Department of Psychology
APPALACHIAN STATE UNIVERSITY

Psy.D. CLINICAL PSYCHOLOGY PROGRAM HANDBOOK

Department of Psychology
Appalachian State University
Boone, North Carolina 28608
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I. INTRODUCTION

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Program Coordinator
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This Handbook is intended to assist you as you pursue your education by answering many of the common questions concerning the Psy.D. program at Appalachian State University. The Handbook contains information about administrative and academic policies, curriculum, course work and other academic requirements, and a variety of other topics.

Students should read this handbook very carefully to ensure that they are familiar with information about and requirements of the Psy.D. program. We also expect that students will consult sections of this handbook as needed throughout their training in the program. Students are encouraged to use this handbook as a supplement to the personal feedback and guidance of faculty, staff, and student colleagues in the department. While students are held accountable for completing the requirements as stated in the handbook in effect at the time that they enter the program, there may be changes that must be made and become effective immediately, applying to all students in the program at the time of the change. The faculty reserves the right to make alterations to the program requirements and examinations in response to APA accreditation policy requirements, state licensing requirements, University policy or other University requirements, and for changes in training resources or capabilities of the Department of Psychology. These changes may alter the program requirements not only for new students, but also for students enrolled in the program. In the event of any major change in program requirements, students will be provided with the opportunity for input into the proposed change (if appropriate) and given formal notification through established communication channels (e.g., meetings with the Program Director and/or faculty, e-mails). The most recent Handbook is the one in effect for all students, with the exception of substantive curriculum changes (see Graduate Bulletin for year of program matriculation).

This Handbook does not replace the Appalachian State University Graduate Bulletin. Graduate students are expected to be familiar with the information in the Graduate Bulletin, particularly the section on Timelines and Academic Policies. See the following links for the Graduate Bulletin and general information for enrolled students, respectively:
http://bulletin.appstate.edu/
https://graduate.appstate.edu/enrolled-students

A. Program Aims, Goals and Objectives

The Psy.D. program in Clinical Psychology at Appalachian State University is dedicated to preparing professional psychologists to help address the needs of underserved rural populations in the Appalachian region and beyond. As such, the program is designed to provide students with broad training in the foundations of the science of psychology, the applications of psychological science to clinical populations, and the development of interpersonal, clinical, and scientific competencies that ensure graduates are capable of providing high-quality, evidence-based services to diverse populations. In service of this mission, the program follows a scholar-practitioner model, with emphasis placed on developing competencies in these areas:

> *A generalist training model:* Professional psychologists in rural areas are frequently expected to effectively serve individuals across the lifespan with a wide range of presenting problems. Additionally, psychologists may be expected to take on a number of roles in rural settings. We help our students develop a broad array of competencies to effectively navigate these challenging environments.
>
> *Use of evidence-based practice:* Effective practice in rural areas requires use of treatment approaches that have the highest chances of succeeding. Moreover, clinicians will need to remain informed of new developments in assessment and intervention to continue to thrive in the field. Our model emphasizes training in state-of-the-science treatment approaches that are delivered with attention paid to factors that can impact their effectiveness (e.g., cultural factors, socioeconomic status).
>
> *Proficiency in scientific inquiry:* In addition to providing direct services to consumers, rural psychologists may be called upon to identify needs and evaluate the effectiveness of the services that they and their organizations provide. Additionally, practitioners can effectively contribute to the general corpus of psychological knowledge. The program emphasizes competency in applied research methodologies to prepare students to operate as practitioners and scholars in rural settings.
>
> *Attention to individual-level and systems-level factors:* Effective rural practitioners understand that individuals' health and well-being are intertwined with their environments. Therefore, practitioners must be able to take into consideration and work within systems (e.g., communities; families; healthcare, education, and religious organizations) and be responsive to cultural considerations to promote positive outcomes for all consumers. Our program emphasizes equitable and ethical individual-level and systems-level intervention to support consumers in often under-resourced rural areas.

Consistent with a generalist training model, all students will complete sequential coursework that applies to youth and adults (e.g., diagnosis and psychopathology, assessment courses, intervention courses) and will have the opportunity to work with both youth and adult clients during practicum placements that are developmentally appropriate and graded in complexity. All students will complete a minimum of seven semesters of practicum (including summer session and multiple supervisors); all students will complete at least one practicum placement under

direct supervision of a core clinical faculty member and will complete at least a one-year placement in a rural community site.

Students will learn to critically examine and evaluate scientific research in relation to practice via their classroom instruction, foundational project, dissertation, and practicum placements. Throughout training, an ecological model that acknowledges the influence of the individual, as well as social, environmental, and policy variables will be employed. This allows for training students to engage in scientifically informed assessment, intervention and prevention, community outreach, consultation, and supervision within a culturally diverse landscape, with a focus on underserved rural communities.

Consumer Disclosure Information - Educational Requirements for Licensure in Psychology:
The program is designed to satisfy the educational requirements for licensure in North Carolina and prepares students to sit for applicable exams. However, requirements in other states may be different and can change across time. See information on program educational requirements for licensure under "status by state" as required by the U.S. Department of Education. All applicants should investigate licensure requirements of the state in which they intend to practice.

Training Philosophy:
As noted, the Psy.D. program is broadly based on a scholar-practitioner training model and emphasizes the seamless integration of clinical science and practice. The curriculum is sequenced, incremental, and designed to be taken in the order described below. Basic content courses set the stage for more applied courses (e.g., Research Methods & Quantitative Methods develop foundational skills that will be applied during the completion of an empirical dissertation; Ethical and Legal Standards and Foundational Skills of Health Service Psychology, Diagnosis and Psychopathology, and intervention and assessment courses develop foundational skills that will be applied on practicum and internship). These courses provide **exposure** to important material and concepts within the discipline. As students continue in the program, courses that integrate didactic material and applied work (Practicum) provide initial **experience** in the key professional roles of practicing psychologists. These courses also set the stage for a general emphasis on the reciprocal role of learning from didactic and applied experiences, which is a significant part of developing and maintaining **competence** as a health service provider.

The program's enhanced training in the application of evidence-based practice for rural and underserved populations is intended to address the mental and behavioral health needs of our region and is consistent with Appalachian State University's history and mission. Basic competencies that graduates will develop include:

Discipline-Specific Knowledge
Students will demonstrate knowledge in the following broad areas of psychology: biological aspects of behavior; cognitive aspects of behavior; affective aspects of behavior; social aspects of behavior; developmental aspects of behavior; advanced integrative knowledge in scientific psychology; history and systems of psychology; psychometrics; research methodology; and statistical analysis.

Research Competence
Students will demonstrate the ability to utilize scientific literature and conduct research in clinical psychology by successfully completing a foundational project or thesis (for matriculating cohorts prior to fall 2025) and an empirical doctoral dissertation under the direction of the faculty mentor. Students will disseminate their research findings (e.g., presentations, peer-reviewed publications) to contribute to the field.

Evidence-Based Practice
Students will demonstrate knowledge in the following scientific, methodological, and theoretical foundations of clinical practice: individual differences in behavior; human development; psychopathology; and ethics and professionalism.

Assessment Competence
Students will demonstrate the ability to diagnose and conceptualize psychological problems through psychological assessment and measurement and use assessment data to formulate intervention strategies and evaluate treatment outcomes. Assessment competency includes consideration of behavior in context (e.g., family, social, culture) and demonstration of ability to draw from the best available empirical literature that reflect the science of measurement and psychometrics

Intervention Competence
Students will demonstrate the ability to formulate evidence-based treatment plans that are evaluated, monitored, and revised as appropriate in the course of treatment. In the spirit of a generalist training model, special attention will be paid to developing evidence-based competencies across a broad array of populations and settings.

Communication and Interpersonal Competence
Students will demonstrate the ability to form and maintain productive professional relationships with clients, community members, peers, and supervisors, including management of difficult communication. Students will produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated, and demonstrate a thorough grasp of professional language and concepts.

Ethical and Legal Competence
Students will be knowledgeable of the APA code of ethics and will adhere to this code in all professional activities. Students also will be knowledgeable of laws and legal precedents relevant to the practice of psychology.

Individual and Cultural Diversity Competence
Students will understand the impact of culture and diversity on clinical practice and psychological science, including self-awareness of personal attitudes and biases. Students will develop an understanding of the unique challenges of living and working in rural and underserved areas and the ecological factors that affect individual and community development. Students will be able to utilize assessment and empirical skills to develop and apply service delivery models appropriate to rural and underserved settings.

Professional Values, Attitudes, and Behaviors Competence
Students will conduct themselves as developing professionals, internalizing the values, behaviors, and attitudes of the field of psychology, including integrity, professional identity and deportment, accountability, lifelong learning, and concern for the welfare of others. Students will demonstrate appropriate knowledge, skills, and attitudes in reflecting on, seeking and utilizing supervision, critically evaluating, and improving individual professional performance across increasingly complex situations with increasing independence across training.

Consultation and Interprofessional/Interdisciplinary Competence
Given the need for psychologists to interface with and assist other professionals in the community, students will demonstrate the ability to conduct professional consultation. Students will demonstrate knowledge of and respect for the roles and perspectives of other professions and will seek to disseminate best practices through the provision of community training and professional development activities.

Supervision Competence
Students will participate in and contribute to supervision during their training. Through their practicum placement, students will learn about the organization and management of agencies offering mental health services, which will help prepare them for future leadership roles in the field. During advanced courses and practicum training, students will co-supervise other graduate students with less experience. In addition, students will learn and demonstrate knowledge of supervision models and practices, including evidence-based supervision literature.

Knowledge of and Competence in Rural Behavioral Health Services
Students will demonstrate an understanding of the unique features of a rural environment relative to behavioral health and ethical considerations commonly encountered when practicing in a rural community. Students will complete at least one practicum placement in an agency that serves a rural community and will be familiar with service delivery methods that may improve access and use of behavioral health services in rural areas.

Expected Career Outcomes:

The program prepares graduates for a range of career paths in health service psychology, with particular emphasis on clinical practice in rural and other underserved settings. Consistent with the program's generalist training model, graduates are prepared to provide psychological services in a broad range of settings, such as community mental health centers, integrated primary care and federally qualified health centers, hospital-based behavioral health programs, school- and community-based service settings, correctional settings, and independent practice. In addition to direct clinical practice, graduates are prepared for professional activities that may include consultation, supervision, applied research, needs assessment, program development, and program evaluation in organizations and systems serving rural and underserved communities.

Distance and Electronically Mediated Education Technology:
The PsyD program is designed for full-time, in-person education. The program offers one course, History and Systems, as a self-paced course via the AsULearn (will be changed to Canvas) platform. This is the only course/learning experience offered online.

Security for Distance and Electronically Mediated Platforms:
All Appalachian students in credit-bearing courses use a secure login and password to ensure that the student registering for a course is the same student who participates in the course and receives credits. All Appalachian students are assigned an Appalachian account to register for courses through our Student Information System and to complete courses through our Learning Management System, AsULearn. AsULearn integrates with university authentication services to ensure appropriate and secure student access to courses and other Student Information Systems. Appalachian's accounts are protected by a password with specific complexity requirements, and 2-Factor authentication, which requires two separate forms of identity verification to access the account in education and training applications. Students are responsible for providing their complete and true identity information in any identification verification process. It is against University policy for a user to give someone their password or to allow others to use their account. Student identity is also ascertained in the PsyD program as part of the required background facilitated by the Graduate School for a nominal fee paid by the student.
The University's learning management system may provide instructors access to student photos associated with their account and this is visible in areas of the course including the discussion. Live audio and video of students interacting in the course is also a feature of the learning management system.

Appalachian State University complies fully with the provisions of the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g and implemented this FERPA Policy (https://policy.appstate.edu/Policy_Statement_on_the_Family_Educational_Rights_and_Privacy_Act_of_1974,_as_Amended.)

B. Accreditation

The Doctor of Psychology (Psy.D.) program has been approved by the Southern Association of Colleges and Schools Commission on Colleges. The terminal degree awarded to students who complete the program will be a Psy.D. in Psychology (CIP code: 42.0101).
The Psy.D. program is accredited on contingency by the Commission on Accreditation of the American Psychological Association (APA) effective February 2, 2024. Contingent status expires February 2, 2029.

Questions related to the program's accredited status should be directed to the Commission on Accreditation:
Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE
Washington, DC 20002
Phone: (202) 336-5979
E-mail: apaaccred@apa.org
Web: accreditation.apa.org

C. Admissions

Admission into the Psy.D. program is highly competitive, and enrollment is typically four to six students per year. Applicants are selected for admission based on a diverse set of scholastic and experiential considerations, including (but not necessarily limited to) undergraduate/graduate grades, letters of reference, GRE scores (if submitted; not required), personal statements, research and applied experiences, research and professional interests that match the program's goals and areas of faculty expertise, and a formal interview (by invitation only). Regardless of undergraduate major, applicants are required to have successfully completed courses in introductory psychology, psychological research methods and statistics, and abnormal psychology. It is also highly encouraged for individuals to complete a history and systems of psychology course prior to enrollment. Given the scholar-practitioner model espoused by the program, strong interests in both the practice and science of clinical psychology are important criteria for admission. In addition, the program utilizes a mentor-match system to provide students with close clinical and research supervision throughout their time in the program. At admission, students are paired with a faculty member who will serve as their "Major Professor" (i.e., mentor, advisor) throughout the program. The Major Professor is generally a faculty member who has clinical/research expertise in areas similar to those of interest to the applicant. Thus, preference is generally given to applicants who have expressed interest in clinical/research domains that match with areas of expertise of current faculty within the psychology department. As a program with an emphasis on training psychologists to become competent rural practitioners, we are particularly interested in admitting students whose career goals include a focus on service to rural and underserved populations.

The Psychology Department and Clinical Training Program strongly encourage applications from students with broadly diverse backgrounds. The Program and Appalachian State University do not discriminate on the basis of age, color, disability, gender, gender expression, gender identity, genetic information, national origin, political affiliation, race, religion, sex (including pregnancy), sexual orientation, or veteran status (https://policy.appstate.edu/Equal_Opportunity). Applicants must meet the criteria for admission to the Graduate School as outlined here in the Graduate Bulletin:
https://bulletin.appstate.edu/content.php?catoid=33&navoid=2046#application-procedures

Program **preferred** admissions requirements include:

- Earned bachelor's degree with a cumulative GPA of 3.5 (on a 4.0 scale) or higher
- Applicants are strongly encouraged to take the GRE Psychology Subject Test **if Psychology was not your major** as an undergraduate.
- Positive recommendation letters that ideally come from psychology professors and/or mental health professionals familiar with students' academic and/or professional and interpersonal competence. Letters from references who are familiar with doctoral training in psychology are strongly preferred. Letters from family members or friends, regardless of professional qualification, are strongly discouraged.
- Applied experience
- Research experience
- Expressed commitment to providing clinical services to rural or underserved populations upon graduation

Note: Meeting these criteria does **NOT** guarantee admission.

A complete application for admission will include:

- Graduate School application https://grad.appstate.edu/apply/
  - Instructions for application are here: https://docs.google.com/document/d/1GRQ49XmZbxMZL32s1kkjM58_YvY6sXOZXG0vJDo0Dxw/edit?tab=t.0
- Official transcripts (from all colleges and/or universities attended)
- **The GRE General Test is optional**. You may submit scores if you have them, and they will be considered by the admissions committee. Applicants without GRE scores will be given equal consideration.
- Curriculum Vitae
- Personal statement describing professional interests, expectations from the doctoral program, and career goals (< 2 double-spaced pages). You should consider reflecting on some of the following areas in your statement:
  - What experiences related to your education, employment, background, upbringing, and/or aspects of your identity prepare you to succeed in the PsyD program at Appalachian?
  - How do your professional goals match our program, including our focus on serving clients in rural and/or underserved areas?
  - What personal characteristics do you possess that you believe are important to the practice of psychology?
  - How does your clinical orientation/philosophy fit with that of our specific faculty members?
  - How do your research interests fit with that of specific faculty?
  - If you believe that any part of your application does not accurately reflect your academic skills or preparation for graduate school in psychology (e.g., GPA, etc.), please address explicitly.
- Three letters of recommendation
- Application fee

Ethical use of Artificial Intelligence (AI) in application materials is limited to grammar, spelling, and basic syntax. Please do not use AI to generate ideas or summarize your experiences or other parts of your statement. You are expected to acknowledge your use of AI in your application materials.

Top applicants will be invited for a formal virtual interview. Initial decisions on admission and financial assistance will often be made by mid-March and offers must be accepted by April 15th. Those admitted after the interview will be invited to campus for an admitted students' day visit. Final admission will be contingent upon completion of a criminal background check that will be facilitated by the Graduate School for a modest fee.
We abide by the Council of Graduate Departments of Psychology guidelines for financial offers (see below):

> ***Council of Graduate Departments of Psychology Guidelines for Financial Offers***
> *Acceptance of an offer of financial aid (such as graduate scholarship, fellowship, traineeship, or assistantship) for the next academic year by an actual prospective graduate student completes an agreement which both student and graduate school expect*

to honor. In that context, the conditions affecting such offers and their acceptance must be defined carefully and understood by all parties. Students are under no obligation to respond to offers of financial support prior to April 15; earlier deadlines for acceptance of such offers violate the intent of this Resolution. In those instances in which the student accepts the offer before April 15 and subsequently desires to withdraw, the student may submit in writing a resignation of the appointment at any time through April 15. However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made. Similarly, an offer by an institution after April 15 is conditional on presentation by the student of the written release from any previously accepted offer. It is further agreed by the institutions and organizations subscribing to the above Resolution that a copy of this Resolution should accompany every scholarship, fellowship, traineeship, and assistantship offer.

II. GENERAL INFORMATION (Administrative and Other Support)

A. Dr. Wiley F. Smith Department of Psychology

Dr. Twila Wingrove, Chairperson, Room 100-F, 262-2272, (wingroveta@appstate.edu)
Dr. Andrew Smith, Assistant Chairperson, Room, 262-8960 (smithar3@appstate.edu)
Dr. Mark Zrull, Assistant Chairperson, Room 104-B, 262-8930 (zrullmc@appstate.edu)
Mr. Ryan Kennedy, Office Manager, Room 100-A, 262-2272 (kennedyrp@appstate.edu)

Mail Services: Each graduate student has a mailbox in the graduate lounge on the 1st floor of Smith-Wright Hall. Those teaching Psychology 1200 or laboratory sections of other courses will have mailboxes in the main office also. Please check your mailbox(es) regularly. Students may send mail through the Department by placing outgoing materials in the main office. Personal mail must have a stamp. All mail must have a name and return address. Mail goes out/comes in at approximately 10 a.m. each weekday.

Email: Each graduate student will have an @appstate.edu email account. Students are expected to use this account for all academic and professional communication and are expected to check this account ***regularly and respond to faculty and other program-related emails in a timely fashion (i.e., within two business days)***.

Student Lockers: Daytime lockers are available for students' use in the research lab space on the second floor of Smith-Wright. They are to be used on a first come, first served basis. Students must supply their own lock.

Fax Machine: A fax machine is located in the main office. Students may send and receive faxes. Our fax number is 828-262-2974. Personal faxes to local or long-distance numbers are subject to standard departmental fees (please see the departmental office staff for assistance and cost details).

Duplicating Materials: The departmental copier is located in the main office. Personal copies (including copies for coursework) and scanned copies are subject to standard departmental fees. Please request assistance from the departmental office staff to make copies.

Conference Poster Printing: The department is capable of printing most posters for conferences and other professional events. *It is expected that students will submit an application for a research grant from Office of Student Research (OSR* http://www.osr.appstate.edu/*) to cover the costs of printing.* Please write the grant for $35 for a 36x48-inch poster. For larger posters, please discuss the cost with The Psychology Department Office Manager in the main office. Do not use black or other dark background colors. A poster should be submitted (posters should be ready to print including size and resolution typically as a PowerPoint file) to the Psychology Department Office Manager via the M-drive (The M-drive is also accessible through the ustor cloud [https://asuvpn.appstate.edu/dana-na/auth/url_5/welcome.cgi]) ***by the student's Major Professor*** at least one week (5 business days) prior to pick up date. Please send an email to The Psychology Department Office Manager stating the date the poster needs to be ready for pick up. Do not

email poster files to them -- they will not be accepted. The price of poster printing is subject to change.

Psychological Assessment Library: Students enrolled in assessment classes may use testing materials kept in the third-floor Assessment Library. Assessment Library hours are posted on the door. Test kits may be checked out. Consumable test forms/protocols must be purchased.

Bring checks (preferred) or exact change for protocol/test record purchases. If students are unsure of the cost of their purchase, bring a check or small bills. The Assessment Library assistants cannot provide change for larger bills. Checks must be made payable to ASU Psychology Department.

All materials should be returned immediately after students are finished with them. Assessment materials are limited in number and are shared among a large number of students and faculty, including those outside of the Clinical Program. Handle all test kits with care. Do NOT write in test manuals; students could be charged for damages. Keep up with all assessment materials. Many test kits contain numerous test booklets and stimulus materials; students will be accountable for all of these materials for any kit checked out to them. If students allow another student to use a kit that is checked out to them, the student who has checked out the materials maintains full responsibility for all of the materials in the test kit and replacement costs if materials are damaged or lost.

As a courtesy to other students and the Assessment Library assistants, do NOT ask to check out or return a test kit or purchase a protocol when the Assessment Library is closed. Weekly library hours will be emailed to everyone and posted on the Assessment Library door; changes in the schedule will be announced in advance via email.

Physical Space:

Smith-Wright: The Psychology Department is primarily housed in Smith-Wright Hall. This building is on the main campus and has a level entrance into the facility and an elevator. It has classroom space, conference rooms and offices, which are used for faculty as well as graduate students who teach classes or labs. Smith-Wright also houses a graduate student lounge (with three computers and a printer, and mailboxes), a number of research labs (space is often shared), and the assessment library.

IG Greer: room 215. Shared workspace for psychology graduate students (see email for key code).

University Hall: The ASU Psychology Clinic is housed in University Hall, a university-owned building close to the main campus that is accessible via a free bus service and has ample parking for students and community members. The building has a level entrance into the facility and an elevator.

The University Hall building also houses ancillary Psychology Department space that includes a conference room, two multipurpose rooms with desktop computers for graduate student use, a lounge area, and a classroom available to the clinic, faculty, and students. The

conference room and multipurpose rooms are available to graduate students as office space. Multiple clinical program classes are held in the classroom (e.g., Cognitive Assessment and Psychometrics and Practicum).

Academic-Related Travel:
Identifying funding: Important details for any potential funding mechanism include the maximum amount of money available, deadline, and whether you need a letter of support from a faculty member. If the maximum amount for any particular funding source is too low, you should consider applying for funding from multiple sources to accumulate sufficient funds. Given the nature of funding cycles and deadlines, it is important that you plan early to take advantage of every opportunity you can. It is your responsibility to identify which mechanisms you intend to apply to and notify your faculty mentor at least one week prior to the deadline (ideally even earlier, especially if you will need their letter of support). Here is a list of the internal funding options currently available, but you must explore each option to see if it meets your specific funding needs:

Source of Funding	Grant Name	Website
Psychology Department	WiSE grants	https://psych.appstate.edu/students/scholarships
College of Arts & Sciences	Student and Faculty Excellence (SAFE) Fund	https://cas.appstate.edu/students/student-and-faculty-excellence-safe-fund
Office of Student Research	multiple grants and awards available	https://osr.appstate.edu/apply
Graduate School	multiple grants and awards available	https://graduate.appstate.edu/students/financial-support/gsga-awards

Students are strongly encouraged to also consider applying for external funding. APA, APS, various APA divisions, and other professional and philanthropic organizations offer funding to support student research and travel, particularly to those who are first authors on presentations.

