Department of Psychology
Graduate Handbook

Last updated: October 2011

**Note: Current graduate students should consult the handbook on the department wiki on Collab to ensure they are reading the most updated version**
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MISSION

The graduate program in Psychology aims to be the nation’s best training facility for psychological scientists. The primary training objective is to promote excellence in research. Other important training components include teaching, mentoring, and clinical practice (for the Clinical area only). To meet this mission, the graduate program:

1. operates with an apprenticeship model. The faculty advisor-advisee relationship is the primary mechanism for research training

2. recognizes and supports diversity in students’ backgrounds, strengths, training needs, and career goals. The program permits students to develop an individualized curriculum with the guidance of an advisory committee.

3. maintains high expectations for student performance and expects students to best their own best advocate. Requirements are kept to a minimum so that outstanding students can define their program to take full advantage of the department’s resources.
GRADUATE SCHOOL OF ARTS AND SCIENCES

The Department of Psychology is a member of the Graduate School of Arts and Sciences at the University of Virginia. For detailed information regarding policies of the Graduate School of Arts & Sciences please visit http://artsandsciences.virginia.edu/gradschool/index.html. This site contains valuable information regarding degree requirements, financial assistance, research, registration procedures, teaching assistantships and student life.

This handbook describes the policies and procedures directly relevant to the Department of Psychology.
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DEGREE REQUIREMENTS

The graduate program has a few department-wide requirements, and each area Clinical, Cognitive, Community, Developmental, Neuroscience and Behavior, Quantitative, and Social defines its own additional expectations. Course requirements are described below, followed by the additional requirements for the M.A. and the Ph.D. degrees. Students are admitted with the expectation that they will complete the Ph.D. degree. On some occasions, however, students exit the program with an M.A. degree because of a change in personal priorities or because of difficulty completing the requirements.

The graduate program is based on a model of one to one interaction between students and faculty members. There is approximately a 2.5/1 ratio of students to faculty. The majority graduate education is derived from working with individual faculty members and collaborating with fellow students.

General Topics

Selecting advisors and labs
Students consult with their advisor when making graded course selections. The advisor and advisee work together in defining the student’s graduate training goals and coursework. New students that do not yet have a primary advisor should consult with either their area leader or the Director of Graduate Studies. Students enroll in topical or non topical research with their faculty advisor, or with the Director of Graduate Studies as a preliminary advisor. Students should have a primary advisor for the predissertation by the end of their first semester. The student is responsible for (1) obtaining agreement from a faculty member to serve as primary advisor, and (2) reporting the advisor to the Director of Graduate Studies before the end of the first semester.

It is not unusual for students to have multiple advisors during the course of their graduate education. The Department encourages all students to identify a secondary advisor during their first semester of graduate school. The nature of the relationship with this advisor will be idiosyncratic across students. In some cases, the secondary advisor will be a research collaborator - perhaps as much as the primary advisor. In other cases, the secondary advisor may serve as a yearly check-in for professional development and progress, and help with advising during times that the primary advisor is on sabbatical.

It is the student’s responsibility to report all official changes of primary advisor to the Director of Graduate Studies in writing. Almost all students will work with multiple secondary advisors during graduate training.

Annual review of student progress is conducted by the primary advisor, the other faculty in the student’s primary area, and the Director of Graduate Studies.

Overview of graduate training
The specific requirements for coursework are area dependent, Clinical, Cognitive, Community, Developmental, Neuroscience and Behavior, Quantitative, Social, or idiosyncratic if the student defines his or her own area (see Planning Graduate Training). Things to do every year: be involved in the program, attend conferences in your area, present at conferences locally and nationally, present in area lunch meetings, collaborate with others on research.

See the graduate handbook for details on all other features of the graduate program.

Year 1
1. Coursework - 15 units per semester, usually 2 or 3 classes; Attend at least one area lunch series; Attend all department colloquia
2. Research - Initiate projects in at least one laboratory, attend lab meetings for at least one laboratory. How to get started? Ask faculty mentors how to get started doing research in their laboratories.
3. Teaching - Most students will TA each semester, usually Introductory level courses or "grader" positions for higher level courses. Participate in the Graduate Teacher Training Program.
4. Service - Get involved in the area, department or university by participating on a committee
5. Deadlines - None. By the end of the first year, at least one research project should be making sufficient progress to fulfill the Predissertation (Master's Thesis)

**Year 2**
1. Coursework - 12 units per semester, usually 2 or 3 classes; Attend at least one area lunch series; Attend all department colloquia
2. Research - Continue projects in at least one laboratory, attend lab meetings for at least one laboratory. Develop multiple lines of research so that research productivity is not dependent on a single project "working"
3. Teaching - Most students will TA each semester, usually the 3005/3006 sequence, or other courses with weekly discussion sections led by graduate students. Participate and complete the Graduate Teacher Training Program.
4. Service - Participate on a committee, contribute to graduate recruiting
5. Deadlines - Predissertation (Master's Thesis) must be approved by advisor and reader by August 1 at the end of Year 2

**Year 3**
1. Coursework - Attend at least one area lunch series; Attend all department colloquia; No more official course taking - sit in on classes that are relevant for training.
2. Research - Continue projects and involvement in lab meetings. Foster healthy program(s) of research with an eye toward developing and defining a longer-term research agenda
3. Teaching - Significant variation in teaching responsibilities. Many students are on grants. Of those teaching, there is a mix of (a) reinforcing experience with 3005/3006 sequence and (b) TAing for upper-level courses. Apply for DTF for year 4?
4. Service - Lead a committee, contribute to graduate recruiting
5. Deadlines - Qualifying Exam [Comps] must be approved by faculty advisor and two other faculty members by August 1 at the end of Year 3

**Year 4**
1. Coursework - Attend at least one area lunch series; Attend all department colloquia; Sit in on classes that are relevant for training.
2. Research - Continue projects and involvement in lab meetings. Define dissertation project and defend dissertation proposal.
3. Teaching - Significant variation in teaching responsibilities. Teaching experiences are mixed and also include TA positions for grad-level courses or teaching own course through the Distinguished Teaching Fellowship program.
4. Service - Lead a committee, contribute to graduate recruiting
5. Deadlines - No official deadline for defending the dissertation proposal (see Dissertation Requirements), but it should be done by the end of year 4

**Year 5+**
1. Coursework - Attend at least one area lunch series; Attend all department colloquia; Sit in on classes that are relevant for training.
2. Research - Continue projects and involvement in lab meetings. Complete Dissertation Requirements and keep other projects active and productive.
3. Teaching - Significant variation in teaching responsibilities.
4. Service - Lead a committee, contribute to graduate recruiting
5. Deadlines - No official deadline for dissertation requirements except that students cannot remain in the program for more than 7 years
Planning graduate training

Developing one’s own area
Occasionally students want to pursue an area of interest for which there is not an established area grouping, such as law and psychology. To do so, students need to find an advisor and three additional faculty members to oversee their program. This faculty committee's function is to approve the student's annual progress and to make certain that the student completes a set of courses suitable for a Ph.D. in Psychology and consistent with Departmental guidelines. Any student wishing to form such a committee should speak first with the Director of Graduate Studies.

Developing breadth
Part of a broad academic training includes exposure to multiple ways of thinking and doing research. The most common means for achieving this is to work in multiple laboratories and with multiple faculty members during one's graduate career. This serves the breadth training objective, and a practical objective of having professional relationships with multiple faculty members that can write detailed recommendations for the post-graduate job hunt. The importance of the practical value should not be underestimated. Recommendation letters are one of the key criteria for job search committees, especially for academic jobs. Brief, non-specific letters from faculty that do not the applicant well provide an easy reason to put the application aside.

Many students choose to work in multiple labs concurrently – sometimes within the same area, sometimes across areas. Other students practice serial lab monogamy during their graduate training. There are advantages and disadvantages to each approach. The key is to consult with your advisors, and communicate openly about your participation in multiple laboratories. Advisors should be aware of how their advisees are organizing their time to provide the most effective mentorship possible.

Coursework planning

Course types
There are five main types of courses in the Psychology department:

1. Graded Courses. These are regular courses for which you attend class, complete assignments, and receive a grade.

2. "Contemporary Issues in" Courses. These are credit hours offered by each area for attending their weekly research meetings (e.g., Psychology 796, "Contemporary Issues: Social Psychology"). These are also known as “area lunches.” All students attend at least one area lunch for every semester of their graduate education. However, students only register for the area lunches during the semesters that they need those credit hours.

3. Topical Research. Graduate students get credit hours for doing research. One way is to sign up for "topical research” with a specific faculty member, typically the primary advisor. Each faculty member has a course number for this purpose, from Psychology 901 to 977.

4. Practicum Credits. Practicum research experience credits (e.g., Psychology 998 are taken by students in the clinical and community areas. For accounting purposes these credits are treated the same as topical research.

5. Non-Topical Research. There are four courses labeled non-topical research: Psychology 897, 898, 997, 999. These hours are charged at a lower tuition rate, and should be used after completing most of the other course requirements (see below). Each faculty member has a “modifier number” that the student adds during sign-up to make sure that the grade sheet goes to the primary advisor. Modifier numbers for each faculty member are listed in the main office, and Debbie Snow can be consulted for questions about signing up for Topical versus Non-topical research.
Course Requirements for the Master's Degree: 30 hours of graded courses, contemporary issues, topical research and practica credits. Non-topical research, extension, correspondence, home study, and transfer courses cannot be counted toward the M.A. degree.

Course Requirements for the Ph.D. Degree: 72 total hours, including those completed for the Master's Degree. At least 54 of the 72 hours must be graded courses, topical research, "Contemporary Issues in", or practicum courses. Courses taken through a continuing education program or when the student was an undergraduate may not be counted toward these unit requirements even if they were graduate level courses.

General course plan
Each student enrolls for at least 12 credit hours every semester. In most cases, first-year students enroll for 15 credit hours, and students in the second-year and beyond enroll for 12 credit hours. There is a special plan for the 2010-2011 academic year, particularly for second-year students that differs from this standard - see Debbie Snow.

In the first two years, students should complete the required 54 credits of graded courses, contemporary issues, topical research and practica credits (15 units in each of first two semesters, 12 units in each of second two semesters). In later years, students take only non-topical research for their 12 units (an exception is some practicum credits that are required for clinical students after year 2). Students are encouraged to unofficially audit courses after their first two years if they are relevant to their training. They should not, however, officially enroll or audit - this creates tuition expenses for the department that exceed the available budget.

The difference between Topical and Non-topical research is irrelevant from the student’s training perspective – it is purely an accounting distinction for the University. Topical research counts towards the 54 hours needed for the Ph.D., and it is more expensive than non-topical research. Students will sign up for Topical research during their first two years in the program, and Non-topical research during years 3+. See Appendix A for more information about this distinction and consult with Debbie Snow in the main office who is the resident expert. It is important to sign up for the right type of research for department accounting and financial stability.

Selecting Courses
When selecting graded courses, it is important to note that some courses are offered on a fixed schedule, and others are available infrequently – sometimes just once during a student’s graduate career. Also, there are departmental and area course requirements. Clinical students, in particular, have a well-defined course schedule in their first two years. Appendix A provides a sample course schedule and more information about the relationship between course selection and tuition.

Time requirements for completing degrees

Time to complete the MA
Students complete all requirements for the Master’s degree by August 1 at the end of the second year. By August 1, students must have their predissertation approved by their advisor and second reader. Approval should be reported to the DGS and DGS administrator (Debbie Snow) with an email from the primary advisor.

In occasional cases, students will have coursework to complete (sometimes unofficially) for the MA after the second year. Such scenarios should be approved by the DGS before the Spring semester of the 2nd year so that the implications for MA requirements and funding can be arranged prior to the beginning of the 4th semester of classes.

Students that are not able to complete their Master’s degree by August 1 of their second year can request an extension from their primary advisor. The student and advisor must agree on a revised timeline with a new
deadline of no later than January 1 of the students third year. The approved extension and revised timeline must be submitted to the DGS before August 1 of the second year for approval.

**Time to complete the Qualifying Exam (comps)**

The comprehensive exam should be completed by August 1 at the end of the third year.

Students that are not able to complete their comprehensive exam by August 1 of their third year can request an extension from their primary advisor. The student and advisor must agree on a revised timeline with a new deadline of no later than January 1 of the students fourth year. The approved extension and revised timeline must be submitted to the DGS before August 1 of the third year for approval. (Note that some areas have requirements that the comprehensive exam be completed prior to these dates.)

**Time to complete the Ph.D.**

The Ph.D. (including the dissertation and oral defense) can be completed by the end of the student's fourth year, though five years is typical course of study in the graduate program, and some students stay for longer than five years (though see seven-year rule below).

Students may stay longer in the program because their dissertation research take longer than expected, or because it is in their professional and training interest to stay longer to publish more research prior to entering the job market. In this case, alternative deadlines may be negotiated between the student and advisor. Note that students are usually guaranteed funding for only four years. Alternative timetables should consider the availability of funding within the department, and may require acquisition of external funding by the student and advisor.

**The Seven Year Rule**

Any student who does not complete all requirements for the Ph.D. in the seven year period of eligibility stipulated by the School of Arts and Sciences will be terminated without a degree. Any student currently in her/his seventh year of eligibility has until May 31 of that academic year, to complete all requirements. Exceptions to these guidelines will only be made in cases in which extraordinary circumstances have prevailed, and such exceptions will be granted only by a unanimous vote of the Graduate Committee.

**Family and medical leave**

Students shall have the option of taking up to one semester of family or medical leave under any of these circumstances:

1. birth of a child (to be taken within 12 months of the child’s birth)
2. placement of a child with the student for adoption or foster care (to be taken within 12 months of date of placement)
3. care for a child, or a dependent over 18 years of age who is incapable of self-care because of a mental or physical disability, or a spouse or a parent who has a serious health condition that involves: in-patient care in a hospital, hospice, or residential medical care facility, or continuing treatment by a health care provider
4. occurrence of a serious personal health condition that renders the student unable to perform the functions of the position. The Department may request certification that the student is unable to perform the essential functions of the student’s position within the meaning of the Americans with Disabilities Act.

Family and medical leave may not be used for short-term conditions for which treatment and recovery are brief, such as minor illnesses and outpatient surgical procedures with expected brief recuperating periods. It does not provide for the intermittent care of a child for such commonplace illnesses as colds and flu.
Students will be considered “not-in-residence” during the leave, unless there is a specific need to remain “in-residence,” such as to use University facilities or to maintain health insurance. For students on leave, the department will pay the not-in-residence status fees, but will not provide other funding during this period.

Family or medical leave will extend departmental academic deadlines, including the “7-year rule” by one semester. Students may take additional leaves in the event that more than one of the above circumstances occurs (e.g., birth of a second child). Students who desire to take a longer leave may petition the faculty to do so. Petitions should be submitted to the Director of Graduate Studies and will be voted on by the Department Faculty.

When both parents of a child are students or employees at the University of Virginia, the full amount of leave will be limited to a combined total of 14 work weeks in a 12-month period when the leave is for the birth, adoption, or foster care placement of a child.

**Summer session registration**

Almost all graduate students remain in the Department during the summer to continue with research. However, very few enroll in summer school. In unusual circumstances, students may enroll for research hours only or for nonresident status during Summer Session after consultation with their advisor, Director of Graduate Studies, and the Graduate Enrolled Student Office regarding registration requirements. The most common use for summer registration is to earn a degree during the summer.

Get information on [nonresident status](#).

**Requirements for the Master’s Degree**

**MA course work**

The Department requires 30 units of graded course work for the M.A. degree including topical and non topical research, practicum, and the "Contemporary Issues in" courses. Extension, correspondence, home study, or transfer courses cannot be counted toward the M.A. degree. All course work should be completed by the end of the second year. Students take 15 units each semester of Year 1 and 12 units each semester of Year 2 -- but only 2 or 3 actual courses each semester. The department-wide required courses are:

1. *Quantitative Methods I and II* PSYC 7710 (usually Fall of first year) and PSYC 7720 (usually Spring of first year). These must be completed by the end of the second year. PSYC 7720 is optional for students in the Neuroscience and Behavior (NB) area. In consultation with their primary advisor and area leader, NB students may substitute a special course more suitable for analyzing the types of data they are likely to collect.

2. *One Course in Research Methods and/or Experimental Design* Most students take at least one course in research methods, experimental design, or advanced quantitative methods. Most areas offer an area-specific methods course. Students may take a methods course from another area, but are not required to take a methods course if their area does not offer one.

3. *Ethics* - All students must take PSYC 804, Forum in Scientific and Professional Ethics. This course is offered every other year. Clinical area lunches do not replace this requirement.

See area pages or area head for specific details on coursework: [Clinical](#), [Cognitive](#), [Community](#), [Developmental](#), [Neuroscience and Behavior](#), [Quantitative](#), [Social](#)

**Predissertation (Master’s Thesis)**

The M.A. degree is considered preparation for the Ph.D. Students are required to be involved in research throughout their first two years. The predissertation requirement is a written research report, usually resembling a
journal article in style and content and must be approved by the primary advisor and a second faculty reader by August 1 of the student’s second year. See Time Requirements for Completing Degrees.

The two readers of the prediss must be regular members of the faculty in the Department of Psychology. If a student selects a person from another department as his/her predissertation advisor, the student must also have a co-advisor who is a departmental faculty member. The faculty reader must be on the Department of Psychology faculty.

A complete copy of the Predissertation report should be given to the Psychology Main Office. The department will cover the cost of a binder and photocopying this copy. Check the mailroom for examples. Click here: Sample Predissertation Title Page for an example of an acceptable title page for the Predissertation report.

For purposes of the graduate division of Arts and Sciences and the awarding of a Master’s degree, this Predissertation Research Project is considered to be an exam. A copy of the project does not have to be turned into the Graduate Arts and Sciences.

After completing the predissertation degree, the student must complete and submit documents to the Enrolled Students Office to obtain the MA degree. See degree documents to get the appropriate forms and information about deadlines for University graduations. Note that the University deadlines are for the official paperwork. The August 1 deadline for the pre-diss is a Departmental deadline and only requires the official approval of the primary advisor and second reader, see time requirements for completing degrees.

Submitting MA paperwork
The Graduate School of Arts and Sciences has specific rules for the awarding of a Master’s degree. The School of Arts and Sciences allows the option of a foreign language requirement for the Ph.D. The Department of Psychology does not require a foreign language.

A formal degree application must be approved by the Chair of the Psychology Department and the graduate division of Arts and Sciences. Deadlines for submission of this application are as follows: October 1 for a January degree, February 1 for a May degree, and July 1 for an August degree. At least two weeks before degree conferral, the Director of Graduate Studies must report to the graduate division of Arts and Sciences that the student has satisfactorily completed a final M.A. examination. In Psychology, the predissertation report satisfies the final examination requirement.

Appendix J provides the forms and documents for obtaining the M.A. degree. Questions about the forms can be directed to Debbie Snow in the Psychology office, or the Enrolled Student Office (924 7183; http://artsandsciences.virginia.edu/gradschool/contacts/enrolled_students_office.html).

Advancement to PhD candidacy
To advance to Ph.D. candidacy, students must complete all requirements for the M.A. degree and be approved in a Department faculty vote that the student is capable of doing Ph.D.-level work. Students should make sure that their area leader is aware when they have completed the M.A. requirements. The area leader will submit the student’s candidacy for departmental vote.

Transferring MA from another University
Transferring an M.A. degree. Students who enter the Department with an existing M.A. may petition to have their Master’s thesis accepted to fulfill the predissertation research requirement. Students must petition during their first semester in residence. The petition and thesis will be reviewed by the Director of Graduate Studies or the Graduate Committee, the student’s primary advisor, and a faculty reader from within the Department. Transfer students must also meet all departmental course requirements for the Master’s, either by transfer credit or by taking courses in the Department. Students should submit to the Director of Graduate Studies the name of the
university at which the course was taken, the course number, the course title, and a one-paragraph summary of the course along with an official transcript. The area head and DGS review and approve the courses as meeting department requirements. Approval for statistics transfer credits requires approval following an in-person meeting with a Quantitative Area faculty member.

