



# *CLINICAL PSYCHOLOGY GRADUATE PROGRAM HANDBOOK*



*Department of Psychology  
Appalachian State University  
Boone, North Carolina 28608*

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## I. INTRODUCTION

The Master of Arts program in Clinical Psychology is a terminal master's program that provides students with the skills necessary to become master's level practitioners and prepares them for doctoral-level training in Psychology. The program involves four semesters of coursework in research methods and other core areas of psychology, diagnosis of and interventions for behavioral health problems, professional issues in psychology, intelligence and personality assessment, health psychology and behavioral medicine, and community psychology. Students in the Clinical Psychology program are also required to either complete an empirical thesis or complete additional coursework through a non-thesis track. Two clinical practica are taken during the second and third semesters of the program, and a 600-1,000 hour supervised internship completes the program. Graduates of the program are eligible for licensure as Licensed Psychological Associates in North Carolina.

Program Director:	Dr. Lisa Curtin	
Program Faculty:	Dr. Josh Broman-Fulks	Dr. Will Canu
	Dr. Jacqueline Hersh	Dr. Bob Hill
	Dr. J.P. Jameson	Dr. Denise Martz
	Dr. Kurt Michael	

### ***Training Philosophy:***

The program primarily identifies with the *scientist-practitioner* (“Boulder”) training model. Within the scientist-practitioner model, however, we emphasize removing artificial boundaries between science and practice and focus on the development of competencies that integrate research and practice. The curriculum is sequenced and designed to be taken in the order described below. Basic content courses set the stage for more applied courses (e.g., Research Methods and Quantitative Methods serve as background for thesis; Psychotherapy: Foundations and Ethics, Diagnosis and Psychopathology, and assessment courses serve as background for practicum). These courses provide *exposure* to important material and concepts for the discipline. As students continue in the program, courses that integrate didactic material and applied work (Practicum I and II) 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. This reciprocal learning process is a significant part of developing and maintaining *competence* as a psychologist-in training.

### ***Faculty Mentor:***

An important faculty member for you is your Faculty mentor or Major Professor. This is a faculty member that will serve as your thesis chairperson if you are on the thesis track, or as your primary program advisor if you are on the non-thesis track. She or he functions as your primary (but not exclusive) resource person within the program. Your Major Professor is often a member of the Clinical Program Committee and is assigned shortly after admission to the program (after considering your preferences/requests). Some thesis-track students will have a non-clinical faculty member serve as their thesis chairperson. In this case, you will also be assigned a Clinical faculty mentor for clinically-specific advising/consultation. Your Major Professor will work in conjunction with the Program Director and other faculty to provide you with program performance feedback (at the end of each semester during year 1 and at the end of spring semester year 2) and assist you in maintaining good standing in the program.

## II. GENERAL DEPARTMENT INFORMATION

Dr. Jim Denniston, Chairperson, Room 100-F, 262-2272, ([dennistonjc@appstate.edu](mailto:dennistonjc@appstate.edu))

Dr. Denise Martz, Assistant Chairperson, Room 309, 262-2272, Ext 429 ([martzdm@appstate.edu](mailto:martzdm@appstate.edu))

Ms. Carol Anderson, Dept. Office Manager, Room 100-A, 262-2272, Ext 402, ([andersncm@appstate.edu](mailto:andersncm@appstate.edu))

Ms. Gail Day, Departmental Secretary, Room 100, 262-2272, Ext 401 ([daygg@appstate.edu](mailto:daygg@appstate.edu))

**Mail Services:** Each graduate student has a mailbox in the graduate lounge on the 1<sup>st</sup> floor. Those teaching Psychology 1200 or laboratory sections of other courses will have mailboxes in the main office. Please check your mail regularly. Students may send mail through the Department by placing outgoing materials in the box 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. You are expected to use this account for all academic and professional communication, and are expected to check *this account* regularly.

**Student Lockers:** Daytime lockers are available for your use in the graduate lounge. They are to be used on a first come, first served basis. You must supply your own lock.

**FAX Machine:** A fax machine is located in the main office. You may send and receive faxes. Our FAX number is 828-262-2974. Personal faxes to local or long distance numbers cost \$.25 per page (\$1.00 for overseas).