Monitor expenditures: Once you obtain funding, you must work closely with the Psychology Office Manager to follow the appropriate procedures for spending it. It is ultimately your responsibility to make sure that you spend the funds appropriately, save all documentation of expenditures, and meet the spending deadline. Do not incur any expenses prior to meeting with the psychology Office Manager. The university does not allow reimbursements to students for research supplies.

Submit final report: Most funding mechanisms will require the submission of a final report. The details of this requirement are typically shared upon receiving the award notification. If you intend to seek future support, then meeting this deadline is critical.

Support for travel: There are a variety of options available for support for travel (see funding table above). The maximum awards may not be sufficient to cover all expenses, so students are encouraged to apply to multiple awards to support their travel. Importantly, most of these applications require a letter of support from a faculty member; you must give your letter-writer at

least one week's notice to write their letter. **App State requires travel justification and authorization to be approved BEFORE any grant applications or making ANY expenditures**. Any monies spent towards your travel prior to an approved travel authorization will not be reimbursed by AppState. Travel authorization applications are completed by providing all of the relevant information in a Google Form. The forms must be submitted at least 4 weeks prior to the first day of travel. Additional information and detailed instructions can be found here: https://psych.appstate.edu/students/travel-information

It is *the student's responsibility* to discuss academic-related travel/presentations that conflict in any way with academic, assistantship, research or clinical responsibilities with professors and supervisors. Students must work with their instructors and supervisor(s) to make appropriate arrangements in accordance with their specific expectations and agreements.

B. Dr. Cratis D. Williams Graduate School

Graduate Student Organizations and Support:

Graduate Student Government Association (GSGA) is a body of appointed senators representing each department within the Graduate School. The GSGA is also a source of financial support for research-related expenses (including travel).

The Graduate School offers personal and professional development workshops. They also facilitate connections with other graduate students to create an inclusive and supportive learning environment: https://graduate.appstate.edu/students/graduate-student-life/student-support-services

Cratis D. Williams Graduate School Administration:
Please see the following link listing the Deans and staff members of the Graduate School.
https://graduate.appstate.edu/contact-us/staff-directory

C. Students with Disabilities

The Psy.D. program and Appalachian State University are committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Students who have a disability or condition that may impair their ability to complete course work or ability to perform at practicum/internship placements should inform the Program Director upon entry into the program or as soon as the disability/condition is identified. The DCT or course instructor will work with the Office of Disability Resources (ODR; https://odr.appstate.edu/ or 828-262-3056) to discuss eligibility requirements and appropriate accommodations where applicable.

An Accessibility Working Group was established at Appalachian State University in 2017 to help support and promote accessibility knowledge, resources, and adoption across campus. Program faculty, staff and students can and do consult with this group to support accessibility.

D. Student Support Services and Access to Education

The program and Appalachian State University are committed to providing equal opportunity in education and employment to all students. The university does not discriminate in access to its educational programs and activities, or with respect to hiring or the terms and conditions of employment based on any factors unrelated to success in and match with the program, including but not limited to race, color, national origin, religion, creed, sex, gender identity and expression, political affiliation, age, disability, socioeconomic status, veteran status, or sexual orientation. The program and University actively promote diversity among students and employees.

As a comprehensive university committed to access, Appalachian State University has a variety of student support services. These are offered though the University as well as through academic units.

Student Support Service	**Services Provided**
Anne Belk Library (https://library.appstate.edu/)	• Librarian Statement: "Library resources for graduate curricula and research in psychology have been well-supported over the past 20 years, including with book, journals, and supporting online resources, such as for psychological testing, online citation, and clinical streaming videos. The Library's resources in psychology are comparable to those at other institutions in the UNC system and are therefore able to meet the needs of a Psy.D. program, though additional allocations will be directed to psychology as needed. The library is dedicated to continuing to support programs and research in psychology, especially this Psy.D. Program, with appropriate library collections and services."
Career Development Center (https://careers.appstate.edu/)	• Services include resume reviews, career coaching, job and internship search assistance, interview coaching, and other tools to achieve life and professional success.
The Center for Excellence in Teaching and Learning for Student Success (https://cae.appstate.edu/)	• The Center for Academic Excellence is the university's lead teaching and learning resource for faculty, staff, and students. Services include assistance with learning technologies, accessibility consultation, and promotion of inclusive excellence.
Counseling for Faculty and Staff (http://cfs.appstate.edu)	• Given students often train at the campus Counseling and Psychological Services Center (CAPS), Psy.D. students are eligible for free confidential counseling services via Counseling for Faculty and Staff.

Cratis D. Williams School of Graduate Studies (https://graduate.appstate.edu)	• Offers a variety of support services including Records and Registration (includes graduate degree auditing, program of study maintenance, graduate course registration, graduate certificate auditing, special course permission processing, and dissertation processing) and the Graduate Student Life (GSL) team (provides a comprehensive set of professional and personal development opportunities for graduate students). • Graduate Student Government Association (GSGA) is a body of appointed senators representing each department within the Graduate School. The GSGA is also a source of financial support for research-related expenses (including travel).
Dean of Students Office (http://deanofstudents.appstate.edu)	• Promotes educational and developmental opportunities for student growth and self-responsibility through the many services we offer (e.g., Veteran Services). • Case Management is a department within the Office of the Dean of Students that provides 360-degree immediate and intermediate, individualized support to students navigating a myriad of concerns. Some of these concerns may include but are not limited to academics, behavioral conduct, general welfare, interpersonal violence, health and wellness, and safety.
Division of Institutional Integrity (https://dii.appstate.edu/)	• Mission is to drive a campus culture of compliance and facilitating the University's ability to maximize strategic opportunities while minimizing liability exposure. • The Division provides legal, risk management, and compliance support for the Foundation and other University-affiliated entities.
Henderson Springs LGBTQ+ Center (https://lgbtq.appstate.edu/)	• In support of the mission of Multicultural Student Development, the Henderson Springs LGBTQ+ Center (located in the student union) serves as a community resource to empower, educate, and affirm LGBTQ+ people, allies, and advocates. • The center seeks to create a space where everyone can feel safe, form meaningful connections, and access resources. Through campus partners and programming, the center recognizes the intersectional nature of identity and wants to support and affirm students, faculty, and staff as they explore all aspects of their identities.

Office of Access and Opportunity: Disability Resources (https://odr.appstate.edu/)	• Works to ensure equal access to education and employment for all members of the university • Provides assistance with documenting a disability • Provides accommodations for those with documented disabilities including (but not limited to) testing accommodations, interpretation services, housing accommodations, course substitutions, auxiliary aids, service animals
Office of Access and Opportunity: Equal Opportunity (EO) (https://titleix.appstate.edu/)	• Strives to make Appalachian State University a discrimination-free, harassment-free environment for faculty, students, and staff to work, live, and learn. • EO oversees university equal opportunity policies, responds to complaints of discrimination & harassment based on protected class or workplace violence, conducts investigations, develops and delivers training and educational outreach to campus, as well as provides consultation to supervisors and managers regarding equal opportunity concerns and initiatives.
Office of Student Financial Aid (https://financialaid.appstate.edu)	• Provides assistance to students seeking financial aid • Connects students to various resources for aid, including scholarships and external sources of support
Office of Human Resources (https://hrs.appstate.edu/)	The Office of Human Resources is responsible for: • Administration of HR policies and procedures, • Employment Services, • Classification and Compensation, • Benefit Administration, and • Organizational Development and Workforce Planning.
Office of Ombuds (https://ombuds.appstate.edu/)	• Office provides an independent, confidential environment for faculty, staff and students of the Appalachian community to discuss campus related concerns or problems. The Ombuds Office holds the identity and all communications with those seeking assistance in strict confidence and does not disclose confidential communications unless given permission to do so, except as required by law or where, in the judgment of the Ombuds, there appears to be imminent risk of serious harm.
Office of Student Research (OSR; https://osr.appstate.edu)	• The OSR has a variety of resources, including financial support, to help support undergraduate and graduate research at Appalachian.

Student Health Services (https://healthservices.appstate.edu)	• Provides comprehensive primary care to students at low cost (in most cases, covered by student fees required for full-time students)
Student Legal Clinic (https://legalclinic.appstate.edu)	• Provides legal advice, information, and referrals by a licensed attorney, including cases related to minor criminal charges, traffic tickets, landlord-tenant issues, contracts, financial claims, employment law, and others
Student Veteran Services (https://militarystudents.appstate.edu)	• Provides a central hub for all things "military affiliated" at Appalachian State University. The center provides programming, services, and resources to assist military affiliated students for their entire higher education journey.
University Recreation (https://urec.appstate.edu)	• Provides structured and unstructured leisure time activities to promote social, physical, emotional, and intellectual growth and development • Club and intramural sports, outdoor programs, fitness classes, aquatics
University Writing Center (https://writingcenter.appstate.edu)	• Provides writing support and evaluation services for variety of types of writing (e.g., creative, business, legal, graduate school essays, second language learners, etc.) • Serves students as well as community members • Walk-in and scheduled appointments available
Wellness and Prevention Services (https://wellness.appstate.edu)	• Provides education, training, and resources related to a variety of wellness concerns • Alcohol and other drug counseling, nutrition and body image, sexual health, support groups, peer education groups

III. PSY.D. DEGREE REQUIREMENTS

A. Program of Study (POS)

NOTE: This version of the POS is new to cohorts admitted fall 2025. Cohorts admitted prior to fall 2025 should see the fall 2024 handbook that includes additional requirements: PSY 5300, PSY 6310; PSY 5990; PSY 5999
Starting Fall 2025: **Students must have an undergraduate course in History and Systems of Psychology (prior to or after matriculation and must pass a series of program-specific quizzes to ascertain Discipline Specific Knowledge in this area) OR must take PSY 5300 (offered periodically; self-paced online)**
Starting Fall 2025: **Students are advised to register for PSY 5530 (Foundational Research Project); this will count as an elective course for now and will be added to the program of study in fall 2027**

The program requires a minimum of four full-time in-person academic years of graduate study plus internship prior to receiving the doctoral degree.

YEAR 1
1st Year Fall
PSY 5020-Research Methods (3)
PSY 5552-Diagnosis & Psychopathology (3)
PSY 5551-Ethical and Legal Standards and Foundational Skills of Health Service Psychology (3)
TOTAL: 9 hours

1st Year Spring
PSY 5030-Quantitative Methods (3)
PSY 5700-Cognitive Assessment and Psychometrics (3)
PSY 5720-Cognitive Assessment Pre-Practicum (1)
PSY 5714-Evidence-based Psychotherapy Interventions I (3)
PSY 5724-Evidence-based Psychotherapy Interventions Pre-Practicum (1)
PSY 6105-Developmental Psychopathology (3)
TOTAL: 14 hours

1st Year Summer
PSY 5530 Psychotherapy with Diverse Populations
TOTAL: 3 hours

YEAR 2
2nd Year Fall
PSY 5701-Personality Assessment and Psychometrics (3)
PSY 5721-Personality Assessment Pre-Practicum (1)
PSY 5904-Practicum I: Clinical Psychology (3)
PSY 6114-Evidence-Based Psychotherapy for Youth (3)
TOTAL: 10 hours

2nd Year Spring
PSY 5330-Developmental Seminar (3)
PSY 6714-Evidence-Based Psychotherapy Interventions II (3)
PSY 5905-Practicum II: Clinical Psychology (3)
TOTAL: 9 hours

2nd Year Summer
PSY 5906-Practicum III: Clinical Psychology (3)
TOTAL: 3 hours

Earn MA degree (48 hours)

YEAR 3
3rd Year Fall
PSY 7000-Preliminary Examination (2)
PSY 7020-Behavioral Medicine and Health Psychology (3)
PSY 7805-Advanced Practicum: Clinical Psychology (3)
PSY 7110-Professional and Ethical Issues in Rural and Health Service Psychology (3)
TOTAL: 11 hours

3rd Year Spring
PSY 7025-Community Psychology (3)
PSY 7805-Advanced Practicum: Clinical Psychology (3)
PSY 6340-Seminar in Social Psychology (3)
PSY 6320-Biological Bases of Behavior (3)
TOTAL: 12 hours

YEAR 4
4th Year Fall
PSY 5725-Cognitive and Affective Aspects of Behavior (3)
PSY 7800-Supervision and Consultation Seminar (3)
PSY 7805-Advanced Practicum: Clinical Psychology (3)
PSY 7998-Dissertation Proposal (3)
TOTAL: 12 hours
DISSERTATION PROPOSAL by October 1st to apply for internship

4th Year Spring
Electives (6)
PSY 7805-Advanced Practicum: Clinical Psychology (3)
PSY 7999-Dissertation (6)
TOTAL: 15 hours

YEAR 5
PSY 7900-Clinical Internship (3)-1 internship hour across 3 separate semesters (dependent upon start and end date of individual internship)
TOTAL: 3 hours

TOTAL = 101 hours (minimum)

Electives: Options (based on availability and permission of instructor as well as approval by Program Faculty); other electives can be reviewed for approval by Program faculty at the request of a student:
PSY 5001 Teaching of Psychology (1)
PSY 5015 Research Seminar (1)
PSY/MGT 5055 Leadership, Groups and Teams (3)
PSY 5310 Cognitive Processes (3)
PSY 5540 Research Practicum
PSY 5531 Advanced Quantitative Methods (3)
PSY 5593 Biofeedback (3)
PSY 5717 Assessment & Intervention Planning for Special Populations (3)
PSY 5820 Multi-tiered Prevention and Intervention (3)
PSY 7904 Advanced Seminar in Clinical Psychology (e.g., Trauma-Informed Eating Disorder Treatment; Suicide and Self-Injury; Substance Use Disorders, 3)
HCM 5210 Foundations of the US Health Care System (3)
HCM 5240 Health and Disease (3)
HCM 5680 Management and Human Resources in Health Organizations (3)
HPC 5790 Group Methods and Processes (3)
HPC 6530 Body/Mind (3)
SW 5010 Human Behavior and the Social Environment (3)
SW 5230 Evaluation of Professional Health Services (3)
SW 5840 Non-Profit and Public Human Services Administration (3)
ANT 5120 Appalachian Culture and Social Organization (3)
SOC 5300 Appalachia in Social Context (3)
SOC 5560 Race and Minority Relations (3)
SOC 5420 Healthcare and Aging (3)

Expectation for all courses is a B- or higher.

Transfer Credits
Students entering the program with a Master's degree *may* have more flexibility in completing coursework requirements. Applicants should assume that they will receive no credit for prior coursework and will still need to spend approximately 5 years (inclusive of predoctoral internship) in the program before graduating with their doctoral degree

- A student may, with permission of the program director, request approval from the Graduate School to transfer graduate course work to Appalachian from another accredited graduate school.
- Only courses that **have not counted toward a completed Master's degree**, and been taken within the previous five years, are eligible for transfer credit.
- Only courses in which the student earned a grade of B (3.0) or higher may be considered for transfer credit (consistent with the Graduate School policy). Transfer credits may only

be considered for courses in which the student earned a letter grade (i.e., courses with pass/fail or satisfactory/unsatisfactory grades will not be accepted).

- Permission to use transfer hours on a POS must be granted by both the Program and the Graduate School. Transfer credit should be submitted to the program for review by October 1 of the first program semester and must be reported to the Graduate School as soon as possible but will not be applied to the student's official Appalachian program of study until official transcripts are received. In order to be considered for transfer credit, coursework must have been completed no more than 5 years prior to enrollment in a graduate program.
- Students should arrange for official transcripts to be sent directly to the graduate records staff in the Graduate School as soon as grades are posted.
- Transfer credits are limited to a total of 9 hours. See requirements below:
    - Such a course would have to be in a non-clinical area of psychology and would need to be approved by the clinical faculty and the course instructor after review of the syllabus and requested learning products (e.g., papers, examinations).
    - Review of requests will only be considered after program matriculation.
    - Review of requests must be formally submitted to the Program by October 1st of the first semester of matriculation

Faculty Mentor

At admission, students are assigned a faculty mentor (a.k.a., Major Professor) who will serve as their primary program advisor. The Major Professor functions as the student's primary (but not exclusive) resource person within the program. The Major Professor also serves as a guide and reader for the student's foundational project (thesis prior to fall 2025 cohort) and dissertation chair, based on mutual interests. Students who are matched during the admission process with a research mentor who is a Psychology faculty member outside of the clinical program will also be assigned as a core clinical faculty member as their Program Major Professor, to provide mentorship regarding professional development and progress in the program.

The Major Professor(s) will work in conjunction with the DCT and other faculty to provide students with program performance feedback at the end of each semester during year 1 and at the end of spring semester during each subsequent year. Students can pursue a mentor change during their time in the program by discussing with their current and potential mentor, as well as the Program Director. A formal change of dissertation mentor must be submitted to and approved by the Graduate School.

Program of Study

A POS for the M.A. is filed by the Program Director at the start of the program. A separate POS will then be filed for the Psy.D. Permission to take courses above and beyond the Psychology, Clinical M.A. and/or the Psy.D. course of study (see above) must be approved by the program faculty and the Graduate School and may not be covered under financial aid.

Given the sequenced and prescribed nature of the Clinical Psychology M.A./Psy.D. POS, the decisions to be made for individualized POSs include:

1) Elective courses

2) Approval of any courses the student desires to take beyond the required 101 hours. There may be financial aid limitations associated with taking more than the minimum required hours. Please consult with a financial aid officer if this applies to you.

Once a student, the DCT, and the student's Major Professor have agreed on a POS, any changes will be submitted by the DCT to the Graduate School for final approval and processing. Changes can be made subsequent to original submission of the POS dependent upon faculty and graduate school approval.

Admission to Candidacy

All Clinical Psychology M.A. candidates must be formally promoted by the program faculty to candidacy towards the M.A. degree. The Program Director will initiate this process after students have met all requirements for advancement. This process is typically initiated after completion of the third semester and signals a student's readiness to continue in the program towards the master's degree.

Before a student can be admitted to candidacy for the M.A. degree, *all* of the following conditions must be met:

1. Program of Study is on file with the Graduate School;
2. A 3.0 or higher GPA across all completed courses as well as a minimum grade of a B- or higher in all courses (in some cases, may be achieved with repeating a course);
3. Recommendation of the Clinical Psychology Faculty; and
4. Successful completion of a Practicum, earning a minimum grade of Satisfactory, thus signifying developmentally appropriate competence based upon supervisor's evaluation.

All Clinical Psychology Psy.D. candidates must also be formally promoted by their program faculty to candidacy towards the Psy.D. degree. The Program Director will initiate this process after students have met all requirements for advancement. Before a student can be admitted to candidacy for the Psy.D. degree, *all* of the following conditions must be met:

1. Program of Study is on file with the Graduate School;
2. Maintain a cumulative GPA of 3.0 or higher across all completed courses as well as a minimum grade of a B- or higher in all courses (in some cases, may be achieved with repeating a course);
3. Recommendation of the Clinical Psychology Faculty;
4. Successful completion of all Practica experiences to date, earning a Satisfactory grade, thus signifying evidencing developmentally appropriate competence based upon supervisors' evaluation;
5. Successful completion of the Preliminary Examination; and
6. Submission of Dissertation Committee form to the Graduate School.

B. TIMELINE FOR PROGRAM REQUIREMENTS and FUNDING IMPLICATIONS

The program requires a minimum of four full-time in-person academic years of graduate study plus an internship, and is thus designed to take 5 years to complete (4 years on campus; one-year pre-doctoral internship) .Students should be aware of their progress in the program to ensure that they do not exceed the 10 years permitted by the Graduate School to complete the doctoral degree. Funding is only guaranteed for 4 years and is dependent on the students making adequate progress in the program.

NOTE: This version of the Timeline is new to cohorts admitted fall 2025. Cohorts admitted prior to fall 2025 should see the fall 2024 handbook that includes thesis requirement and does not include the foundational project.

Summer before First Year

- Relocate to Boone and begin establishing NC residency (if applicable & desirable)
- Register for fall classes

Fall Semester – First Year

- Attend Graduate School and program orientation meetings
- Obtain Professional Liability Insurance within one month of the start of Fall Semester
- Program of Study (POS) for the MA degree is automatically filed during this semester.
- Register for spring classes

Spring Semester – First Year

- Work with Major Professor on type of foundational project
- Apply for Year 2 Practicum (must be Psychology Clinic or ASC Center)
    - DCT will assist with coordination/application—typically in February/March
- Register for classes (summer & fall)

Summer – First Year

- It is strongly recommended that students placed at the Psychology Clinic for Practicum I accept a summer clinic assistantship if available.
- Progress on Foundational Project

Fall Semester – Second Year

- Complete Foundational Project
- Register for spring classes

Spring Semester – Second Year

- Present Foundational Project
- Apply for Year 3 Practicum
    - DCT will assist with coordination/application—typically in February/March
    - Register for classes (summer & fall)

- Register for classes (summer & fall)

Summer – Second Year

- Conferral of MA degree
    - Must apply to graduate via AppalNet

Fall Semester – Third Year

- Preliminary Examination
    - Foundational Project must have been presented in Year 2 Spring to sit for the Preliminary Exam
    - Funding may depend upon meeting this requirement
- Register for classes (spring)
- Consult with DCT and Major Professor if an additional practicum placement during summer is desired

Spring Semester – Third Year

- Apply for Year 4 Practicum
    - DCT will assist with coordination/application - typically in February/March
- Register for classes (summer & fall)

IF ALL PORTIONS OF THE PRELIMINARY EXAMINATION HAVE NOT BEEN COMPLETED BY END OF THIS SEMESTER, YOU WILL NOT BE ELIGIBLE TO APPLY FOR INTERNSHIP IN THE FALL (i.e., Fourth Year)

- Work on Dissertation Proposal

Summer – Third Year

- It is the student's responsibility to ascertain that dissertation committee members will be available during the summer (if needed). Such availability is not guaranteed; students should plan accordingly.
- Students may pursue an additional practicum placement (see DCT to coordinate).
    - This is **strongly encouraged** if planning to apply for internship fall year 4 unless students have met minimum hours for preferred internship applications.
- Admission to Candidacy if requirements are met
- Start preparing internship application materials
- August 1: Submit projected internship applications list to DCT

Fall Semester – Fourth Year

- Dissertation Proposal
    - APPROVED DISSERTATION PROPOSAL BY OCTOBER 1st TO APPLY FOR INTERNSHIP
    - REMINDER: STUDENTS CANNOT COMPLETE BOTH THE PRELIMINARY EXAMINATION AND DISSERTATION PROPOSAL IN THIS SEMESTER AND MEET THE OCTOBER 1 DEALINE. STUDENTS WHO HAVE COMPLETED NEITHER AT THE BEGINNING OF THE TERM WILL NOT BE ALLOWED TO APPLY FOR INTERNSHIP.
- Apply for internship
- Register for classes (summer and fall)

Spring Semester – Fourth Year

- Register for classes (summer & fall)
- Defend Dissertation

Summer – Fourth Year

- It is the student's responsibility to ascertain that their dissertation committee members will be available during the summer (if needed). Such availability is not guaranteed; students should plan accordingly.