If the Dean approves the M.A. degree, the M.A. requirement at UVa is waived and the student receives 24 credit hours. Because the Master’s degree at UVa requires 30 credit hours, students that transfer their M.A. degree will have to complete 6 credit hours plus the credit hour requirements for the PhD. Students that transfer an M.A. degree should usually complete their Ph.D. work in four years or less. Students with an approved Master’s thesis from another University must engage and complete supervised research with a UVA faculty member before undertaking a dissertation research project.

**Transferring credit hours without an M.A. degree.** Some students take graduate courses in another program prior to entering UVa. It is possible to transfer up to 24 of those credits with the approval of the area head, DGS, and Dean. Students wishing to transfer graduate course credits should submit to the Director of Graduate Studies the name of the university at which the course was taken, the course number, the course title, and a one-paragraph summary of the course along with an official transcript. The student’s area head and DGS will review and approve the courses. Approval for statistics transfer credits requires approval following an in-person meeting with a Quantitative Area faculty member. Following Departmental approval, the approved list of transfer courses and credits will be submitted to the Dean for University approval. To receive a Master’s degree from the University of Virginia, all M.A. credits must be from the University. So, transfer credits are applied to credit hour requirements for the PhD (i.e., they count as credit hours past the 30 required for the M.A.).

**Requirements for the Ph.D. Degree**

**A Master’s degree or equivalent –**
The student must have completed all of the requirements for the Master’s degree in our department (see above) or fulfill requirements for (Transferring MA).

**Qualifying exam (Comps)**
Students must pass a Major Area Qualifying Examination. The major area qualifying examination is evaluated by the student’s primary advisor and at least 2 more faculty members. The faculty members serving on the student’s major area qualification examination are invited by the student after consultation with the primary advisor. At least two members of the Examining Committee must be regular members of the Psychology Department. Graduate students should complete this examination by the end of their third year in residence -- the department deadline is August 1st after the third year.

The literature review for the dissertation and papers written prior to completing the master’s requirements cannot be counted as the qualifying exam review paper. Each area of the department has developed procedures for completing the major area exam. See the area pages:

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<th>Area</th>
<th>Area Head</th>
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<tbody>
<tr>
<td>Clinical</td>
<td>Joe Allen</td>
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<tr>
<td>Cognitive</td>
<td>Michael Kubovy</td>
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<tr>
<td>Community</td>
<td>Dick Reppucci</td>
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<td>Developmental</td>
<td>Angel Lillard</td>
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<td>Quantitative</td>
<td>Steve Boker</td>
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<td>Neuroscience and Behavior</td>
<td>Dave Hill</td>
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<tr>
<td>Social</td>
<td>Shige Oishi</td>
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</tbody>
</table>
Specific questions about the qualifying exams should be directed to the primary advisor or area leader. Students can develop their own major area exams. To do so, the student (1) approaches the primary advisor with a topic and a proposal for how to satisfy the major area requirement; (2) in consultation with the advisor chooses three other committee members and secures their approval of the proposal; (3) reports this Examining Committee membership to the Director of Graduate Studies; (4) fulfills the requirement as proposed; and (5) submits the work to the Examining Committee for review and approval. The major area qualifying examination must be completed before a dissertation proposal is approved. In order to change this sequence, a written request explaining the reasons for the alteration and stating that the request has the approval of the student's area or committee head and the dissertation advisor, must be submitted to the Director of Graduate Studies (DGS) for review and approval by the Graduate Committee (DGS + all area heads). Such requests will be approved only under extraordinary circumstances.

**Course work**

72 total hours, including those completed for the Master's Degree. At least 54 of the 72 hours must be graded courses, topical research, "Contemporary Issues in", or practicum courses. Courses taken through a continuing education program or when the student was an undergraduate may not be counted toward these unit requirements even if they were graduate level courses.

**Research experience**

Each student is required to conduct research in collaboration with a faculty advisor during every semester in residence.

**Teaching experience**

Most students will be a teaching assistant at least one semester each year in residence. Descriptions of these teaching assignments are available in Description of Courses and TA Positions. There is no requirement for a minimum or maximum amount of teaching. The ideal teaching load provides sufficient experience to gain skills in being an effective teacher, but not so much that it interferes with research activity. Full information about the TA program is in teacher training.

**Dissertation requirements**

Each student must complete a dissertation. The student together with his/her advisor will select a Dissertation Committee, consisting of at least three faculty members from the Department of Psychology and one outside member, who is the representative of the graduate division of Arts and Sciences. The chair of the committee must be a current member of the Department of Psychology (not a professor emeritus). The outside member must have an appointment to the graduate faculty of the University of Virginia. Persons who are not members of the graduate faculty (or additional members of the graduate faculty) may be added as members of the Dissertation Committee beyond the four core members. A list of the departments in the School of Arts and Sciences eligible to provide the “outside member” for a dissertation committee are available at: http://records.ureg.virginia.edu/content.php?catoid=18&navoid=293. The committee membership must be reported to the Director of Graduate Studies prior to the proposal meeting.

If a committee member is on leave during the term in which the dissertation will be defended and will not be able to attend the dissertation meeting, a substitute member must be selected. Faculty members that leave the University permanently can serve on the committee as an extra member, but the position must be replaced with a University faculty member. Changes to the membership of the dissertation committee should be reported to the Director of Graduate Studies.

The primary advisor for a dissertation must be a member of the Psychology Department. Adjunct faculty members may not serve as the major advisor.

**The dissertation proposal.** The proposal meeting is held prior to the completion of the dissertation research so that the committee can discuss, comment, and request revisions to the rationale, design, methods, or analysis plan for the project. The dissertation proposal includes an abstract, a survey of the relevant literature, the rationale for the research, description of the methods, and an outline of the planned data analysis. When the student and
advisor agree that the proposal is ready to present, the student schedules a meeting of the dissertation committee and circulates the proposal at least one week prior to the meeting date.

Also, at least one week before the meeting, the student announces the date, time, and place of the proposal meeting to the Department by email to all faculty, postdocs, graduate students, and Debbie Snow (dsnow@virginia.edu), and by submitting the announcement to psych-news@virginia.edu. The student should make a pdf copy of the proposal available to any department member that requests it. Failure to email the announcement on time will require rescheduling of the proposal meeting.

The Dissertation Committee meeting can result in approval of the proposal or a request for minor or major revisions. The Committee may decide to schedule additional meetings as necessary. When the committee is satisfied with the proposal, the advisor will notify the Director of Graduate Studies in writing.

Students with an accepted Master’s thesis from another University should propose by the end of their fifth semester in residence. Students that enter the program with a bachelor’s degree should propose by the end of the seventh semester. Advisors must agree to extensions beyond these dates. The student and advisor should agree on an extension timeline to ensure adequate progress in the program.

The oral defense. The oral defense is a discussion of the dissertation research, and the research literature on which it is based. Committee members may also ask the student “big picture” questions about the field. The student should discuss with the advisor how to best prepare for the defense meeting. See Appendix D for an example of the dissertation title page.

The dissertation should be distributed to the members of the Dissertation Committee and made available to the rest of the Department at least two weeks prior to the final oral defense. Corrections should be circulated at least one week before the final oral defense. Also, at least two weeks before the meeting, the student announces the date, time, and place of the proposal meeting to the Department by email to all faculty, postdocs, graduate students, and Debbie Snow (dsnow@virginia.edu), and by submitting the announcement to psych-news@virginia.edu. The student should make a pdf copy of the proposal available to any department member that requests it. Failure to email the announcement on time will require rescheduling of the proposal meeting.

All committee members should be present for the defense. If unforeseen circumstances develop after scheduling the meeting that make it impossible for the advisor or “outside” member to attend, the defense must be rescheduled. If such circumstances occur for one of the other committee members, the defense can proceed if that person agrees. However, the defense must have at least 3 members present. In exceptional circumstances, a committee member can attend by phone. There are no exceptions to the attendance requirements.

All faculty members and graduate students in the Department of Psychology are invited to attend. All faculty members present are entitled to vote on whether or not the dissertation is acceptable or requires revision, and whether or not the oral defense was satisfactory. The committee may approve the dissertation, approve contingent on revisions, or request substantial revisions – sometimes even requiring another defense. If the dissertation is approved by the committee and assembled faculty, then the student and advisor submit a letter to the Director of Graduate Studies noting the successful passage of the defense with date and names of committee members present. Tradition suggests that the student gives a bound copy of the final dissertation to each committee member and one to the Department. The Department will pay for the copy and binding costs for one dissertation.

Submitting the dissertation and degree paperwork. The Graduate School of Arts and Sciences has specific rules for final preparation and submission of the doctoral dissertation. Detailed directions concerning typing, paper and format are contained in the Graduate Record (http://records.ureg.virginia.edu/index.php). The School of Arts and
Sciences allows the option of a foreign language requirement for the Ph.D. The Department of Psychology does not require a foreign language.

The dissertation title is to be approved by the advisor and the Department Chair, and then is submitted to the graduate division of Arts and Sciences. Deadlines for submission of this application are: October 1 for a January degree, February 1 for a May degree, and July 1 for an August degree. Degree documents provides the forms and documents for obtaining the PhD degree. Questions about the forms can be directed to the Enrolled Student Office (924 7183; http://artsandsciences.virginia.edu/gradschool/contacts/enrolled_students_office.html). Jena Saporito (PhD, 2009) created a summary of the procedure for preparing and submitting dissertation paperwork here: Dissertation Submission Guidelines.doc.

Two copies of the dissertation, one with original signatures, must be brought to the Graduate Enrolled Student Office (438 Cabell Hall) for inspection no later than December 14 if the degree is to be conferred in January, or May 1 if the degree is to be conferred in May, or August 1 if the degree is to be conferred in August.
TEACHER TRAINING

An important component of academic training is becoming an effective instructor. The Department has multiple mechanisms that facilitate teacher training including Teaching Assistantships, the Graduate Teacher Training Program, and Distinguished Teaching Fellowships. The University also offers teacher training programs that many Psychology students have used including XXX and YYY.

Teaching Assistants

Graduate students serving as teaching assistants is supposed to serve two goals simultaneously: (1) educational support for the students (usually undergraduates) taking the course, and (2) a pedagogical role of teacher training for the graduate students. These two goals are sometimes at odds – certain courses must be taught and staffed, and those staffing needs may not correspond perfectly with a strong pedagogically-driven teacher training model. Despite such unavoidable constraints, the pedagogical value of teaching experiences can be improved by (a) establishing pedagogical goals for teaching experiences, (b) having a clear and consistent process for TA assignments that is designed to achieve those goals for all students, and (c) integrating other teacher training practices into the graduate training program.

Pedagogical and practical goals for teacher training experiences

Students should get sufficient teaching experience to (a) be comfortable in the classroom, (b) establish a record of competent teaching, and (c) gain specific teaching skills for a variety of course formats (e.g., lecture, discussion). At the same time, students’ top priority is their research. Too much teaching will interfere with research productivity. This applies across semesters – students should not have multiple TA positions in a single semester and, ideally, would have “semesters off” from teaching with grant or fellowship funding. And, this applies within each course – TA assignments average no more than 10 hrs/wk. Note that the hourly limit is a University regulation. Given the current system, TA slots are paid as ¼ time effort for a 40 hr/week job. TA positions are paid for 10 hrs/wk for 20 weeks, or 200 total hours. Note that this is substantially longer than the 15 week semester. The key for meeting the requirements is that the average work week not exceed 10 hrs/week.

Prototype model for teaching experience in the Department of Psychology

There is some idiosyncratic variation in needs and goals for teacher training. And, because of the variety of constraints on the TA program, a prototype is likely to describe few, if any, actual experiences. Nonetheless, a prototype teacher training experience can make the goals of our graduate program concrete and provides a baseline expectation. Variation from the prototype will be deliberate based on the idiosyncratic needs of the individual student, or, by necessity, due to staffing or funding constraints (e.g., availability of grant or fellowship funding). The prototypical student will TA an average of one semester per year during graduate school. However, students are more likely to TA each of their first four semesters while they are taking courses. Here is a prototype model:

Year 1 = PSYC 1000- or 2000-level course Fall and Spring
Year 2 = PSYC 3005 Fall, PSYC 3006 Spring
Year 3 = Senior 2000/3000 level assignment
Year 4 = Head TA role in 2000-level or 3005/3006; or 4000 or 7000-level position

Without any grant or fellowship funding, given the current University funding model, a student would then TA each semester that they are in the program. Also, while funding is not guaranteed for a 5th year, many students need a 5th year of funding or more. The department has been successful in providing such support for 5th years consistently, and 6th years regularly but not always. For “frequent” TA’ers, the prototype TA sequence would be:

Year 1 = PSYC 1010 or 2000-level course Fall and Spring
Year 2 = PSYC 3005 Fall, PSYC 3006 Spring
Year 3 = PSYC 3006 Fall, PSYC 3005 Spring, OR senior 2000/3000-level
Year 4 = Senior 2000/3000-level, OR 4000/7000-level, OR DTF
Year 5+ = Where slots available OR DTF OR UIP instructor

TA assignments in reality
Each December, the Department submits a graduate program budget request to the Dean’s office. A major portion of that budget is TA funding. The Department projects which courses are likely to be offered and requests the requisite number of TA positions that could fill those slots. In practice, the Department receives fewer funded TA slots from the Dean’s office than it needs, so each year the request is for the same number of slots as last year plus an additional allocation. The Dean’s office responds to the budget request in January and provides a fixed dollar amount for TA positions in Psychology. The Dean does not place any particular restrictions on how those TA slots are divided among the courses that are ultimately offered.

In Spring and early Summer, the DGS (Willingham), Executive Secretary (Snow), and Assistant Chair (Hearn) project the following year’s budget based on TA funds, fellowship funds, anticipated grants (e.g., student earned NRSAs or RA-positions on faculty grants), anticipated graduation or attrition, and any other sources or uses of graduate program funds. This projection guides the targeted size of the incoming graduate class, and informs the TA assignment process. Instructors provide TA descriptions for their courses. Graduate students project whether they will be teaching one or both semesters, and rank order TA preferences. For some courses, instructors select TAs based on student rankings and qualifications. For other courses, the DGS and Executive Secretary assign based on student ranks, eligibility, and available slots.

In Summer, students receive tentative TA assignments for the coming year. These assignments are tentative because there are many factors in flux, even into the beginning of the semester including: (a) grant and fellowship funding, (b) whether particular courses are going to be offered or not, and (c) unexpected enrollments or reallocation needs. As a consequence, even if the assignment process is perfectly planned and executed in the Summer, there are continuing uncertainties that can be disruptive until the early part of each semester. The DGS and Executive Secretary are tasked with managing this uncertainty and ensuring maximum funding coverage for students and TA position coverage for courses. The “slop” in the system is inevitable, but should be manageable.

TA assignment process
At the beginning of Summer each year, the DGS and Assistant to the DGS circulate the tentative courses and TA slots to all graduate students in residence (not incoming first years for the following Fall). Students that may need a TA assignment complete a TA ranking form separately for Fall and Spring semesters and submit it to the Assistant to the DGS. The DGS and Assistant to the DGS use the rankings, funding availability, course needs, TA qualifications/experience, and the idealized/prototype TA sequence to make TA assignments. The assignments are distributed by early August.

Notes for assignments
1. It is unlikely that anyone other than 1st year students will get “starter” assignments, such as PSYC 1010 and others that are mostly grading/office hour/review session positions (e.g., Review TA’s for 3005 and 3006). You may wish to take this into account when submitting your rankings.

2. Also, it is likely that most 2nd year students will do 3005 in the Fall and 3006 in the Spring if they will be serving as TAs. A presumption of the Department’s training program is that all students should be strong enough on methodology and statistics to TA this course sequence. Teaching can be the best way to learn a topic that needs stronger foundation.

Description of courses and TA positions
Graduate Teacher Training Program
The Graduate Teacher Training Program (GTTP), sponsored by the Graduate Representation Committee, and part of the Department of Psychology, trains graduate students to become effective teachers of psychology. Beginning in the fall of 2010, all incoming graduate students will be expected to successfully complete the two-year program. There are three global objectives of the program:

- Orient graduate students to basic, practical issues related to college teaching
- Provide training in pedagogical methods that can be directly implemented in current teaching assistantships, as well as future faculty positions
- Aid in the development of a personal teaching philosophy

If you are a participant in the program, you can access more information (e.g., program structure, schedule of upcoming events, etc.) on the Graduate Teacher Training Program wiki

Distinguished Teaching Fellowships
STUDENT EVALUATIONS

The biggest change from undergraduate to graduate school is the role of courses. In graduate school, courses are a means of acquiring training for the real basis of performance: research, mentorship, and teaching. As such, weak performance in courses indicates a problem, but strong performance in courses is not sufficient for graduate excellence. Developing an area of interest, proficiency in the methods and techniques of that research area, generating new ideas to advance knowledge, translating those ideas into testable questions and research designs, executing the research and analysis, and following through with writing and interpretation of the results are key skills that predict graduate excellence.

Each year, by January 20th, all students, whether in residence or not, submit an annual progress report and a copy of their vita to the Director of Graduate Studies covering the preceding year.

Each area of the department reviews students in its area at least once a year. Information regarding the reviews is submitted to the faculty as a whole and the faculty reviews the progress of all graduate students in a meeting during the Spring semester. Written evaluations are sent to each student shortly after this review. These evaluations provide the student with an assessment of progress and information about next steps to ensure successful completion of the program. The basis of the evaluation is the student's annual progress report, vita, advisor's comments, and comments of other faculty members that have had occasion to observe the student's research, teaching, mentoring, or coursework.

Work in Graded Courses

The standards are:

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<th>Grade</th>
<th>Interpretation</th>
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<tr>
<td>A+</td>
<td>Distinguished (rare: one student in three or four years)</td>
</tr>
<tr>
<td>A</td>
<td>Outstanding</td>
</tr>
<tr>
<td>A-</td>
<td>Superior</td>
</tr>
<tr>
<td>B+</td>
<td>Typical and solid performance</td>
</tr>
<tr>
<td>B</td>
<td>Competent, but a little below expectations</td>
</tr>
<tr>
<td>B-</td>
<td>Weakness (a message to the student that s/he needs to perform at a higher level if a Ph.D. is the goal)</td>
</tr>
<tr>
<td>C</td>
<td>Failure (not at graduate level)</td>
</tr>
<tr>
<td>IN</td>
<td>Incomplete</td>
</tr>
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</table>

The Department discourages the use of the grade IN. Incompletes should be made up within two or three weeks of the end of the semester. Any student with 2 or more INs may be placed on probation unless there are extraordinary circumstances to justify the incompletes. Failure to make up an incomplete by the end of the following semester may result in a grade of C (failing by graduate student standards). Any student who receives a C in any course will automatically be considered on probation until the course has been retaken or a full semester of additional course work has been taken with satisfactory grades. A C in two courses is basis for dismissal from the program. A person who does not maintain a B+ average or better may be asked to leave the program.
Performance in Nongraded Courses Including Topical and Non-topical Research, the “Contemporary Issues In” Research Meetings

Most performance feedback in research is given as a written narrative or verbally in meetings with advisors or other faculty members. Students who are uncertain about their standing should ask for regular direct feedback. This is the essence of the apprenticeship model of training. Grading for research and practicum activities is relatively uninformative. In most cases, the grade will be S. The standards are:

- S Satisfactory performance.
- IN Incomplete. Can be made up by the end of the following semester and changed to S.
- U Unsatisfactory. Six or more credits of U are grounds for automatic dismissal from the graduate program.