**Duplicating Materials:** The departmental copier is located in the main office. Personal copies (including copies of coursework) as well as scanned copies are \$.05 per page. Please request the office staff to enter the access code.

**Conference Poster Printing:** Poster printing may be done in the department; however, *it is expected that students will submit an application for a research grant from Office of Student Research (OSR)*. Please write the grant for \$35 for a 36 x 48 inch poster. For larger posters please discuss the amount with Carol Anderson in the main office. One side of the poster must be 36 inches to be printed in the department. 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 Carol Anderson via the M-drive by your mentor at least one week prior to pick up date. Please send an email to Carol ([andersncm@appstate.edu](mailto:andersncm@appstate.edu)) stating the date poster needs to be ready for pick up. Do not email poster files to Ms. Anderson—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.

All materials should be returned immediately after you 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; you could be charged for damages.

Keep up with all assessment materials. Many test kits contain numerous test booklets and stimulus materials; you will be accountable for all of these materials for any kit checked out to you. If you allow another student to

use a kit that is checked out to you, be sure that all materials are in the test kit upon exchange. If a test kit is checked out in your name, you are ultimately responsible for replacing missing materials.

Bring checks (preferred) or exact change for protocol/test record purchases. If you are unsure of the cost of your 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.

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.

**Academic-related travel:** Any students traveling to conferences for research, training or other academic endeavors MUST submit a Travel Authorization Form (regardless of funding source), which can be picked up and returned to Ms. Gail Day, a *minimum of two weeks* prior to travel. You will need to keep all receipts and a hard copy of a boarding pass for airline travel. These steps are critical to secure reimbursement if awarded financial support via the department, the Office of Student Research (OSR), or the Graduate Student Association Senate (GSAS).

It is *your responsibility* to inform professors and instructors of academic-related travel/presentations that conflict in any way with class, assistantship, research, or clinical responsibilities. You must work with your supervisor(s) to make appropriate arrangements in accordance with supervisor expectations and agreements.

### **Graduate Student Organizations and Support:**

Psychology Graduate Student Organization (PGSO): The PGSO serves as a vehicle for graduate students to share information and concerns, and to provide a source of financial support for conference travel and research expenses. The PGSO senate is comprised of one elected first- and second-year student from each of our four graduate programs in psychology. Membership dues are \$5.00 per year. Dr. Jim Deni is the faculty advisor (denijr@appstate.edu). See the current Psychology Graduate Student Handbook for current PGSO officers.

Graduate Student Association Senate (GSAS): The GSAS represents all graduate students at ASU. One member and an alternate are elected from each academic department. The PGSO will arrange the election early in the fall semester. The GSAS is also a source of financial support for research-related expenses (including travel). See the current Psychology Graduate Student Handbook for the current psychology GSAS senator.

### III. CLINICAL TRACK M.A. DEGREE REQUIREMENTS

#### *Curriculum:*

Thesis Option	Non-Thesis Option
<p><b>Fall Year 1</b>            PSY 5020 Research Methods            PSY 5552 Diagnosis and Psychopathology            PSY 5700 Cognitive Assessment            PSY 5705 Psychotherapy: Foundations and Ethics</p> <p><b>Spring Year 1</b>            PSY 5030 Advanced Quantitative Methods            PSY 5701 Personality Assessment            PSY 5714 Psychotherapy Interventions I            PSY 5904 Practicum I            PSY 5998 Thesis Prospectus (3)</p> <p><b>Fall Year 2</b>            PSY 5300 Learning            PSY 5583 Health Psychology and Behavioral Medicine            PSY 5713 Child Psychopathology            PSY 5905 Practicum II</p> <p><b>Spring Year 2</b>            PSY 5320 Biological Bases of Behavior            PSY 5715 Psychotherapy Interventions II            PSY 5584 Community Psychology            PSY 5999 Thesis (3)</p> <p><b>Summer and Fall Year 3</b>            PSY 6900 Internship (6)</p> <p>Total 57 credits</p>	<p><b>Fall Year 1</b>            PSY 5020 Research Methods            PSY 5552 Diagnosis and Psychopathology            PSY 5700 Cognitive Assessment            PSY 5705 Psychotherapy: Foundations and Ethics</p> <p><b>Spring Year 1</b>            PSY 5330 or PSY 5340 (Developmental Seminar or Seminar in Social Psychology; dependent on courses offered) OR PSY 5030            PSY 5701 Personality Assessment            PSY 5714 Psychotherapy Interventions I            PSY 5904 Practicum I            PSY Psychology Elective or PSY 5030</p> <p><b>Fall Year 2</b>            PSY 5300 Learning            PSY 5583 Health Psychology and Behavioral Medicine            PSY 5713 Child Psychopathology            PSY 5905 Practicum II</p> <p><b>Spring Year 2</b>            PSY 5320 Biological Bases of Behavior            PSY 5715 Psychotherapy Interventions II            PSY 5584 Community Psychology            PSY Psychology Elective</p> <p><b>Summer and Fall Year 3</b>            PSY 6900 Internship (6)</p> <p>Total 57 credits</p>