Fifth Year

- Clinical Internship (3)
    - Minimum of one internship hour across 3 separate semesters (dependent upon start and end date of individual internship). Contact DCT if wish to access student health insurance during this year.
- Defend Dissertation (if not completed already)

Last semester

- Apply for Graduation
    - All degree-seeking students must apply for graduation (regardless of whether they plan to attend the commencement ceremony) and must be registered for at least one graduate credit during their last semester. The application graduation form is available online via AppalNet (see: http://www.graduate.appstate.edu/students/graduation/gradAppOnline.html for details).

Additional Year(s)

- Students who have not completed their dissertation by the end of their 5th year (internship) or who were unable to progress and apply for internship in the 5th year will enroll for additional terms to complete their degree. Consult with the Program Director for requirements that are specific to your circumstances.

Notes:

1) Students who struggle to meet milestones will be asked to complete a Corrective Workplan (see Appendix A).
2) Students must complete the program within 10 years to be conferred a PsyD., per Graduate School policies and APA accreditation requirements.

C. Practica

The program requires students to complete a minimum of seven semesters of practica, which provide applied clinical learning opportunities under the supervision of a faculty member or community-based supervisor (see Appendix B for common sites). Clinical training is designed to provide increasing levels of clinical responsibility, dependent upon individualized experience and competence, and to train students in evidence-informed approaches to assessment and intervention. Practica are taken in conjunction with a class, must be within driving distance to Boone (except in the case of summer placement approved by the clinical faculty and the DCT), and require approximately 10-20 hours/week of participation at the site (e.g., summer practica may require more hours/week). Transportation costs are assumed by the student unless otherwise stated.

In the second year, students will complete a full year of practicum at an "internal" clinical training site, either the Psychology Clinic or one of the Assessment, Support, and Counseling (ASC) Centers. These are both community-based and serve rural populations, and the Psychology Clinic also offers significant focused experience in psychological assessment. Students will also complete a placement at the Psychology Clinic during the summer between the second and third year, and all students must complete 2 semesters and 1 summer of practicum at the Psychology Clinic at some point during their program of study. Students must be supervised by at least two clinical psychologists during the course of their practicum training.

Placements during a given academic year will be at the same site (i.e., Practicum I and II at same site; Advanced Practicum placements will go across the academic year), unless there is a compelling reason for a change and it is approved by the DCT and Clinical Faculty. Many practicum sites require a formal application process and can be competitive (e.g., ASU Counseling & Psychological Services Center, High Country Community Health). The DCT will inform students of application processes and deadlines.

Practicum I: Clinical Psychology (PSY 5904; 10 hours/week on-site) is completed during fall semester of the second year. Placements are typically secured during March of the spring semester of the first year.

Practicum II: Clinical Psychology (PSY 5905; 10 hours/week on-site) is completed during the spring semester of the second year. Placement is at the same site as Practicum I (unless there are compelling circumstances, and it is approved by the DCT and Clinical Faculty).

Practicum III: Clinical Psychology (PSY 5906; 20 hrs./week on-site) is completed during the summer semester of the second year. All students are placed at the Psychology Clinic.

Advanced Practicum: Clinical Psychology (PSY 7805; 10-15 hrs./week on-site) is completed during the third and fourth years in the program across four semesters. Placement is at the same site across the academic year (unless there are compelling circumstances and it is approved by the DCT and Clinical Faculty).

Students must be enrolled in the appropriate Practicum course to secure liability/malpractice coverage through ASU. Students are not qualified to provide psychological intervention or assessment services unless they are explicitly in training and under supervision (i.e., a continuing, registered student). Students will have an on-site supervisor and ASU faculty supervisor for practica (Practicum instructor[s] for PSY 5904, PSY 5905, PSY 5906 and PSY 7805). The on-site supervisor is responsible for arranging and monitoring the day-to-day activities and for supervision of specific professional/clinical relationships with clients. Expectations for students, the on-site supervisor, and the faculty supervisor are stipulated in a practicum or internship agreement as well as the mandatory ASU agreement. See **Appendix C** for a Practicum Agreement template. In some cases, a training site may have a preferred training agreement. Alternative training agreements can be utilized with approval of the instructor of record and the Program Director/DCT.

Students will monitor direct and indirect hours (e.g., assessment, intervention, consultation) as well as supervision hours via Time2Track and obtain supervisor verification of hours for all practicum placements. See above descriptions for expected number of hours on site for respective practicum experiences. The program does not require that students complete a specific number of direct or indirect hours given individual goals and differences between site opportunities. Guidelines that may be useful in terms of goals for direct hours prior to applying for internship:

1) Results of the Spring 2024 Internship Training Director's survey ($N = 463$) indicate the following reports of minimum number of assessment and intervention hours necessary for internship:
   10.8% report no minimum
   12.31% report 100-300 hours
   46% report 301-500 hours
   25.92% report 501-600 hours
   8.4% report 601-800 hours
   2.59% report 801 or more hours

2) The Council of University Directors of Clinical Psychology (CUDCP) suggests the following guidelines in relation to practicum hours:
   Trainee completed an organized, sequential series of practicum experiences supervised by at least two different clinical psychologists that involve formalized practicum experience in evidence-based assessment and therapy. The Trainee completed at least 450 face-to-face hours of assessment/intervention and at least 150 hours of supervision by a clinical psychologist who routinely employed individual and/or group supervision models and at least one or more of the following intensive supervision methods (e.g., direct observation, co-therapy, audio/videotape review).

Students are expected to exhibit professional and ethical behavior and to use their clinical supervision appropriately. Practica and internship experiences are intended to be valuable learning opportunities and also serve to evaluate a student's ability to learn and consolidate applied skills. Students who experience any difficulties on site should contact their on-site supervisor(s) and program director immediately. See **Appendix E and F** for competencies to be

assessed via self-reflection, and via faculty and supervisor evaluations throughout training, on at least an annual basis. In addition, see **Appendix D** for the practicum/internship evaluation forms.

Earning a grade of Unsatisfactory (U) in a practicum course results in academic suspension from the university. See the Graduate School bulletin for the policy regarding suspension, appeal, and possible appeal and probationary status.
https://bulletin.appstate.edu/content.php?catoid=33&navoid=2050#suspension-and-dismissal
Degree candidacy is discontinued unless the advisor submits, in writing, an acceptable recommendation to the Dean of the Graduate School. Consistent with the Graduate School policy, "in no case may a graduate student be permitted to repeat more than one course to improve the grade, and the student who receives a second grade of "F", "U", "WF" or "WU" may not continue toward the graduate degree under any circumstances."

Program-Sanctioned Clinical Hours Policy

Clinically relevant hours accrued via Graduate Assistantship positions or volunteer positions housed within or sanctioned by the Psychology Department (e.g., Psychology Clinic; Assessment Support and Counseling Center; ASU Counseling Center assistantship through the Department of Psychology; clinically relevant assistantships supervised by clinical faculty), research experiences, other graduate assistantship duties, and other experiences may be counted toward program-sanctioned hours for internship applications.

In order to meet criteria for program-sanctioned hours, the following criteria must be met:

- Student must be cleared for practicum (i.e., satisfactory completion of Year 1 coursework; satisfactory first-year evaluation);
- The clinical hours must be completed at an internal site and supervised by psychology faculty (e.g., Psychology Clinic, ASC Center) unless registered for practicum.
- Student must participate in weekly supervision. When the student's on-site supervisor is not a doctoral-level psychologist, the student must have weekly opportunities to discuss their clinical work with a licensed doctoral-level psychologist.
- Student must be observed at least one time each semester (video recording or live).
- Student must be formally evaluated at least one time each semester and the evaluation must be submitted into the student's file.
- Student must track hours in Time2Track to be approved by supervisor.

Consistent with current APPIC guidelines, only those hours that are sanctioned before the time of accrual can be included on the AAPI.

Telesupervision Policy

- Traditional in-person supervision is the predominant mode of supervision.
- Telesupervision is consistent with the program's overall aims and training outcomes since it functions well as a conduit for discussions about case conceptualization, therapeutic strategies, and the application of evidence-based approaches to client presenting problems. Telesupervision can also be used for direct observation with the supervisor being on the video platform during a telepsychology session but without their audio or video activated. The off-site supervisor in telesupervision maintains full

responsibility for the clinical case and reviews and signs all electronic medical record notes.

- Consistent with APA Standards of Accreditation, in-person supervision is the only acceptable form of supervision for a student's first practicum experience.
- As telesupervision is an exception to in-person supervision, trainees and their supervisors will have established a strong supervisory relationship before utilizing telesupervision. Early in the supervisory relationship the supervisor and trainee will test out the technology, verify the suitability of the trainee's environment for telesupervision, and work through screen sharing and other functions that may be required in telesupervision, as needed.
- Students must demonstrate proficiency with videoconferencing technology and exhibit non-defensive participation in supervision and the ability to implement a supervisor's feedback with clients. They must exhibit the organizational skills needed to attend telesupervision, the responsibility to protect client privacy and confidentiality, and the clarity in communication necessary to convey relevant information about clients and their clinical care.
- Nonscheduled consultation and crisis coverage often require telesupervision. For consultation, the student would contact the supervisor to set up a phone or telesupervision session. In the event of a clinical emergency, the student would contact their supervisor via phone, and if the supervisor is not immediately available, they should contact another licensed psychologist in the clinical program.
- All telesupervision sessions occur by secure Zoom. Students and supervisors must be in a private and confidential setting. Appalachian State's HIPAA-compliant Zoom accounts provide the means for secure telesupervision. Students receive training in this platform, and telehealth and telesupervision as needed.

D. Foundational Project

Students in the Psy.D. Program (beginning fall 2025) are required to complete a Foundational Project by the fall of year 2.

- Each student will be required to complete a foundational project to hone research skills that will be used and further developed in the dissertation.
- For all of the foundational project options, students will work with their mentors to define an appropriate project based on student interests and will take a one-hour Research Seminar course during spring of year 1 and fall of year 2. The instructor of the course will offer structure and support for the projects (in addition to the mentor, in most cases) and will serve as a second reader on all products (with the mentor serving as first reader unless the mentor is instructor of record). The product will be due by the end of the fall year 2 Research Seminar course as part of the course requirements.
- All students will present their projects to faculty and students (e.g., in a "brown bag" seminar in spring of year 2). This will provide a valuable opportunity for them to receive feedback and gain experience in professional presentation.

Foundational Project Options:

1. A critical literature review of a topic of clinical relevance
An extensive survey of the literature in a specific clinical area in which the student should (a) provide a new integration of an existing body of literature that offers some novel ideas, hypotheses, and/or theoretical perspectives, (b) identifies major gaps in the literature, and (c) discusses how those gaps might be filled. The paper cannot be a simple summary of the literature; the aim is to provide some synthesis or integration of theory and research on the topic and be issue or idea focused. This should develop expertise in the chosen area, demonstrated by providing an integrative review of the literature that has the potential to move the area forward. The paper should be original and not derivative of another paper already published or unpublished but known to the student. Ethical concerns and diversity factors relevant to any given topic should be addressed. Ultimately, the project will demonstrate the student's ability to critically evaluate the clinical research literature and translate that knowledge into recommendations or ideas for clinical practice.

2. **A foundational research proposal**

The foundational research proposal is designed to provide students with training in core research skills that are essential for conducting independent research in their dissertation and engaging in evidence-based practice in clinical settings. Students will work with their faculty mentor to develop a proposal for a hypothetical research project, which includes the following components:

1. ***Comprehensive Literature Review***
    - Students will conduct a thorough review of the literature relevant to their proposed study topic that establishes a theoretically sound foundation for their proposed research question and methodology.
2. ***Method Section Design Proposal***
    - Students will propose an empirical study design that could reasonably be conducted while in the program and includes key elements, such as participant recruitment, measures, and procedures.
3. ***Data Analysis Plan***
    - Students will develop a detailed data analysis plan that outlines how they would approach analyzing the data.
4. ***Project Evaluation***
    - The project proposal will be reviewed by the faculty mentor and the course instructor (unless is faculty mentor) to provide some formative feedback. No committee meeting will occur.

Optional: Data Collection and Analysis

- Students have the option to conduct data collection and analysis for their proposed project. This is not a requirement for advancing to doctoral candidacy, but it would provide a valuable training opportunity for those wishing to gain additional research experience.

3. A service project that is of clinical relevance (e.g., community project, public health project).

- Students may choose to complete an evidence-based service project with a partnering program or agency that is external to the Psy.D. program. The project should address a specific aim relevant to the partnering organization's needs while providing doctoral candidates with valuable experience in community-based work. The project requires approval from both the faculty mentor and partnering organization. Given the diverse range of possible projects, various training goals may be met, including developing competency in consultation; however, in all cases, the student will learn to utilize an evidence base to guide their project. Some examples may include:
    - ***Planning & Conducting Community Workshops:*** Development and facilitation of community events and workshops addressing mental health concerns, coping strategies, and resilience-building techniques tailored to community needs.
    - ***Preparing Public-Facing Materials:*** Creation and dissemination of accessible, culturally appropriate educational resources about mental health topics, available services, and access to care.
    - ***Offering Educational/Training Programs*****:** Implementation of skill-building programs for community members and professionals focused on mental health literacy, support strategies, and intervention techniques.
    - ***Conducting Needs Assessment/Program Evaluation:*** Systematic collection and analysis of community data to identify service gaps, measure program effectiveness, and guide ongoing improvements to mental health initiatives.

4. An administrative or other clinical skill-building training/activity that will have a "product" (e.g., review of efficacy, personal reflection that critically integrates and evaluates the evidence base).

- Students may choose to complete an administrative or clinical activity with a partnering program or agency within or external to the PsyD program. If administrative in nature, the required product should support the partnering organization's operations in service of their clinical work or support of underserved populations. Given the variety of possible placements and duties, clinical skill development may vary, but competencies that could be furthered include administrative, interdisciplinary, and advocacy-related competencies. Some examples may include:
    - ***Completing a semester long administrative rotation with a community serving organization:*** Supporting the organization's networking and outreach efforts; billing support, quality assurance checks of client/patient files, and assistance with record keeping and report generation (e.g., annual report of services offered and individuals served); policy reviews, development, and updates; and/or support training for new staff. Product options could include an organization summary report or outreach event coordinated by the student (e.g., meeting as a liaison of the organization with another community organization, hosting a booth representing the organization at a local event).

E. Preliminary Examination

- The preliminary examination is administered at the end of fall semester of the third year in the program. Students will register for PSY 7800 during the semester, which will help you prepare for the preliminary examination. Successful completion of the foundational project is a requirement for sitting part two of the preliminary exam (see below).
- The two-part preliminary examination is by an individual committee (three core clinical faculty members, including the student's faculty mentor). Part one is a simulated psychology licensure examination that covers psychology discipline specific knowledge. Part two is a professional portfolio (Curriculum Vitae, two case reports) that addresses both clinical assessment and intervention and includes an oral examination with the committee. See below for more details.

Part 1: Candidates take a simulated version of the national Psychology licensure examination. The candidate must earn a score of 60% or higher on the examination to pass and must pass the psychometric portions of the examination at 70% or higher. There is an approximately $80 fee for administration of this portion of the preliminary examination (payment submitted directly to the company that delivers the examination). This fee may change slightly across time as the company we contract with may change its fees.

Part 2: Candidates submit a professional portfolio to their committee. The professional portfolio consists of a Curriculum Vitae and two professional clinical reports. One report will be an assessment report (see Preliminary Examination Assessment Report Evaluation Rubric; **Appendix H**). One report will be a psychotherapy case conceptualization report (see Preliminary Examination Case Conceptualization Evaluation Rubric; **Appendix I**). Candidates will also address questions in an oral examination with their committee (see Preliminary Examination Oral Defense Rubric; **Appendix J**).

ALL PORTIONS OF THE PRELIMINARY EXAMINATION MUST BE COMPLETED NO LATER THAN SPRING SEMESTER OF THE ACADEMIC YEAR PRIOR TO APPLYING FOR INTERNSHIP. NOTE: EXCEPTION FOR THOSE APPLYING FALL 2025.

Grading: Satisfactory/ Unsatisfactory

Students may have three attempts to pass the Preliminary exam. When committee members request substantial revisions for a portion of the total exam, this renders a failed attempt. After a failed attempt, a student will receive rubric ratings for the portions of the exam that require a substantial revision; the rubric will include only quantitative ratings from the committee (i.e., will not include qualitative feedback). Two failed attempts will result in a remediation plan focusing on the deficit area or areas (e.g., treatment conceptualization, integrative assessment). Given the need for remediation, a third attempt will necessarily need to occur in a later semester (i.e., after remediation has been deemed successful by the faculty). Under no circumstances will more than three attempts be allowed.

See the Graduate School bulletin for the policy regarding suspension, appeal, and possible probationary status. http://bulletin.appstate.edu/index.php?catoid=18

F. Dissertation

An empirical dissertation is required for students in the Psy.D. program. The dissertation ensures that Psy.D. program graduates have sophisticated knowledge of research methods, such that they will be informed consumers of research and be able to collaborate in and apply empirical endeavors over the course of their clinical career. From APA Standards of Accreditation:
In general, Ph.D. programs place relatively greater emphasis upon training related to research, and PsyD. programs place relatively greater emphasis on training for engaging in professional practice. Graduates of each type of program or other doctoral degree designations, however, must demonstrate a fundamental understanding of and competency in both research/scholarly activities and evidence-based professional practice.

As noted earlier, the dissertation represents independent scholarly work that is qualitatively different from the preparatory and more heavily supervised foundational project. Most students will meet this requirement via one of the approaches described below. However, projects that incorporate aspects of two or more approaches, but do not conform closely to the descriptions given, will be considered. Such proposals must have the written approval of the dissertation committee members. It is anticipated that this type of proposal will be rare and subjected to scrutiny prior to approval.

As noted above, the dissertation must be an empirical project. A project is considered empirical if it includes objective data; data can be qualitative or quantitative.
See examples below:

> **Needs Assessment**: A needs assessment serves as the starting point to address a community's or an agency's needs and advocate for improvement. Data for determining needs can be collected through surveys, questionnaires, focus groups, public meetings, direct observations, and interviews. Secondary data sources such as demographic data, vital statistics, hospital records, morbidity and mortality reports, and literature reviews also provide valuable information. See the following link for additional information: https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources
>
> **Program Evaluation:** A program evaluation is the systematic application of scientific methods to assess the design, implementation, improvement, or outcomes of a program. See the following link for additional information: https://www.cdc.gov/eval/guide/introduction/index.htm
>
> **Clinical Case Study:** Single case studies involve repeated measures, and manipulation of an independent variable. They can be designed to have strong internal validity for assessing causal relationships between interventions and outcomes.
>
> **Empirical Study:** An empirical study can employ a variety of approaches. Research designs in psychology take many forms, from laboratory experiments to field-based naturalistic measurement.

Psychology Dissertation Guidelines (also check the Graduate School website for additional guidance and resources--https://graduate.appstate.edu/students/professional-development/thesis-and-dissertation):

Prospectus Checklist

- □ Develop a dissertation project under the supervision of the Dissertation Chair.
- □ Form a committee. At least one committee member needs to a core clinical faculty member.
- □ Enroll in PSY 7998 (3 hours). This requires a Special Course Form to be initiated by the student (https://graduate.appstate.edu/node/3345). The dissertation chair is the instructor.

Guidelines for Committee Composition

The Dissertation Committee must have a minimum of three members consisting of the student's Chair and two other members; at least one member must be a core clinical faculty member. Additional members may be recruited from other academic departments as long as they hold Graduate Faculty status, but Dissertation Chairs must have an appointment in the Psychology Department.

The members of the committee should be identified through conversations between the student and Chair. The committee members should be chosen on the basis of their expertise and interest in the topic. The student should approach the faculty members to determine their willingness to serve on the committee.

Dissertation Prospectus Development

The prospectus is a proposal of the student's dissertation. Students are required to use APA format as outlined in the most current edition of the *Publication Manual of the American Psychological Association* when completing their dissertations. No Graduate School pages are necessary for the prospectus with the exception of the signed "Thesis/dissertation Committee Membership" form found on the Graduate School website. The prospectus should contain all of the relevant sections of an APA style manuscript, with the exception of results and discussion.

Dissertation Development and Defense

The dissertation document is a full manuscript and should contain all relevant sections of an APA style manuscript. It should be submitted in APA format, except to accommodate the requirements of the Graduate School. Students must closely follow the graduate school's formatting requirements to ensure timely review and acceptance of the draft.

Guidelines for Dissertation Format

The dissertation will consist of three sections: front matter, dissertation manuscript, and appendices. See the Graduate Thesis and Dissertation Manual for a formatting template: https://docs.google.com/document/d/1rZSY-as89rAr4gMjLLwWwNuyP6_kzfoB/edit?tab=t.0

Front Matter

The formatting of the front matter is dictated by the Graduate School. Students should download the template in Word format and add in their specific information.

Manuscript
The manuscript is the heart of the dissertation. It should be formatted in accordance with APA style (Chapter 2 of the 7th Edition), beginning with a title page and ending with Tables and Figures.

Appendices
Appendices go at the end of the document. If applicable, students should include an IRB/IACUC approval page, a consent form, and a copy of all materials used in their study, unless those materials are copyright protected and should not be published publicly.

Registration for Dissertation (PSY 7999; see POS—minimum of 6 hours)

The committee chairperson will electronically submit the dissertation committee form (https://dynamicforms.ngwebsolutions.com/Submit/Page?form=64a6bb04-b897-4e71-a91f-d4589dc4cc55&section=1019582&page=652516&token=TX13ByhsA3NvYDU3hpkdsHIk0BBoE2twzmAxRMG3axE) with your prospectus and a copy of your IRB/IACUC/IBC approval letter or attestation (where applicable) as an single attached PDF file. All committee member names and the department chair MUST be listed on the committee form. Please keep in mind that the committee chairperson will need the student's name, Banner ID, degree, and email before filling out the form. External members outside of the university can access the form, but they may need to create an account with Dynamic Forms when prompted in order to sign. Once all signatures are obtained, the form will automatically route to the Graduate School for approval, and the committee chairperson and student will be notified when approval is received. You will not be cleared to register for thesis/dissertation hours (5999, 6999, or 7999) until these items are submitted and approved. If you need to change a committee member later, inform the Graduate School by submitting a Committee Change Form (https://dynamicforms.ngwebsolutions.com/Submit/Page?form=9226acec-5a85-40ac-8eb9-18fb84837d42&section=479374&page=391401&token=cInB6qjbOpDVKYsLdtTQbbP5L8QwaAda5-IMfNyFDxE).

Once you have received notification that your committee and/or prospectus is approved, you may submit a Special Course Form to request registration for dissertation hours. The form can be found in the Enrollment Forms section of the Graduate School Forms page and on the program website (https://clinicalpsychpsyd.appstate.edu/program-handbook-resources).

Guidelines for Dissertation Defense
All members of the Committee must attend the dissertation defense meeting, which may be held remotely via an AppState Zoom account if committee agrees. Visitors to the meeting, if any (and if in person), should be seated away from the meeting table at which the student and committee are seated. The one exception is if the Dean attends. The dissertation Chair should introduce all in attendance and request that visitors withhold questions and comments until after the student formally summarizes the study.

The student will present a 10-15-minute summary of the research reviewing the statement of the problem and concentrating on the results and conclusions. The Committee discusses the dissertation, asks questions of the student, and makes recommendations for the final revision.

At the end of the dissertation defenses, the Dissertation Chair should excuse the visitors and the student for a brief executive session. Discussion relative to the final decision will ensue. The Dissertation will either be a) approved with non-substantive revisions, b) approved with substantive revisions, or c) deemed unsatisfactory. In the event of an unsatisfactory result, the committee and the student will meet to discuss requirements for approval.