Students that are underperforming or who do not show for the capacity or commitment to execute doctoral level research may be put on probation or asked to leave the program. Probation indicates that the student is not making satisfactory progress toward a degree. As a consequence, when a student is placed on probation, all financial obligations of the department to the student are considered null and void.

Supervisory Reports of Practicum Performance

For clinical students, supervisory reports of practicum performance are critical to the student's continued satisfactory progress in the clinical program. Unsatisfactory reports are grounds for dismissal from the clinical program.
HUMAN AND ANIMAL SUBJECTS RESEARCH

One of the fundamental responsibilities of all members of the Psychology Department is the following ethical guidelines in the conduct of research with human and animal subjects. All researchers must complete one of UVA’s IRB online training modules prior to conducting ANY research at the University of Virginia. Links to IRB training modules, guidelines, forms, and instructions for submission appear at UVA’s research site (http://www.virginia.edu/vprgs/complicom.html) and at the Psychology Department website (http://www.virginia.edu/psychology/resources/index.html#research). Research protocols must be submitted for IRB consideration even if you believe that the research is exempt.

The Psychology Department maintains a participant pool comprised of undergraduate students in 100- and 200-level courses (most of the Introductory classes) who complete studies for course credit. Research participation is the laboratory component of the course experience in which they learn about the process of research by participating in it. As such, researchers that use the pool bear responsibility for providing the participants with an educational experience. This is usually accomplished with a structured debriefing process that guides the participants through the logic of the research and encourages questions and discussion. Proposals to use the participant pool are submitted to the Participant Pool Committee after they have received IRB approval. This committee evaluates the educational value of the written debriefing. Instructions for using the participant pool are available at: http://www.virginia.edu/psychology/ppool/r/.
STUDENT GREIVANCES

If a graduate student has a disagreement with a faculty member(s) or has any other academic grievance, s/he should try to resolve the problem with the person(s) involved and with the Director of Graduate Studies. If this does not work, s/he may file a written complaint with the Director of Graduate Studies who after consultation with the student will submit it to members of the Graduate Committee if the student desires (Chair = Director of Graduate Studies; Members = All area heads). The Graduate Committee may invite all parties to discuss the matter. If the Graduate Committee finds justification for the complaint, it may try to resolve the problem directly or, failing that, bring the complaint to the Departmental faculty as a whole. In either case, the Director of Graduate Studies will notify the student in writing of the Graduate Committee’s action. If the student is not satisfied, the student may employ the University’s formal grievance procedure (http://artsandsciences.virginia.edu/gradschool/glossary/index.html#a25).

If the student wishes to appeal actions taken by the Departmental faculty such as termination in the program the student must, within two weeks of the action, submit a written appeal to the Director of Graduate Studies stating the grounds for seeking relief. The Director of Graduate Studies and the Graduate Committee may consult with the student and with any particular faculty members involved. If the Committee finds the appeal merits further consideration, it will bring the matter to the attention of the Departmental faculty or the Dean. The Graduate Committee will inform the student in writing of whatever decision it makes and steps that it takes. If the appeal is brought to the faculty, a special meeting of the Department will be convened. If the student is not satisfied with the eventual outcome, the steps of the University’s grievance procedure remain open to the student.

One function of the Director of Graduate Studies (Dan Willingham, willingham@virginia.edu, Gilmer 201) is to be available for confidential discussions with any graduate student who is concerned about problem related to another member of the department or to any of the academic requirements. Such meetings will be confidential unless the student gives the Director of Graduate Studies permission otherwise. Students with academic or other department concerns who do not feel comfortable speaking with the Director of Graduate Studies are encouraged to speak with any faculty member with whom they do feel comfortable. Also, the University Ombudsman, Brad Holland, is available as an independent resource (http://www.virginia.edu/eop/ombudsman.html).
COMMITTEES

Graduate Representation Committee
The Graduate Representation Committee (GRC) is the official vehicle for graduate student involvement in department administrative and service activities. The GRC oversees multiple committees that enrich the graduate student training program and provide opportunity for department service. In addition, the GRC includes class representatives that represent the interests of the students in their cohort. These representatives are available as resources for other students in the program.

Department committees that include at least one graduate student are the interdisciplinary, teaching evaluations, human subjects, women’s concerns and diversity representation committees. Graduate student committees include the teaching, professional issues, diversity, social, class representatives, and area representatives committees. Finally, there are two university committees that include graduate students: graduate council and graduate labor union.

The GRC web page (http://www.virginia.edu/psychology/graduate/grc.html) has more detailed information about the committees and GRC activities.

Women’s Concerns Committee
There is a departmental committee, made up of faculty and graduate students, that deals with women’s concerns. You are welcome to bring comments or concerns to any member of the committee. Charlotte Patterson (cjp@virginia.edu) is the committee Chair.
FINANCIAL SUPPORT

Students receive a guaranteed minimum funding offer in their admission letter. The department is committed to meeting that minimum funding, and seeks to exceed that level whenever possible. The department also strives to maintain funding equity across students despite the challenges associated with managing multiple sources of funding. Support beyond the number of years guaranteed in the admissions letter is dependent on the availability of funds. Also, continued financial support is dependent upon satisfactory progress in the program.

Sources of funding vary across semesters and students and include a combination of teaching assistantships, research assistantships, and fellowships. Payment schedules are provided at the beginning of the academic year and may vary depending on the “type” of funding received.

As a public institution, the University of Virginia has very different tuition rates for in-state and out-of-state students. As a program that attracts graduate students from around the world, many students in the Psychology department have out-of-state status for at least a portion of graduate training. This creates a heavy financial burden for the department. As such, department policy is to do everything possible to facilitate out-of-state students becoming eligible for in-state tuition charges. Students should collaborate with Debbie Snow and the rest of the office staff on this process. Sometimes University rules limit this potential requiring the department to work with the student to ensure provision of sufficient funding to cover tuition costs.

Applying for External Grants and Fellowships

A student earning fellowship or grant funding for their graduate studies is a win-win for the student and department. Applying for external funding can increase one’s level of funding, is a significant enhancement to the vita, provides experience in grant writing, and increases the overall pool of graduate funding for the department. As such, students should seek out opportunities for earning grants and fellowships. As a bonus for earning external grant support the department provides a guaranteed fifth year of support beyond the standard four. Grace Anderson is the grants coordinator for the department. She is knowledgeable about possible funding sources and can assist in the preparation of grant and fellowship applications. See the Grants and Fellowships page of the Wiki.

Below are a summary of some of the most popular grant and fellowship options. However, there are many more. Information about additional grant sources – especially for particular subdisciplines of research – is available from Gracie Anderson (gracee@virginia.edu) and will soon be posted on the department website.

Grants and Fellowships

This page offers information on potential grant and fellowship opportunities. You will also find sample materials from grant applications that have been successful in previous years. Two summary documents provide overviews of many funding sources: Federal Programs That Support Graduate Students.pdf and Policy Fellowships for Scientists and Engineers.pdf.

Information sources for those submitting federal grants

U.Va. Office of Sponsored Programs

Maintains information on funding opportunities, along with many necessary proposal forms, lists of addresses / institutional information requested on various proposals, contacts, information on budget preparation, information on using ERA Commons for electronic submissions, and a Grants.gov Survival Guide URL: http://www.virginia.edu/sponsoredprograms/propose.html
**General topic grant opportunities**

NSF (National Science Foundation) - Graduate Research Fellowship Program -EARLY CAREER-
**SUBMISSION DEADLINE: Various Deadlines in the month of November 2010**

NSF - Doctoral Dissertation Research Improvement Grants
**SUBMISSION DEADLINE: None, rolling review**

NIH (National Institutes of Health) - NRSA (National Research Service Award)
**SUBMISSION DEADLINE: Annually April 8th, August 8th and December 8th**

U.S. Department of Education - JAVITS (Jacob Javits Fellowship) -EARLY CAREER-
**SUBMISSION DEADLINE: September 30, 2010**

NIJ (National Institute of Justice) - Graduate Research Fellowship
URL: [http://www.ojp.usdoj.gov/nij/funding/graduate-research-fellowship/welcome.htm](http://www.ojp.usdoj.gov/nij/funding/graduate-research-fellowship/welcome.htm)
**SUBMISSION DEADLINE: April 2, 2010 deadline* 2011 deadline to be announced**

The Spencer Foundation
URL: [http://www.spencer.org/content.cfm/dissertation-fellowship-program](http://www.spencer.org/content.cfm/dissertation-fellowship-program)
**SUBMISSION DEADLINE: October 27, 2010**

The Woodrow Wilson National Fellowship Foundation - The Charlotte W. Newcombe Doctoral Dissertation Fellowship
URL: [http://www.woodrow.org/newcombe](http://www.woodrow.org/newcombe) Deadline: November 15, 2010 $25,000 for twelve-month stipend Eligible proposals have religious or ethical values as a central concern, and are relevant to the solution of contemporary religious, cultural or human rights questions.

The Ford Foundation - Dissertation Diversity Fellowships
URL: [http://www7.nationalacademies.org/fordfellowships/forddiss.html](http://www7.nationalacademies.org/fordfellowships/forddiss.html)
Pre-Doctoral Fellowship Program Submission Deadline November 1, 2010
Dissertation Fellowship Program Submission Deadline November 8, 2010
Post-Doctoral Fellowship Program Submission Deadline November 8, 2010

AAUW - (American Association of University Women) - Pre-Doctoral Fellowships
**SUBMISSION DEADLINE: visit website**

Guggenheim (Harry Frank Guggenheim Foundation) - Dissertation Fellowships
URL: [http://www.hfg.org/df/note-to-new.htm](http://www.hfg.org/df/note-to-new.htm)
SUBMISSION DEADLINE February 1st annually**

DHS Homeland Security Scholarship and Fellowship Programs
Some of the relevant topics for Psychology:
• Social, Behavioral and Economic Sciences: social and behavioral analyses of terrorist threats; community preparedness, response and recovery from catastrophic events; economic assessments of terrorism and catastrophic events; and economic and mathematical decision models of terrorist behavior
• Risk and Decision Sciences: applications of advanced methods and techniques to support decision making; quantitative analysis
• Human Factors: integration of human factors concerns into homeland security technologies to improve usability and operator safety; assessments of public acceptance of homeland security technologies
• Immigration Studies: evaluation of the policies and procedures designed to control illegal and foster legal immigration and travel; studies of the incorporation of new immigrants into U.S. society and the consequences of successful/failed incorporation
• Emergency Preparedness and Response: decision support tools to aid in the preparation or response to catastrophic events; studies of public risk communication; training of first-responders to enhance capability to respond to mass casualty events
• Advanced Data Analysis and Visualization: information extraction, knowledge management, and visualization of large quantities of data to enhance data fusion, situational awareness, and threat detection

APA Student Research Awards
Early Researcher Awards (http://www.apa.org/science/awards.html) - APA Science Student Council rewards outstanding student research projects completed before the dissertation. $1000 awards to pre-doctoral researchers in basic science, applied science, or interdisciplinary science. Application deadline: September 15, 2010.

APA Dissertation Awards (http://www.apa.org/science/awards.html) - APA Science Directorate assists science-oriented doctoral students with research costs. 30 awards of $1000 each and several of $5000 to students whose dissertation research reflects excellence. Application deadline typically September 15th annually-check web-site.

Graduate Student Travel Awards (http://www.apa.org/science/awards.html) - Up to $300 for travel expenses for presenting first-authored research at the APA convention. Application deadline: 2010 deadline To Be Announced.

APA Fellowships (pre and post-doc) in mental health and substance abuse services (URL: #http://www.apa.org/mfp) Pre-doctoral grants particularly for students pursuing careers as practitioners specializing in delivery of services to ethnic minorities. Application deadline: January 15 each year

APA Diversity program in neuroscience (URL: #http://www.apa.org/mfp). For minority students pursuing careers in neuroscience (all disciplines related to neuroscience). Application deadline: January 15 each year

Dolores Zohrab Liebmann Fellowships
One to three year graduate fellowships for excellent students at any stage of graduate career. Application process has University internal review to select nominees. Information in attached pdf.
**SUBMISSION DEADLINE: December 21 for internal UVa review**

*University of Virginia awards*
Award for Excellence in Scholarship in the Humanities & Social Sciences
URL: #http://www.virginia.edu/vpr/gradstudies/docs/HSSAward.pdf
**SUBMISSION DEADLINE: Typically December annually-check web site for updates**

UVA Faculty Senate Dissertation Year Fellowships
URL: #http://www.virginia.edu/facultysenate/awards.html
**SUBMISSION DEADLINE: 2011 Deadline To Be Announced - Typically in the month of February**

Graduate A&S Alumni Fund - Dissertation Year Fellowship Program (20 awarded, FY09-10)
See attachment under Resources and URL: #http://artsandsciences.virginia.edu/gradschool/glossary/index.html
Specific topic grant or fellowship opportunities
Charlotte W. Newcombe - Dissertation Fellowships
URL: http://www.woodrow.org/newcombe
Eligible proposals have religious or ethical values as a central concern, and are relevant to the solution of contemporary religious, cultural, or human rights questions. Note that the selection committee is primarily comprised of people in the humanities and social sciences, so framing should be focused on the conceptual issues. (stipend of $24,000 for 12 months)
**SUBMISSION DEADLINE: visit website**

Woodrow Wilson Dissertation Fellowships in Women's Studies
URL: http://www.woodrow.org/womens-studies
Open to any field for original and significant research about gender that crosses disciplinary, regional, or cultural boundaries.
**SUBMISSION DEADLINES: 2010 deadlines To Be Announced**

American Bar Foundation Fellowships
URL: http://www.americanbarfoundation.org/
Encourages original and significant research on law, the legal profession, and legal institutions. $26,000 for 12 months and has a residency requirement at ABF in Chicago.
**SUBMISSION DEADLINES: visit website for various deadlines**

Law and Social Science Dissertation Fellowship
URL: http://www.lawandsociety.org/
3rd through 5th years in law or social science studying law and inequality. $26,000 per year for up to 2 years and has a residency requirement at ABF in Chicago.
**SUBMISSION DEADLINES: visit website**

Dissertation Proposal Development Fellowship (DPDF) from Social Science Research Council
URL: http://www.ssrc.org/
2nd and 3rd year students are eligible for a fellowship and conference supporting development of dissertation ideas. Each year has specific topics. Application URL: http://applications.ssrc.org/
**SUBMISSION DEADLINE: visit website**

NSF and NIH Pre-doctoral Grants
In the first year of the program, eligible students should apply for a National Science Foundation (NSF) pre-doctoral fellowship that provides three years of support. In their second through fifth years, eligible students are encouraged to apply for a National Research Service Award (NSRA) from the National Institutes of Health (NIH). Grants from other funding agencies and private foundations are also available.

Dissertation Year Fellowship
The Graduate Arts and Sciences Alumni Fund has established The Dissertation Year Fellowship program. These fellowships are awarded annually to students in the University who have completed all requirements for the Ph.D. except the dissertation (A.B.D.) and are at the stage of research such that the dissertation can be completed during the year of the fellowship. The fellowship carries an $18,000 stipend, and recipients will have their research fees paid by the graduate division of Arts and Sciences.

The Department may nominate four candidates each year, and recipients of the fellowship are selected by a committee of graduate faculty members. Typically two students from Psychology get this fellowship. The deadline for Department nominations is in early March. If you believe you meet the requirements, please notify the Director of Graduate Studies by March 1.
**UVa Faculty Senate Dissertation-Year Fellowship**
The Faculty Senate offers a Dissertation-Year Fellowship that carries a stipend of approximately $25,000. These fellowships are for students who have shown excellence in both teaching and research. There are 11 across the University each year and Psychology students have been successful in earning these awards.

**Internal Funds for Students**

**Taking a visiting speaker to lunch**
The department will reimburse, $12 each, the cost of lunch for three graduate students entertaining a colloquium speaker or faculty candidate. Give the original receipt to the accountant, Tabitha Lillard.

**Postage for post-grad job applications**
The Department will pay postage for students’ job applications, and will pay for up to 50 copies of reprints for the same purpose, if funds are available. See Tabitha Lillard for details.

**Dissertation research funds**
The Psychology Department provides graduate students up to a maximum of $300 during their dissertation years to assist in the expenses associated with collecting data for a dissertation research project. The availability of this $300 is subject to change depending on department budget constraints. This fund is available to students whose data collection is not funded through other University, federal, or foundation sources. Appendix K provides the format for applying to the Director of Graduate Studies.

**Travel funds to reimbursements for conferences**
There are three sources of funding for conference travel: the Graduate School’s “Huskey Travel Grants,” the Department, and advisor(s) grants. Huskey and Department funds are available for students that are presenting at a conference. Both funds are limited depending on the number of student requests, and the size of the yearly budget. Department funds have an additional restriction that they are only available if the advisor(s) do not have grant funds available to cover the travel expenses. Department and Huskey funds can be used for one conference per year for each student.

GSAS provides limited travel funding to graduate students through the Huskey Travel Funds and funds from the Society of Fellows. Travel support up to $550 dollars will be awarded to recipients based on the cost of conference registration fee, hotel and travel (flight/mileage) and will be chosen by the Dean. Students may receive only one award per fiscal year (July 1 – June 30). Because of limited funding, priority is given to Ph.D. students on the job market who are presenting research at the conference. In order to provide support to as many students as possible, travel awards rarely cover the full cost of conference trip. Awards are granted on a quarterly basis with the following deadlines for the Graduate Director to submit graduate student requests to GSAS:

February for travel during April, May and June

May for travel during July, August and September

August for travel during October, November and December

November for travel during January, February and March

Travel requests can only be submitted for travel during the specific quarter for which the deadlines are outlined. Requests will only be reviewed by the Dean if they are submitted to Amy Goldstein (arg5j@virginia.edu) by the Director of Graduate Studies. Award notifications will be emailed out shortly after the quarterly deadline. If you
have questions regarding receipts or the process of receiving your award, please contact Brenda Davis (bd8q@virginia.edu).

**Travel Funds for Dissertation Year Students to Lecture at their Undergrad Alma-mater**
The Graduate School has a program for expanding the applicant pool to UVa. Students that are in their last year can set-up a talk at their alma mater and meet with undergrads that might be interested in applying to UVa for grad school. UVa will reimburse the travel expenses. More information about the program is here: [http://virginia.edu/vpr/gradstudies/docs/TravelGrad.pdf](http://virginia.edu/vpr/gradstudies/docs/TravelGrad.pdf)

**AWARDS**

**The Maury Pathfinder Award**
The Department makes an annual award of $2000 for an outstanding predissertation or Master's thesis to any student who completes the research during the previous year and continues on for the Ph.D. A copy of the predissertation or thesis must be submitted to the Director of Graduate Studies or the assistant to the Chair by an announced date in the Fall to be considered for this award.

**Distinguished Teaching Fellowships**
Advanced graduate students can apply to teach their own 400-level seminars. Students interested in this fellowship should find a faculty sponsor and write a detailed syllabus of the course they propose to teach. The Undergraduate Committee and the Director of Graduate Studies meet in March to award these fellowships of $6000 for the following year.

**The Rebecca Boone Memorial Award for Excellence in Teaching**
In memory of Becky Boone, the Psychology Department's Administrative Assistant from 1982-1988, who was much beloved by students and faculty, is given annually at the May graduation ceremonies for excellence in teaching. Nominations can come from graduate students or faculty members during the Spring semester after the DGS circulates a call for nominations. A committee composed of the Director of Graduate Studies (Chair), the Director of Undergraduate Studies, and the Chair of the Steering Committee determine the recipient(s) of the $500 prize.