#### *Academic Expectations:*

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.

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 grade (U or F). NOTE: There are no grades at the D level for graduate courses, so any such grade submitted in error by the faculty will be changed to F. A C- is the minimum passing grade.
- Denial of candidacy (see page 9 for advancement to candidacy criteria).

**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 or department chairperson; if the department supports the request, they will in turn seek Graduate School approval.

**Appeals Process:** If the department or the Graduate School denies the request for a term on probation, the student can formally appeal to the Graduate Council. That appeal must be in writing. The Associate Dean of the Graduate School coordinates the appeals process.

Students who earn a failing grade and students denied candidacy may also appeal, but those appeals will go directly to the Graduate Council.

See full graduate school policy here:

<http://www.graduate.appstate.edu/gradstudies/bulletin11/policies/probation.html>

**Funding Implications:** If your GPA falls below 3.0, you will no longer be eligible for graduate assistantship funding (during 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.

### ***Program of Study:***

A Program of Study (POS) is typically agreed upon and approved by the end of the first semester in the program. The POS, however, **must be** approved by the spring semester of your first year, prior to completion of 50% of your required hours or you will be unable to register for additional courses. If you wish to take additional courses, such as Teaching of Psychology, you must communicate your intention to your faculty mentor and to the program director. *Permission to take courses above and beyond the Clinical Psychology course of study (see above) must be approved by the program faculty and may not be covered under financial aid.*

Given the sequenced and prescribed nature of the Clinical Psychology MA POS, the decisions to be made for individualized POSs include:

- 1) Thesis track vs. non-thesis track
- 2) Elective courses for non-thesis track
- 3) Approval of any courses the student desires to take beyond the required 57 hours

Once you, the program director, and your faculty mentor have agreed on the POS, it needs to be submitted by the program director 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.

### ***Practica and Internship:***

Two practica are required components of the program. These requirements provide applied clinical learning opportunities under the supervision of a faculty member or community-based supervisor. 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 during the academic year in conjunction with a class, must be within driving distance to Boone, and require 8-10 hours/week of participation at the field-based site. **Each student MUST complete a practicum at the Psychology Clinic.** Many practicum sites require a formal application process, and can be competitive (e.g.,

ASU Counseling and Psychological Services Center, ASC Center). The Program Director will inform students of application processes and deadlines.

Internships can be in-state or out-of-state (with some limitations dependent upon state), and must provide a minimum of 600 hours of applied clinical experience supervised by a Licensed Psychologist (or Licensed NC LPA) and typically across two semesters. Many sites require closer to 1,000 hours (e.g., ASU Counseling Center, ASC Center). In addition, some students may be required to complete more than 600 hours dependent on demonstration of applied competencies, history of applied experiences and individual professional goals. You will work with the Program Director to secure these placements. A list of common practicum and internship placements are in **Appendix A**.

Practicum I (PSY 5904) is completed during spring semester of the first year. Placements are typically secured during October and November of the fall semester/first year.

Practicum II (PSY 5905) is completed during the fall semester of the second year. Placements are typically secured during March of the spring semester/first year. Some Practicum II placements require a full year commitment (e.g., ASC Center). In this case, you will register for Practicum III (PSY 5906) spring semester/second year.

Internship (PSY 6900) is often completed during the summer of the second year and fall of the third year. However, some placements are only available during the academic year, and are, by necessity, completed during the fall and spring of the third year. You must be advanced to candidacy to register for internship. Although some internships are paid positions, many are not. *Please plan accordingly; pay particular attention to financial aid qualifications and health care coverage.* Schedule a meeting with the Clinical Program Director approximately six months prior to your expected starting date (typically late fall semester/second year). The purpose of the initial meeting is to review skills, needs, career objectives, and other factors as they relate to selecting the type of internship experience to be pursued.