Checklist

- ☐ Revise multiple drafts of dissertation with Chair.
- ☐ Schedule a date for the defense in consultation with the Chair and committee members. **The defense date must be at least one month before the last day of classes to ensure credit for completion during that semester.** (Note: Check the graduate school website for deadlines: https://graduate.appstate.edu/students/professional-development/thesis-and-dissertation)
- ☐ Give digital or hard copy to committee members (ask their preference) at least one week before the defense.
- ☐ Schedule a space for the meeting with the office manager. Defense may be held remotely via AppState Zoom account if committee agrees.
- ☐ The Committee Chair sends an email invitation for the defense, with the abstract included, to the following people: faculty members interested in the topic (minimally all faculty in the department), the Department Chair, the Program Coordinator/Director, the Dean of the college, the Dean of the Graduate School, and other graduate students in the department or program. This notification should be sent at least four working days before the defense.
- ☐ Defense.
    - If the student wants printed, bound copies, they must use bond paper (see Graduate School website).
- ☐ Revise the dissertation document given feedback from defense meeting
- ☐ In lieu of initial signatures, your dissertation chairperson will send a final pdf version of the dissertation via email (see text below) to the following: thesis@appstate.edu, psychology department chairperson and administrative assistant, PsyD program director, and all committee members.

  "Attached is [name] Dissertation as approved by their committee members. All committee members (along with our department chair and program director) are cc'd here. The thesis uses the APA 7th edition publication manual for style."
- ☐ The Graduate School will review your manuscript (plan on 10-14 days). You will be contacted via email as soon as your manuscript has been reviewed.
- ☐ Once you have received your reviewed manuscript, complete any edits and return the manuscript.
- ☐ The Graduate School will check your edits and ensure they have been completed. Once you have been cleared, you will then receive an email from the Graduate School with further instructions.
- ☐ At this time, you may submit to the School of Graduate Studies, by the "Completed Dissertation" deadline:
    - copies of your final manuscript to be bound (if applicable),
    - a PDF of your manuscript,
    - the index form,

- the release form (see https://library.appstate.edu/about/open-air; will require signatures from all committee members and department chair),
  - students and faculty are encouraged to read the Open AIR options and policies closely (see: https://guides.library.appstate.edu/openair)
- the routing form, and
- a copy of the student accounts receipt showing you paid the binding fee (if applicable)

- ☐ At this time, The Office of Graduate Records will be notified to change your dissertation grade to "S," and your dissertation process is complete. The Graduate School will submit your copies for binding (if applicable).
- ☐ The Graduate School will also post your dissertation in the online repository, which is indexed by WorldCat.
- ☐ If students want printed, bound copies of their dissertation, follow the additional steps explained on the Graduate School website (https://graduate.appstate.edu/enrolled-students/theses-and-dissertations), including payment of a fee.

G. Pre-doctoral Internship

All students are required to complete a pre-doctoral internship equivalent to one full year (i.e., one year full-time or two years half-time). Students are strongly encouraged to seek their internship at one of the APA-approved in the APPIC directory. The internship is considered the culmination of graduate clinical training in the Psy.D. program. It is scheduled to occur during the fifth year, yet part-time, multiyear internships are possible (although uncommon). Please note that a doctoral degree will not be awarded until all program requirements, including completion of the pre-doctoral internship, have been satisfied. Successful completion of an internship requires a letter from the Director of Training at the internship site or a copy of a completion certificate/diploma, which must include the total number of hours completed as well as a final evaluation.

Eligibility for Internship

In order to be eligible to apply for internship, the student must have accomplished, by November 1st of the application year, the following tasks:

1. Earned the master's in psychology degree
2. Passed all parts of the Preliminary Examination (before fall semester of application year)
3. Be approved by the clinical faculty to apply for internship
4. Proposed dissertation* by October 1st
5. Admitted to candidacy
6. Successfully completed any remediation plans (if applicable)

*: "Proposed dissertation" means that the student has successfully passed their proposal per faculty committee consensus; minor changes required by the committee may still be underway.

Internship Application Process

Students will begin meeting with the DCT or Program Coordinator and their Major Professor during the fall and spring of the year prior to submitting applications for internship (i.e., typically the spring of year 3) and will have periodic meetings throughout this year until internship application has been completed. Because applying for internships involves a great deal of preparation (comparable to applying to graduate school) and internships have different deadlines, supporting materials for applications should be prepared ahead of time. The purpose of these meetings will be to provide students with an overview of the internship application process and to begin working on tasks that students will need to be successful internship applicants (e.g., evaluating clinical hours; completing required essays, cover letters, CV, and other application materials; etc.). Graduate students usually apply to a number of internship sites across the country and are required to apply for some internships that are accredited by the American Psychological Association. The Association of Psychology Postdoctoral and Internship Centers (APPIC) publishes an online directory of internship and postdoctoral sites which may be useful in identifying where to apply. The listing is available through www.appic.org. See AsUlearn Projects *PsyD Internship Application Preparation* for relevant resources.

The application form for APPIC listed programs is completed on-line through the APPIC website, www.appic.org. All APPIC internships require an online statement from the DCT specifying that a student is eligible to apply for internship and validating the application

materials (i.e., “approving” the application). All APPIC internship sites also require letters of recommendation from faculty or supervisors, which are also managed electronically. Expect interview invitations between November of the year of application until late January. The majority of sites conduct remote interviews; however, some may prefer face-to-face interviews, which may require financial resources.

In February, applicants and APPIC internship sites submit their preferences to a computer matching firm. In mid-to-late February, on “Match Day,” students, programs, and sites receive word of the final match. Students who were not matched can be considered for the positions that were not filled by electing to participate in Phase II of the match. Phase II openings are generally made available on Match Day and students would go through a new round of applications, interviews, site rankings, and Match Day (mid to late March). A third round is available to prospective interns who do not match during Phase’s I or II called the Post-Match Vacancy. Nationally, the majority of students are placed on their first attempt; however, the number of available spots varies from year to year, and this process is highly competitive. Selections are based on the “fit” of the student’s interests, experience, and individual qualities to the nature of the internship program at a given site. Should students not match, they must be continually enrolled in at least one credit hour per semester. Faculty will work with them to help them secure meaningful professional experiences during such a program “gap year.”

Students must register for a minimum of 3 credit hours of PSY 7999 during internship and must also be registered for at least one-credit hour each semester: Clinical Internship. In addition, interns are expected to track and record their internship hours throughout their internship year, utilizing Time2Track or an alternative system utilized by the internship site.

There is a movement nationally that all training programs and internships must be accredited in the near future. **Per APA standards, students are required to apply to APA-accredited sites for internship**, though not exclusively (see below). It is difficult to predict the future consequences of choosing an internship that is not accredited since there is a constant evolution of health care and licensing laws and guidelines. Listed below are the consequences known at this time:

1) Some states are unwilling to license people who have not had APA-accredited internships. This does not include North Carolina at this time. If you need to know about a specific state, check with the respective State (or Commonwealth) Board of Psychology near to the time of internship for the most up-to-date information. The ASPPB website can also be helpful in this regard (https://www.asppb.net/), particularly this link with Consumer Disclosure information that provides current information on state licensure requirements: https://cdn.ymaws.com/www.asppb.net/resource/resmgr/docs/7.22.21_consumer_information.pdf
    a. Please note that the above license information is updated annually and that states may make changes between updates.
2) Some managed care panels or hospital staff will not include psychologists who have not had an accredited internship.
3) Psychologists without an accredited internship cannot (ever) work in US government institutions such as federal corrections facilities, VA hospitals, Indian Health Service, etc.

4) Some ads for positions specify an accredited internship and, regardless of other qualifications, most of those agencies will not consider applicants without one. Universities and hospitals are particularly bound by regulations that say if the ad calls for a qualification, the person hired has to meet the criteria.
5) Psychologists can currently apply to the National Register of Health Care Providers in Psychology and are eligible for the examinations of the American Board of Professional Psychology without an accredited internship. However, this route requires a considerable amount of extra documentation about the quality and sequencing of their graduate training if one has not completed an APA-accredited program and internship.

Overall, having an accredited internship is safer, especially since consequences of not having one may change in the future.

Internships that are not APA Accredited
Students must request permission from the DCT and the core clinical faculty prior to applying to non-APA-accredited internship sites. Internships accredited by the Canadian Psychological Association (CPA) will be approved. In order to be acceptable, a non-accredited internship must be listed in APPIC or meet the following criteria:

1) The internship experience provides a planned, structured, and programmed sequence of professionally supervised experiences that are characterized by greater depth, breadth, and intensity than pre-internship graduate program-based training.

2) It must occur in an agency, institutional setting, or consortium of such settings, with at least one licensed psychologist. The internship has a clearly designated doctoral-level psychologist licensed by the psychology board in the jurisdiction in which the internship is located who is responsible for the integrity and quality of the internship and who has an obvious presence in one (or more) of the training site(s).

3) It must provide primary supervision by a licensed, doctoral-level psychologist, with a minimum of four hours of supervision each week, at least two of those hours spent in individual, face-to-face supervision. Additional supervision (beyond the required four weekly hours) may be provided by other professionals, including not yet licensed post-doctoral level psychology trainees who are conducting supervision under the direct guidance of a licensed psychologist who is overseeing this work.

4) There must be opportunities for training through seminars, workshops, in-service training, colloquia, multidisciplinary case conferences, etc., on average two or more hours per week.

5) The students will submit a description of the agency mission, clientele, location, facilities, and staff will also be requested.

6) No less than twenty-five percent of the intern's time shall be documented as face-to-face psychological services to patients/clients.

7) The student is responsible for reviewing licensing requirements for any state in which they may wish to practice with attention to the potential requirement of an APA-accredited predoctoral internship. If the internship is outside of North Carolina, students must attend to possible additional requirements of their internship state (e.g., workman's comp policy requirement).

8) It is a full-time, one-year placement of 1800-2000 hours. Halftime internships (for two years) may be arranged.

9) Evaluation must take place at least semi-annually and must include all PWC's categories (i.e., research, ethical and legal standards, individual and cultural diversity, professional values and attitudes, communication and interpersonal skills, assessment, intervention, supervision, consultation and interprofessional/interdisciplinary skills).

Internship Interviews

Students are required to notify their professors and practicum supervisor and site of any practicum/class time that will be missed because of interviews. It is the student's responsibility to make up any missed practicum hours and get necessary information, assignments, projects, or other requirements from the instructor to ensure continued successful academic performance.

Grading: Satisfactory/ Unsatisfactory

Students will receive an Incomplete (I) for PSY 7900: Clinical Internship until the internship is successfully completed (at that time, all grades will be changed). Failure to complete an internship with a Satisfactory grade will result in suspension from the program. See the Graduate School bulletin for the policy regarding suspension, appeal, and possible probationary status. http://bulletin.appstate.edu/index.php?catoid=18

IV. PROFESSIONAL DEVELOPMENT

The purpose of the Psy.D. program is to prepare graduates to function as future professional health service psychologists. Thus, professional development is a core training goal for the program.

Examples of behaviors that reflect positive professional development include:

- Takes responsibility for educational goals by maintaining and meeting one's own deadlines, initiating contact with supervisors/mentors, and allowing supervisors adequate time to respond to feedback requests
- Maintains professional demeanor and dress on practicum/internship sites, when teaching classes, or when interacting with other professionals or the public.
- Respectfully communicates with faculty, staff, and students, including replying in a reasonable time to emails or other communications (within two business days, or sooner depending on the circumstances)
- Avoids cell phone/electronic devices use during professional interpersonal communications and during class
- Demonstrates dependability (e.g., is punctual; completes tasks on time)
- Seeks out and responds appropriately to supervision and feedback (e.g., accepts constructive criticism, incorporates feedback into assignments/reports, changes behavior based upon feedback)
- Demonstrates appropriate time-management skills (e.g., adheres to established timelines, meets deadlines)
- Displays developmentally appropriate level of independence in performing duties
- Engages in self-care and manages stress adaptively
- Shows evidence of ongoing self-evaluation
- Seeks opportunities to develop clinical and practice skills (e.g., attending training workshops or research conferences)

A. Ethics

Graduate students in the Clinical Psychology program are expected to behave ethically and professionally. Students are responsible for knowing and abiding by the Code of Ethics for psychologists published by the American Psychological Association (http://www.apa.org/ethics/code/index.aspx) and the Institutional Review Board (http://researchprotections.appstate.edu/human-subjects/irb-policies-guidelines) guidelines and requirements for conduct of research with human participants.

Behavior that clearly violates the APA ethical guidelines or standards of professional conduct will not be tolerated and may result in significant program consequences, including, but not limited to, a remediation plan, modifications of an individual student's POS, re-examination of a specific competency requirement, failure to be admitted to candidacy, and/or possible termination from the program.

B. Academic Integrity

Academic dishonesty will not be tolerated by members of the Clinical Psychology Program. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records or any other act that gives the student unfair/undeserved academic advantage over other students. Violations of the academic integrity policy will result in the immediate initiation of student disciplinary action as directed by the instructor of record. As a community of learners at Appalachian State University, we must create an atmosphere of honesty, fairness, and responsibility, without which we cannot earn the trust and respect of each other. Academic dishonesty detracts from the value of an Appalachian degree. The Clinical Program will follow the provisions of the Academic Integrity Code, which can be found on the Office of Student Conduct website: www.studentconduct.appstate.edu.

Artificial Intelligence (AI) Policy:

The AI landscape is evolving rapidly. The PsyD program does not consider the use of AI (e.g., ChatGPT) as a primary or secondary source (unless the topic under study is AI text output). At this time, it is unclear where an AI is drawing its information from, and if the AI provides citations, we do not know if they are accurate. Further, we do not know whether any given content generated by an AI is plagiarized.

Here is initial guidance for students in the PsyD program. Students are permitted to utilize AI in their written work under the following conditions, unless an individual instructor or mentor has a more restrictive policy:

(1) Students may use AI for brainstorming purposes or to explore topics, but any text created from AI is not considered to be scholarship. Students are responsible for finding the primary sources where the information was derived. They must locate and read the original source of the AI output, ensure its accuracy, and must paraphrase and appropriately cite the original source content.

(2) Students are not permitted to turn in work for essays and assignments created by AI even if they paraphrase the AI-generated content and cite the AI software as the source. An exception would be if AI-generated content was being used as an example of AI text generation. In such a case, the AI would be cited as the source of the material.

(3) Using AI-generated text in coursework outside of the guidelines above may result in a report of academic dishonesty and program probation.

(4) In practicum courses (and at your practicum sites unless given explicit permission), you are NOT allowed to use AI tools such as ChatGPT and Gemini for assistance on your assignments, notes, or report writing. While AI systems can provide valuable support and insights during the learning process, there are ethical and legal concerns for using them with client/patient information and data. Some of these concerns center around informed consent to use, safety and transparency, algorithmic fairness and biases, and data privacy. Further, to be a competent clinician in grad school and your careers, you will need to thoroughly understand the concepts and processes taught at your practicum sites.

C. Additional Professional Development Responsibilities

Student Representative: Each cohort will identify an official representative who serves as a liaison to the faculty (e.g., to facilitate program development and serve as a student voice). The DCT will help facilitate the process, but this will be primarily student-led at the cohort level. The representative will be appointed for a one-year term with the possibility of reappointment and may be asked to join for select faculty meetings.

***Clinical Brown Bag Meetings, Colloquia, and other Educational Meetings outside of Coursework*:** During the first semester in the program, regular meetings will be held with first-year students. In addition, the program regularly holds 2-3 "brown bag" meetings each semester for all students and faculty. Students, faculty, and/or guest speakers often present during these meetings, and at least one of these meetings each semester is dedicated to diversity/social justice training. Each student will present at a minimum of one brown bag meeting during their time in the program. Brown bag meetings are generally held at noon or 1pm, or during a time when students do not have class. Although students may have potential conflicts with practicum or assistantship responsibilities, *it is expected that students will make every effort to attend all of these meetings*. Practicum and assistantship supervisors should be notified in advance (students will generally receive these dates during the late summer for fall brown bags, and during the late fall for spring brown bags) of the need to for students to attend these meetings. Feel free to bring a lunch to these meetings.

In addition, the Psychology Department sponsors periodic colloquia featuring distinguished psychologists from across the country, departmental faculty, and faculty job candidates. Colloquia almost always take place in the time slot of Friday at noon or 1pm and job candidate interviews tend to be scheduled Mondays/Wednesdays at 1pm. This provides an opportunity for students to increase their breadth and/or depth of exposure to important areas of our discipline. Graduate students *are expected to attend* brown bag meetings and colloquia that are of a clinical or cross-disciplinary nature while in the program unless they obtain permission from their Major Professor and the DCT in advance.

Professional Liability Insurance: Students are required to obtain student liability insurance. ASU provides liability insurance to students enrolled in practicum or internship. However, all students will need to obtain individual professional liability insurance within one month of matriculation (i.e., it is a good professional practice to carry individual professional liability insurance). Thus, students need to start student liability insurance within the first month of commencing graduate study, maintain this insurance through graduation, and provide Ryan Kennedy with a copy of the current policy each academic year.

Students can obtain liability insurance for a modest fee. See links below for two reasonable options:
https://www.americanprofessional.com/covered-professions/student/
https://www.trustinsurance.com/Products-Services/Student-Liability

Professional Communications & Availability: It is critical that all students supply the Psychology Department Office Manager with their current legal name, mailing address, and

telephone numbers and that this information be kept current. In addition, it is expected that students will check their @appstate.edu email account on a regular basis (at least every 24 hours Monday-Friday) and use this email for electronic communications related to the program.

Record-keeping: Students are expected to keep a log of all clinical activities and hours. Each student will be required to purchase a program called Time2Track in order to record their clinical hours and the nature of these experiences (cost equals approximately $60/year, although this may change across time). Students will need to provide a paper copy of their documented hours to their practicum instructor(s) at the end of each semester of practicum experience and to the DCT at the end of their internship (will need to be signed by the student and their supervisor). The Practicum instructor may ask to see this mid-semester also. This documentation of clinical training hours will be valuable, first in applying for internship and also when applying for licensure in the future. See **Appendix K** for resources related to documentation of clinical hours. In addition, students are expected to maintain copies of all syllabi as they may need these materials for licensure application(s).

Program-level student records are stored electronically on a secure server that meets Appalachian State University's highest level of data security (see https://security.appstate.edu/sites/default/files/data_classification_guidance_1.pdf).
The drive is accessible to core program faculty as well as the department administrative assistants. Students can gain access to their records by request to the DCT or the Department Chairperson.

Materials in the student record include:
1. Handbook agreement form (student submits)
2. Student Annual Evaluation Forms (co-signed and submitted by the student)
3. Student Self-Reflection Forms (student submits)
4. Practicum/Internship Evaluation forms (student submits; Internship Training Director submits)
5. Time2Track hours log (student submits)
6. Dissertation Evaluation form (student receives from chairperson)
7. CVs (student submits with Preliminary Examination)
8. Preliminary Exam Evaluations (student receives electronic copy after defense)
9. Remediation Plans (student receives copy from faculty; **see Appendix L**)
10. Formal Student Grievances (student submits)
11. Any other evaluations/documentation of any issues related to progress through the program (student submits or receives copy)
12. Any official correspondence between the student and the program and any formal actions that have taken place (student is involved and has documentation)

Students have access to their electronic Degree Audit and unofficial transcripts via AppalNet. Appalachian State University's Record Retention Policy is publicly available at https://policy.appstate.edu/index.php?title=Record_Retention_Policy&redirect=no and follows the UNC System Record Retention and Disposal policy located at https://files.nc.gov/dncr-archives/documents/files/university_gs_amendments_2020.pdf

Professional Involvement: Full professional development requires more than attending classes and satisfying degree requirements. Students should become involved, according to their interests, with a larger network of psychologists and professionals within the university and at regional, national, or international levels. Students are encouraged to become professionally involved in organizations such as the American Psychological Association (APA), American Psychological Society (APS), Association for Behavioral and Cognitive Therapies (ABCT), Southeastern Psychological Association (SEPA), North Carolina Psychological Association (NCPA), National Association for Rural Mental Health (NARMH), or other professional organizations. Most of these organizations offer student membership at reduced fees.

***Responsible Social Media*:** Students are encouraged to consider the implications and potential ramifications of any information they share in the digital realm. Clients/patients, employers, students, faculty, and prospective internship sites, among others, often search for student/clinician information online, which can lead to their obtaining a variety of information about the student/clinician. The Clinical Program strongly encourages students to carefully consider their privacy settings on social media sites, as well as the information they share in the digital realm and to approach all digital interactions, especially those in which they represent themselves as students in the program or professionals in training, in a manner that is consistent with generally accepted professional and ethical standards. Students are encouraged to join professional networking sites (e.g., LinkedIn, ResearchGate, and/or other professional groups related to the student's interest).

D. Student Problems with Professional Development and Demonstrating Competencies

Our faculty understand that graduate school is challenging and that our students are human. Our faculty wishes students to succeed. Ethically, we must also consider the welfare of the clients that students serve and other students in our programs. If or when issues of concern arise for students struggling to achieve any profession-wide competency, including personal self-care and/or adjustment, the Clinical faculty will privately consult with them to assist in remedying these concerns. Such behaviors will be addressed by the faculty, at a minimum, during the student's annual evaluation/review, if not sooner. Consequences could include a formal remediation plan or a faculty vote to disallow the student to advance in the program.

Working with Diverse Population:

Our program is dedicated to preparing professional psychologists to serve a diverse public; thus, skills in working with diverse clients is a key competency in our program. In doing so, we have adopted the following statements prepared by the APA Board of Educational Affairs to be consistent with the APA Ethics Code (see statement below and at http://www.ccptp.org/assets/docs/ccptp%20sample%20policy%20final_12_19_14%20final.pdf) and the Guidelines and Principles for the Accreditation of Professional Psychology Programs of the APA's Commission on Accreditation (APA, 2012):

We are committed to a training process that ensures that graduate students develop the knowledge, skills, and attitudes to work effectively with members of the public who embody

intersecting demographics, attitudes, beliefs, and values. When graduate students' attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to effectively treat members of the public, the program faculty and supervisors are committed to a developmental training approach that is designed to support the acquisition of professional competence. We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all clients/patients.

For some trainees, integrating personal beliefs or values with professional competence in working with all clients/patients may require additional time and faculty support. Ultimately though, to complete our program successfully, all graduate students must be able to work with any client placed in their care in a beneficial and noninjurous manner. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, students do not have the option to avoid working with particular client populations or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values.

In some cases, tensions may arise for a student due to differences in beliefs or values with clients. Because the students will have to navigate these sorts of clinical situations in their future practice careers, the program has a responsibility to prepare students to do so in a safe and ethical manner. The program will respectfully work with students as they learn how to effectively practice with a broad range of clients. Thus, students should expect to be assigned clients that may present challenges for them at some point in training.

If trainees do not feel comfortable or capable of providing competent services to a client because it conflicts with the trainee's beliefs or values, it is the trainee's responsibility to bring this issue to the attention of his/her supervisor. Because client welfare and safety are always the first priority, decisions about client assignment and reassignment is the responsibility of the faculty/supervisors.

Diversity Statement

ASU offers a Doctorate of Psychology (PsyD) in Clinical Psychology with a focus on improving the health and well-being of the people of rural Appalachia and other underserved communities. Our program includes additional emphases on cultural diversity and social justice broadly defined to include (but not limited to): age, sex, gender identity, race, ethnicity, family background, national origin, religion/spirituality, sexual orientation, body size and physical appearance, visible or invisible disabilities, socioeconomic status, language, culture, rurality, and intersectionality.