**Graduate Teaching Awards (GTAs) from the Office of the Provost**
The Office of the Vice President and Provost offers teaching awards for Graduate Teaching Assistants. These awards recognize excellence in undergraduate instruction. The award consists of a Certificate honoring the awardee and a check for $250. Awardees from the divisions of Arts and Humanities, Social Sciences, and Sciences are then automatically nominated for three $1000 all-University Graduate Teaching Awards.
LIFE IN THE DEPARTMENT OF PSYCHOLOGY

Education Beyond Courses and Research
Courses, consultation with faculty members, and research are not the whole of graduate education in the Department of Psychology at the University of Virginia. There are often talks on Monday or Friday afternoons 3:30 - 5:00 PM, featuring distinguished faculty and well-known speakers from inside and outside the Department. These colloquia provide an opportunity to hear about the latest theory and research in various fields of psychology and to meet people who are leaders in research. All students and faculty are expected to attend these colloquia whenever possible. There are also various informal discussion groups and "Contemporary Issues in" research meetings (often over lunch) that promote exchange of ideas and communication about the latest research. Students must attend their primary area meeting every semester of their in-residence graduate training, and are encouraged to attend at least one other area meeting on a regular basis.

Email Lists
The Psychology Department maintains email lists for graduate students, faculty, postdocs, and staff: psych-grads@virginia.edu, psych-faculty@virginia.edu, psych-postdocs@virginia.edu, psych-staff@virginia.edu, and for the members of the subareas: psych-clinical@virginia.edu, psych-community@virginia.edu, psych-cognitive@virginia.edu, psych-developmental@virginia.edu, psych-quantitative@virginia.edu, and psych-social@virginia.edu. These lists are for announcements or questions concerning area, department or university business. These lists should not be used for non-departmental business such as non-departmental social events, political announcements, solicitation or sales.

Students are automatically added to the “grads” and their primary subarea lists. Department members are welcome to be added to as many sub-area lists as they wish. To be added to other subarea email lists, send your request(s) to Debbie Snow (dsnow@virginia.edu).

Office Space
The Department wrestles with a perennial space shortage. Office space for graduate students is provided within advisor laboratories or in designated graduate student office space. Area leaders coordinate office space for students in that area.

Keys
Building, lab and office keys are issued by the front office staff. Each student has a key card that will be issued at orientation. Faculty advisors sign the card to check-out office and lab keys. All graduate students are issued a DDI key that opens the main entrances to the building and the library. Alteration or unauthorized use of keys to Gilmer Hall is prohibited. Keys should never be given or loaned to unauthorized people. Gilmer Hall has an elevator for equipment transport and people unable to negotiate the stairs. A separate key is required to use the elevator; see the office receptionist for a copy.

Purchasing
Morgan Davis (morgandavis@virginia.edu) manages all purchasing of equipment, supplies, and other items for members and labs in the department. Natalie Dawdy (nrr6ya@virginia.edu) assists Morgan in purchasing should you need assistance when Morgan is unavailable or out of office. To purchase items with department or lab funds, use the on-line order form at http://minerva.acc.virginia.edu/~psych/order.html. Do not purchase items yourself if you expect to be reimbursed. University rules are very strict about reimbursement procedures.

Library
There is a graduate library in the Life Sciences wing of Gilmer Hall. The librarian is Rebecca Pappert and the Library Manager is Sandi Dulaney. They are very helpful. Graduate students are issued keys to access it during off hours. The Library must be kept locked whenever a librarian is not on duty.
Mailboxes
Each student has a mailbox in main corridor of Gilmer. Mail for graduate students is placed in these individual boxes daily.

Parking Spaces
Psychology parking spaces in front and in back of Gilmer are for visitors, scheduled appointments for the clinic and various labs, and other official department business, not for general graduate student or faculty use.

Clinic
For training purposes, the department’s clinical psychology program maintains the Mary D. S. Ainsworth Clinic that treats clients free of charge. The clinical coordinator is Patricia Llewellyn, Ph.D. The clinic is in the clinical suite on the main floor (Gilmer 108). Privacy of clients is essential. Please maintain appropriate decorum at all times when in this area.

Recycling
UVA recycles paper, cans, and cardboard. Metal cabinets bearing the UVA recycling logo are stationed around Gilmer; inside, you will find cardboard boxes marked for either white or mixed paper. You can take one of the empty boxes to your office, and when you want it emptied, you just bring it back to the cabinet and take a new empty box. Can receptacles are located in the hallways and on the corner of Alderman and McCormick. The cardboard bin is on the loading dock in the sub-basement (level B).

Contact Information
The departmental office and the Registrar at Carruthers Hall maintain records of students’ current address, phone number, and place of employment (after leaving the program). Students should keep the front office informed of moves and new contact information during and after their graduate career. Having contact information for postgrads is helpful for providing job contacts and advice for current graduate students.

Operating Department Projectors

Connecting a PC
PCs can plug directly into the projector with the projector cord. If you have experience with pressing keys or a particular order of plugging, displaying Presenter View in PowerPoint, etc, please edit this paragraph to add details.

Connecting a Mac
Macs must connect to the projector cord via adaptor. There is a bag of Mac adaptors (all white) in the department office. Older MacBook Pros (silver) use a different adaptor from the older MacBooks (white or black), which use a different adaptor from the newer Mac laptops (all silver), so it's a good idea to bring all of the adaptors if you're unsure which to use. You will be able to find this right one by matching the adaptor to the spot for plugging it in. When it is time to start the presentation, it helps to begin in a specific order. This is the order that Rachel Riskind has found works best: pull up your PowerPoint document on the computer, then plug in the cord with adaptor. If the screen doesn't project yet, try closing the laptop to let it sleep for 3-5 seconds, then open it again. This should get the screen to project. Once the screen is projected, start the presentation by selecting either Presenter View or Slide Show. Presenter view allows the presenter to see their notes.

Manipulating the Image
There is usually a wheel on the front of the projector, near the lens, that you can move back and forth to focus the image. If you want to make the image larger, move the projector further away from the screen. If the image is not square, this probably means that the projector is not pointed directly perpendicular to the screen. Please edit this paragraph if you know how to make the image larger without moving the projector.
AREA-SPECIFIC REQUIREMENTS

Clinical

Clinical Training Mission Statement

Our clinical training program is designed to provide students with the broad skill set needed to offer the most widely-used and research-supported assessment and therapy approaches for working with clinical problems, including Axis I and II disorders, as well as problems in living and relationships. The training sequence includes theoretical and applied training in how to provide therapy for adults, children, families and couples.

The clinical faculty has practice expertise across a variety of different theoretical orientations (e.g., cognitive-behavioral, interpersonal, motivational interviewing, psychodynamic), recognizing that not all problems or clients respond to a single type of therapy. Thus, students are trained to use a thoughtfully-developed individual case conceptualization along with the research literature to guide the choice of therapy approach for a given client.

The program emphasizes evidence-based approaches and the development of the clinical scientist. This means that when a client presents with a problem area for which there is a well-established empirically supported treatment, this is considered a logical starting point for developing a treatment plan. At the same time, in recognition of the fact that not all problem areas have a clearly identified empirically supported treatment and not all clients respond to these treatments, we emphasize the importance of learning a variety of clinical approaches and techniques. A combination of the research literature and the client’s personal characteristics (e.g., demographic features such as ethnicity and age, comorbidity with other disorders, prior treatment history, wishes for therapy and comfort with structure, etc.) are both used to determine the choice of therapy approach and the individualized treatment plan.

In order to maintain an evidence-based approach to treatment for all clients, students are trained to use a scientific approach in their development of an iterative treatment plan that includes gathering data from individual clients. This involves setting clear goals for a given phase of therapy, thinking through how one will measure progress toward achieving those goals and the strategies most likely to achieve progress on the goals. Further, progress in therapy is reviewed regularly to determine whether goals are being met, with the expectation that treatment planning is a dynamic process.

Training program requirements

The Clinical Psychology Training Program at the University of Virginia is APA Accredited by the: Commission on Accreditation American Psychological Association 750 First Street, NE Washington, DC 20002-4242 (202) 336-5979

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Course Numbers</th>
<th>Course Title</th>
<th>Year</th>
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<tbody>
<tr>
<td>Core Clinical Courses</td>
<td>P7430</td>
<td>Psychological Assessment I</td>
<td>Year 1</td>
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<tr>
<td></td>
<td>P7440</td>
<td>Psychological Assessment II</td>
<td>Year 1</td>
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<tr>
<td></td>
<td>P7470</td>
<td>Experimental Psychopathology</td>
<td>Year 1</td>
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<tr>
<td>*P7655</td>
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<td>Social Rel Children with Psychological Disorders</td>
<td>Year 1</td>
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<td></td>
<td>P7420</td>
<td>Psychological Intervention I</td>
<td>Year 2</td>
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<tr>
<td></td>
<td>P7450</td>
<td>Psychological Intervention II</td>
<td>Year 2</td>
</tr>
<tr>
<td></td>
<td>P7410</td>
<td>Practicum to Clinical Intervention and History and Systems</td>
<td>Year 1/2</td>
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<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>P7740</td>
<td>Practicum to Clinical Intervention and Multicultural Issues</td>
<td>Year 1/2</td>
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<tr>
<td>P7400</td>
<td>Practicum to Clinical Intervention and Ethics</td>
<td>Year 1/2</td>
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<tr>
<td>P7750</td>
<td>Practicum to Clinical Intervention and Supervision</td>
<td>Year 1/2</td>
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**Basic Science**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>P7710</td>
<td>Quantitative I</td>
<td>Year 1</td>
</tr>
<tr>
<td>P7720</td>
<td>Quantitative II</td>
<td>Year 1</td>
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**Biological Bases of Behavior**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Year(s)</th>
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<tr>
<td>**</td>
<td>Biological Bases of Behavior</td>
<td>Year 2-4</td>
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**Cognitive-Affective Bases of Behavior**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Year(s)</th>
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<tr>
<td>**</td>
<td>Cognitive-Affective Bases of Behavior</td>
<td>Year 2-4</td>
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**Social Bases of Behavior**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Year(s)</th>
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<tbody>
<tr>
<td>**</td>
<td>Social Bases of Behavior</td>
<td>Year 2-4</td>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Year(s)</th>
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<tbody>
<tr>
<td>***P8040</td>
<td>Forum on Scientific and Professional Ethics</td>
<td>Year 2-4</td>
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**Friday Area Meetings**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Year(s)</th>
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</thead>
<tbody>
<tr>
<td>P7504</td>
<td>Contemporary Issues: Ethics and Clinical Psychology</td>
<td>All2</td>
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</tbody>
</table>

As part of training in ethical procedures in research, students are also required to complete and pass the University online ethics training in research module during their first year in the program. As part of training as a teacher, all students are expected to complete a minimum of one semester in serving as a Teaching Assistant for a departmental course at some point during their time in the program.

<table>
<thead>
<tr>
<th>First-Year Practica</th>
<th>Team Observations</th>
<th>Year 1</th>
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</thead>
<tbody>
<tr>
<td>Second-Year Practica</td>
<td>2-4 Clients/week</td>
<td>Year 2</td>
</tr>
<tr>
<td>Third-Year Practicum Placement</td>
<td>1-2 days/week</td>
<td>Year 3</td>
</tr>
<tr>
<td>Fourth-Year Practicum Placement</td>
<td>1-2 days/week</td>
<td>Year 4</td>
</tr>
<tr>
<td>Pre-Dissertation Research Project</td>
<td>Due August 1</td>
<td>end of Year 2</td>
</tr>
<tr>
<td>Comprehensive Exam</td>
<td>Psych Bulletin Type Paper or NRSA type grant application</td>
<td>end of Year 31</td>
</tr>
<tr>
<td>Syllabus</td>
<td>Article Review</td>
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</table>

Dissertation

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<th>Course Title</th>
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<td></td>
<td>Proposal Meeting</td>
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<td></td>
<td>Oral Defense</td>
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</table>

**APA-Approved Internship**

**Notes**

- Students are required to be in residence for at least 4 years of graduate training.
- * Recommended but not required.
- ** See Core Courses: Breadth Requirements for acceptable alternative courses.
- *** Classes entering in the year 2006 or earlier are exempt from this requirement. For classes beginning in 2007, this course is required.
- Students who have not completed the comprehensive exam by March 1 of their fourth year will not be allowed to apply for a fifth-year practicum.
- Students must successfully defend their dissertation proposal by November 1 or they will not be allowed to apply for an internship for the following year. To meet this deadline, it is expected that students will have a complete proposal available by the last week of September, and have the entire month of October available so as to find a workable time to defend their proposal.
- Students may register for this course one time for 3 credits.
Core courses

Rationale: In addition to their course work in clinical psychology and quantitative methods, students are required to take additional courses which ensure broad familiarity with the basic science of psychology. These courses are typically expected to be general (rather than specialized) in their content, providing an advanced survey of current knowledge in one of the fundamental areas of psychology. Students will typically take these core courses from non-clinical faculty members. Emphasis is given to courses that describe general principles rather than the study of individual differences and to courses that focus on the basic psychological knowledge rather than the application of psychological knowledge.

Requirement: Each student must take at least one course in each of the following three areas. Courses listed in the left column are highly recommended. Courses in the right column may be more specialized in scope. In order to retain some flexibility in students’ curricula, the clinical faculty has decided to allow some deviation from a narrow list of core course alternatives. This flexibility is also built into the system in order to allow students who already have a broad knowledge of a particular area to take a more specialized course rather than duplicating previous learning. Courses that do not appear on this list (e.g., special seminars on advanced topics) must be approved by the Director of Clinical Training. Students must get the DCT’s approval for any proposed core courses not on the list below. You are responsible for keeping a record of this approval (a copy of an email from the DCT is sufficient).

<table>
<thead>
<tr>
<th>Biological Bases of Behavior</th>
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<tbody>
<tr>
<td>GNUR6251 Biological Basis of Mental Health/Illness*</td>
</tr>
<tr>
<td>P5559 Affective Neuroscience</td>
</tr>
<tr>
<td>P4500 Social Neuroscience</td>
</tr>
<tr>
<td>*Approved only when taught by Dr. Carol Manning</td>
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<table>
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<tr>
<th>Cognitive-Affective Bases of Behavior</th>
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<tbody>
<tr>
<td>P7180 Cognitive Science</td>
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<tr>
<td>P7160 Cognition and Emotion</td>
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<tr>
<td>P7140 Cognitive Neuroscience of Illusory and True Memories</td>
</tr>
<tr>
<td>P5310 Developmental Psycholinguistics</td>
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<tr>
<td>P7150 Advanced Cognitive Psychology</td>
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<tr>
<td>P8820 Cognitive Development</td>
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<tr>
<td>P5325 Cognitive Neuroscience</td>
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<tr>
<th>Social Bases of Behavior</th>
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<tbody>
<tr>
<td>P7480 Community Psychology/Prevention Science</td>
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<tr>
<td>P8460 The Minority Family</td>
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<tr>
<td>P7600 Social Psychology</td>
</tr>
<tr>
<td>P8470 Ecological Theory and Assessment</td>
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<tr>
<td>P7475 The Psychological study of Ethnic Minority Issues in Research and Practices</td>
</tr>
<tr>
<td>P7590 Moral Psychology and the Law</td>
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</table>
Comprehensive exam

Instead of the traditional written exam, the Comprehensive Exam will be based on three specific activities which represent a sample of primary responsibilities associated with an academic career:

1. **Journal article critique**: write a short (two or three page, single-spaced) review of a recent journal article (published or unpublished). Assess its strengths and weaknesses, and make detailed recommendations for its revision. A good idea is to ask your adviser to act as a student reviewer of an actual, submitted article.

2. **Review paper** (after Psychological Bulletin or Annual Review of Psychology format) or **Grant Submission**: Either: 1. write a comprehensive review of a particular topic or issue which demonstrates breadth of knowledge across more than one area of psychology as well as a critical and thorough understanding of a particular topic. Picking your topic is a key so that you do not become overwhelmed. Be focused; demonstrate breadth by bring other issues to bear on your focused topic. OR 2. Write and submit a grant comparable in length and scope to an NRSA pre-doctoral fellowship proposal.

3. **Course syllabus**: prepare a detailed syllabus (statement of goals, course outline, and readings) for a one-semester course at either the undergraduate or graduate level. Use the syllabus from a course you have taken as a model.

Students are expected to do the work required for the Comprehensive Exam during their second and third years of graduate study. All three parts are expected to be finished by May 30 following the completion of the student’s third year in the program.

Students should choose a Comprehensive Exam adviser by the end of the Fall Semester in their second year of graduate study. Two other members of each student’s Comprehensive Exam Committee must then be chosen in consultation with this adviser. One of these members ordinarily will be from within the core clinical faculty, and the other ordinarily will be from another area within the Department of Psychology (to ensure breadth of coverage). This committee will be responsible for supervising all three parts of the exam process. All three members of the committee must be consulted before the exam process is initiated. This process of consultation and negotiation, particularly with regard to the topic of the review paper, is designed to ensure that the final paper will meet the general spirit of this assignment in terms of breadth and depth of coverage.

Students cannot fail the Comprehensive Exam, but the committee may return any part of the work for revision. If any part of the work is severely flawed, the committee may inform the student that a single revision is unlikely to be acceptable.

**Practicum activities policies**

The clinical faculty in the Department of Psychology is responsible for the practical training and clinical activities of graduate students (regardless of their level of prior experience or length of time in the program). In order to establish and maintain a coherent training program, we must be sure that placements are available for all students on an equitable basis and that all students participate in a balanced series of practicum experiences. We are also
accountable (e.g., malpractice and liability insurance) for any problems that might arise during students' clinical work.

Therefore, all practicum activities must be approved and coordinated through the Director of the Ainsworth Clinic, Patricia Llewellyn. Discuss your interests and plans for future practicum placements with her during the spring semester of each year. She is responsible for arranging and maintaining our formal relations with practicum supervisors outside of this department. After you begin working at a site, you must stay in touch with Lee so that she can monitor your progress and be sure that you are receiving adequate supervision. If there are serious problems, they will be discussed by the clinical faculty as a whole.

Clinical skills training in the first two years of the program takes place primarily in the context of formal courses. Students in their third and fourth years (and beyond) are also expected to be actively involved in practicum training. This advanced activity must be closely supervised, and it must also be formally acknowledged, recorded, and evaluated. The vehicle for that process involves registration for PSYC 998 ("Clinical Practicum"), which is a variable (one to three) credit class. Student performance is evaluated on a satisfactory/unsatisfactory basis. You must enroll for this course whenever you are involved in practicum activities outside of Gilmer Hall. Students who sign up for P998 should list Patricia Llewellyn as their instructor. Be sure to check with Patricia before you register.

At the end of each semester, a form will be completed by your supervisors to provide feedback about your performance in several areas. The supervisor will also be asked to indicate on a global basis whether your work was satisfactory. The supervisor is required to discuss these comments with you before returning them to Patricia Llewellyn.

Your performance in practicum experiences is one important consideration in our evaluation of students' progress in the training program. Regardless of whether you are registered for formal course credit, two semesters of unsatisfactory work in practicum may be grounds for dismissal from the clinical training program.

Practicum descriptions

Clinical competencies

1st year competencies

Definitions:

Competency: The effective performance of a skill using acquired knowledge.

Competency evaluation: an assessment of this performance, the person’s judgment regarding when, where and how to effectively apply the skills, and that the knowledge has been acquired.

Traditionally, graduate schools focus on the assessment that the knowledge has been acquired (i.e., course grades based on tests and papers). Competency evaluation requires an additional focus on an evaluation on performance of skills and judgment regarding appropriately using the skills.

Metacompetency: Knowing what you know and can do; where your skill/knowledge stops, and what to do when you are beyond your skills/abilities.

Competencies regarding clinical skills – teams, assessment labs, intervention labs, internal practicum, and external practica:

Descriptors for the
following anchors (Chambers & Glassman, 1997):

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Unqualified</td>
</tr>
<tr>
<td>2</td>
<td>Not Becoming Qualified</td>
</tr>
<tr>
<td>3</td>
<td>Becoming Qualified</td>
</tr>
<tr>
<td>4</td>
<td>Qualified</td>
</tr>
</tbody>
</table>

1. Unqualified – Student has not qualified for the next level of experience by the end of the current one or is not on a path to do so – and it is unlikely that the student could be brought to qualification with reasonable accommodation.

