student will provide an evaluation of site at then end of placement (and during upon request) using form provided by clinical community program.

III. **Terms.**

This MOU is at will and can be modified by mutual consent of authorized officials. This MOU shall become effective \_\_\_\_\_ and will remain in effect until modified or terminated by any one of the partners by mutual consent. In the event of a dispute regarding the responsibilities of each party, the site director/supervisor and/or authorized official will meet with the CCPC Director and/or faculty mentor and the student to attempt to resolve. In the absence of mutual agreement by authorized officials to modify or terminate, this MOU shall end on \_\_\_\_\_.

This MOU is the complete agreement between \_\_\_\_\_ and the CCPC and may be amended only by written agreement signed by each of the parties involved.

**Name of Externship Site here**

Authorized Official: \_\_\_\_\_  
Signature

\_\_\_\_\_  
Print Name

Site Direct Contact/Supervisor: \_\_\_\_\_  
Signature

\_\_\_\_\_  
Print Name

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Email Address: \_\_\_\_\_

**Clinical Community Psychology Concentration**

**CCPC Director** \_\_\_\_\_  
Signature

\_\_\_\_\_  
Print Name

**Director/Associate Director of PSC** \_\_\_\_\_  
Signature

\_\_\_\_\_  
Print Name

**Faculty Mentor:** \_\_\_\_\_  
Signature

\_\_\_\_\_  
Print Name

**Program Supervisor (if relevant):** \_\_\_\_\_  
Signature

\_\_\_\_\_  
Print Name

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Email Address: \_\_\_\_\_

**Graduate Student:** \_\_\_\_\_  
Signature

\_\_\_\_\_  
Print Name

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Email Address: \_\_\_\_\_