Embracing respect for diversity is central to the values of our faculty and is consistent with the American Psychological Association's Ethical Principles and Code of Conduct and is encouraged in the APA Multicultural Guidelines (2017). Our faculty support efforts to advocate for social justice and to prevent further injustice, marginalization, and devaluation of individuals from all walks of life, particularly in respect to quality of healthcare.

Faculty wish for prospective students and trainees to understand the importance of becoming clinicians and researchers who adamantly respect aspects of diversity described above in all of their work. We recognize that no individual is free from all forms of interpersonal bias and

prejudice, and we strive to actively pursue self-examination and maintain a critical commitment to overcoming such biases with respect for diversity and inclusion.

We work to create a training program that emphasizes openness to learning about others who are different from our personal identities. We strive to create learning environments in classrooms, clinical practica, and research labs that are based on respect, safety, trust, and inclusion for all individuals. We encourage all members of our training community to commit to a lifelong, iterative pursuit of multicultural competence.

Anti-Racism Statement

The Clinical Psychology PsyD Program at Appalachian State University recognizes the complex historical forces that have led to the development and maintenance of systemic racism in our institutions, divisive speech and racial prejudice in our communities, and widespread implicit bias against people of color in our day-to-day lives. Moreover, we acknowledge that these forces continue to operate to the present day. We condemn in the strongest possible terms the murders of George Floyd, Ahmaud Arbery, Brianna Taylor, Trayvon Martin, Philando Castille, and the many other Black and African American individuals who have lost their lives at the hands of racially motivated violence and police brutality. As a faculty, we affirm that Black Lives Matter. In response, we commit to recognizing, calling out, and dismantling longstanding patterns of racism and promoting racial equity within higher education, healthcare, our communities, and society more broadly. To accomplish this, we will: denounce racist practices wherever we see them and whomever they target; examine and reflect on the ramifications of programmatic decisions on the access, success and well-being of all people of color; integrate social justice as a core value in courses across our curriculum; and strive for racial equity in both applicant selection and training experiences. We invite all faculty, staff, and students to engage in this transformative process as we move towards a more just future.

Indigenous Land Acknowledgement

The Clinical Psychology PsyD Program at Appalachian State University acknowledges and honors the (Cherokee), the yeh is-WAH h'reh (Catawba), and other Indigenous peoples whose ancestral lands we occupy.

Student Problems Interfering with Professional Development:

Students should be familiar with the Code of Ethics for psychologists published by the American Psychological Association (http://www.apa.org/ethics/code/index.aspx). The specific portion of the current Code of Ethics that address personal problems and conflicts is restated below:

> **2.06 Personal Problems and Conflicts**
> (a) Psychologists refrain from initiating an activity when they know or should know that there is a substantial likelihood that their personal problems will prevent them from performing their work-related activities in a competent manner.

> (b) When psychologists become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance, and determine whether they should limit, suspend, or terminate their work-related duties.

Students are encouraged to engage in self-reflection throughout the program and to attend to personal self-care. Resources are available to support self-care efforts (e.g., see page 16 for Student Support Services).

Appalachian State University Policy Statement on Drugs and Alcohol: Appalachian State University is committed to maintaining an environment that supports and encourages the pursuit and dissemination of knowledge. All members of the academic community -- students, faculty, administrators and staff-- share in the responsibility of protecting and promoting that environment and all are expected to exemplify high standards of professional and personal conduct. The illegal or abusive use of alcohol and other drugs by members of the academic community adversely affects this educational environment. North Carolina and federal laws restrict or prohibit the use of alcohol and other drugs in various contexts. The illegal or abusive use of alcohol or other drugs is not compatible with personal health and welfare and the pursuit of academic excellence and will not be tolerated by Appalachian State University on the campus or as part of any institutional activities. See University Policy 106, Drugs and Alcohol and the Student Code of Conduct.

In addition, in accordance with the **Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989, and the Higher Education Opportunity Act** (Public Law 110-315) adopted by Congress in 2008, Appalachian State University prohibits the unlawful manufacture, possession, use or distribution of controlled substances or illicit drugs on its campus. The University will take all lawful actions necessary to eliminate illegal drugs from the University community. Appalachian State University adheres to the University of North Carolina policy on Illegal Drugs, adopted by the Board of Governors on January 15, 1988, and published in *The UNC Policy Manual*, section 1300.1.
See http://www.northcarolina.edu/policy/index.php

Drug and Alcohol Testing: If a student exhibits signs of ineffective professional functioning, unusual behaviors, unexplained behavior in the class, clinical environment or anywhere on practicum, internship, or University premises, the Psy.D. Program reserves the right to require drug or alcohol testing, at the student's expense. For example, observable signs could include slurred speech, excessive and unexplained sick leave, or erratic behaviors.

Failure to pass a drug or alcohol test, failure to undergo a required test, or an altered drug-screen biological sample may result in dismissal from the Psy.D. Program. If a drug test produces a positive result and a valid, related prescription is in place, the test will be deemed negative. For the purposes of this policy, a prescription deemed valid needs to be verified as such by the prescribing physician and used for the intended purpose.

Upon such a request from the program, students must undergo drug or alcohol testing at a University-approved drug or alcohol screening laboratory and bear all expenses associated with

meeting these requirements. The University has entered into contracts with vendors that conduct the background checks and drug/alcohol screens (if required) at a reduced rate.

In addition, students are responsible for complying with requirements at their practicum facilities, which may include criminal background checks, sex offender registry checks, healthcare/immunization requirements, and/or drug and alcohol screens.

If issues of concern arise for students struggling to achieve any profession-wide competency because of alcohol and drug use, the Clinical faculty will privately consult with them to assist in remedying these concerns. Such behaviors will be addressed by the faculty, at a minimum, during the student's annual evaluation/review, if not sooner. Consequences could include a faculty vote to disallow the student to advance in the program or development of a formal remediation plan.

Process for Required Screenings: If a criminal background check (CBC) or drug/alcohol screen is required, the following process will be followed:

1. The student will receive an email (or emails, if both a CBC and drug screen are required) from Certiphi.com (or another vendor approved by the University). The emails will contain instructions for ordering your background check and/or completing your drug/alcohol screen.
2. The student will pay any fees for background checks or drug/alcohol screens in a timely manner. Additional background checks may be necessary for certain training sites.
3. The vendor shall provide results in a secure method to both the student and the University.
4. If the drug/alcohol screen was required due to concerns of the PsyD program or if the test comes back with a positive result, a meeting will be scheduled between the student, the Program Director, and any other necessary University representatives.

Resources available to students**:**

- Office of the Dean of Students Office: http://deanofstudents.appstate.edu/
- Office of Human Resources: https://hrs.appstate.edu/
- Counseling for Faculty and Staff: https://cfs.appstate.edu/
    - Given students often train at the campus Counseling and Psychological Services Center (CAPS), Psy.D. students are eligible for free confidential counseling services via Counseling for Faculty and Staff
- ASU Wellness & Prevention Services: http://wellness.appstate.edu/

Applicable University Policies:

- Appalachian State University Policy Manual Employee Abuse of Alcohol and other Drugs: http://policy.appstate.edu/Employee_Abuse_of_Alcohol_and_Other_Drugs
- University Police: https://police.appstate.edu/alcohol-drugs-weapons
- The Code of Student Conduct: https://studentconduct.appstate.edu

V. Student Reviews of Progress and Due Process

A. Student Annual Reviews and Evaluation of Progress

Progress and performance for all students are formally reviewed, at a minimum, by the Program faculty annually. All such reviews gauge adjustment and progress in the program and facilitate remediation plans for any significant problems. Faculty and students (in self-evaluations) will review academic performance, assessment of clinical skills development, professional development, research progress, graduate assistantship performance, and progress toward program goals and benchmarks.

Students complete a self-evaluation (**see Appendix E**; at least annually and each semester during the first year) and return it to their Major Professor. The self-evaluation form is to be submitted electronically (as an e-mail attachment) and will be kept in the student's file. In a series of program faculty meetings, information provided by the student, grades, and input from faculty, and assistantship and practicum supervisors will be considered in evaluating the student's progress during the academic year.

Each student will receive written feedback from the faculty at the start of the fall semester to capture the previous academic year (**see Appendix F**). The Major Professor will meet with the student to review the written evaluation feedback, the student's standing in the program, and review goals for the coming year. Faculty and students will be asked to sign this review as an understanding of agreement between them, and it will be maintained in the student's file).

B. Student Due Process and Grievance Procedures

As described fully above, the intent of our program is to prepare graduates to function as future health service psychologists. Thus, professional development is a primary program goal. The Clinical Program's expectations include, but are not limited to, the development of the following competencies: communicating respectfully with faculty, staff, and students; demonstrating dependability, seeking out and responding appropriately to supervision and feedback, and showing evidence of on-going self-evaluation. These competencies are also articulated in the practicum evaluation form (Appendix D), and the annual student self-evaluation form (Appendix E) and annual student evaluation form (Appendix F).

Unethical or Problematic Student Professional Behavior:

If the student's performance in the program is deemed problematic with respect to academic, clinical, professional, research, or ethical concerns, the faculty will confer and vote on one of the outcomes (1. a-e) listed below. Students who earn an overall GPA that falls below 3.2 will be expected to complete a corrective work plan (see **Appendix A**) to identify and address issues that may be contributing to the lower GPA and to help prevent the student from falling below a 3.0, which has funding implications and requires Graduate School approval for continuation (see below). The Graduate School's appeals process is described in this link: https://bulletin.appstate.edu/content.php?catoid=33&navoid=2050#appeals-processes

Per the Graduate School policy, the following describes the process that the clinical faculty will follow in handling concerns of problematic student academic performance or behavior internally within the Psychology Department.

Problem Classification:

1) Initially, the alleged problem will be discussed in a core meeting by the DCT, student's Major Professor, and other faculty members or supervisors relevant to the incident(s). This group will be responsible for documenting evidence of the problem, classifying the problem as described below, and making a recommendation for action. Actions that may be taken by the faculty involved in the disciplinary discussion include, but are not necessarily limited to, the following:

    a) No problem has occurred.

    b) A problem has occurred, but clinical faculty agree that the problem was minor, will resolve itself, and no formal remediation will be required. The "problem" and resolution will be described in the annual review feedback. The student's advisor or designee will, however, document that a disciplinary issue was discussed and this documentation will be placed in the student's file.

    c) A problem has occurred and a corrective work plan or remediation plan is needed (see https://clinicalpsychpsyd.appstate.edu/sites/default/files/remediation_plan.pdf). Corrective work plans (see **Appendix A**) are driven by the student and have more to do with difficulties in meeting personal or program timeline goals, whereas remediation plans have to do with deficits noted in core competencies. Faculty members will work with students as needed to prepare the appropriate sort of plan, reviewing the final version with the student and having both the student and faculty member(s) sign the plan to denote their agreement to abide by the requirements of the plan. Such plans will be kept in the student's file and will be available for review by any of the core clinical psychology department faculty.

    d) A serious problem has occurred, placing a client/patient, other student, or faculty member's safety at risk. The clinical faculty may require that the student cease their practicum or other academic activities immediately. This will be stipulated in writing and signed by the faculty member with the initial concerns and the faculty in program leadership. There will be no reimbursement of tuition or special arrangements to students who are required to cease practice.

    e) A serious problem has occurred, clinical faculty have stipulated in writing that the students must cease and desist practicum or other academic activities, but the student persists in such activity. This will be cause for immediately suspension from the program. There will be no reimbursement of tuition or special arrangements to students who are required to cease practice.

NOTE: Documentation of two or more problems classified as “c” or “d” above within a two-year period may result in suspension or dismissal from the program.

Due Process:

2) Specifically in the case of remediation plans, the problem and recommended actions will be discussed with the student by the DCT and Major Professor and/or supervisor(s) within 5-10 working days of the initial core meeting. The student will have the right to review all evidence and information documented in the core meeting. The student must be given a reasonable amount of time, no less than five business days, to review all written documentation or evidence. The student will also be informed of the process described in subsequent steps.
   a) Following this meeting, the student may choose to appeal to the Department Chair for dismissal of the allegations on the basis of insufficient evidence for an infraction. The appeal must be made in writing within five days of the student meeting.

3) The Core Clinical Faculty will be convened for a discussion of the recommendation(s) made the DCT, Major Professor, and other involved faculty or supervisors 5-10 days after the core meeting. The student will be invited (but not required) to make a statement and answer questions at the beginning of the meeting. The student may be accompanied or advised by a person of their choice provided this individual is not themselves involved in the incident(s) under review and is not another student in the Psy.D. program. Additionally, the student will be given the opportunity to present any evidence they possess.

4) The student statement will be followed by a closed-door discussion of the problem and recommendation. Recommendations may be amended with the approval of the majority of faculty. The core clinical faculty will vote to approve or disapprove the recommendation. The recommendation of the core clinical faculty will reflect the actual nature of the problem (if one has, in fact, been found to have occurred) and the nature of remediation /response.

5) The majority decision will be written by a Core Clinical Faculty member who agreed with the majority perspective. Consistent with nature of the vote, the written decision will reflect the actual nature of the problem (if one has, in fact, been found to have occurred) and the nature of remediation /response. The remediation /response recommended by the Core Clinical Faculty may include but is not limited to: dismissal of the allegations, documentation in the student’s file that a minor infraction /violation has taken place and no formal remediation will be required, preparation and implementation of a remediation plan, or suspension and/or expulsion from the program and from the university.

6) The written decision(s) and the recommendations for remediation /response will be submitted to the chair of the department for implementation. A copy shall also be provided to the student and will be in the student file

7) Should the student feel unfairly treated during the above process, they may file a written appeal with the Graduate School Associate Dean (see below) and follow that procedure.

Graduate School Requirements and Appeals Process:

All graduate students at Appalachian State University must maintain a Grade Point Average (GPA) of 3.0 or higher, must pass all classes, and must successfully advance to candidacy. As described in the Graduate Bulletin "Appalachian reserves the right to exclude, at any time, a graduate student whose performance is unsatisfactory or whose conduct is deemed improper or prejudicial to the best interest of the University." Furthermore, in accordance with Graduate School policy, graduate students who meet one or more of the conditions below will be **academically suspended** from further graduate study at Appalachian.

- Unacceptable grades, including
  - Cumulative GPA less than 3.0,
  - 4 or more grades at the C level, or
  - Any failing grades (U or F). NOTE: a C- is the minimum passing grade for the Graduate School.

    PROGRAM NOTE: the PsyD program requires a B- or higher in all courses; in some cases, if a student earned a C or a C- this may be achieved in coordination with the Program and the Graduate School via repeating a course.
  - See grade appeals policy at https://academicaffairs.appstate.edu/resources/final-grade-appeal-procedure

- Denial of candidacy (e.g., serious professional and/or ethical concerns that threaten safety (learning community, clients); repeated professional and/or ethical concerns that have not been addressed in a satisfactory manner via remediation efforts .

Request for Academic Return: Students with a GPA under 3.0, with four or more grades at the C level, or with a failing grade can petition to return for one semester on academic probation. This petition should be made to the program director/DCT or department chairperson; if the department supports the request, they will in turn seek Graduate School approval.

Appeals Process: If the department denies the request for a semester on probation, the student can formally appeal to the Graduate School in writing (via email or mailed letter to the Associate Dean). Be sure to be detailed and specific about the circumstances leading to the poor performance and reasons the student can return to good standing in one semester.

If the Graduate School denies the request for a term on probation, the Dean of the Graduate School will forward the request to the appeals committee. This committee of three members from departments other than Psychology will review all of the materials the student submits, as well as information submitted by the department and the Graduate School, and they will make a binding decision. This process can take some time, so a student could likely find that if their appeal is successful, they will actually end up returning in a later semester.

Denial of candidacy can also be appealed to the Graduate School in writing. The Associate Dean of the Graduate School coordinates the appeals process. This appeal will go straight to an ad hoc appeals subcommittee of the graduate faculty for review. This committee of three members (from departments other than Psychology) will review all of the materials the student submits, as

well as information provided by the department and Graduate School, and they will make a binding decision.,This process can take some time, so a student could likely find that if their appeal is successful, they will actually end up returning in a later semester.

See Graduate School website for additional questions related to appeals: https://graduate.appstate.edu/enrolled-students/frequently-asked-questions/suspension-and-probation

Funding Implications: If a student's GPA falls below 3.0, they will no longer be eligible for graduate assistantship funding (during the probationary term at a minimum). Many Graduate School fellowships (e.g., North Carolina Tuition Scholarship) require that a student maintain an average GPA above 3.0.

Student Reports of Infractions Observed in Others:

All students in the program should be aware of their responsibilities for addressing unethical behavior in others, be they fellow students or faculty members. When students note ethical concerns on the part of fellow students or faculty members that are of a minor nature, they are advised to attempt to remediate the problem informally by discussing it with the party in question.

For problems of a more serious nature or that involve situations where the student may not be comfortable approaching the party in question, students are advised to discuss the situation with their Major Professor, the DCT, or the Department Chairperson, as appropriate. In cases where a student is uncertain as to the severity of the infraction, they should confer with a faculty member. Students may also consult with the university Ombud on these matters.

It is very important that students understand the full scope of responsibilities related to reporting concerns. For the sake of client/patient safety, it is important for students to address ethical concerns either through informal discussion with the party in question or by bringing their concerns to the attention of their advisor or the DCT or the Department Chair.

However, when carrying out this responsibility to address concerns, it is important that students understand the following:

1. Disciplinary action can only be taken if allegations are shown to be true. Evidence will be required before any disciplinary action takes place. In some cases, evidence may be the account of a credible witness. Anonymous statements are not considered to be credible evidence. Students witnessing and reporting concerns will probably be expected to provide credible substantiation in the form of written and signed statements and/or by providing information in person.

2. Spreading unfounded or unsubstantiated allegations among students, faculty, or others is itself an ethical violation. Students should not involve themselves in unofficial discussions about disciplinary matters.

3. In the sincere spirit of facilitating mental well-being for all, the program faculty and staff want to be available to students and open to frank discussions about concerns and issues of many types, including both professional and personal matters. However, faculty and staff cannot promise any student complete confidentiality at any time when discussing such concerns. Faculty and staff may have to act upon information which implies a threat to the program or to persons involved with the program, including students, clients/patients, or colleagues. Because we are committed to the healthiest possible development of all of our students, faculty and staff, we will try to act in the best interests of all parties.

4. Faculty and staff are not likely to be at liberty to share information about past, present, or current disciplinary actions. The fact that students may not learn about the outcomes of all discipline-related decisions and activities does not mean that these issues are not being addressed or that student concerns are being ignored.

5. Faculty are considered to be "responsible employees" and may be required to report certain infractions through ASU's Title IX office (see website for more information: https://titleix.appstate.edu/reporting).

VI. FINANCIAL

A. Program Costs

Students should expect to pay tuition (and fees). View current tuition figures.

A limited number of out-of-state tuition waivers are available on a competitive basis, typically during the 1st year of study (not guaranteed). Students who are not claimed as dependents and can officially document independence may apply to establish NC residency for their second year.

- Note that the Psy.D. program of study requires summer registration. Less than half-time summer enrollment (half-time = 5-6 hours) will not qualify for additional financial aid. See the following link for additional details: https://financialaid.appstate.edu/apply/terms-and-conditions

In addition, students should expect to pay for books, and other class-related costs (e.g., assessment protocols).

Textbooks: Beginning Fall 2022, graduate students will be charged a $70 rental textbook fee, which will provide them access to materials for all courses on a rental basis for each term. *Students may opt out of the textbook rental program by the deadline* (for example, if they prefer to purchase and keep textbooks or have limited need for materials during a term) *and will not be charged*. All enrolled students will receive communications from the University Bookstore with instructions on how to access their course materials. More information about textbook rentals can be found on the Bookstore's Textbook Rental Program page. The core PsyD program faculty do not plan to utilize the textbook rental program. Please check with non-core program faculty about availability of rental textbooks as you make your decision concerning participation in the rental program (e.g., if faculty are not utilizing the program or if you wish to purchase books for your personal library/resources be sure to opt out of the program).

Finally, students are responsible for the following program-specific costs:

1. Time2Track account (approximately $100/year)
2. Liability coverage (maintained throughout time in the program; approximately $35/annually)
3. Written preliminary examination cost (approximately $80/administration)

B. Funding

All students will be offered a graduate assistantship ($24K/academic year) and associated financial support for four years. Funding will be dependent upon **adequate progress in the program** (see program of study and timeline for details).

GRADUATE ASSISTANTSHIPS

The graduate assistantships require approximately 20 hours of work per week. Students are assigned assistantships and contracts one semester at a time. Decisions for the second and subsequent semesters are based upon student performance, grades, progress in the program, and the needs of the department. Students holding assistantships must be enrolled in a minimum of 9 hours of coursework, maintain a 3.0 GPA or better, track their assistantship hours worked on a monthly report form, and attend the graduate school's orientation on ethics and confidentiality. Early course registration is imperative for students with assistantships to avoid a delay in payroll.

While some of these assistantships may involve relevant clinical work including supervision, these positions are considered to be employment and may not involve actual clinical work. The assistantships fall into the following categories:

1. *Research Assistant (RA):* A research assistantship is typically assigned to first-year students. The primary responsibility is to help a faculty supervisor complete research by gathering data, reviewing literature, and completing drafts of research manuscripts, etc., in order to support the faculty research program. Even though students are often assigned to a RA under the supervision of their Major Professor, students' work towards their thesis or dissertation is considered INDEPENDENT from their assistantship work/hours.

2. *Graduate Assistant (GA):* This assignment may involve clerical service in which case the student might be assigned to assist the office staff or faculty. For example, a GA may coordinate our undergraduate research participation program (helps investigators secure subjects, space, etc.). Graduate Assistants also help faculty with advising, teaching, and administrative responsibilities. This may include such tasks as conducting classroom demonstrations, grading exams, updating student records, etc. GAs with access to student files or products must sign a confidentiality pledge.

3. *Graduate Teaching Assistant (GTA):* This assignment involves assisting a faculty member primarily in their teaching responsibilities. Duties may include assisting in preparation of lectures, classroom activities, and exams, scoring exams or papers, and occasional teaching. GTAs with access to student files or products must sign a confidentiality pledge.

4. *Graduate Teaching - Instructor of Record (GTF):* A teaching assistantship entails responsibility for a section of a course or a lab. This assistantship is only available to *fourth-year* students to teach one course per semester (or two labs) for a total of two courses (or four lab sections) across the academic year. Potential GTFs must take PSY 5011, the Teaching of Psychology, during the spring semester of their second or third year and every semester in which they teach.

Assistantship Information from the Graduate School

What is expected of GAs, GTAs and RAs?

Work all of the hours agreed upon in your contract.

Do not exceed the number of hours in your contract. No additional hours are to be worked without prior approval from the Chair of the department in writing.

Record your working hours and acquire your assistantship faculty supervisor's signature on a paper time sheet. Submit this to The Psychology Department Office Manager in the psychology office no later than 10 am on the 15th and the last working day of each month. Students with multiple supervisors will need to document the number of hours for each supervisor and seek signatures from all supervisors. Late timesheets will cause a delay in pay.

GAs and RAs are also required to report their working hours online (mandatory online training to be provided).

No holiday work is permitted.

Be on time and behave in a professional manner.