2. Not Becoming Qualified – Student has not qualified for the next level of experience by the end of the current one or is not on a path to do so – but it is likely that the student could be brought to qualification with reasonable effort on the part of the student and reasonable accommodation (extra supervision/experience at this level; continued supervision/experience at this level; get supervision/experience at a less demanding level).

3. Becoming Qualified – Student is progressing satisfactorily and needs more of the current educational experience.

4. Qualified – student has gotten most of the educational value from the current learning experience and is ready to move to the next experience.

The following form will be used for first year clinical students seeing clients in the Ainsworth Clinic and will be completed by all of the appropriate instructors and supervisors.

### 1. Ethics

<table>
<thead>
<tr>
<th>Team</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can discuss ethical dilemmas raised in supervision, assessment and intervention labs and clinical lunches.</td>
</tr>
<tr>
<td></td>
<td>Can identify ethical dilemmas, as they arise in assessment/therapy settings, discuss the appropriate response(s), and behaves accordingly.</td>
</tr>
<tr>
<td></td>
<td>Successfully pass exam questions regarding ethical behavior on exams in assessment/intervention classes.</td>
</tr>
<tr>
<td></td>
<td>Can role play ethical responses raised in supervision, teams and intervention labs.</td>
</tr>
<tr>
<td></td>
<td>The student demonstrates and can discuss an awareness of cultural sensitivities, personal biases, and prejudices and how these may impact therapy or assessment.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates appropriate professional behavior, as set down by the APA Ethical Principles of Psychologists and Code of Conduct (Dec. 2002)</td>
</tr>
</tbody>
</table>

### 2. Rapport Building Skills

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<th>Team</th>
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<tr>
<td></td>
<td>Can successfully manage their own anxiety so that it is not apparent to the client</td>
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<tr>
<td></td>
<td>Can successfully engage clients in conversation</td>
</tr>
<tr>
<td></td>
<td>Has become comfortable with “scripts” for introductions.</td>
</tr>
<tr>
<td></td>
<td>Can successfully describe procedures and confidentiality/consent smoothly and with confidence.</td>
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<tr>
<td></td>
<td>Can seek and answer questions/concerns from the client. Can “sit with” and respect their clients’ discomfort without becoming defensive.</td>
</tr>
<tr>
<td></td>
<td>Can use nonverbal and verbal communication, basic Active Listening skills, and more</td>
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</tbody>
</table>
advanced Active Listening skills to help the client “tell their story.”

Can use encouragement appropriately to motivate the client without undermining the standardization of the measures.

Can help the client develop a level of trust and comfort in the assessment setting and with the assessment process.

3. Information Gathering in Assessment and Therapy

a. Appropriate information gathered

<table>
<thead>
<tr>
<th>Team</th>
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<tbody>
<tr>
<td></td>
<td>Gathers pertinent information</td>
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<td></td>
<td>Follows up, appropriately, on information given by the client (knows to continue to pursue a line of thought – (“You said you’ve only been suicidal once in your life but that was a very long time ago. Tell me more about that time….”))</td>
</tr>
<tr>
<td></td>
<td>Knows what to ask beyond intake outline information – if it seems pertinent, or helpful for rapport or your understanding of the person, the student can ask questions outside of the traditional intake form, such as “What are your greatest fears or worries;” What is your idea of where you want to be 1 year from now/ 5 years from now/ 10 years from now…”</td>
</tr>
<tr>
<td></td>
<td>Can ask “tough” questions – sexual activity, alcohol and drug use, suicide and homicide. Does so in intakes and in role plays in teams and intervention lab.</td>
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<td></td>
<td>Gathers appropriate external information from hospital charts or collaterals when needed.</td>
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</table>

b. Appropriate information gathered in a timely manner – (mark with a check if this statement is true or an X if this statement is false for this student)

<table>
<thead>
<tr>
<th>Team</th>
<th>Assessment</th>
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<tbody>
<tr>
<td></td>
<td>Can ask the questions own their own, in the immediate situation;</td>
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<td></td>
<td>Can tell their supervisor that they realize that they need to get the information next time, but failed to realize it until after the session or needs help knowing how to ask for the information;</td>
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<td></td>
<td>needs to be told by the supervisor that this information is needed, but gets the information before or during the next session;</td>
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<td></td>
<td>needs to be told repetitively that certain information is needed before they get the information;</td>
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<tr>
<td></td>
<td>fails to ever get the information.</td>
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</table>

c. Style of questioning appropriate for gathering the information as well as rapport building.

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<tr>
<th>Team</th>
<th>Assessment</th>
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<tbody>
<tr>
<td></td>
<td>Can ask open ended questions</td>
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</table>
Asks one question at a time (i.e., not “So how old are your siblings, what are your relationships like with each one, and are your parents still married?”)

Asks the question without leading the client to an answer (i.e., “You aren’t suicidal are you?”)

### 4. Conceptualization

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<th>Team</th>
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### 5. Reaction to Supervision and Training Exercises

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### 6. Competency/confidence in performance of assessments -

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<th>Team</th>
<th>Assessment</th>
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7. Paperwork/reports – If it isn’t documented, it wasn’t done!
### Team Assessment

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<th>on time;</th>
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<td>thorough – incorporates all important elements of the assessment including relevant background information, behavioral observations, and testing data.</td>
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<td></td>
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<td>yet succinct – uses language appropriate for report writing, provides detail where necessary, but is not over-inclusive.</td>
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</table>

#### 8. Personal Growth/Professionalism

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<tr>
<th>Team</th>
<th>Assessment</th>
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<tbody>
<tr>
<td></td>
<td>student demonstrates initiative in pursuing education – is prepared for assessment and team classes, reads outside material on their own, performs literature searches on areas of interest, actively participates in classes.</td>
</tr>
<tr>
<td></td>
<td>student attends all classes and gives sufficient and appropriate notice when late or missing a class, lab, or testing client</td>
</tr>
<tr>
<td></td>
<td>student insures that all professors and TA’s are appropriately informed, if the student will be absent or out of town.</td>
</tr>
</tbody>
</table>

**Above competency assessment can be used for simulations (role plays) in teams/ assessment labs; can be used in an Objective Structured Clinical Situation; and via supervisor ratings.**

**Practicum placement (check one):**

- **_____** Student needs more practice/ remediation before seeing a Training Clinic client.
- **_____** Student needs highly supervised setting (setting similar to the level of support at the Training Clinic) for more support and needs practicum expectations appropriate for a student who needs more support. (Practicum best appropriate for a 2nd year student.)
- **_____** Student can apply basic therapy/intake/assessment skills sufficiently to go to an external practicum setting with more independence and less hands-on supervision but would function best in a setting with readily available supervision as needed as well as supervision at least once a week. (Practicum best appropriate for a 3rd year student.)
- **_____** Student can apply more advanced therapy/intake/assessment skills sufficiently to go to a practicum setting with independent functioning and supervision no less than once a week. (Practicum best appropriate for an advanced student.)

**Signatures:**

- **Supervisor (clinic) (instructor):**
- **Supervisor (instructor):**
- **Team Supervisor/TA:**
- **Student:**

---

**2nd year competencies**

**Definitions:**

Competency: the effective performance of a skill using acquired knowledge.
Competency evaluation: an assessment of this performance, the person’s judgment regarding when, where and how to effectively apply the skills, and that the knowledge has been acquired.

Traditionally, graduate schools focus on the assessment that the knowledge has been acquired (ie course grades based on tests and papers). Competency evaluation requires an additional focus on an evaluation on performance of skills and judgment regarding appropriately using the skills.

Metacompetency: Knowing what you know and can do; where your skill/knowledge stops, and what to do when you are beyond your skills/abilities.

Competencies regarding clinical skills – teams, assessment labs, intervention labs, internal practicum, and external practica:

<table>
<thead>
<tr>
<th>Anchors for Evaluation</th>
<th>1</th>
<th>Unqualified</th>
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<tbody>
<tr>
<td></td>
<td>2</td>
<td>Not Becoming Qualified</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Becoming Qualified</td>
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<tr>
<td></td>
<td>4</td>
<td>Qualified</td>
</tr>
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</table>

Descriptors for Anchors (Chambers & Glassman, 1997)

Unqualified: Student has not qualified for the next level of experience by the end of the current one or is not on a path to do so – and it is unlikely that the student could be brought to qualification with reasonable accommodation.

Not Becoming Qualified: Student has not qualified for the next level of experience by the end of the current one or is not on a path to do so – but it is likely that the student could be brought to qualification with reasonable effort on the part of the student and reasonable accommodation (extra supervision/experience at this level; continued supervision/experience at this level; get supervision/experience at a less demanding level).

Becoming Qualified: Student is progressing satisfactorily and needs more of the current educational experience.

Qualified: Student has gotten most of the educational value from the current learning experience and is ready to move to the next experience.

The following form will be used for second year clinical students seeing clients in the Ainsworth Clinic and will be completed by all of the appropriate instructors and supervisors.

1. Ethics

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<tr>
<th>Team</th>
<th>Intervention</th>
<th>Supervisor</th>
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<tbody>
<tr>
<td>_____</td>
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<tr>
<td></td>
<td>Can discuss ethical dilemmas raised in supervision, assessment and intervention labs and clinical lunches.</td>
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<tr>
<td>_____</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td></td>
<td>Can identify ethical dilemmas, as they arise in assessment/therapy settings, discuss the appropriate response(s), and behaves accordingly.</td>
<td></td>
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<tr>
<td>_____</td>
<td>___</td>
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<tr>
<td></td>
<td>Successfully pass exam questions regarding ethical behavior on exams in assessment/intervention classes.</td>
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<tr>
<td>_____</td>
<td>___</td>
<td>___</td>
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<tr>
<td></td>
<td>Can role play ethical responses raised in supervision, teams and intervention labs.</td>
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</tbody>
</table>
The student demonstrates and can discuss an awareness of cultural sensitivities, personal biases, and prejudices and how these may impact therapy or assessment.

Demonstrates appropriate professional behavior, as set down by the APA Ethical Principles of Psychologists and Code of Conduct (Dec. 2002)

<table>
<thead>
<tr>
<th>2. Rapport building skills</th>
<th>Team</th>
<th>Intervention</th>
<th>Supervisor</th>
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<tr>
<td>Can successfully manage their own anxiety so that it is not apparent to the client</td>
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<tr>
<td>Can successfully engage clients in conversation</td>
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<tr>
<td>Can successfully use silences – doesn’t rush to fill the silences in, doesn’t make the client even more nervous by overusing silences.</td>
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<tr>
<td>Can seek and answer questions/concerns from the client. Can “sit with” and respect their clients’ discomfort without becoming defensive.</td>
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<tr>
<td>Can use nonverbal and verbal communication, basic Active Listening skills, and more advanced Active Listening skills to help the client “tell their story.”</td>
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<tr>
<td>Can engage the client in a successful working relationship (client appropriately self discloses more and more as the relationship continues/ client verbalizes more trust in the process or the therapist/ client successfully completes “homework” – which can include – I’d like you to try to remember a dream or I’d like you to think more about this topic over the week, as well as written or behavioral homework.)</td>
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<tr>
<td>Can help the client develop a level of trust and comfort in the therapy setting and with the therapy process. (Working Alliance Inventory scores?)</td>
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</table>

<table>
<thead>
<tr>
<th>Information gathering in assessment and therapy</th>
<th>Team</th>
<th>Intervention</th>
<th>Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate Information Gathered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gathers pertinent information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows up, appropriately, on information given by the client (knows to continue to pursue a line of thought – (“You said you’ve only been suicidal once in your life but that was a very long time ago. Tell me more about that time…”))</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Knows what to ask beyond intake outline information – if it seems pertinent, or helpful for rapport or your understanding of the person, the student can ask questions outside of the traditional intake form, such as “What are your greatest fears or worries” ; What is your idea of where you want to be 1 year from now/ 5 years from now/ 10 years from now...</td>
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Can ask “tough” questions – sexual activity, alcohol and drug use, suicide and homicide. Does so in intakes and in role plays in teams and intervention lab.

### Appropriate information gathered in a timely manner
(mark with a check if this statement is true or an X if this statement is false for this student)

<table>
<thead>
<tr>
<th>Team</th>
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<th>Supervisor</th>
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</thead>
<tbody>
<tr>
<td>can ask the questions own their own, in the immediate situation;</td>
<td>can tell their supervisor that they realize that they need to get the information next time, but failed to realize it until after the session or needs help knowing how to ask for the information;</td>
<td>needs to be told by the supervisor that this information is needed, but gets the information before or during the next session;</td>
</tr>
<tr>
<td>needs to be told repetitively that certain information is needed before they get the information;</td>
<td>never gets the information, despite repeated requests to do so.</td>
<td></td>
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</tbody>
</table>

### Style of questioning appropriate for gathering the information as well as rapport building.

<table>
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<tr>
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<th>Supervisor</th>
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<tbody>
<tr>
<td>Can ask open ended questions</td>
<td>Asks one question at a time (ie not “So how old are your siblings, what are your relationships like with each one, and are your parents still married?”)</td>
<td>Asks the question without leading the client to an answer (ie “You aren’t suicidal are you?”)</td>
</tr>
</tbody>
</table>

### 4. Conceptualization

<table>
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<th>Intervention</th>
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<tbody>
<tr>
<td>Can develop an initial conceptualization given the initial information they receive.</td>
<td>Can generate several alternative hypotheses simultaneously</td>
<td>Knows what information is needed to test these conceptualizations (“hypotheses”) and can determine information that will confirm and disconfirm the hypotheses (ie the student is fully convinced that this case is</td>
</tr>
</tbody>
</table>
a case of depression resulting from transitioning to college but is knowledgeable of the comorbidity of depression and anxiety and asks questions about anxiety to see if the depression is really due to a reaction to a severe social anxiety. Likewise, the student believes the trouble lies with a troubled relationship with their mother, but knows to ask about their relationships with father, siblings, and peers to see if these relationships may actually be more problematic.

Uses appropriate assessment techniques to aid in conceptualization, with appropriate supervision. (Assessment can include interview- both structured and non-structured, objective personality, projective personality, and/or objective symptom based assessment.)

5. Reaction to supervision

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Is prepared for supervision – has watched their tape/has completed all necessary paperwork to the level that they can; has particular questions or sections of the tape that they want the supervisor to observe and comment on.

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Is open in supervision – gives all needed information for the supervisor to be able to be informed and helpful. Is open to making changes in their behavior in the therapy setting; is non-defensive to constructive criticism. Is willing to look at themselves as part of any difficulty in the room vs always blaming the client for lack of progress or discomfort.

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Do they seek out supervision appropriately – do they know when they need more help.

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Do they follow through with recommendations given by their supervisor.

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6. Treatment planning and implementation

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Establishes clear aims for a given phase of treatment

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Modifies treatment strategies to meet a client’s unique needs or if a treatment approach is not working

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Can develop a plan to monitor progress and gather assessment tools

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Monitors clients’ progress and incorporates ongoing assessment into the treatment program

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Conducts progress reviews for each client in a timely fashion (e.g., at least once per semester)

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<tr>
<th>Team</th>
<th>Intervention</th>
<th>Supervisor</th>
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Delivery of therapeutic Techniques-Supervisor can identify 3 techniques their student tried to administer (e.g., dream interpretation,
reflective listening, identifying automatic thoughts, recognizing dialectics, building a fear hierarchy, teaching relaxation exercises, performing a genogram, outlining the link between relationships and symptoms, etc.

<table>
<thead>
<tr>
<th>Technique #1: __________________________</th>
<th>Rating: ____</th>
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<tbody>
<tr>
<td>Technique #2: __________________________</td>
<td>Rating: ____</td>
</tr>
<tr>
<td>Technique #3: __________________________</td>
<td>Rating: ____</td>
</tr>
</tbody>
</table>

Do clients improve/make progress (client ratings via OQ.45/ therapists ratings via interim/termination summaries/supervisor’s ratings via interim/termination summaries).

7. Competency/confidence in performance of therapy.

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<th>Intervention</th>
<th>Supervisor</th>
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The therapist displays competency in at least one form of therapy/orientation/intervention with at least one type of client problem such that the supervisor would feel comfortable referring a client to the student, with appropriate supervision.

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<th>Team</th>
<th>Intervention</th>
<th>Supervisor</th>
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The student is committed to trying new therapy techniques/interventions, when appropriate for the client.

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<th>Intervention</th>
<th>Supervisor</th>
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The student develops a sense of confidence in their ability to perform therapy competently that is commensurate with their level of training.

8. Self awareness

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<th>Team</th>
<th>Intervention</th>
<th>Supervisor</th>
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Student is able to utilize their own personal feelings and reactions during therapy to aid in conceptualization and intervention and seek extra supervision, if necessary.

9. Paperwork – If it isn’t documented, it wasn’t done!

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<tr>
<th>Team</th>
<th>Intervention</th>
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on time;

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<th>Intervention</th>
<th>Supervisor</th>
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thorough,
10. Personal Growth/Professionalism

<table>
<thead>
<tr>
<th>Team</th>
<th>Intervention</th>
<th>Supervisor</th>
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<tbody>
<tr>
<td>___</td>
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<tr>
<td></td>
<td>student demonstrates initiative in pursuing education — is prepared for intervention and team classes, reads outside material on their own, performs literature searches on areas of interest, actively participates in classes.</td>
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<tr>
<td>___</td>
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<tr>
<td></td>
<td>student attends all classes and gives sufficient and appropriate notice when late or missing a class or therapy client</td>
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<tr>
<td>___</td>
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<tr>
<td></td>
<td>student insures that all clients are appropriately “covered”, if the student will be absent or out of town.</td>
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<tr>
<td></td>
<td>student appropriately terminates with their clients – refers them to another therapist, if necessary, and follows clinic procedures for termination.</td>
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</tbody>
</table>

Above competency assessment can be used for simulations (role plays) in teams/intervention labs; can be used in an Objective Structured Clinical Situation; and via supervisor ratings.

Practicum placements: Please place an X in front of the appropriate placement

<table>
<thead>
<tr>
<th>Team</th>
<th>Intervention</th>
<th>Supervisor</th>
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<tbody>
<tr>
<td>___</td>
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<tr>
<td></td>
<td>Student needs highly supervised setting (setting similar to the level of support at the Training Clinic) for more support and needs practicum expectations appropriate for a student who needs more support.</td>
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<tr>
<td>___</td>
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<tr>
<td></td>
<td>Student can apply basic therapy/intake/assessment skills sufficiently to go to a practicum setting with more independence and less hands-on supervision but would function best in a setting with readily available supervision as needed as well as supervision at least once a week. (Practicum best appropriate for a third year student).</td>
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<tr>
<td>___</td>
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<tr>
<td></td>
<td>Student can apply more advanced therapy/intake/assessment skills sufficiently to go to a practicum setting with independent functioning and supervision no less than once a week.</td>
<td></td>
</tr>
</tbody>
</table>

Signatures

Supervisor (Clinic): ___________________________  Date: ________________

Supervisor (Instructor): _____________________  Date: ________________

Team Supervisor/TA: _________________________  Date: ________________

Student: ________________________________  Date: ________________

3rd year competencies

Practicum Site: ___________  Term in School Year: ______  Date: ________________

Briefly describe student’s activities at site: ________________________________
Supervisor’s Competency Review: 3rd Year Clinical Students Competency Based Evaluation

Definitions

Competency: the effective performance of a skill using acquired knowledge.
Competency evaluation: an assessment of this performance, of the person’s judgment regarding when, where and how to effectively apply the skills, and that the knowledge has been acquired. Traditionally, graduate schools focus on the assessment that the knowledge has been acquired (i.e., course grades based on tests and papers). Competency evaluation requires an additional focus on an evaluation on performance of skills and judgment regarding appropriately using the skills.
Metacompetency: Knowing what you know and can do; where your skill/knowledge stops, and what to do when you are beyond your skills/abilities.
Levels of Competency: Competency can be divided into 5 levels, Novice, Intermediate, Advanced, Proficient, and Expert. The level of Proficient is expected to be attained at the end of Internship and Residency. The level of Expert is expected to develop after many years of experience. Thus, we are concerned with the students reaching Novice, Intermediate, or Advanced levels of competency.