The department depends on you. If you must miss a duty, let the department know as soon as possible.

You are given a copy of your contract when you sign it. Keep it in a safe place for future reference. Your copy has information you need to know (the number of hours you agree to work, supervisor, and term of the assistantship).

All GTAs, GAs and RAs are required to attend the orientation offered each fall by the Graduate School (check with your department and watch AppalNet announcements area of your ASU email for dates and times).

All graduate assistants having access to any confidential student information must attend the Legal Issues seminar offered by the Graduate School each year (check with your department and watch AppalNet announcements for dates and times).

As with all employees of the university, you are required to know and abide by confidentiality rules, regulations and laws.

Check your ASU AppalNet Email and announcement page regularly. You are expected to use these tools to obtain important announcements and emails sent out by the Graduate School.

Check your ASU post office box regularly.

Paycheck, W-2, mailing address information:

Paycheck direct deposit will be set up through HR at the time of I9 and tax form processing. At the time of your meeting with HR to process this paperwork, please be ready to provide a valid passport or Social Security Card (unaltered: laminating a SS Card is illegal and makes the document unacceptable) and driver's license, state issued ID card or certified birth certificate. Please bring a canceled check for direct deposit set up. Other forms of appropriate IDs may be found listed on the I9 Form.

Paychecks are direct deposited on the 15th and last working day of the month. The pay will be based on the number of hours reported in a given time period. Per the university policies, you may not begin work until a contract has been filed.

If you do not receive your paycheck, or the amount of the check seems incorrect, contact the payroll office (828-262-6422).

W-2 forms are sent to the permanent address on the Biographical Data Sheet that you filled out when you signed your contract. If that address changes, it is your responsibility to contact Human Resources (HR) and the payroll office (828-262-6422) requesting in writing that your permanent address be changed. Please note that this address change is only for payroll. You must contact the Registrar's Office to have addresses updated in the student information system (J.E. Thomas Building, 1st floor, Phone 262-2050).

Contracts should be printed and returned to The Psychology Department Office Manager at the address provided in the email. Be sure to read and initial each bulleted point on the contract. Original signatures are required on employment paperwork.

Other important information:

Assistantships are only for the term noted on your contract.

You must maintain a 3.0 GPA to keep or be reassigned an assistantship. Students are ineligible to hold an assistantship in a semester they are on academic probation.

You must be registered for 9 graduate-level semester hours stipulated on your program of study to hold an assistantship.

It is strongly discouraged that a graduate student work more than 20 hours a week on or off campus (e.g., an additional job beyond an assistantship) in order to meet the rigorous obligations of the programs of study. Responsibilities related to employment outside of assistantship will not be considered as a valid excuse for missing appointments or deadlines or producing work of unacceptable quality.

B. Federal Financial Aid

Degree-seeking students who are US Citizens or permanent residents may be eligible for Federal Student Loans. Contact the Office of Financial Aid (http://financialaid.appstate.edu/) for information. Although the DCT will be happy to support and assist students as needed, he/she is not a financial aid officer. **Pay particular attention to financial aid during the last year in the program when the student may be less than full-time; students may want to schedule a meeting with a financial aid officer to discuss options.**

How do I apply for financial aid?

Complete a Free Application for Financial Aid (FAFSA) on the web at http://fafsa.ed.gov and list the schools you are considering on the form. You will receive an estimate of financial aid based on your current income.

Step 1: Apply for admission to Appalachian State University

Step 2: Complete the Free Application for Federal Student Aid (FAFSA)

- Priority filing date is **March 1st**. Students who complete the FAFSA after priority deadline of March 1 may not have their financial aid file finalized by the deadline to pay the semester bill, may have their schedule canceled, and may incur a late fee on their student account.
- ASU's school code is **002906**
- Use the IRS Data Retrieval tool on the income section

Step 3: Review Student Aid Report (SAR) received by email

- Make any necessary corrections by selecting "Make a correction"
- If you do not receive your SAR within several weeks, contact the CPS at 1-800-433-3243 or 319-337-5665 to check the status of your application

Step 4: Review AppalNet account for additional requirements or missing documents.

- We may need additional documentation to complete your application such as verification of Selective Service Registration, income information, or confirmation of independent student status.
- This user guide (PDF) shows you how to find requirement information on AppalNet.
- This user guide (PDF) shows you how to grant Parent Access to your financial aid portal.

Important: if you do not see a Financial Aid tab on your AppalNet account and it has been 3 weeks or more since you completed the FAFSA then there are potential issues:

- The App State school code (002906) was not entered on the FAFSA
- Your Social Security number or Birthdate was missing from or incorrect on your Admissions application, and is therefore missing or incorrect on your student record. These two items must match your FAFSA before it can be processed.

C. Additional Financial Support

As noted earlier, the Office of Student Research (http://www.osr.appstate.edu/), the Graduate School (https://graduate.appstate.edu/enrolled-students/financial-support/graduate-student-research-and-travel-grant-funding), and the Psychology Department (http://psych.appstate.edu/students/scholarships) provide competitive funding to support graduate student travel to conferences and graduate student research.

Departmental support is provided by competitive WiSE Travel and Research Awards. Information and forms can be found on the Department's website (see above link); contact Dr. Mark Zrull (zrullmc@appstate.edu) for more information about the WiSE awards. In addition, second year students are eligible to apply for the Donna Clark scholarship, a small award (approximately $500) that may be awarded to a single student. The Program Director will inform students of the timeline for application submission.

The **Graduate School** periodically offers research and service scholarships/grants (see link above and attend to email announcements. One example of a typically ongoing scholarship is the Provost's Fellowship (applications generally due in March):

- New summer or fall students may apply by checking "yes" to the scholarship consideration question on the admission application and then uploading the essay as an attachment. You were automatically considered for this during the admissions process, unless you checked "No."
- Continuing students should see: https://graduate.appstate.edu/prospective-students/financial-support/scholarships-and-fellowships#provost .

To be considered for the Provost's Fellowship, a student should have:

- Unconditional admission to a graduate *degree* program at Appalachian.
- Full-time status (minimum enrollment in 9 graduate credit hours per semester).
- New students: A GPA in all college degrees of at least 3.5.
- Returning students: A 3.7 GPA.
- Standardized test scores at or above the 60th percentile.

Consistent with Appalachian State's Diversity statement (*Appalachian State University is committed to developing and allocating resources to the fundamental task of creating a diverse campus culture. We value diversity as the expression of human similarities and differences, as*

well as the importance of a living and learning environment conducive to knowledge, respect, acceptance, understanding and global awareness), the Graduate School offers fellowships to students who bring a wide range of diversity to graduate programs. Interested students should talk to their respective program directors about being considered for this fellowship at the time of admission.

Criteria for Eligibility and Guidelines for Nomination

- New students must be unconditionally admitted to a campus-based degree program at Appalachian for Summer or Fall
- Student must have full-time status (minimum enrollment in 9 graduate credit hours)
- Nomination from the graduate degree program
- Students must remain in good standing
- Given that this is a competitive award, GPA, test scores (if available), and the program recommendation will be taken into consideration when making the awards.

State Support

College Foundation of North Carolina (CFNC) Forgivable Education Loans for Service (FELS). The FELS provides financial assistance to qualified students (e.g., legal North Carolina residents) enrolled in an approved education program and committed to working in critical employment shortage professions in North Carolina. The applications open the first Monday of January (closes March 1st) and are entered into a lottery for award consideration. FELS loan recipients must sign a promissory note that will require them to seek loan forgiveness through employment in an approved position or repay the loan in cash. See https://www.cfnc.org/pay-for-college/apply-for-financial-aid/forgivable-education-loans-for-service/ for details.

VII. HEALTH INSURANCE REQUIREMENT

All students in North Carolina public universities must have health insurance for enrollment. Students can "hard waive" and show proof of their own policy, their parents' coverage, or partner's insurance policy, or can purchase ASU's BCBS policy (plans for students' partners and children are also available; current ASU policy requires minimum registration for 6 hours and payment of student health fees). Note that during internship students are not required to register for 6 hours/semester; notify the DCT if you wish to pursue the ASU BCBS policy during internship year.

We recommend that student shop for the plan that is the most cost-effective and appropriate for their health needs. Students who are from out-of-state who intend to apply for in-state residency in their second year and remain in NC for employment will usually need a personal insurance policy. Reliance on parent's insurance (during any point in the program) has resulted in denial of in-state residency in the past.

Visit http://healthservices.appstate.edu/health-insurance-information for more information.

To enroll in the ASU health insurance plan, visit https://www.bcbsnc.com/content/studentblue/asu/index.htm?page=welcome.

- **If you wish to enroll in this plan during internship year, please contact the DCT prior to registration for internship hours.**

VIII. NORTH CAROLINA IN-STATE RESIDENCY (if applicable)

We encourage all out-of-state students to consider pursuit of in-state residency, which can result in approximately $13,000 in savings per year. All residency decisions will be handled by the North Carolina Residency Determination Service (RDS). All graduate applicants who intend to claim residency in North Carolina must complete the online RDS form, which will generate an RCN number that represents the residency determination for that applicant. ALL applicants must provide the RCN in the online application to graduate school. For more information about this process or to review the criteria considered when making a residency determination, please go to: https://ncresidency.cfnc.org/residencyInfo/studentFAQ (link is external)

For those who want to appeal the decision made or if changes occur in an applicant's/student's residency status, RDS will provide students with instructions on how to request a reconsideration or an appeal of a residency decision. More information on reconsideration and appeals can be found through the above link.

Note: Reconsideration and appeals for students who are in the military or are veterans still be conducted by the Registrar's Office at Appalachian State. Questions about this should be directed to registrar@appstate.edu.

Students may apply for in-state residency status after they have resided in NC for a minimum of twelve consecutive months. Please note that obtaining residency is **not** automatic, and students must demonstrate, through records of their behavior over the past twelve months, that they meet the legal definition of a NC resident (https://ncresidency.cfnc.org/residencyInfo/#; https://ncresidency.cfnc.org/residencyInfo/studentFAQ). You will be responsible for providing a preponderance of evidence for the following:

- ***Capacity***: the ability to make North Carolina their permanent home legally and financially and remain in NC permanently
    - to claim residency on your own (separate from your parent(s)/guardian(s)) you must demonstrate capacity based on your own financial resources, not through support from your parent(s) or through gifts from someone else
- ***Presence***: be physically present in and reside in North Carolina
- ***Intent***: perform various actions as evidence of making North Carolina your permanent home (domicile) rather than residing in the state for the purpose of attending college (e.g., obtaining an NC driver's license)
- ***Duration***: maintain a domicile continuously for at least 12 full months before you claim residency

There are several things to do to try to meet the standard, and completing these tasks before you have even begun your general coursework will help (the sooner the better!).

- Attain housing and change your permanent mailing address appropriately. Provide your local address to the Registrar's Office. Keep documentation of paid rent, electric bills, etc.;
- Set up a local bank account;
- Attain a NC driver's license immediately;
- Register your car in NC and secure local insurance;
- Register to vote and vote in all elections;
- Use your name (not that of your parents) to pay car and health insurance;

- Pay your own federal and NC taxes (you must *not* be claimed as a dependent on your parents' tax forms);
- Become part of the community (e.g., join, volunteer, or participate in a local organization).
- Avoid listing "went home" when describing your activities during the year (you may say "visited");
- In general, actions that you can document will carry more weight than your written commitment to becoming a NC resident;
- Keep your records after you apply in case they are needed for an appeal;
- If applicable, try to avoid obtaining a summer practicum outside of NC;
- Have your car title in your name (rather than a parent/partner).

There are some circumstances that will be interpreted as **VERY STRONG** evidence that you are **NOT** a North Carolina resident for tuition purposes:

- Being under 24 years old without clear evidence that you have not resided with or received support from parents/guardians living in another state for at least one full year;
- Being claimed as a dependent on the income taxes of someone outside North Carolina;
- Moving to North Carolina just before applying for admission or after applying and before being admitted (i.e., your actions indicate you moved to North Carolina to go to school);
- Being in North Carolina as an international person on a visa that has a termination date or needs to be renewed in order for you to stay (i.e., you don't have the legal capacity to reside indefinitely in North Carolina).

Appendix A

Corrective Work Plan

Area(s) of concern to address:

Prior actions taken to provide feedback:

Student plan for correction (include behavioral indicators, timeline, and conditions for resolution):

Progress on these goals will be reviewed by _____
Date of meeting_____
Faculty signature_____
Student signature, indicating acknowledgement _____

Notes:

Review Meeting outcome:

Resolved Partially Resolved Additional CWP Required Other (specify)
Date of review: _____

Appendix B

Common Practica Sites (not necessarily inclusive or restrictive)

In the second year of the program and throughout the program (a minimum of seven semesters), students integrate their academic knowledge with practical experiences through a series of practicum experiences. Practicum training is sequential, cumulative and graded in complexity, and provides opportunities for students to achieve and demonstrate profession-wide competencies as well as program-specific competencies (e.g., working with rural and/or underserved communities). Practica involve opportunities to work with diverse populations. Students' progress from gaining culturally relevant competency in assessment and evidence-based interventions, to preparing for more advanced supervisory, consultation, and organizational leadership roles in applied settings.

Practicum Sites and Supervision: Placements include on and off campus practice settings. Practicum I, II, and III will be at sites supervised by core clinical faculty; these sites include the Psychology Training Clinic and the three Assessment, Support and Counseling Centers. In addition to on-site supervision, students also participate in group supervision with a faculty member who is a licensed psychologist.

- Psychology Training Clinic
  (REQUIRED for all students)
  - Serves community members, including University community; outpatient Training typically includes conducting intake interviews, conducting psychological assessments (e.g., ADHD, LD including test administration, interpretation of results, contact with collateral informants, writing reports, presenting results to clients/family members, conducting academic coaching and individual therapy, maintaining professional records, assisting with administration of a university-based clinic, attending staff meetings, and actively engaging in supervision. The clinic is in the process of extending specialty services.
- Assessment, Support and Counseling (ASC) Centers
  - Serves K-12 grade students and family members. Training involves conducting intake interviews, conducting individual psychotherapy and possibly group psychotherapy, conducting psychological assessment and risk assessment, participating in outreach efforts and faculty/staff development, consulting with other professionals and parents, maintaining professional records, attending staff meetings, and actively engaging in individual supervision
- Counseling and Psychological Services Center
  - Serves university community; outpatient. Training typically includes conducting intake interviews, conducting individual psychotherapy, possibility of process observing and co-running group psychotherapy, possibility of assisting with student education/outreach programs, attending staff meetings and peer supervision, maintaining professional records, and actively engaging in individual supervision.
  - Site may also include a rotation in Behavioral Health Consultation at Student Health Services:

- Crossroads Counseling Center, Hickory
  - https://crossroadscounseling.org/
  - Crossroads Counseling Center is a private agency committed to promoting the well-being of children, adolescents, adults, and families by providing quality therapeutic and culturally competent services, child and family advocacy, and community education. The site offers assessment, and individual and group psychotherapy training.
- Daymark Recovery Services, Boone
  - https://www.daymarkrecovery.org/locations/watauga-center
  - Daymark Recovery Services is a non-profit organization established to provide comprehensive behavioral healthcare services as defined by those in the community in need of mental health or substance abuse treatment options. Training opportunities include outpatient services (including groups), assessment services, and mobile crisis services. To date, students have only been placed in Watauga County.
- Department of Public Safety (Avery/Mitchell hub)
  - https://www.ncdps.gov/about-dps/sections
  - Training opportunities can be arranged within driving distance of Boone (e.g., Avery-Mitchell Correctional Institution) with Adult Corrections and Juvenile Justice in accordance with student training goals and available site supervision.
- Integrated Behavioral Health Services
  - High Country Community Health, Boone (https://highcountrycommunityhealth.com/) HCCH is a Federally Qualified Health Center (FQHC) that offers integrated behavioral care in a primary care setting. Trainees work with an interdisciplinary team providing behavioral health assessment, consultation and brief interventions. Trainees may also carry a small outpatient psychotherapy caseload.
  - AppHealthCare, Boone (also serves Ashe and Alleghany counties; https://www.apphealthcare.com/). AppHealthCare is a community health department; the team serves individuals across the lifespan. Trainees work with an interdisciplinary team providing behavioral health assessment (e.g., perinatal patients), consultation and brief interventions. Trainees may also carry a small outpatient psychotherapy caseload.
  -
- Inpatient Hospitals
  - Broughton Hospital, Morganton
    https://www.ncdhhs.gov/divisions/state-operated-healthcare-facilities/facilities/state-psychiatric-hospitals#BroughtonHospital-6268
    Broughton Hospital is an inpatient psychiatric hospital administered by North Carolina of Health and Human Services Division of Mental Health, Developmental Disabilities and Substance Abuse Services.

  - Cannon Memorial Hospital Behavioral Health Unit, Linville
    https://apprhs.org/behavioralhealth/

Training includes working closely with an interdisciplinary team in the context of a short-term inpatient psychiatric hospital. Trainees engage in walking rounds, conduct assessments as needed, conduct psychoeducation groups, and engage in staffing meetings and individual supervision.

- Wake Forest Baptist Health Comprehensive Cancer Center, Winston-Salem (http://www.wakehealth.edu/Comprehensive-Cancer-Center/CPSP-Staff.htm) Inpatient and outpatient counseling to individuals and families adjusting to and coping with cancer and cancer treatment.

- Veterans Administration Medical Center-- James H. Quillen VAMC Inpatient and outpatient assessment and psychotherapy

- Possible summer training sites (i.e., not commuting distance to Boone) **may** include:

  - Asheville Testing; Asheville, NC (https://ashevilletesting.com/) Asheville Testing's mission is to create through, thoughtful and useful psychological evaluations for clients (e.g., ADHD, learning disorders).

  - Carolina Institute for Developmental Disabilities (https://www.med.unc.edu/cidd/) University-based Center for Developmental Disabilities; assessment, intervention, and outreach Serves individuals with developmental disabilities and their families/supports

  - Central Regional Hospital (CRH), Butner, NC (https://www.ncdhhs.gov/divisions/state-operated-healthcare-facilities/facilities/central-regional-hospital) CRH is one of three NC state psychiatric hospitals. The hospital provides psychiatric and medical care to adults and adolescents in 25 counties in the central region of the North Carolina. CRH also serves children ages 11 and under from all 100 counties of North Carolina.

  - Chrysalis Center for Counseling and Eating Disorders Treatment, Wilmington (http://www.chrysaliscenter-nc.com/)

  - The Emily Program, Durham (https://emilyprogram.com/locations/north-carolina/rtp-durham/). The Emily Program specializes in exceptional age-appropriate care for people of all ages with eating disorders of all types (inpatient and residential programs).

  - Frontier Health; Kingsport, TN (https://www.frontierhealth.org/)

Frontier Health is a community mental health organization that serves Northeast Tennessee and Southwest Virginia. It offers a wide range of services for children and adults.

- NC Central Prison, Department of Public Safety, Raleigh (https://www.ncdps.gov/Index2.cfm?a=000003,002372,002379)

- Psychological Services of Lake Norman (http://www.psychsolutionsoflkn.com/)

Placement: Practicum placements are made by the Clinical Faculty in consultation with the student and sites. Student trainees are evaluated by on-site clinical supervisors. Practicum grades are assigned by supervising Clinical Faculty in consultation with on-site supervisors.

Background Check and Drug Screens: Some practicum sites require a criminal background check and/or alcohol/drug screens before starting (cost covered by student). In addition, some sites will require documentation of immunizations and/or TB test or additional immunizations. Students should check with the DCT to determine what is required for each practicum.

Appendix C

Practicum Agreement Template

ASU Clinical Psychology Practicum Training Agreement

The following agreement states _____ will complete an approximately ____ hour practicum at _____in order to fulfill requirements set forth by Appalachian State University's graduate program in Clinical Psychology. The successful completion of this clinical practicum is mandatory for the receipt of the Psy.D. degree in Clinical Psychology. The practicum will begin on _____ and end on _____ , with the graduate student training on site approximately 10 hours per week during the academic year. The following outlines the objective of the training experience, clinical activities the student will be involved in, responsibilities of the student, guidelines for supervision and evaluation, and the student's work schedule:

Objective

The goal of practicum training is to provide a well-rounded learning experience to strengthen the student's clinical competencies. Psychological intervention skills to be focused on include establishing rapport with clients, case conceptualization, the process of therapy, professional record keeping, developing and following through with treatment goals, and successful termination of therapeutic relationships. In addition, training in psychological assessment is desired, including consultation regarding an assessment referral, administering measures, and psychological report writing if possible. Upon completion of the practicum, the student should be able to function more successfully as a developing psychologist, demonstrate competency in all aspects of a professional position in a mental health agency, provide adequate client care, and operate according to ethical and professional standards of conduct.

Clinical Activities

The student will be involved in the following clinical activities: (examples provided; change as appropriate to reflect opportunities available at practicum site)

- Conducting intakes- The student will first observe other staff conducting intakes and will eventually be responsible for conducting intakes on her own with prospective clients of the counseling center.
- Individual therapy- The student will gradually establish a client caseload of approximately 4-5 clients per week.
- Group therapy- The student will be involved in at least one group per semester (to be arranged at the beginning of each semester with the group's leader). Additionally, the student may participate in time-limited group workshops as they are scheduled throughout the semester.
- Case conferences- The student will be expected to attend weekly case conferences as feasible.
- Assessment- As needed, the student will conduct, interpret, and present the results to clients.
- Outreach- As the opportunity presents itself, the student will participate in outreach presentations.
- Crisis intervention - As the practicum progresses, the student will be responsible for seeing clients in need of immediate attention, as deemed appropriate by supervisor(s).

Other responsibilities of the practicum student (again, individualize)

- Regular attendance at staff meetings- The student is expected to participate in group staff and administrative meetings.
- Participation in training - As the opportunity arises, the student will participate in training available for professional staff.

Supervision

Supervision will occur at least once a week. The student will meet with _____for a minimum of ____ hours per week. The student is encouraged to seek supervision outside of the designated times whenever necessary and to consult with other staff members at the agency as well. Additionally, the student's supervisor(s) will directly observe the student at least one time per semester and provide a written evaluation, supplied by the Practicum instructor, at Appalachian State, to appraise the student's progress at the end of the semester. The supervisor agrees to contact the Director of Clinical Training (Dr. Lisa Curtin: curtinla@appstate.edu; 828-262-8936) at any point a concern or problem develops.

Evaluation

The supervisor will complete and review a formal evaluation of the student at the close of the semester. In addition, the student will be provided an opportunity to evaluate the agency as a training site and offer suggestions for work with future students.

Schedule

A schedule agreed upon by the program, student and Supervisor is as follows:

_____	_____	_____
Student signature	Supervisor signature	Practicum Instructor (s)

Appendix D

Appalachian State University Psy.D.
Practicum and Internship Evaluation Form

Name of Student: _____
Semester Under Evaluation: Semester (i.e., Fall, Spring, Summer) _____ Year _____
Name of Supervisor Conducting Evaluation, including credentials and licensure number (e.g., Name, Ph.D. NC license #555):
_____

Practicum Placement (include site and rotation if applicable):
_____

Student Training level: Practicum I _____Practicum II _____ Practicum III _____
Advanced Practicum _____
specify semester of Advanced Practicum (e.g., first, second, third)
Site serves a **rural** community: Yes _____ No _____
Site allows for significant **assessment** experience: Yes _____ No _____
Site counts as an "in-house" training site supervised by core clinical faculty. Yes __ No ___

Did your strategy for evaluating this student's practicum experience include **direct observation**? (Live supervision and/or video recordings are considered direct observation, but audio only recordings are not sufficient.) Yes No

Accreditation requires at least a portion of the student's evaluation be based on direct observation (i.e., live or video-audio recording) during EACH evaluation period. Please indicate:

a. how you directly observed the student:
_____
b. how much (e.g., number of sessions):
_____
c. types of sessions (e.g., assessment and/or therapy) you observed during this evaluation period:
_____

INSTRUCTIONS: The rating form provides a list of profession-wide competencies (PWCs) to be rated based on the student's performance in practicum. Not all of the competencies or elements listed are expected to be demonstrated in every practicum. Please select the most appropriate rating for each item, based on the following definitions:
1= Below expectations for a student at this level of training. (Student needs further training or remediation to improve to an acceptable level for this level of training).
2 = Meets expectations for a student at this level of training. (We expect that most students will receive this rating for most competencies).
3 = Exceeds expectations for a student at this level of training. (This is clearly a strength relative to other graduate students at this level of training.)
NA = not applicable, not enough information, or not expected at this level of training

Make your selection based on the student's performance **expected for their current level of training**.

- Ratings for **advanced practica** should reflect Profession-Wide Competencies (PWCs) commensurate with readiness for predoctoral internship. For each PWC, readiness for internship is generally defined as: Demonstrates capacity to integrate and apply PWCs with increasing professional autonomy and effectiveness across a broad and increasingly more complex range of clinical and professional activities in cooperation and collaboration with supervision, consultation, and training.
- Ratings during **predoctoral internship** should reflect PWCs commensurate with entry-level, independent practice and readiness for licensure.

Assessment - Assessment and diagnosis of problems, capabilities, and issues associated with individuals, groups, and/or organizations.

A. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

B. Administer, score, and use test protocols accurately

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

C. Collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

D. When appropriate, identifies areas of client functioning where further assessment is needed.

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

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

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

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

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

G. Conduct effective clinical interviews that demonstrate knowledge of psychopathology, involve an accurate diagnosis based on assessment information, and incorporates a comprehensive understanding of the presenting issues based on psychological theory and research.

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

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

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

I. Overall Assessment Rating

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

Comments regarding development of assessment competencies and/or explanation of ratings:

Intervention - Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.

A. Establish and maintain effective relationships with the recipients of psychological services utilizing empathetic listening, framing problems, etc.

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

B. Ability to effectively implement evidence-based techniques appropriately.

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

C. Knowledge of interventions including the scientific, theoretical, empirical, and contextual bases of intervention, including theory, research, and practice.

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

D. Develop evidence-based intervention plans/treatment plans specific to the service delivery goals.

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

E. Develop evidence-based case conceptualizations.

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

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

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

G. Demonstrate the ability to consume and apply the relevant research literature to clinical decision making (i.e., intervention choice, use, and explanation)

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

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

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

I. Navigating challenging conversations and interpersonal dynamics (e.g., friction, alliance ruptures). Confront appropriately and in the moment.

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

J. Provide crisis management interventions, when appropriate.

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

K. Overall Intervention Rating

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

Comments regarding development of intervention competencies and/or explanation of ratings:

Ethical and Legal Standards

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

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

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

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

C. Conduct self in an ethical manner in all professional activities.

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

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

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

E. Overall Ethical and Legal Standards Rating

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

Comments regarding development of ethical and legal standards competencies and/or explanation of ratings:

Individual and Cultural Diversity

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

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

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

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

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

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

D. Can articulate an approach to working effectively with diverse individuals and group, and apply this approach effectively in their professional work.

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

E. Overall Individual and Cultural Diversity Rating

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

Comments regarding development of individual and cultural diversity competencies and/or explanation of ratings:

Professional Values and Attitudes

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

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _

N/A

B. Demonstrate adequate self-care (e.g., practices stress management, avoids accepting too many responsibilities, is aware of own needs), and seeks and uses resources to support healthy functioning.

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

C. Engage in reflective practice (e.g., understands impact of therapy relationship on self, recognizes own limitations in treating clients, is willing to be appropriately assertive).

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

D. Actively seek and demonstrate openness and responsiveness to feedback and supervision.

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

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

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

F. Completion of professional tasks (e.g., timely completion of reports and progress notes, keeping appointments, collecting fees, etc.).

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

G. Overall Professional Values and Attitudes Rating

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

Comments regarding development of professional values and attitudes competencies and/or explanation of ratings:

Communication and Interpersonal Skills

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

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

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

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

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

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

D. Communicate effectively with service recipients from diverse backgrounds.

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

E. Overall Communication and Interpersonal Skills Rating

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

Comments regarding development of communication and interpersonal skill competencies and/or explanation of ratings:

Supervision

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

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

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

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

C. Knowledge of procedures and process in supervision, as well as purpose for roles in supervision.

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

D. Observation of and participation in supervisory process (e.g., peer supervision).

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

E. Overall Supervision Rating

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

Comments regarding development of supervision competencies and/or explanation of ratings:

Consultation and Interprofessional/Interdisciplinary

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

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

B. Collaborates with other professionals for the benefit of service recipients, including analyzing relevant opinions and integrating them into assessment and intervention where appropriate.

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

C. Functions effectively in multidisciplinary and interdisciplinary contexts.

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

D. Respectful and productive relationships with individuals from other professions.

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

E. Identifies one's role as a consultant, addresses referral question, and appropriately applies consultation methods.

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

F. Overall Consultation and Interprofessional/Interdisciplinary Skills Rating

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

Comments regarding development of consultation and Interprofessional/interdisciplinary skills competencies and/or explanation of ratings:

Management-Administration

A. Participates in management of direct delivery of professional services and responds appropriately to management hierarchy.

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

B. Knowledge of and ability to function within professional settings and organizations, including compliance with policies and procedures.

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

C. Recognition of own role in creating policy, participation in system change, and management structure.

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

D. Able to develop and prepared to offer constructive criticism and suggestions regarding management and leadership of the organization.

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

E. Overall Management-Administration rating.

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

Comments regarding development of management-administration competencies and/or explanation of ratings:

Advocacy

A. Uses awareness of the social, political, economic, or cultural factors that may impact human development in the context of service provision.

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

B. Promotes change to enhance the functioning of individuals.

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

C. Knowledgeable of clinical psychology's connection to social justice and employs a social justice framework and/or interventions, when appropriate.

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

D. Utilizes language that is thoughtful (e.g., demonstrates sensitivity to culture, race, sex, sexual orientation, etc.)

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

E. Advocates at the individual client and systems levels.

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

F. Overall Advocacy rating.

1. Below expectation _____
2. Meets expectation _____
3. Above expectation _____

N/A _____

Comments regarding development of advocacy competencies and/or explanation of ratings:

Is this trainee clinically competent (consider level of training/development) based on tasks they have performed under your supervision?

_____Yes _____ No

Comments regarding assessment of competence:

Is this trainee clinically ready to apply for a predoctoral internship (if applicable) based on tasks they have performed under your supervision?

_____Yes _____No _____N/A

Comments regarding readiness for internship:

_____ _____

Supervisor Signature/Date Student Signature/Date

Appendix E

Appalachian State University Psy.D.
Annual Performance Student Self Evaluation

Q1. Name/Date: _____

Q2. Year Entered Program: _____

Q3. Year in Program: _____

Q4. Academic Course Completed This Evaluation Period (include grade earned):

Course Number & Title	*Grade*

GPA for evaluation period: _____ **Cumulative GPA:** _____

Q5a. Practicum Completed This Year (note if non-applicable):

Q5b. Graduate Assistantship Completed This Year (note if non-applicable):

Q6. Check and enter dates <u>expected</u> for these program milestones.

Selected Foundational Project topic (thesis topic prior to fall 2025)

_____

Completion of Foundational Project presentation
(N/A prior to fall 2025)

_____

Completion of Foundational Project (thesis completion prior to fall 2025)

_____

Pass Preliminary Examination

_____

Decide on dissertation topic/research question

_____

Dissertation Proposal Defense

_____

Data Collection for Dissertation Complete

_____

Completion of Dissertation Defense Meeting

_____

Q7. Check and enter <u>completed</u> dates for these program milestones this year (note: many will not apply for 1st year doc students).

Selected Foundational Project topic

_____

Completion of Foundational Project presentation

_____

Completion of Foundational Project

_____

Passed Preliminary Examination

_____

Decided on dissertation topic/research question

_____

Dissertation Proposal Defense

_____

Data Collection for Dissertation Complete

_____

Completion of Dissertation Defense Meeting

_____

Q8. If you are not on track for any of the above (proximal milestone(s)), please describe your plan/timeline for meeting?

Q9. List any planned or past-year presentations/publications.

Q10. If you have not yet made a professional presentation (e.g., Appalachian Celebration of Research and Scholarly Activity; professional case presentation), when do you anticipate doing so?

Q11. Please describe your graduate assistantship and the professional development that you achieved in it this past year.

Q12 & Q13 Assess your proficiency in the following areas using the scale below:

1 = significant improvement needed
2 = developing competence, but need more direct experience
3 = developmentally appropriate competence (may need fine-tuning)
4 = high competence, maintain current level
5 = no opportunity

Q12.

a. Communicate clearly and accurately in written work

b. Mastering APA style

c. Able to adapt writing depending on audience/purpose

d. Revising in response to feedback

e. Editing work independent/generalizing previous feedback

f. Sticking to a writing schedule (for foundational project and dissertation)

Q13.

a. Appreciation of psychology teaching methods (e.g., role plays)

b. Designing an oral presentation or lecture

c. Comfort with oral presentation

d. Grading student papers/providing constructive feedback

e. Verbal and written (e.g., email) communication with students

Q14 & Q15 Assess your proficiency in the following areas using the scale below:

1 = significant improvement needed
2 = developing competence, but need more direct experience
3 = developmentally appropriate competence (may need fine-tuning)
4 = high competence, maintain current level
5 = no opportunity

Q14.

a. Communicating effectively with others

b. Accepting and making use of constructive criticism

c. Resolving conflicts with others

d. Sensitivity to diversity in classes, clinical work, department

e. Seeking help and guidance when needed

f. Completing assignment/reports in a timely manner

g. Attending to and balancing multiple responsibilities

h. Awareness of ethics and ability to implement ethical standards

Q15.

a. Competence in traditional assessment measures and techniques

b. Competence in report writing

c. Ability to identify client problem areas and use differential diagnoses

d. Ability to interpret test results and communicate assessment results

e. Conceptualize & plan evidence-based interventions

f. Ability to implement evidence-based interventions

g. Ability to evaluate evidence-based intervention outcomes

Q16. List your total practicum contact hours.

- Intervention:
- Assessment:

Q17. Please list all workshops, conferences, and didactic events that you have attended since your last self-evaluation.

Q18. What are your career goals?

Q19. What are your professional development goals for this next year?

Q20.

a) **Are there specific areas of knowledge or skills in your education/training that you feel would help you reach these professional development goals in the next year?**

b) **Of the areas above, which have proved most challenging or given you unexpected difficulty?**

Q21. Is there anything the clinical faculty or psychology department could change to make this professional program better?

Appendix F

Appalachian State University Psy.D.

CLINICAL PSYCHOLOGY DOCTORAL PROGRAM STUDENT EVALUATION FORM

APPALACHIAN STATE UNIVERSITY – CLINICAL PSYCHOLOGY DOCTORAL PROGRAM STUDENT EVALUATION FORM		
Student Name:	**Class (Year of entry):**	**Academic Year:**
Program Mentor:	**Practicum supervisors last Fall/Spring:**	
Evaluator Name:	**GA/TA supervisors (if applicable):**	
Standing in Program: Good Warning On Probation	**Time period covered for evaluation:**	

	Flags and Quick Facts	
_____ Foundational Proj presented _____ Foundational Proj complete _____Thesis complete (if applies) _____ Preliminary exam passed _____ Scholarly product disseminated _____ Dissertation proposed _____ All coursework completed _____ Internship placement	_____ Any grade of C or below GPA below 3.0	_____ GPA for evaluation period _____ Cumulative GPA

PROFESSIONALISM, ETHICS AND RELATIONAL COMPETENCIES		**PERFORMANCE**				
1.	Professional Behavior: Demonstrates Integrity,,Demonstrates Professional Conduct and Interpersonal Skills, attends clinical brownbag and departmental colloquia, behavior and dress are appropriate, engagement in service to department or the field	1		3		5

1 = Insufficient participation in departmental activities, inappropriate professional behavior or dress
3 = Sufficient participation in departmental activities, appropriate professional behavior and dress
5 = Active participant in departmental activities, appropriate professional behavior and dress, and additional professional development activity such as student representative to a national group, reviewing conference abstracts, etc.

EXPECTATION: All students expected at 3

2.	Ethical Decision Making and Conduct: Responsible, reliable, and ethical in all aspects of training. Knowledgeable about ethical/legal standards and guidelines, and engages in ethical decision-making. Sensitive to and responsive to issues of diversity. Also includes preparation for and responsiveness to feedback from mentors.	1	2	3	4	5
	1 = Insufficient (e.g. ethical violations, other documented egregious unprofessional behavior) 2 = No egregious violations but some deficits in responsibility or accountability **3 = No deficits in professional behavior, responsible, reliable and accountable** **4 = Demonstrates good ethical decision making, seeks consultation, clearly adopts professional values of psychology** **5 = Nuanced and/or sophisticated independent ethical decision making, cultural/contextual considerations, displays professionalism across multiple contexts** **EXPECTATION: Rising 2nd years expected at 3, Rising 3rd years and above expected at 4**					
3.	Accountability and reliability, self-awareness and reflective practice, self-care	1	2	3	4	5
	1 = Unacceptable (e.g. several times unreliable or unaccountable, inadequate self-care resulting in incapacity), 2 = No egregious violations but some deficits in self-care, self-awareness, responsibility, or accountability **3 = No deficits in professional behavior, good self-care, responsible, reliable and accountable;** **4 = In addition to good accountability, reliability and self-care, good self-awareness of own strengths and deficits, seeks consultation or supervision as needed 5 = Exceptional reliability and accountability. Strong sense of awareness and seeks consultation or supervision as needed** **EXPECTATION: Rising 2nd years expected at 3, Rising 3rd years and above expected at 4**					
4.	Performance in funding role (i.e. graduate assistantship, teaching assistantship, research assistantship, instructor of record, funded practica experience).	1	2	3	4	5

1 = Unacceptable (e.g. several times unreliable or unaccountable, makes significant errors or notable deficits in judgment), 2 = No egregious violations but some deficits in performance
3 = No deficits in performance noted, reliable and accountable, has completed all tasks as requested/assigned on time and acceptably. 4 = Notable performance in assistantship work, regularly goes above and beyond (or meets all expectations in a very demanding role)
5 = Exceptional commitment to assistantship work, goes well above and beyond, has taken on a leadership role and actively helps other graduate students

EXPECTATION: Rising 2nd years and beyond expected at 3

Qualitative Feedback (basis for ratings):

Commendations:

Recommendations:

CLASS PARTICIPATION AND PERFORMANCE		**PERFORMANCE (Circle one)**				
1.	Grades in classes during the evaluation period	1	2	3	4	5
	1 = C in 2 courses, or below a C in any course, 2 = A grade of C in any course, 3 = 3.0 – 3.49 GPA, 4 = 3.50 – 3.74 GPA, 5 = 3.75 or higher GPA					
	EXPECTATION: expected at 3					
2.	Class Participation	1	2	3	4	5
	1 = no class participation, 2 = minimal class participation, 3 = adequate class participation, 4 = good class participation; 5 = very strong class participation					
	EXPECTATION: Rising 2nd year expected at 3, Rising 3rd year and beyond expected at 4 or above					
3.	Writing Skills	1	2	3	4	5

1 = Writing is a significant weakness and requires intervention 2 = Writing is a weakness and may require an intervention
3 = Writing is acceptable but requires significant revision 4 = Writing is good and requires minor editing
5 = Writing is a notable strength of the student, writes at a professional level

EXPECTATION: Rising 2nd years expected at 3, Rising 3rd years and above expected at 4

.4 Attendance and unexcused absences, tardiness or needing to leave class or educational experiences early	1	2			5

1 = Multiple unexcused absences
2 = 1-2 unexcused absences or tardiness/leaving early that affects learning
5 = No problems with unexcused absences, tardiness, or leaving early during the evaluation period

EXPECTATION: expected at 5

Qualitative Feedback (basis for ratings):

Commendations:

Recommendations:

SCIENCE/RESEARCH		PERFORMANCE (Circle one)				
1.	General: Critical thinking, scientific foundation of psychology, data analysis	1	2	3	4	5
	1 = Insufficient **2 = grasps concepts, accumulating knowledge, basic data skills** **3 = some independent idea generation, independent analysis/interpretation 4 = independent idea generation** **5 = research productivity independent, mentoring is consultative.** **EXPECTATION: Rising 2nd years expected at 2, Rising 3rd years expected at 3, Rising 4th year and beyond expected at 4**					
2.	Research Milestones	1	2	3	4	5
	1 = No milestones, 2 = found proj presented, 3 = found proj completed, 4 = preliminary exam passed, 5 =dissertation proposed or on track for proposal **EXPECTATION: Rising 2nd years expected at 1-2, Rising 3rd years expected at 2-3, Rising 4th year expected at 4, final year prior to internship expected at 5**					
3.	Research Productivity: Conference activities (symposia, poster presentations) in the program to date;	1	2	3	4	5
	1 = no conference activity, 2 = conference attended, 3 = co-authored poster or talk, 4 = first author poster, 5 = oral presentation (as presenter) or symposium chaired **EXPECTATION: Rising 2nd and 3rd year expected at 1-2, Rising 4th year expected at 3 or higher; more than one category can apply; captures collective conference activities across time in program (not during the evaluation period)**					
4.	Research Productivity: Publications or work on publications in the program to date	1	2	3	4	5
	1 = no publication efforts **2 = collaborative work on publication preparation** **3 = first author manuscript preparation OR collaborative co-author work submitted** **4 = in addition to continued publication efforts, first author manuscript submission OR acceptance of a collaborate co-authored publication in the last year 5 = more than one paper accepted for publication in the last year** **EXPECTATION: No explicit expectations for publication (for descriptive purposes only) Suggestion: Rising 3rd and 4th years: 2 or higher**					
	Additional research experiences (journal or grant review, grantsmanship)	N	Y			

Qualitative Feedback (basis for ratings):

Commendations:
Recommendations:

CLINICAL		**PERFORMANCE (Circle one)**				
1.	Assessment (measurement, psychometrics, administration, interpretation, reports)	1	2	3	4	5
	1 = Insufficient, 2 = Basic knowledge of assessment, 3 = adequate administration of tests, learns new test administration when appropriate, report writing adequate, 4 = some independence of battery selection, interpretation and diagnosis, 5 = sophisticated integration of interview and assessment results **EXPECTATION: Rising 2nd years expected at 2, Rising 3rd years expected at 3, Rising 4th year and beyond expected at 4**					
2.	Intervention (therapeutic alliance, case conceptualization, intervention planning and outcome tracking, quality of intervention implementation, breadth of intervention techniques)	1	2	3	4	5
	1 = Insufficient **2 = Strong interviewing skills, able to establish rapport with client** **3 = Demonstration of basic therapy skills (achieve therapeutic alliance, able to administer therapeutic techniques with guidance, constructs treatment plan with assistance)** **4 = Case conceptualization with minimal assistance, demonstration of independent thinking, demonstration of at least one treatment technique/manualized treatment** **5 = Sophisticated and/or nuanced therapy technique, capacity for working with difficult cases, makes appropriate independent decisions, demonstration of breadth of intervention techniques** **EXPECTATION: Rising 2nd years expected at 2, Rising 3rd years expected at 3, Rising 4th year and beyond expected at 4**					
3.	Supervision behaviors	1	2	3	4	5
	1 = Insufficient use of supervision, fails to incorporate feedback, or does not follow through with instructions 2 = Makes good use of supervision and is growing as a clinician through incorporating feedback **3 = Is able to identify areas of potential growth and seek feedback or training, knows what is needed in supervision and actively seeks out information 4 = In addition to making strong use of supervision, is beginning to mentor junior students, providing appropriate feedback** **5 = Serves as a competent mid-level supervisor to other students, provides valuable feedback in an appropriate manner** **EXPECTATION: Rising 2nd years expected at 2, Rising 3rd years expected at 3, Rising 4th years are expected at 4 or above**					

Qualitative Feedback (basis for ratings):
Commendations:
Recommendations:

OVERALL PERFORMANCE AND PROGRESS IN PROGRAM	**PERFORMANCE (Circle one)**				
1. Progress in program	1	2	3	4	5
1 = Is on probation due to inadequate progress on milestone projects or performance in classes, or at risk of dismissal for any reason **2 = Significantly behind schedule on a milestone project or inadequate performance in one or more classes that is trending toward probation 3 = On pace with expected milestones as well as expected performance in class** **4 = Ahead of expected schedule on milestone projects** **5 = Significantly (more than 6 months) ahead of expected schedule on milestone projects or exceptional performance in training activities (one every 3-4 years)** **EXPECTATION: All students expected at 3.**					
2. Global assessment of performance	1	2	3	4	5
1 = Performance during assessment period is seriously deficient in one or more areas. Immediate remediation is required 2 = Performance during the assessment period is below average given the student's year in program **3 = Student is performing as expected given the student's year in the program** **4 = Student is performing 1-2 years above their year in program. The student is advanced compared to his/her peers and has done work that is well above average** **5 = The student's work has been exemplary, with the student performing at a near faculty level both in quantity and quality of research in addition to meeting or exceeding all other program expectations** **EXPECTATION: All students expected at 3.**					

Qualitative Feedback (basis for ratings):

Commendations:

Recommendations:

TEACHING **Expectations: None (all optional)**		**PARTICIPATED (Circle one)**		**QUALITATIVE FEEDBACK, COMMENDATIONS & RECOMMENDATIONS:**
1.	Teaching (instructor)	N	Y	
2.	TA	N	Y	
3.	Teaching support (guest lecture, etc.)	N	Y	
4.	Peer supervision	N	Y	
5.	Research mentorship	N	Y	

ADDITIONAL DOMAINS OF COMPETENCE **Expectations: None (all optional)**		**PARTICIPATED (Circle one)**		**QUALITATIVE FEEDBACK, COMMENDATIONS & RECOMMENDATIONS:**
1.	Awards/Other Acknowledgments	N	Y	
2.	Consultation	N	Y	
3.	Administration/Service	N	Y	
4.	Advocacy	N	Y	

GOALS AND RECOMMENDATIONS FOR NEXT YEAR (or semester if student is in year 1)

INTERNSHIP READINESS ASSESSMENT (APPLIES ONLY TO STUDENTS PLANNING TO APPLY FOR INTERNSHIP)

Competency Areas Reviewed (based on most recent end-of-semester practicum evaluation and history of practicum evaluations)
Professional Values and Attitudes: as evidenced in behavior and comportment that reflect the values and attitudes of psychology.
Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy
Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.
Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional awareness and reflection; with awareness of competencies; with appropriate self-care.
Relationships*:* Relate effectively and meaningfully with individuals, groups, and/or communities.
Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.
Research/Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities
Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors.
Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.
Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.
Consultation: The ability to provide guidance or professional assistance in response to a client's needs or goals.
Supervision: Utilizes supervision well. Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.
Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.
Management-Administration: Awareness of the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).
Advocacy: Awareness of the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.

Program Faculty: Has the student demonstrated competencies necessary to apply for predoctoral internship?