The attached document utilizes the following categories in describing the level of competence expected at the conclusion of the practicum. Again please note that in some areas, substantial competence is expected, while in others, just the beginning of understanding is expected – a student, or any psychologist for that matter, may be expert in some areas and a novice in others. The definitions, based on Dreyfus & Dreyfus (1986), are modified versions of definitions offered by Benner, P. (1984), From novice to expert: Excellence and power in clinical nursing practice. Menlo Park: Addison-Wesley, pp. 13-34. Some of the category labels and descriptive contents have been changed to fit the particular circumstances of psychology training.

1. Novice (N): Novices have limited knowledge and understanding of (a) how to analyze problems and of (b) intervention skills and the processes and techniques of implementing them. They learn general principles or specific techniques to use, but the student's beginning level of experience limits the flexible use of these skills. Novices do not yet recognize patterns, and do not differentiate well between important and unimportant details; they do not have filled-in cognitive maps of how, for example, a given patient may move from where he/she is to a place of better functioning.

2. Intermediate (I): Psychology students at the intermediate level of competence have coped with enough real situations to recognize some important recurring meaningful situational components, based on prior experience in actual situations. Generalization of diagnostic and intervention skills to new situations and patients is limited, and support is needed to guide performance.

3. Advanced (A). At this level, the student can see his or her actions in terms of long-range goals or plans of which he or she is consciously aware. For the psychologist at this level of competence, a plan establishes a perspective, and the plan is based on considerable conscious, abstract, analytic contemplation of the problem (including review of scholarly/research literature as needed). The conscious, deliberate planning that is characteristic of this skill level helps achieve efficiency and organization. At this level, the psychologist is less flexible in these areas than the proficient psychologist (the next level of competence) but does have a feeling of mastery and the ability to cope with and manage many contingencies of clinical work. Recognition of overall patterns, of a set of possible diagnoses and/or treatment processes and outcomes for a given case, are taking shape.

4. Proficient. The proficient psychologist perceives situations as wholes rather than in terms of chopped up parts or aspects. Proficient psychologists understand a situation as a whole because they perceive its meaning in terms of longer-term goals. The proficient psychologist learns from experience what typical events to expect in a given situation and how plans need to be modified in response to these events. The proficient psychologist can recognize when the expected normal picture does not materialize and takes steps to address these situations (including seeking supervision, reviewing research literature). This holistic understanding improves the proficient psychologist’s decision making; it becomes less labored because the psychologist
now has a perspective on which of the many existing attributes and aspects in the present situation are the important ones – the psychologist has developed a nuanced understanding of the clinical situation.

5. **Expert.** The expert no longer relies on an analytic principle (rule, guideline, maxim) to connect her or his understanding of the situation to an appropriate action. The expert psychologist, with an enormous background of experience, now has an intuitive grasp of each situation and zeroes in on the accurate region of the problem without wasteful consideration of a large range of unfruitful, alternative diagnoses and solutions. The expert operates from a deep understanding of the total situation. This is not to say that the expert never uses analytic tools. Highly skilled analytic ability is necessary for those situations with which the psychologist has had no previous experience. Analytic tools are also necessary for those times when the expert gets a wrong grasp of the situation and then finds that events and behaviors are not occurring as expected. When alternative perspectives are not available to the clinician, the only way out of a wrong grasp of the problem is by using analytic problem solving. The purpose of the Competency Review, Year 3, is to assess the Intermediate Student’s current level of skill in their third year in each of the areas described below. This assessment will provide the Clinic Director and clinical supervisors with data from which to design training opportunities that will optimize individual student’s learning in the clinical setting, as well as identify any areas that may require remediation. Third year students are expected to be in the Intermediate level for most of the skills, but Consultation skills and Interdisciplinary Collaborations will be new skills for a 3rd year student, so the expected level of competency is Novice. Relationship/interpersonal skills and basic knowledge sets are expected to be Advanced. The level of competency that is expected for each skill is placed in parentheses after the skill. You are to rate if the student is below that expectation and needs alternative training (NAT), below expectation but only needs more support/experience (NS/E), meets expectations, or exceeds expectations. If you rate a student as Below Expectation (NAT), you are saying that they need to leave your practicum site due to severe problems. If you rate a student as Below Expectation (NS/E), you are saying they are having some problems, but you have provided additional support, supervision, and/or experience for the student in order to alleviate the problem. When a student meets the expectation that is listed for that skill, you would rate them as Meets Expectations, and if the student is better than the level identified for that skill, you can rate them as Exceeds Expectations.

Each item is to be rated on a scale from 1 to 4 (with NA for Not Applicable as a fifth choice). The following is the description of the scale points (Chambers & Glassman, 1997). You are encouraged to add comments and examples as appropriate for the items.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Interpretation</th>
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<tbody>
<tr>
<td>1</td>
<td>Below expectations (NAT)</td>
</tr>
<tr>
<td>2</td>
<td>Below expectations (NS/E)</td>
</tr>
<tr>
<td>3</td>
<td>Meets expectations</td>
</tr>
<tr>
<td>4</td>
<td>Exceeds expectations</td>
</tr>
<tr>
<td>N/A</td>
<td>Not Applicable to this site</td>
</tr>
</tbody>
</table>

1. **Relationship/Interpersonal Skills**

   a) **With patients/clients/families:**

   ___  Ability to take a respectful, helpful professional approach to patients/clients/families.

   ___  Ability to form a working alliance.

   ___  Ability to deal with conflict, negotiate differences.

   ___  Ability to understand and maintain appropriate professional boundaries.

   b) **With colleagues:**

   ___  Ability to work collegially with fellow professionals.

   ___  Ability to support others and their work and to gain support for one’s own work.

   ___  Ability to provide helpful feedback to peers and receive such
feedback nondefensively from peers.

c) With supervisors, the ability to make effective use of supervision, including:

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<tr>
<td></td>
<td>Ability to work collaboratively with the supervisor.</td>
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<td></td>
<td>Ability to prepare for supervision.</td>
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<td></td>
<td>Ability/willingness to accept supervisory input, including direction; ability to follow through on recommendations; ability to negotiate needs for autonomy from and dependency on supervisors.</td>
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<td></td>
<td>Ability to self-reflect and self-evaluate regarding clinical skills and use of supervision, including using good judgment as to when supervisory input is necessary.</td>
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d) With support staff:

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<tr>
<td></td>
<td>Ability to be respectful of support staff roles and persons.</td>
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e) With teams at clinic:

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<td></td>
<td>Ability to participate fully in team’s work.</td>
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<td></td>
<td>Ability to understand and observe team’s operating procedures.</td>
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</table>

f) With community professionals:

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<tbody>
<tr>
<td></td>
<td>Ability to communicate professionally and work collaboratively with community professionals.</td>
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</table>

g) With the Clinic:

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<tbody>
<tr>
<td></td>
<td>Ability to understand and observe Clinic operating procedures.</td>
</tr>
<tr>
<td></td>
<td>Ability to participate in furthering the work and mission of the Clinic.</td>
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<td></td>
<td>Ability to contribute in ways that will enrich the Clinic as a practicum experience for future students.</td>
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2. Skills in Application of Research

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<td></td>
<td>Development of skills and habits in seeking and applying theoretical and research knowledge relevant to practice of psychology in the clinical setting, including accessing and applying scientific knowledge bases.</td>
</tr>
<tr>
<td></td>
<td>Understanding and application of theoretical and research knowledge related to diagnosis/assessment and intervention, diversity, supervision, ethics etc.</td>
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3. Psychological Assessment Skills

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<tbody>
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<td></td>
<td>Ability to select and implement multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families and groups.</td>
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<td></td>
<td>Ability to utilize systematic approaches to gathering data to inform clinical decision making.</td>
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<td></td>
<td>Knowledge of psychometric issues and bases of assessment methods.</td>
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<tr>
<td>Knowledge of issues related to integration of different data sources.</td>
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<tr>
<td>Ability to integrate assessment data from different sources for diagnostic purposes.</td>
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<tr>
<td>Ability to formulate and apply diagnoses; to understand the strengths and limitations of current diagnostic approaches.</td>
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<tr>
<td>Capacity for effective use of supervision to implement and enhance skills.</td>
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</table>

### 4. Intervention Skills

- Ability to formulate and conceptualize cases.
- Ability to plan treatments.
- Ability to implement intervention skills, covering a wide range of developmental, preventive and “remedial” interventions, including psycho educational interventions, crisis management and psychological/psychiatric emergency situations, depending on the focus and scope of the practicum site.
- Knowledge regarding the concept of empirically supported practice.
- Knowledge regarding specific empirically supported treatment methods.
- Ability to apply specific empirically supported treatment methods.
- Assessment of treatment progress and outcome.
- Effective use of supervision to implement and enhance skills.

### 5. Consultation Skills/Interdisciplinary Collaborations:

- Knowledge of the unique patient care roles of other professionals.
- Ability to effectively relate to other professionals in accordance with their unique patient care roles.
- Understanding of the consultant’s role as an information provider to another professional who will ultimately be the patient care decision maker.
- Capacity for dialoguing with other professionals which avoids use of psychological jargon.
- Ability to choose an appropriate means of assessment to answer referral questions.
- Ability to implement a systematic approach to data collection in a consultative role.
- Consultative reports are well organized, succinct and provide useful and relevant recommendations to other professionals.

### 6. Diversity - Individual and Cultural Differences:

- Knowledge of self in the context of diversity (one’s own attitudes, stimulus value, and related strengths/limitations) as one operates in the clinical setting with diverse others (i.e., knowledge of self in the diverse world).
- Knowledge about the nature and impact of diversity in different clinical situations (e.g., clinical work with specific racial/ethnic populations)
- Ability to work effectively with diverse others in assessment, treatment
and consultation.

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<tr>
<td><strong>7. Ethics:</strong></td>
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<tr>
<td>___</td>
<td>Knowledge of ethical/professional codes, standards and guidelines; knowledge of statutes, rules, regulations and case law relevant to the practice of psychology.</td>
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<tr>
<td>___</td>
<td>Recognize and analyze ethical and legal issues across the range of professional activities in the practicum setting.</td>
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<tr>
<td>___</td>
<td>Recognize and understand the ethical dimensions/features of his/her own attitudes and practice in the clinical setting.</td>
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<tr>
<td>___</td>
<td>Seek appropriate information and consultation when faced with ethical issues.</td>
</tr>
<tr>
<td>___</td>
<td>Practice appropriate professional assertiveness related to ethical issues (e.g., by raising issues when they become apparent to the student).</td>
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<tr>
<td>___</td>
<td>Evidence commitment to ethical practice.</td>
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<tbody>
<tr>
<td><strong>10. Professional Development:</strong></td>
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</tr>
<tr>
<td><strong>a) Practical Skills to Maintain Effective Clinical Practice</strong></td>
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<tr>
<td>___</td>
<td>Timeliness: completing professional tasks in allotted/appropriate time (e.g., evaluations, notes, reports); arriving promptly at meetings and appointments.</td>
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<tr>
<td>___</td>
<td>Developing an organized, disciplined approach to writing and maintaining notes and records.</td>
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<tr>
<td>___</td>
<td>Negotiating/managing fees and payments.</td>
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<tr>
<td>___</td>
<td>Organizing and presenting case material; preparing professional reports for health care providers, agencies, etc.</td>
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<tr>
<td>___</td>
<td>Ability to self-identify personal distress, particularly as it relates to clinical work.</td>
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<tr>
<td>___</td>
<td>Ability to seek and use resources that support healthy functioning when experiencing personal distress.</td>
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<tr>
<td>___</td>
<td>Organizing one’s day, including time for notes and records, rest and recovery etc.</td>
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**b) Professional Development Competencies**

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<td>___</td>
<td>Ability to apply critical thinking and analysis.</td>
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<tr>
<td>___</td>
<td>Ability to use resources to promote effective practice (e.g., published information, input from colleagues, technological resources).</td>
</tr>
<tr>
<td>___</td>
<td>Exercises responsibility and accountability relative to one’s level of training, and seeks consultation when needed.</td>
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<tr>
<td>___</td>
<td>Effective time management skills.</td>
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<td>___</td>
<td>Demonstrates self-understanding and reflection.</td>
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<td>___</td>
<td>Practices effective self-care.</td>
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<td></td>
<td>Demonstrates awareness of personal identity (e.g., relative to individual and cultural differences).</td>
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<tr>
<td></td>
<td>Pursues development of career &amp; professional identity (aided, for example, by attending professional development seminars, practice job talks &amp; interviews, etc.).</td>
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<td>Demonstrates social intelligence; ability to interact collaboratively and respectfully with other colleagues.</td>
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<td>Willingness to acknowledge and correct errors.</td>
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<td>Ability to create and conduct an effective presentation.</td>
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</table>

### 11. Metaknowledge/Metacompetencies – Skilled Learning:

<table>
<thead>
<tr>
<th></th>
<th>Knowing the extent and the limits of one’s own skills; learning the habit of and skills for self-evaluation of clinical skills.</th>
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<tbody>
<tr>
<td></td>
<td>The ability to use supervision, consultation and other resources to improve and extend skills (note the related relationship competence – to work collegially and responsively with supervisors).</td>
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<tr>
<td></td>
<td>Knowledge of the process for extending current skills into new areas.</td>
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<tr>
<td></td>
<td>Commitment to life-long learning and quality improvement.</td>
</tr>
<tr>
<td></td>
<td>Awareness of one’s identity as a psychologist: an aspect and reflection of metaknowledge that is role specific, knowing what one knows and can do (and should do) as a psychologist.</td>
</tr>
</tbody>
</table>

### 12. Recommendations

<table>
<thead>
<tr>
<th></th>
<th>Ratings were based on the following (check all that apply):</th>
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<tbody>
<tr>
<td></td>
<td>Role play</td>
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<tr>
<td></td>
<td>Observations of videotape</td>
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<tr>
<td></td>
<td>Listening to audiotape</td>
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<td></td>
<td>Discussion of clinical materials</td>
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<td>Presentation to class</td>
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<td>Class discussion</td>
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<td></td>
<td>Written paper</td>
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<td></td>
<td>Written exam</td>
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<tr>
<td></td>
<td>Other (please specify):</td>
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</table>

If student was assessed as a “1 or 2” in any area, elaborate here: _____________________

Training recommendations: _____________________________________________________________

Clinical Supervisor Signature and Date: ____________________________________

**4th year competencies**

Practicum Site: _______________ Term in School Year: ________ Date: _________

Briefly describe student’s activities at site:

**Instructions:**

For each Gilmer Clinical Psychology Practicum Student whom you supervised during the current term, please complete one of these rating forms. The complete form is to be discussed and signed by both you and the student before being returned. This student’s signature indicates that this discussion has occurred; it does not necessarily signify agreement with the evaluation. This evaluation and discussion with the student is a critical part of the practicum experience. The supervisor’s ratings are used to evaluate the student’s progress in developing clinical skills and can impact continued participation in the clinical training program.

Each item is to be rated on a scale from 1 to 4 (with NA for Not Applicable as a fifth choice). The following is the description of the scale points. You are encouraged to add comments and examples as appropriate for the items.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Below Expectations (NAT)</td>
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<tr>
<td>2</td>
<td>Below Expectations (NS/E)</td>
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<td>3</td>
<td>Meets Expectations</td>
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<tr>
<td>4</td>
<td>Exceeds Expectations</td>
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<tr>
<td>N/A</td>
<td>Not applicable to this item</td>
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**Supervisor’s Competency Review**

4th Year Clinical Students Competency Based Evaluation

**Definitions:**

Competency: the effective performance of a skill using acquired knowledge. Competency evaluation: an assessment of this performance, of the person’s judgment regarding when, where and how to effectively apply the skills, and that the knowledge has been acquired. Traditionally, graduate schools focus on the assessment that the knowledge has been acquired (i.e., course grades based on tests and papers). Competency evaluation requires an additional focus on an evaluation on performance of skills and judgment regarding appropriately using the skills.

Metacompetency: Knowing what you know and can do; where your skill/knowledge stops, and what to do when you are beyond your skills/abilities.

Levels of Competency: Competency can be divided into 5 levels, Novice, Intermediate, Advanced, Proficient, and Expert. The level of Proficient is expected to be attained at the end of Internship and Residency. The level of Expert is expected to develop after many years of experience. Thus, we are concerned with the students reaching Novice, Intermediate, or Advanced levels of competency. The attached document utilizes the following categories in describing the level of competence expected at the conclusion of the practicum. Again please note that in some areas, substantial competence is expected, while in others, just the beginning of understanding is expected — a student, or any psychologist for that matter, may be expert in some areas and a novice in others. The definitions, based on Dreyfus & Dreyfus (1986), are modified versions of definitions offered by Benner, P. (1984), From novice to expert: Excellence and power in clinical nursing practice. Menlo Park: Addison-Wesley, pp. 13-34. Some of the category labels and descriptive contents have been changed to fit the particular circumstances of psychology training.

**Definitions of Levels of Competencies:**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>1. Novice(N)</td>
<td>Novices have limited knowledge and understanding of (a) how to analyze problems and of (b) intervention skills and the processes and techniques of implementing them. They learn general principles or specific techniques to use, but the student’s beginning level of experience limits the flexible use of these skills. Novices do not yet recognize patterns, and do not differentiate well between important and unimportant details; they do not have filled-in cognitive maps of how, for example, a given patient may move from where he/she is to a place of better functioning.</td>
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<tr>
<td>2. Intermediate(I)</td>
<td>Psychology students at the intermediate level of competence have coped with enough real situations to recognize some important recurring meaningful situational</td>
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components, based on prior experience in actual situations. Generalization of diagnostic and intervention skills to new situations and patients is limited, and support is needed to guide performance.

3. Advanced (A)  
At this level, the student can see his or her actions in terms of long-range goals or plans of which he or she is consciously aware. For the psychologist at this level of competence, a plan establishes a perspective, and the plan is based on considerable conscious, abstract, analytic contemplation of the problem (including review of scholarly/research literature as needed). The conscious, deliberate planning that is characteristic of this skill level helps achieve efficiency and organization. At this level, the psychologist is less flexible in these areas than the proficient psychologist the next level of competence? but does have a feeling of mastery and the ability to cope with and manage many contingencies of clinical work. Recognition of overall patterns, of a set of possible diagnoses and/or treatment processes and outcomes for a given case, are taking shape.

4. Proficient  
The proficient psychologist perceives situations as wholes rather than in terms of chopped up parts or aspects. Proficient psychologists understand a situation as a whole because they perceive its meaning in terms of longer-term goals. The proficient psychologist learns from experience what typical events to expect in a given situation and how plans need to be modified in response to these events. The proficient psychologist can recognize when the expected normal picture does not materialize and takes steps to address these situations (including seeking supervision, reviewing research literature). This holistic understanding improves the proficient psychologist’s decision making; it becomes less labored because the psychologist now has a perspective on which of the many existing attributes and aspects in the present situation are the important ones – the psychologist has developed a nuanced understanding of the clinical situation.

5. Expert  
The expert no longer relies on an analytic principle (rule, guideline, maxim) to connect her or his understanding of the situation to an appropriate action. The expert psychologist, with an enormous background of experience, now has an intuitive grasp of each situation and zeroes in on the accurate region of the problem without wasteful consideration of a large range of unfruitful, alternative diagnoses and solutions. The expert operates from a deep understanding of the total situation. This is not to say that the expert never uses analytic tools. Highly skilled analytic ability is necessary for those situations with which the psychologist has had no previous experience. Analytic tools are also necessary for those times when the expert gets a wrong grasp of the situation and then finds that events and behaviors are not occurring as expected. When alternative perspectives are not available to the clinician, the only way out of a wrong grasp of the problem is by using analytic problem solving.