_____Yes _____No

Faculty Meeting date: _____

Has the student met program requirements (i.e., proposed dissertation by 10/1) to be cleared to apply for predoctoral internship?

_____Yes _____No _____Expected based on mentor estimation; will not be fully cleared to apply until milestone is met

FACULTY APPROVAL FOR CONTINUATION IN THE PROGRAM? YES REMEDIATION PROBATIONARY* NO*

Evaluator:_____Date of feedback_____Student+:_____Date_____

*** Probationary status requires explicit conditions of probation (e.g., tasks, length). A "No" vote ends the current discussion and initiates the call for a formal dismissal hearing.**
+ Student signature on this document indicates the evaluation has been received and feedback given and does not necessarily indicate agreement with the evaluation. Students may request to have a letter of response appended to the end of this evaluation should there be a disagreement with the evaluation.

Comments on/about feedback meeting:

Appendix G: Dissertation Evaluation Form

Dimension Assessed	Inadequate	Fair	Adequate	Good	Superior	Not Applicable to Project
Thoroughness & Quality of Literature Review	**1**	**2**	**3**	**4**	**5**	**N/A**
Integration of Literature Reviewed	**1**	**2**	**3**	**4**	**5**	**N/A**
Study Purposes/Goals/Hypotheses Follow from Theory/Empirical Research	**1**	**2**	**3**	**4**	**5**	**N/A**
Strength of Project Design/Research Methodology	**1**	**2**	**3**	**4**	**5**	**N/A**
Appropriateness of Statistical Methodology to the Research Question(s)	**1**	**2**	**3**	**4**	**5**	**N/A**
Inferences Align with Project Findings	**1**	**2**	**3**	**4**	**5**	**N/A**
Ability to Conceptualize Project Findings in the Context of Prior Literature	**1**	**2**	**3**	**4**	**5**	**N/A**
Appropriateness of Implications for Future Research	**1**	**2**	**3**	**4**	**5**	**N/A**
Demonstrates Expert-Level Knowledge of Relevant Project Topic Area(s)	**1**	**2**	**3**	**4**	**5**	**N/A**
Clarity & Quality of Writing	**1**	**2**	**3**	**4**	**5**	**N/A**
Clarity & Quality of Presentation	**1**	**2**	**3**	**4**	**5**	**N/A**
OVERALL **(Must Obtain 3's or Above on All Relevant Ratings)**	**1**	**2**	**3**	**4**	**5**	**N/A**

Qualitative Feedback:

Appendix H: Preliminary Examination Assessment Report Evaluation Rubric

Examiner's Name: Examinee initials/name: _____
Reviewed by: _____

Rating Scale for individual criteria:
5= excellent 4 = good 3 = average 2 = below average (mean rating of ≥ 3 is required for "At Standard" rating).

Criteria*	Rating	Notes
Includes Reason for Referral and adequate information (e.g., some demographics, reason referred)		
Includes Assessment Procedures List		
Includes Background Information		
Includes Behavioral Observations and includes evidence to back up claims (e.g., builds case for validity, integrates across tests)		
Includes Assessment Results and Interpretation (adequately describes norm and personal S/W, significant and rare comparisons, describes indexes and subtests accurately. Last paragraph of IQ compares index scores, says if different or consistent and interprets any differences)		
Includes Summary (summarize important big picture findings from tests, compares IQ to Ach)		
Includes Recommendations/Interventions (says why including them and picks ones that correctly match the data have)		
Includes signatures for student and supervisor		
Good style and communication (e.g., readable, no jargon or awkward phrasing)		
Organization (e.g., logical, meaningful, length about right)		
Spelling and grammar, no typos, consistent formatting throughout report		
Overall Rating		

Comments:

_____
_____
_____
_____

Checklist for Writing Reports (updated for PRELIM)

I. Identifying Information

_____Name (first and last name here-fake name for the purposes of your class reports)
_____Date of Birth
_____Date of Testing
_____Chronological Age (at start of testing)
_____Name/Number of Examiner
_____Gender
_____Grade (if child)

II. Reason for Referral

_____Summarizes concerns of referral source.

III. Background Information *(as much information as you have or make it up-tell a story)*

_____Family History
_____Medical History
_____Mental Health History
_____Academic and Occupational History
_____Social History

IV. Behavioral Observations *(during assessment)*

_____Careful, ***behavioral*** description of examinee's behavior during assessment and attempts to capture examinee's unique style of responding and interacting
*-includes **specific** behaviors that illustrate the basis for your inferences ("as evidenced by" vibe)*
- "Susie appeared nervous about the testing procedure, as she asked many questions about what she would be asked to do, what would happen if she did not know the answers, and if she could know whether she got items correct."

_____Validity statement
- "***Based on these observed behaviors, Susie's scores are believed to provide a valid representation of her skills and abilities in the areas assessed."*** *[or acknowledge the threats to validity and why it might not be valid]*

V. Assessment Procedures

_____Formal and informal instruments used to conduct the assessment

VI. Assessment Results and Interpretation

_____Description of tests used and what scores / statistical concepts mean *(i.e., compares examinee's performance to that of most same-age peers)*
_____Examinee's scores on subtests and composites (include standard scores, percentiles, confidence intervals in table or text)
_____Provide clear descriptions of abilities/skills measured by subtests.
_____Interpretations of examinee's scores – what do they mean and what do they imply? (*think in terms of age-appropriateness*). Consider personal and normative strengths and weaknesses at the composite and subtest levels. Consider comparisons within a test that are significant and low base rate.
_____Describe profile of scores clearly and unambiguously
_____Communicate clearly, without overuse of technical material (i.e., no jargon or also explain it with more simplistic words)

VII. Summary

_____Integrate test results (*"bring it all together"*). Compare results across tests.
_____Talk in terms of skills and abilities – don't just reference subtest/test names, classifications ("*Average," etc.*)

VIII. Recommendations/Interventions

_____Use resources I have provided (on AsULearn). Say *why* for the recs you're including. Personalize to the examinee.
_____*Empirically validated strategies*

IX. Signature

_____Examiner's signature, Name typed under signature line, Qualifications of examiner (degree/certification held – "*Graduate Student in Clinical Psychology, Appalachian State University")*
_____Supervisor/instructor name, degree, title, etc.

Appendix I: Preliminary Case Conceptualization Rubric

Case Conceptualization Rubric

Date:_____
Student:_____
Level of Clinical Training:

❑ Pre-clinical training; coursework only
❑ Preliminary Examination

5=Exceptional: Skills and understanding significantly beyond developmental level
4=Outstanding: Strong mastery of skills and thorough understanding of concepts
3=Mastered Basic Skills at Developmental Level: Understanding of concepts/skills evident
2=Developing: Minor conceptual and skill errors; in process of developing
1=Deficits: Significant remediation needed; deficits in knowledge/skills
NA=Not Applicable: Unable to measure with given data (do not use to indicate deficit)

	5	4	3	2	1
Identifying Information	Detailed yet succinct; identifies client, age, ethnicity, sex, gender, occupation, religion, etc. Descriptions clearly set context for contextualizing and understanding problem(s).	Complete introduction that identifies client, age, ethnicity, occupation, etc.	Basic information related to age, ethnicity, occupation, etc. included.	Missing 1-2 identifiers.	Missing, incorrect or significant problem with identifiers and/or significant involved parties.
Presenting Problems and Symptoms (including DSM-5 diagnosis, if applicable)	Description of problem provides sophisticated depiction (e.g., all stakeholders' views); careful attention to word choice; descriptions clearly contribute to coherent conceptualization; match diagnosis (if applicable)	Description of problem is clear, accurate and appropriate.	Includes useful description of problem.	Minor problems or lack of clarity with problem descriptions.	Significant problems with problem descriptions (e.g., missing key perspectives; incorrect characterization).
Background Information	Includes detailed yet succinct description of recent and past events/experiences (family, social, academic and/or professional, health [including mental health/substance abuse, history of treatment. Selected information helps develop coherent conceptualization.	Includes useful summary of recent and past events/experiences with time frames.	Includes summary of key recent and past events/experiences.	Insufficient, minimal or missing background information.	Significant information missing; unable to identify significant events.
Client Strengths & Diversity	Insightful identification of strengths; able to identify subtle diversity resources and limitations (e.g., oppression, marginalization) and how these may impact treatment.	Clear articulation of useful strengths; able to identify several key resources and limitations (e.g., related to diversity).	Identifies several strengths as well as significant resources and limitations related to diversity.	Underdeveloped description of strengths. Missed one or more significant diversity limitations.	Significant problems identifying clinically relevant strengths and/or diversity issues.
Conceptualization	All elements of case conceptualization clearly fit to create a unified understanding of client's presenting problems to guide treatment. Sophisticated conceptualization that identifies subtle issues.	Well-developed conceptualization that enables reader to a have a clear sense of client and guide treatment.	Provides a useful description of key issues for developing treatment plan. Few, if any, inconsistencies.	Several minor inconsistencies that are not clearly reconciled.	Significant problems with conceptualization, such as irreconcilable discrepancies or missing key issues.
Treatment Plan	Treatment plan matches presenting problem(s) and idiographic conceptualization in an integrative/non-redundant manner. Interventions supported with literature and "match" client; appropriate evaluation integrated into plan.	Well-developed evidence-based and idiographic treatment plan. Interventions supported; evaluation plan included.	Useful evidence-based and idiographic treatment plan.	Several minor inconsistencies between conceptualization and treatment plan. Includes all requirements but quality (e.g., supporting evidence, idiographic match) is lacking in some areas.	

Student Signature _____

Instructor Signature _____ Date _____

Appendix J:
Appalachian State University PsyD: Preliminary Oral Exam Rubric

Area of Clinical Competence	Behavioral Anchor	Excellent	Good	Acceptable	Not Adequate
Assessment: Measurement & Psychometrics	Able to answer question(s) about selection of appropriate assessment measures for cases (validity, reliability, individual differences)				
Assessment: Test Selection Based on Referral Questions	Demonstrates knowledge in selecting, using, scoring, interpreting, and writing up results from various assessments, designed to address the known referral questions & presenting concerns				
Assessment & Diagnosis: Translates assessment findings into potential features of known diagnostic entities	Able to answer question(s) about key differential diagnostic and clinical features of clients, including the potential for co-morbidities seen during training as a precursor to treatment planning				
Intervention: Case conceptualization and treatment planning	Able to discuss and defend their case conceptualizations of clients and how they planned and implemented treatments Able to address questions about diversity and individual differences relative to case conceptualization and treatment plan				
Intervention: Progress monitoring and outcome assessment	Able to distinguish between formative and summative evaluation; able to defend their use of particular interventions based on progress data or individual outcomes; is knowledgeable about well-established methods of assessing outcome (Reliable Change Index; Clinically Significant Change).				

Appendix K: Clinical Hours Documentation Resources

All students will be required to purchase a Time2Track account for the purpose of logging and verifying practicum and other clinical training hours. See time2track.org for additional details. Cost is approximately $100 /year (subject to minor variance given external vendor). You will purchase the account via the Department to allow the Program administrative access to accounts.

APPIC Practicum Documentation

At the end of each semester of practicum, you will submit your completed log and a summary form. You should use your Time2Track account (https://support.time2track.com/article/217-appic-activity-types) or other account to do this although you may want to supplement with an excel sheet. Your site and University supervisors should sign and date both. You will keep the log with your records and the summary form will go into your departmental file with the evaluation forms. The following is a list of specific practicum information required by APPIC when applying for internship. Please refer to the APPIC website (http://www.appic.org/) for more detailed and current requirements.

Assessment
Document direct assessment hours, which includes test administration and feedback sessions, under one of the categories below. Time spent for preparation, scoring, interpretation, and report writing is not included here. Keep a current list of all tests administered, how many of each, and whether you wrote a corresponding report. 1. Psychodiagnostic test administration (e.g., IQ, achievement, objective measures, personality tests); 2. Neuropsychological assessment

Intervention
Report number of hours in direct service to clients according to the categories listed below. You will need to know the number of different individuals or groups that you served; for example, if you provided individual counseling to one student and also conducted three different social skills groups, you would have 1 individual and 3 groups. 1. School counseling interventions (includes consultation, direct intervention, and other - specify) 2. Group therapy 3. Individual therapy 4. Career counseling 5. Family therapy 6. Couples therapy 7. Other - describe (medical/health, substance abuse, intake/structured interview, milieu therapy)

Other Psychological Experience
1. Supervision of other students performing assessment or intervention; 2. Program development/outreach programming; 3. Systems intervention or organizational development; 4. Other - specify

Support Activities
Record number of hours of indirect service, which includes: chart/record review, test scoring, writing reports or progress notes, planning interventions, consulting with others about cases (client is not present), video/audiotape review, didactic instruction (e.g., grand rounds, seminar). These hours do not need to be categorized, but you may want to be specific in your log in case the information is requested at a later date.

Supervision
Three categories of supervision are identified. Supervision is differentiated by a focus on specific cases, with the intent of overseeing those cases. 1. Regularly scheduled, individual, face-to-face supervision 2. Group supervision (e.g., seminar time spent in case discussion) 3. Peer supervision

Client and Setting Characteristics
In addition to logging number of hours engaged in assessment/intervention, support, and supervision activities, you need to keep a record of the following. 1. age of client 2. gender (male/female/transgendered) 3. race/ethnicity 4. disability/diagnosis (physical/orthopedic, vision, hearing, learning/cognitive, developmental disability, serious mental illness which includes severe developmental disability, other – specify); may include more than 1 designation 5. setting (schools, inpatient hospital, outpatient medical/psychiatric clinic, community mental health center, University counseling center, child guidance clinic, departmental clinic, forensic/justice setting, military, other – specify

Additional Notes on APPIC Requirements
1.A practicum hour is actual time, not a semester hour; a 45–50-minute session can be counted as a full hour. 2. Practicum hours are mutually exclusive – you may not count an activity under more than one category (assessment/intervention, support, or supervision). 3 . Practicum is defined as formal training sanctioned by the University program. 4. Other clinical or professional experience may be documented in a manner similar to but separate from practicum hours. 5. In listing specific tests administered, you may combine numbers from practicum, work, and research experiences (but not practice administrations). 6. In addition to number of reports written for specific tests administered, APPIC asks for the number of integrated reports written, which includes: history, interview, and at least two tests administered. 7. Teaching experiences also may be documented.

Practicum Summary Form (this will be captured in Time2Track documentation)
The summary should include: 1. Your name, semester/year, site, site supervisor's name, and University supervisor's name 2. Site description: a narrative describing the location and type of setting, characteristics (age, disability, etc.) of the clients you served, and kinds of training experiences (e.g., assessments instruments used and types of interventions). 3. A list of direct contact (assessment/intervention), indirect contact (support), supervision, and total practicum hours

APPIC Definitions for Classifying Hours

ASSESSMENT: Administering psychological tests or assessments
Document direct assessment hours, which includes test administration and feedback sessions, under one of the categories below. Time spent for preparation, scoring, interpretation, and report writing is not included here. Keep a current list of all tests administered, how many of each, and whether you wrote a corresponding report.
Neuropsychological Assessment: An assessment of how a client's brain structurally functions. Include intellectual assessment in this category only when it was administered in the context of neuropsychological assessment involving evaluation of multiple cognitive, sensory and motor functions.
Psychodiagnostic Test Administration: Using oral, written, or projective methods as a diagnostic procedure. Include symptom assessment, projective, personality, objective measures, achievement, intelligence, and career assessment. Also includes providing feedback to clients/patients.
INTERVENTION: Activities involving direct face-to-face contact with a client
Report number of hours in direct service to clients according to the categories listed below. You will need to know the number of different individuals or groups that you served; for example, if you provided individual counseling to one student and also conducted three different social skills groups, you would have 1 individual and 3 groups.
• **Co-Therapy**: Psychotherapy conducted with more than one therapist present.
• **Crisis Intervention**: Emergency psychological care assisting individuals in a crisis situation.
• **Family Therapy**: Involves a whole family, or several family members, all meeting with a therapist together.
• **Group Counseling**: Involves one or more therapists working with several people at the same time.
• **Individual Therapy**: Working one-on-one with a client.
• **Intake Interview**: The first appointment with a therapist, in which the therapist asks questions in order to understand the client's situation and presenting problem.
• **Structured Interview**: An interview with a client in which all questions are presented in the same order to ensure that answers can be reliably compared between individuals or groups.
• **Outcome Assessment of Programs or Projects**: Assessing the outcome of any programs or projects.
• **Program Development / Outreach Programming**: Create and offer programs or outreach activities designed for the education and prevention of psychological concerns.
• **School (Direct Intervention)**: A direct intervention in a school setting.
• **School Consultation**: Interview to assess the client, their needs, and goals for treatment in a school setting.
• **Supervision of Other Students**: Supervising other students.
• **Systems Intervention / Organizational Consultation / Performance Improvement**
• **Systems Intervention**: Eliminate system limitations by prioritizing needs, specify outcomes, and design an intervention program.
• **Organizational Consultation / Performance Improvement**: Consult with an organization in order to improve the performance and well-being of its employees.
• **Treatment Planning with Client**: Planning a course of treatment with a client.
SUPPORT: Activities involving indirect, or non-face-to-face contact with a client
Record number of hours of indirect service, which includes chart/record review, test scoring, writing reports or progress notes, planning interventions, consulting with others about cases (client is not present), video/audiotape review, didactic instruction (e.g., grand rounds, seminar). These hours do not need to be categorized, but you may want to be specific in your log in case the information is requested at a later date.
• **Assessment Report Writing**: Writing reports on administered assessments.

• **Case Conferences**: Bring together key parties in order to mutually agree upon goals and strategies to achieve them.
• **Case Management**: A collaborative process of assessment, care planning, facilitation, and advocacy for options and services to meet an individual's mental health needs.
• **Clinical Writing / Progress Notes**: Writing treatment progress notes, or other clinical writing.
• **Coordinate Community Resources**: Assisting a client in locating and/or securing community resources.
• **Observation**: Observing other trained individuals perform therapeutic activities.
• **Professional Consultation**: Consulting with another professional regarding a case or client.
• **Psychological Assessment Scoring / Interpretation**: Scoring and/or interpreting psychological assessments.
• **Seminars / Didactic Training**: Any training involving seminars or lectures.
• **Video-Audio-Digital Recording Review**: Reviewing video or audio recordings.

Supervision

In this section, you will document the amount of time that you have spent receiving supervision. For the purposes of this section, supervision can be provided by licensed psychologists, licensed allied mental health providers (e.g., social workers, marriage and family therapists, psychiatrists), and advanced doctoral students whose supervision is supervised by a licensed psychologist. Supervision activity involves a formal evaluative component, and may include both supervision received as an individual (i.e., one-to-one) and within a group. Supervision that you have provided to less advanced students should not be recorded in this section, and may instead be included in the "Intervention Experience" section.

Three categories of supervision are identified. Supervision is differentiated by a focus on specific cases, with the intent of overseeing those cases.

1.Regularly scheduled, individual, face-to-face supervision - Individual supervision is defined as regularly scheduled, one-on-one, face-to-face supervision with the specific intent of overseeing the psychological services rendered by the supervisee.

2. Group supervision (seminar time spent in case discussion) - Group supervision is defined as regularly scheduled, face-to-face supervision with multiple supervisees, with the specific intent of overseeing the psychological services rendered by the supervisees.

3. Peer supervision

**Many excellent practicum courses incorporate both didactic and experiential components in the course activity. While the didactic portion is excellent training, it should not be recorded as a supervision activity;

it should instead be record in the "Support Activities" section. This may necessitate dividing the hours spent in a practicum course into intervention, supervision, and didactic activities by actual course hours. For example, if you present on the "Psychosocial Issues of HIV Infection" using examples of cases, it is a didactic activity. Similarly, Grand Rounds that consist of in-service education on specific topics would not

be considered supervision but would be considered a support activity.

Treatment Settings

In another section of the AAPI Online ("Intervention Experience"), you will be asked to summarize your practicum experience by population and type of intervention. In this section, you will summarize that same practicum experience by the setting in which it occurred.

You should include only those hours that qualify as practicum experience and involve either assessment or intervention. "Qualified practicum experience" is that which has been formally sanctioned by your graduate program.

Diverse Populations / Client and Setting Characteristics

In addition to logging number of hours engaged in assessment/intervention, support, and supervision activities, you need to keep a record of the following.

1. age of client
2. gender (male/female/transgendered)
3. race/ethnicity
4. disability/diagnosis (physical/orthopedic, vision, hearing, learning/cognitive, developmental disability, serious mental illness which includes severe developmental disability, other – specify); may include more than 1 designation

In this section, you should specify your practicum experience with diverse populations in a professional therapy/counseling/assessment capacity. Indicate the number of clients seen for assessment and intervention for each of the diverse populations listed. You may not have information for some of your clients/patients on some of the items, so only indicate the information that is known.

Include under the assessment column those clients/patients for whom you performed assessments and/or intake interviews. For this section, you may include a single client/patient in more than one category and/or more than one column, as appropriate. For families, couples, and groups, please count each individual as a separate client/patient.

Additional Notes on APPIC Requirements

1. A practicum hour is actual time, not semester hour; a 45–50-minute session can be counted as a full hour.
2. Practicum hours are mutually exclusive – you may not count an activity under more than one category (assessment/intervention, support, or supervision).
3. Practicum is defined as formal training sanctioned by the University program for which you receive academic credit and supervision.
4. Other clinical or professional experience may be documented in a manner similar to but separate from practicum hours.
5. In listing specific tests administered, you may combine numbers from practicum, work, and research experiences (but not practice administrations).
6. In addition to number of reports written for specific tests administered, APPIC asks for the number of integrated reports written, which includes history, interview, and at least two tests administered.
7. Teaching experiences also may be documented.

For Additional Information about Assessment or Intervention Hours Documentation, Please See:

Assessment: https://portal.appicas.org/applicants2012/instruction/ins_psya_exp.htm

Intervention: https://portal.appicas.org/applicants2012/instruction/ins_exp_intervention.htm

Appendix L: Remediation Plan

Student: Date:

Major Professor: Person completing the form:

Describe the situation:

Remediation:

Identify (by circling or highlighting in yellow) any identified competency areas in need of remediation
Professional Values and Attitudes: as evidenced in behavior and comportment that reflect the values and attitudes of psychology.
Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.
Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.
Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional awareness and reflection; with awareness of competencies; with appropriate self-care.
Relationships*:* Relate effectively and meaningfully with individuals, groups, and/or communities.
Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.
Research/Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.
Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors.
Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.
Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.
Consultation: The ability to provide guidance or professional assistance in response to a client's needs or goals.
Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.
Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.
Management-Administration: Awareness of the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).
Advocacy: Awareness of the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.

Competency Element(s)

Expectations	
Student Responsibilities/Actions	
Supervisors' Responsibilities/Actions	
Timeframe for acceptable performance	
Assessment methods	
Formative feedback provided (what, when)	
Consequences of unsuccessful remediation	

Student to initial one:

_____This remediation plan has been reviewed with me and I agree to abide by the terms listed and understand the consequences if this does not occur.

_____ This remediation plan has been reviewed with me and I do not agree with specific items described or the required plan. The portions that I disagree with are listed below (attach additional sheets if necessary). Portions of the remediation plan that I disagree with and reason:

_____

_____

_____

_____

_____

_____

Student signature/Date

_____

Major Professor and/or Supervisor signature/Date

_____

Program Director/DCT Signature /Date

Remediation Plan outcome

_____Resolved
_____Not Resolved

_____ Date