The purpose of the Competency Review, Year 4, is to assess the Intermediate Student’s current level of skill in their fourth year in each of the areas described below. This assessment will provide the Clinic Director and clinical supervisors with data from which to design training opportunities that will optimize individual student’s learning in the clinical setting, as well as identify any areas that may require remediation. Fourth year students are expected to be in the Intermediate level for most of the skills, but Leadership Skills and Supervisory Skills will be new skills for a 4th year student, so the expected level of competency is Novice. Relationship/Interpersonal skills and basic knowledge sets are expected to be Advanced. The level of competency that is expected for each skill is placed in parentheses after the skill. You are to rate if the student is below that expectation needs alternative training (NAT), below expectation but only needs more support/experience (NS/E), meets expectations, or exceeds expectations. If you rate a student as Below Expectation (NAT), you are saying that they need to leave your practicum site due to severe problems. If you rate a student as Below Expectation (NS/E), you are saying they are having some problems in this area, but you have provided additional support, supervision, and/or experience for the student in order to alleviate the problem. When a student meets the expectation that is listed for that skill, you would rate them as Meets Expectations, and if the student is better than the level identified for that skill, you can rate them as Exceeds Expectations.

Descriptors for the following anchors (Chambers & Glassman, 1997):

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<thead>
<tr>
<th>Rating</th>
<th>Interpretation:</th>
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<thead>
<tr>
<th></th>
<th>Below Expectations (NAT)</th>
<th></th>
<th>Below Expectations (NS/E)</th>
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<tr>
<td>N/A</td>
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### 1. Relationship/Interpersonal Skills:

**a) With patients/clients/families:**

- ______
  - Ability to take a respectful, helpful professional approach to patients/clients/families. (A)

- ______
  - Ability to form a working alliance. (I)

- ______
  - Ability to deal with conflict, negotiate differences. (I)

- ______
  - Ability to understand and maintain appropriate professional boundaries. (I)

**b) With colleagues:**

- ______
  - Ability to work collegially with fellow professionals. (A)

- ______
  - Ability to support others and their work and to gain support for one’s own work. (I)

- ______
  - Ability to provide helpful feedback to peers and receive such feedback nondefensively from peers. (I)

**c) With supervisors, the ability to make effective use of supervision, including:**

- ______
  - Ability to work collaboratively with the supervisor. (A)

- ______
  - Ability to prepare for supervision and seek additional supervision, if necessary. (A)

- ______
  - Ability/willingness to accept supervisory input, including direction; ability to follow through on recommendations; ability to negotiate needs for autonomy from and dependency on supervisors. (A)

- ______
  - Ability to self-reflect and self-evaluate regarding clinical skills and use of supervision, including using good judgment as to when supervisory input is necessary. (I)

**d) With support staff:**

- ______
  - Ability to be respectful of support staff roles and persons. (A)

**e) With teams at clinic:**

- ______
  - Ability to participate fully in team’s work. (A)

- ______
  - Ability to understand and observe team’s operating procedures. (I)

**f) With community professionals:**
<table>
<thead>
<tr>
<th></th>
<th>Ability to communicate professionally and work collaboratively with community professionals. (I)</th>
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<tr>
<td><strong>g) With the Clinic:</strong></td>
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<tr>
<td></td>
<td>Ability to understand and observe agency’s operating procedures. (A)</td>
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<td></td>
<td>Ability to participate in furthering the work and mission of the practicum site. (A)</td>
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<td></td>
<td>Ability to contribute in ways that will enrich the site as a practicum experience for future students. (A)</td>
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2. **Skills in Application of Research:**

- Development of skills and habits in seeking and applying theoretical and research knowledge relevant to practice of psychology in the clinical setting, including accessing and applying scientific knowledge bases. (I)

- Understanding and application of theoretical and research knowledge related to diagnosis/assessment and intervention, diversity, supervision, ethics etc. (I)

3. **Psychological Assessment Skills (Some or all of these may be Not Applicable):**

- Ability to select and implement multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families and groups. (I)

- Ability to utilize systematic approaches to gathering data to inform clinical decision making. (I)

- Knowledge of psychometric issues and bases of assessment methods. (A)

- Knowledge of issues related to integration of different data sources. (I)

- Ability to integrate assessment data from different sources for diagnostic purposes. (I)

- Ability to formulate and apply diagnoses; to understand the strengths and limitations of current diagnostic approaches. (I)

- Capacity for effective use of supervision to implement and enhance skills. (I)

4. **Intervention Skills (Some or all of these may be Not Applicable):**

- Ability to formulate and conceptualize cases. (I)

- Ability to plan treatments. (I)

- Ability to implement intervention skills, covering a wide range of developmental, preventive and “remedial” interventions, including psycho educational interventions, crisis management and psychological/psychiatric emergency situations, depending on the focus and scope
<table>
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<tr>
<th>5. Consultation Skills/Interdisciplinary Collaborations:</th>
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<tbody>
<tr>
<td></td>
<td>Knowledge of the unique patient care roles of other professionals. (I)</td>
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<td></td>
<td>Ability to effectively relate to other professionals in accordance with their unique patient care roles. (I)</td>
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<td></td>
<td>Understanding of the consultant's role as an information provider to another professional who will ultimately be the patient care decision maker. (I)</td>
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<td>Capacity for dialoguing with other professionals that avoids use of psychological jargon. (I)</td>
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<td>Ability to choose an appropriate means of assessment to answer referral questions. (I)</td>
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<td>Ability to implement a systematic approach to data collection in a consultative role. (I)</td>
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<td>Consultative reports are well organized, succinct and provide useful and relevant recommendations to other professionals. (I)</td>
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<th>6. Diversity - Individual and Cultural Differences:</th>
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<td></td>
<td>Knowledge of self in the context of diversity (one's own attitudes, stimulus value, and related strengths/limitations) as one operates in the clinical setting with diverse others (i.e., knowledge of self in the diverse world). (I)</td>
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<tr>
<td></td>
<td>Knowledge about the nature and impact of diversity in different clinical situations (e.g., clinical work with specific racial/ethnic populations) (I)</td>
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<td>Ability to work effectively with diverse others in assessment, treatment and consultation. (I)</td>
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<th>7. Ethics:</th>
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<td></td>
<td>Knowledge of ethical/professional codes, standards and guidelines; knowledge of statutes, rules, regulations and case law relevant to the practice of psychology. (I)</td>
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<td>Recognize and analyze ethical and legal issues across the range of professional activities in the practicum setting. (I)</td>
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<td></td>
<td>Recognize and understand the ethical dimensions/features of his/her own attitudes and practice in the clinical setting. (I)</td>
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<td>Seek appropriate information and consultation when faced with ethical issues. (A)</td>
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<tr>
<td>Practice appropriate professional assertiveness related to ethical issues (e.g., by raising issues when they become apparent to the student). (I)</td>
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<tr>
<td>Evidence commitment to ethical practice. (Including, supervisor is well informed of client’s progress at all times; clients are not “abandoned” i.e., they are “covered” if the student is out of town, ill, etc, and termination is not premature.)</td>
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8. Development of Leadership Skills (the Expectation for these skills is Novice):

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<tr>
<td>Recognition of one’s role in creating policy, participation in system change, and management.</td>
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<tr>
<td>Understand the relationship between the roles of supervisor, manager and executive.</td>
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<td>Understand the role of leadership in management success.</td>
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<td>Ability to identify leadership, business and management skills.</td>
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<td>Understand the purpose and process of strategic planning.</td>
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<td>Understand the basics of financial management as it pertains to clinical service delivery.</td>
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<td>Understand the purpose and structure of meetings and how to run them well.</td>
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<td>Ability to self-evaluate one’s skills as manager and leader.</td>
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9. Supervisory Skills (the Expectation for these skills is Novice):

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<tr>
<td>Knowledge of the supervision literature (e.g., models, theories and research).</td>
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<tr>
<td>Knowledge concerning how clinicians develop to be skilled professionals.</td>
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<td>Knowledge of methods and issues related to evaluating professional work, including delivering formative and summative feedback.</td>
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<tr>
<td>Knowledge of the limit’s of one’s supervisory skills</td>
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<tr>
<td>Knowledge of how supervision responds appropriately to individual and cultural differences.</td>
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10. Professional Development:

<table>
<thead>
<tr>
<th>a) Practical Skills to Maintain Effective Clinical Practice</th>
<th></th>
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<tbody>
<tr>
<td>Timeliness: completing professional tasks in allotted/appropriate time (e.g., evaluations, notes, reports); arriving promptly at meetings and appointments. (A)</td>
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</table>
Developing an organized, disciplined approach to writing and maintaining notes and records. (A)

Negotiating/managing fees and payments. (I)

Organizing and presenting case material; preparing professional reports for health care providers, agencies, etc. (I)

Ability to self-identify personal distress, particularly as it relates to clinical work. (I)

Ability to seek and use resources that support healthy functioning when experiencing personal distress. (I)

Organizing one’s day, including time for notes and records, rest and recovery etc. (I)

b) Professional Development Competencies

Ability to apply critical thinking and analysis. (I)

Ability to use resources to promote effective practice (e.g., published information, input from colleagues, technological resources). (A)

Exercises responsibility and accountability relative to one’s level of training, and seeks consultation when needed. (A)

Effective time management skills. (I)

Demonstrates self-understanding and reflection. (I)

Practices effective self-care. (I)

Demonstrates awareness of personal identity (e.g., relative to individual and cultural differences). (I)

Awareness of one’s own beliefs and values as they relate to and impact professional practice and activity, including how one pursues development of career & professional identity (aided, for example, by attending professional development seminars, practice job talks & interviews, etc.). (I)

Demonstrates social intelligence; ability to interact collaboratively and respectfully with other colleagues (ie informing of missed appts., voicing differing opinions appropriately) (A)

Willingness to acknowledge and correct errors. (A)

Ability to create and conduct an effective presentation. (I)

11. Metaknowledge/Metacompetencies – Skilled Learning:

Knowing the extent and the limits of one’s own skills; learning the habit of and skills for self-evaluation of clinical skills. (I)

The ability to use supervision, consultation and other resources to improve and extend skills (note the related relationship competence – to work collegially and responsively with supervisors). (A)

Knowledge of the process for extending current skills into new areas. (I)
Commitment to life-long learning and quality improvement. (A)

Awareness of one’s identity as a psychologist: an aspect and reflection of metaknowledge that is role specific, knowing what one knows and can do (and should do) as a psychologist. (I)

12. Recommendations:
Ratings were based on the following (check all that apply):

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<tbody>
<tr>
<td>0</td>
<td>Role play</td>
</tr>
<tr>
<td>0</td>
<td>Observations of videotape</td>
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<tr>
<td>0</td>
<td>Listening to audiotape</td>
</tr>
<tr>
<td>0</td>
<td>Discussion of clinical materials</td>
</tr>
<tr>
<td>0</td>
<td>Presentation to class or colleagues</td>
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<td>0</td>
<td>Class discussion</td>
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<tr>
<td>0</td>
<td>Written paper</td>
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<tr>
<td>0</td>
<td>Written exam</td>
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</table>
| 0 | Other: _______________________________________________________________

Please write some written comments regarding the students’ strengths and weaknesses below:

Strengths:
Weaknesses or Areas for Improvement. If student was assessed as a “1” or “2” in any area, elaborate here. Even if the student did NOT receive a “1” or a “2” in any area, please note areas for improvement:

Training recommendations and/or recommendations for future supervision:
Clinical Supervisor Signature ________________________ Date: ____________
Student’s signature: _____________________________________ Date: ____________
Student’s Comments:


Monitoring student progress and problems
The clinical program has a series of steps in place to monitor student progress. Our goal is to catch problems early, and address problems as soon as they arise. However, we also note our policy regarding termination from the program to insure students’ receive due process and are aware of the procedures should a problem not be resolvable:

Monitoring progress: Each year, all graduate students complete an Annual Report that documents their accomplishments in the course of the previous calendar year, including program requirements and general academic accomplishments, such as publications, presentations and grants. Clinical faculty, especially the student’s research mentor and Lee Llewellyn, the practicum coordinator, monitor students’ progress throughout the academic year. Faculty advisors and the Director of Clinical Training and Director of Graduate Studies also co-write a letter to each student in which they are informed about their standing in the program. Copies of all letters of progress are kept in the students’ academic files, which are
maintained by the Department of Psychology. In addition, at least one clinical faculty meeting, typically in April, is formally devoted to discussing the progress of all students in the program, and there is an opportunity at each area faculty meeting to raise concerns about students.

**Addressing problems:** Advisors, instructors or supervisors bring students who are having problems to the attention of the Director of Clinical Training and/or Director of Graduate Studies. The Director of Clinical Training or Director of Graduate Studies typically speaks with the student directly to ascertain more about the issue at hand, and (if appropriate) the circumstances may then be discussed with the entire clinical faculty. Any student who is considered to be doing work that is less than satisfactory is given written feedback about the problem(s) and asked to discuss the situation and ways in which it can be remedied. Every effort is made to find ways to enable students to make better academic progress, or if the problem is with the student’s clinical skills, to find suitable ways to address the shortcoming (e.g., increasing supervision time). Improvements or the lack of change are noted in subsequent verbal and written communications.

**Termination from the program:** Termination from the program is a possibility that is considered only after written warnings have been issued to the student and steps have been taken that have failed to correct the problem. Typically, this involves a year or more of feedback and attempts at remediation. (Note, if a serious breach of ethics or honors violation has occurred, then termination could be pursued without these prior warnings and interventions.) If a faculty member or members believe a student should be terminated, the student is informed of this circumstance, and the issue is discussed first among the clinical faculty, and then with the Director of Graduate Studies. Appeals to retain a student who has missed department deadlines can be approved by a unanimous vote of the Graduate Committee (comprised of all department area heads plus the Director of Graduate Studies).
Cognitive

Cognitive area course requirements
The coursework in the cognitive program is intended to achieve two goals: (a) to develop quantitative and methodological skills that are essential for conducting psychological science and (b) to provide necessary expertise in the core cognitive areas. However, the required courses are kept to a minimum so that students - in collaboration with their advisors - can select the most appropriate courses for developing expertise that is relevant to the students' research agenda. In addition, since teaching is a powerful way to learn a topic, students should expect to be teaching assistants during their first two years for the undergraduate cognitive courses (i.e., Introduction to Cognition and Introduction to Perception).

1. Survey Classes. The following two survey classes in cognitive psychology are required, as long as they are offered during the student’s initial three years in the program: Advanced Cognition (7150) and Cognitive Science (7180).

2. Research methods. A graduate research methods class is required.

3. Cognitive area meeting. It’s required that students attend the weekly cognitive area meeting ("cognitive lunch") for every semester of their graduate career. In addition, after the first year, it is required that students make a presentation at the meeting each year.

4. Multiple lab experience. Students must either collaborate on a project with someone other than their advisor or attend the lab meetings of another lab for at least a semester.

5. Completing the departmental course requirements. This includes taking a year of statistics (7710, 7720), the Forum on Scientific and Professional Ethics (8040) and other courses from the cognitive area and other areas of psychology so as to reach a minimum total of 30 hours of graded coursework for the Masters and 38 hours for the Ph.D.

Other requirements

Comprehensive exam requirement for Cognitive Psychology
Instead of the traditional written exam, the Cognitive Area Comprehensive Exam is based on three specific activities that represent a sample of primary responsibilities associated with an academic career:

1. Review paper
Write a comprehensive review of a particular topic or issue which demonstrates breadth of knowledge in psychology as well as a critique and thorough understanding of a particular topic (in a Psychological Bulletin or Annual Review of Psychology format). Should be completed by March 1 of the student’s third year and be approved by student's comprehensive exam committee members.

2. Journal article critique
Write a short (one-to-three page, single-spaced) review of a recent journal article (published or unpublished). Assess its strengths and weaknesses, and make detailed recommendations for its revision. Typically, advisors give students a manuscript that has been sent to them for publication consideration. Must be approved by student’s advisor.

3. Teaching preparation
There is a choice between preparing course materials or writing a teaching portfolio.

**Course design:** (a one-semester course at either the undergraduate or graduate level): prepare a detailed syllabus (statement of goals, course outline, and readings), brief outlines for each class period, the instructor’s course notes
for two full lectures, as well as the questions and answers for a midterm exam and the final exam. Must be approved by student's comprehensive exam committee members. If the student taught an undergraduate psychology course, the exam committee may, at its discretion, consider that the student has fulfilled the requirement.

**Teaching Portfolio:** The Teaching Resource Center, TRC, offers a yearly workshop on writing a teaching portfolio. Attending this workshop and completing the portfolio will satisfy the teaching component of the comprehensive exam.

Students are required to do the work required for the Comprehensive Exam after the requirements for the Master’s are completed, but before the dissertation is defended.

Students should choose a Comprehensive Exam advisor by the end of the second year of graduate study. In consultation with this adviser, students must also choose two other faculty members to serve on their Comprehensive Exam Committee. These committee members must be faculty in the Psychology Department, but do not necessarily have to be faculty within the cognitive area. Typically, students select an exam committee with the anticipation that these faculty members will also be on their dissertation committee. The deadline for the comprehensive exam requirement is August 1st of the third year, see time requirements for completing degrees.

Students cannot fail the Comprehensive Exam, but the committee may return any part of the work for revision. If any part of the work is severely flawed, the committee may inform the student that a single revision is unlikely to be acceptable.

**Dissertation proposal for Cognitive Psychology**

In preparation for the dissertation project, students write a dissertation proposal that describes their research project. You should write the dissertation proposal in the form of a grant application to the National Institutes of Mental Health, one of the principal sources of funding in our field. The purpose of this requirement is to teach you how to write grants and to help you see what your options are now and later when you are a faculty member and need to write one. For formatting instructions, see [http://grants1.nih.gov/grants/writing_application.htm](http://grants1.nih.gov/grants/writing_application.htm).

When the student and advisor agree that the proposal is ready to present, the student schedules a meeting of the dissertation committee and circulates the proposal at least one week prior to the meeting date. The proposal meeting is held prior to the completion of the dissertation research so that the committee can discuss, comment, and request revisions to the rationale, design, methods, or analysis plan for the project.

At least one week before the meeting the student must announce the date, time, and place of the proposal meeting to the Department by email to all faculty, postdocs, graduate students, and Debbie Snow (dsnow@virginia.edu). The student also needs to post an abstract and meeting information on the mail room door (Gilmer 103). The student should make a copy of the proposal available to any department member that requests it. Failure to post and email the announcement on time will require rescheduling of the proposal meeting.

The Dissertation Committee meeting can result in approval of the proposal or a request for minor or major revisions. The Committee may decide to schedule additional meetings as necessary. When the committee is satisfied with the proposal, the advisor will notify the Director of Graduate Studies in writing.
Community

Brief summary of the graduate program
Core Faculty: Reppucci, M. Wilson, Allen, Patterson, Mikami

The focus of the community psychology program is on social ecology, prevention, psychology in community settings and public policy. The goal is to train researchers who adopt a value orientation that emphasizes discovering knowledge for the sake of understanding and using that knowledge for the sake of action. Particular emphases in the program include the study of children, families and the law, ethnic, cultural and sexual diversity, preventive interventions (especially with minority families and in schools) and adolescent development. Along with course work, all students are expected to be involved with research and action in the community and opportunities are provided to achieve this goal. The program embraces a mentorship model and students are involved with research throughout their training. All students are expected to have a primary research adviser and to complete at least one project with a second faculty member. Interdisciplinary projects are encouraged so that students over the past several years have worked with professors in sociology, economics, education, law and medicine.

Required courses are kept at a minimum so that students can develop their own directions in conjunction with their adviser. Students complete "official" course work by the end of their second year. Required courses* include:

First year
1) Community Psychology & Prevention Science (Psyc 748; Reppucci): This is the general foundation course and provides the first field placement for all students.
2) Ethnic Minority & Diversity Issues (Psyc 882; M. Wilson)
3) Juvenile Justice and Violence (Psyc 541; Reppucci)
4) Quantitative Methods (Psyc 771 & 772)
5) Elective
6) Contemporary Issues in Community Psychology (Community Lunch)

Second year
1) Usually two quantitative courses
2) Two or three electives
3) Contemporary Issues in Community Psychology
4) Research Hours
Ecological Assessment (Allen) (Psyc 847) is offered every 2 or 3 years and is required.

Electives usually entail courses in social and/or developmental psychology, e.g., Law and Psychology - Spellman, Social and Emotional Development - Patterson, Sexual Orientation - Patterson). Often a student will take a course or two in the law or education school, depending upon their professional and research goals. These are all arranged on an individual basis.

From third year on, students are expected to take 12 research credits each semester, attend the Contemporary Issues (Community lunch) weekly meetings, and engage in the community doing both research and action. The usual student completes all requirements for the Ph.D. in five years, although it is not unusual to take six years because research in the community often cannot be completed in a shorter time period because of circumstances beyond the student’s control. All schedules are arranged in conjunction with the student’s primary adviser. Students are encouraged to make presentations at national conferences on a regular basis (at minimum once per year from Year 2 on), and to submit their work for peer-reviewed publication. Most students also write at least one grant application during their time in the program.
Upon completion of the pre-dissertation project, comprehensive exam (consisting of an in-depth review paper or a grant application, a detailed class syllabus and a constructive review of a research paper), dissertation and several other research ventures, students are prepared for positions in academia (usually psychology departments, but also education and medical schools), government departments (e.g., Children’s Services; Justice), and research institutions. Every student has an individualized program of courses, placements, and research. Many of our students have completed post-doctoral fellowships in the public policy arena in Washington, DC.
Developmental

Brief summary of the developmental graduate program
Students obtaining a Ph.D. in Developmental Psychology achieve breadth of content knowledge, applicable skills, and experience relevant to pursuing a career in the field. They also achieve depth of knowledge in one or more areas in which they will begin to make substantive research and theoretical contributions in their 4 to 7 years in the program. To achieve these goals, students engage in research and coursework, and meet a series of developmental objectives. Minimum requirements are as follows; please see Graduate Student Handbook on Psychology Dept website for additional information.

Course work
All developmental students are required to take the following graduate level courses, preferably by the end of the second year:
Cognitive Development
Social and Personality Development

In addition, they should take at least three other graduate level courses in Development, to be selected in consultation with their advisor. Suggested courses are listed on a second page, although offerings change from year to year and students should inquire as to when professors expect to next teach a course. Students are encouraged to attain further breadth in Psychology and related fields by taking courses apart from their main area of study in Development, in other areas of Psychology, and in other departments, that are relevant to their interests and as agreed upon with their advisor. All other Psychology graduate coursework, such as the Quantitative (771/772 sequence) and Research Ethics should also be completed as specified in the department requirements. 30 course credits are required prior to the Master's and advancing to Ph.D. Candidacy, and 54 prior to the Ph.D., as specified in the UVa Graduate Record.

The Master's degree
Students begin working on research early in their graduate career. They should embark on a project culminating in their Predissertation paper (Master's Thesis) to be completed by the end of the second year. The student should be first author on this paper, and it should be presented in journal-submission-ready format. It is not necessary that it actually be submitted to a journal. It is expected that the paper submitted will be to a journal in a timely manner unless there is a compelling reason, according to the faculty, not to do so. Two faculty members in the Developmental area will approve the paper; the Head of Graduate Studies is notified when the requirement is completed, and students submit paperwork for the Master’s (see Department’s Graduate Student Handbook). Students are encouraged to gain research experience in at least two laboratories during their years of graduate study.

Teaching
All students engage in some teaching (typically as a grader, a section instructor, and possibly also as a seminar instructor) prior to the Ph.D. At least four semesters of teaching is recommended, with two of those being for Psychology 250, Child Development.

The comprehensive exam
Three additional requirements are to be fulfilled after the Master’s, but before the dissertation proposal is defended (deadline is August 1st of the third year, see time requirements for completing degrees. All three are submitted to the major advisor at the time of their completion for approval; B and C should be approved by a second reader as well. Advisors for students who have more than one major advisor will share the approval process as they see fit. If a student has compelling reasons to do so, he or she may submit an alternative to any of these three requirements to a committee of their advisor and one additional faculty member for approval.
A. Journal Article Review: A review of an article by researchers at another university (draft or published), chosen in concert with the advisor, is submitted to the advisor.

B. Teaching Development: Students either create a detailed course syllabus or a teaching portfolio. Assistance with the latter (and the former) can be sought through the University’s Teaching Resource Center, which students are encouraged to use for its wealth of teaching resources. Students should obtain some experience teaching prior to fulfilling this component.

C. Research/Writing Component: Students either write a grant proposal or a second submittable paper on which the student is first author.

The dissertation
The capstone achievement is the dissertation. A written dissertation proposal is normally submitted during the 4th or 5th year. In most cases this should truly be a proposal, with at most one or two small pilot studies completed. The proposed research is then presented orally to a group of 4 faculty members, including the advisor and a faculty member from outside the Psychology Department but within Arts and Sciences. Note that in order to apply for Dissertation Fellowships for the following year, the Orals normally must be completed in the fall or January. Following approval of the proposal by the committee, the dissertation research is completed and the dissertation written and submitted to the committee for final approval. Passing a final orals exam marks the successful completion of the requirements for the Ph.D. This must be done by the end of the 7th year.
Neuroscience and Behavior

Comprehensive exam requirement
The qualifying exam consists of a formal written examination that is composed by faculty in the area. Students are generally given the exam during the month of June of their third year and allowed approximately one month and a half for completion. Following that, the student schedules a meeting with faculty in the area to complete an oral defense of the examination questions.

Quantitative

Faculty
- Steven M. Boker
- John R. Nesselroade
- Karen M. Schmidt

Current students
- Tim Brick
- Geneva Dodson
- Monica Erbacher
- Ryne Estabrook is a fifth-year graduate student working with John Nesselroade. His interests include lifespan developmental methodology, individual differences and late-life development.
- Jean Hu
- Michael Hunter is a second-year graduate student working under the advisement of Steve Boker. His research interests include applying pure mathematics to problems of psychological methodology, personality dynamics, and the process of adaptation.
- Jeff Spies

Requirements
For all requirements, see the Graduate Student Handbook. The information listed here should be interpreted as an addendum to the department

Coursework
While there are no explicit requirements for coursework beyond the introductory statistics sequence and ethics course required for the department, quantitative students should select courses in consultation with their faculty adviser. Students are generally encouraged to take all of the available quantitative courses in the psychology department, as well as substantive work in psychology and appropriate courses in education or statistics.

Presentations
Quantitative students are required to present at the quantitative lunch colloquium (Design and Data Analysis, or DADA) once per semester, though they are free to speak more often than is required. One quantitative student per semester is designated "DADA czar," and is in charge of organizing the meetings. While not explicitly required, virtually all pre-Master’s quant students spend at least one semester organizing the meetings.

Pre-dissertation
Quantitative students should probably do a pre-dissertation. The deadline for the pre-dissertation requirement is August 1st of the second year, see time requirements for completing degrees.
Qualifying examinations
The same requirements on qualifying examinations listed in the graduate student handbook apply to quantitative students. Most students selecting the "two papers" option; students writing two journal-level papers to satisfy the qualifying exam requirement should demonstrate breadth in the two papers. This is typically done by writing one methods-oriented paper and one substantive-oriented paper, again under the guidance of one's faculty adviser. The deadline for the comprehensive exam requirement is August 1st of the third year, see time requirements for completing degrees.

Dissertation
Quantitative students should probably do a dissertation as well.

Recommended Readings

Obligatory list of methods
In no particular order:

- ANOVA (ANCOVA, MANOVA, MANCOVA)
- Regression
- Multilevel Models
- Hierarchical Linear Models (HLMs)
- Mixed Effects Models
- Factor Analysis (P-, Q-, and R-technique)
- Latent Growth Curves
- Structural Equation Models (SEMs)
- Item Response Models (IRMs)
- Neural Networks
- Dynamic Models, Differential Equation Models
- Meta-analysis
- Multidimensional Scaling
- Time Series
- Hidden Markov Models (HMMs)

SEM and programming readings
The OpenMx project keeps a Resources page, which includes links to various structural modeling programs and lists of related readings.

Master reading list
This is the unedited quantitative master reading list from Notre Dame, which is the combination of many student's reading lists for qualifying exams. This list:

- Is in no way, shape or form exhaustive, and,
- Is ordered only by author's name, and not by subject area.

Future versions of this list will be sorted by major subject and include a great deal more information.


Aristotle (323BC). The Natural Sciences, Book IV.


- Campbell, C. a. Quasi-experimentation.


Lipsey Design sensitivity.


Luce, R. D. (1986). Response times: Their role in inferring elementary mental organization. Cambridge, Cambridge University Press.

Luce, R. D. (1986). Reaction times: Their role in inferring elementary mental organization. New York, Oxford University Press.


Rogosa, D. (19??). "Myths about longitudinal research."


Stanley, C. a. Experimental and quasi-experimental designs for research.


Social

The responsibility for designing a program of study in psychology lies with the individual student in consultation with a committee of at least 4 faculty members. For students who identify with the Social Area of the department, no special committee needs to be chosen as the committee will simply consist of all of the faculty members in the area. The courses the area requires are attached.

We would like to emphasize, however, that even with these requirements, each student has a great deal of freedom in choosing his or her program of courses. You should give a great deal of thought, in consultation with your advisor and the other members of your area, as to what program of courses is best for you. Some students may want to emphasize breadth, taking courses in many different areas of psychology and outside of our department. Others may want to take the equivalent of a "double major," where you take most of your courses in two areas (e.g., social and developmental). Most will probably want to take some middle path between breadth and a "double major," where they will have a "major," a "minor," and several courses in other areas.

In addition to the course requirements described above, students should abide by the departmental requirements for the predissertation and dissertation. The guidelines for completing the Social Area Major Exam are also attached.

Finally, let us emphasize two things. First, any student who feels that the requirements in the social area are not appropriate for his or her needs may choose not to follow the "social track." For example, there might be a student whose main area is social development or health psychology, and who would like to design his or her own program of courses. This is entirely possible to do. You should form a committee of four faculty members who will advise you on your specific program.

Second, all of this discussion of courses should not obscure the fact that the main purpose of your graduate education is to become an excellent research scientist. One way to achieve this goal is to take a good selection of courses. It is even more important, however, to engage in research throughout your graduate career.

Social area course requirements
1. Graduate survey course in social psychology (760).
2. Graduate research methods course in social psychology (761).
3. Minimum of three topical graduate seminars in social psychology (these do not include 760 or 761) taken from three different faculty members in the social area.
4. Minimum of three courses in graduate statistics. Typically, these will be 771, 772, and 776, but other combinations are possible. The social methods course (761) does not count toward this requirement.
5. Attendance at the social area weekly meetings (“social lunch”) is required, and a presentation of research at the meeting at least once annually is also required. Sometimes you will enroll for graduate credit in the associated course, 796, in order to fill out your schedule. Even when you do not formally sign up for the course, however, you are expected to attend and participate in social lunch.
6. Fulfillment of the department requirements. This normally includes taking 804 (Forum on Scientific and Professional Ethics) and additional courses in other areas of psychology, as well as topical and non-topical research hours to reach a total of 72 hours of credit for the Ph.D. Please consult the department Graduate Student Handbook for details.
Other requirements

Predissertation research requirement
Because we regard the M.A. chiefly as preparation for the Ph.D., we require that each student be engaged in some research work for the first two years, but do not require a formal Master's thesis and defense. A written research report, usually resembling a journal article in style and content, is to be completed by August 1 of the second year (see time requirements for completing degrees).

Major area qualifying examination
Each student must pass a Major Area Qualifying Examination. See the attached pages for the Social Area requirements for this exam. The deadline for the comprehensive exam requirement is August 1st of the third year, see time requirements for completing degrees.

Dissertation
Each student must complete a dissertation. The student together with his/her adviser will select a Dissertation Committee, consisting of at least three faculty members from the Department of Psychology and one outside member. See the Graduate Handbook for additional details.

Sample program in Social Psychology

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>771 Quantitative Methods I</td>
<td>4</td>
<td>772 Quantitative Methods II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>760 Social Psychology</td>
<td>3</td>
<td>8xx Seminar in Social Psychology</td>
<td>3</td>
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<tr>
<td></td>
<td>796 Contemporary Issues in Social Psychology (&quot;social lunch&quot;)</td>
<td>2</td>
<td>583 Advanced Cognitive Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>901-980 Topical Research</td>
<td>3</td>
<td>901-980 Topical Research</td>
<td>2</td>
</tr>
<tr>
<td>2nd</td>
<td>776 Introduction to Applied Multivariate Methods</td>
<td>3</td>
<td>761 Advanced Research Methods in Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>8xx Seminar in Social Psychology</td>
<td>3</td>
<td>852 Social and Personality Development</td>
<td>3</td>
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<tr>
<td></td>
<td>8xx Reasoning</td>
<td>3</td>
<td>8xx Seminar in Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>901-980 Topical Research</td>
<td>3</td>
<td>901-980 Topical Research</td>
<td>3</td>
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<tr>
<td>3rd</td>
<td>747 Experimental Psychopathology</td>
<td>3</td>
<td>8xx Seminar in Social Psychology</td>
<td>3</td>
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<td></td>
<td>804 Forum on Scientific and Professional Ethics</td>
<td>1</td>
<td>999 Non-Topical Research</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>796 Contemporary Issues in Social Psychology</td>
<td>2</td>
<td></td>
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<tr>
<td></td>
<td>901-980 Topical Research</td>
<td>2</td>
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<td></td>
<td>999 Non-Topical Research</td>
<td>4</td>
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<td>4th+</td>
<td>999 Non-Topical Research</td>
<td>12</td>
<td>999 Non-Topical Research</td>
<td>12</td>
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</table>
Note: Courses listed that are outside the social area requirements are included here not as endorsements, but to illustrate one possible program. And, because courses within the social area cannot be offered annually, your actual sequence of social area courses may depart from this schedule.

**Topical Research.** Graduate students get credit hours for doing research as well as taking regular courses. One way you do this is to sign up for "topical research" with a specific faculty member, typically your major adviser. Each faculty member has a course number for this purpose, from Psychology 901 to 977.

**Non-Topical Research.** There are four courses labeled non-topical research: Psychology 897, 898, 997, 999. These hours are charged at a lower tuition rate, and should be used when you have completed most of your other course requirements (see below). When you sign up for these courses you put down your faculty adviser's modifier number, so that the grade sheet goes to that faculty member (modifier numbers for each faculty member are listed in the main office). The difference between topical and non-topical research is a complicated one. See the Graduate Student Handbook for more details.

**Major area qualifying exam in Social Psychology**
The Qualifying Exam should be completed in the third or fourth year. In the qualifying exam, we want to assure that you have the knowledge and skills to be a proficient and productive social psychologist. You can assure us of this by satisfying the requirements listed below. When you are ready, you will give a copy of this filled-in checklist (and the supporting documents) and a copy of your vita to your committee of three faculty members from the department along with a 2-page personal statement concerning your intended areas of expertise and your research and professional goals. After your committee has approved your checklist, you will schedule the oral exam part of the qualifying procedure. The qualifying exam must be passed before you schedule your Dissertation Proposal Defense.

**I. Depth requirement**
Write one of the following:

(a) A review article on some topic in social psychology. The article should take the form of a Psychological Bulletin or Personality & Social Psychology Review article. You must get approval from your committee chair before starting on a particular topic.

(b) An NRSA grant proposal. Students can propose to write an alternative grant proposal but it must be approved in advance by their committee of three faculty.

**II. Breadth requirement**
There are many ways to fulfill the breadth requirements. These include, but are not limited to, course work, manuscripts, conference presentations, grant proposals, teaching, annotated bibliography summarizing your reading. A product may fulfill both a content and skill requirement (e.g., a course syllabus may fulfill both the teaching and relevant content requirement).

**A. Social psychology**
You must demonstrate competence in a variety of areas within social psychology. Some sources of evidence for competence might include courses or seminars taken, papers written, reading done, and research conducted. A list of some of the prominent areas of Social Psychology are shown below. This section is an opportunity to describe the nature of your knowledge of Social Psychology. (Might include courses taken, copies of course papers showing mastery of relevant research literatures, an annotated bibliography of reading done).

<table>
<thead>
<tr>
<th>SOME TOPICS</th>
<th>PRODUCT DEMONSTRATING COMPETENCE</th>
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<tbody>
<tr>
<td>Aggression</td>
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<td>Attitudes</td>
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</tbody>
</table>
### B. Adjunct Area

Breadth of knowledge requires both a knowledge of one’s own field and some connection to related fields of inquiry. You should also demonstrate that your expertise in Social Psychology is informed by related disciplines. This could include knowledge of other areas of Psychology, the social sciences, natural sciences, philosophy, or professional disciplines.

<table>
<thead>
<tr>
<th>SOME TOPICS</th>
<th>PRODUCT DEMONSTRATING COMPETENCE</th>
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<tbody>
<tr>
<td>Anthropology</td>
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<tr>
<td>Brain / Neuroscience</td>
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<td>Clinical Psychology</td>
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<tr>
<td>Cognitive Psychology</td>
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<tr>
<td>Computer Science</td>
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<tr>
<td>Developmental Psychology</td>
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<tr>
<td>Economics</td>
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<tr>
<td>Education</td>
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<tr>
<td>Law</td>
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</table>
C. Skills
There exist a core set of skills that every Social Psychologist must have to be effective. You must demonstrate each of the following skills:

**Basic Statistical Methods:** Might include relevant courses; other indications of mastery of quantitative methods

**Reporting Research:** Might include published, submitted, or draft papers; conference presentations

**Experimental Methods:** Might include courses or lab experiences, workshops attended, reading done, copies of papers written and presentations made using such methods

**Teaching:** Usually involves teaching or serving as a teaching assistant (as opposed to a grader) in a course, and an annotated syllabus, course description, and general design for a course that the student would be prepared to teach

**Reviewing:** A written review of a journal submission for which the student has served as a reviewer or which could be used by a journal editor for determining whether a paper is publishable

You may also demonstrate (in similar ways) skills in area such as the following:

<table>
<thead>
<tr>
<th>SOME TOPICS</th>
<th>PRODUCT DEMONSTRATING COMPETENCE</th>
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</thead>
<tbody>
<tr>
<td>Advanced Statistical Methods</td>
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<td>Specialized Methods and Measures Modeling</td>
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<tr>
<td>Grant Proposal writing (other than NRSA)</td>
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<tr>
<td>Methodological Innovations</td>
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<tr>
<td>Psychophysiological Techniques</td>
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<tr>
<td>Other</td>
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</table>

### III. Oral examination

After submitting their Portfolio, students will schedule an oral exam or “defense” of the Portfolio with their three-member committee. In addition to discussing specific elements from their portfolio, students should be prepared to discuss aspects of the field more generally. For example, the committee might be interested in views the students might have on such topics as the following:

**Sample questions**

(1) What are the two "hottest" topics in social psychology today and why?

(2) What area of current social psychology should be "hot" but isn't?

(3) What discipline outside of social psychology has the most to offer our field and why?

(4) Take any current area of research in social psychology and trace it back to its roots in pre-1970 psychology.
(5) Who was the most influential early social psychologist and why?