Students **MUST BE** enrolled in the appropriate Practicum or Internship course to secure liability/malpractice coverage through ASU. In addition, you are not qualified or licensed to “practice psychology” unless you are explicitly in training. You will have an on-site supervisor and ASU faculty supervisor for both practica and internship (Practicum instructor for PSY 5904, PSY 5905 and PSY 5906; Program Director for PSY 6900). 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 (see instructor of record for practica; see program director for internship) as well as the mandatory ASU agreement. See **Appendix B** for a Practicum Agreement template and **Appendix C** for the Internship Agreement templates. 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/ Program Director and University Counsel.

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 D** for a list of applied competencies to be assessed throughout your training. In addition, see **Appendix E** for typically utilized practicum and internship evaluation forms (subject to change; some sites use their own evaluation form).

*NOTE: Earning a grade of C or lower for a Practicum or an Unsatisfactory for Internship results in a student’s academic suspension in accordance with Appalachian Graduate School policy.*

NOTE: *Clinical students completing a thesis must have their final thesis defense prior to beginning the internship or must secure their thesis mentor's endorsement for beginning internship as a result of adequate thesis progress (e.g., completed thesis but have not formally defended it). This helps ensure that the intern will meet graduation requirements upon completion of internship.*

### ***Admission to Candidacy:***

All Clinical Psychology M.A. candidates must be formally promoted by their program faculty to candidacy towards the degree.

The "Admission to Candidacy for a Graduate Degree" form is available at: [http://www.graduate.appstate.edu/forms\\_graduate/index.html](http://www.graduate.appstate.edu/forms_graduate/index.html). You will complete this form with the assistance of your program director after you have met all requirements for advancement. This process is typically initiated after completion of the second semester as a method of evaluating your readiness to continue in the program towards the master's degree.

Before a student can be admitted to candidacy for the 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;
3. Recommendation of the Clinical Psychology Faculty (and thesis supervisor if a non-clinical faculty member);
4. Completion of a minimum of 9 semester hours;
5. Successful completion of a Practicum, earning a minimum grade of a B- and evidencing developmentally appropriate competence based upon supervisor's evaluation;
6. Successful proposal of thesis prospectus (if applicable).

NOTE: *Internship hours may not be taken prior to completion and filing of both the Program of Study and the Admission to Candidacy forms.*

### ***Comprehensive Exam:***

The comprehensive examination is given by the Program Director during the spring semester of your second year in the program. Candidates take a simulated version of the national Psychology licensure examination. Each candidate's **lowest two areas (among those below 60%)** are identified (e.g., statistics and research methods, test construction). The candidate is then re-tested on those two areas until he/she successfully earns a 60% or higher (other areas may remain below 60%). There is an **\$80 fee** for administration of the comprehensive examination (payment submitted to Carol Anderson in the Psychology Office during the last week of fall semester of your second year; checks made to *Appalachian State University*).

## IV. PROFESSIONAL DEVELOPMENT

The intent of our program is to prepare graduates to function as future professionals. Thus, professional development is a primary program goal.

Examples of professional development include:

- Takes responsibility for educational goals by maintaining one's own completion timeline, initiating contact with supervisors/mentors, and allowing supervisors adequate time to respond to feedback requests
- Maintains professional demeanor (e.g., no phone usage or foul language) and dress when teaching classes or on practicum/internship sites
- Respectfully communicates with faculty, staff, and students
- Avoids cell phone/electronic devices use during interpersonal communications and during class (e.g., no Facebook or email use)
- Demonstrates dependability (e.g., punctual; follows through on tasks)
- Seeks out and responds appropriately to supervision and feedback (e.g., accepts criticism, incorporates feedback into assignments/reports, etc.)
- Demonstrates appropriate time management skills (e.g., adheres to established timelines, meets deadlines, etc.)
- Displays appropriate level of independence in performing duties
- Manages stress appropriately
- Shows evidence of ongoing self-evaluation

***Ethics:*** Graduate Students in the Clinical Psychology program are expected to behave ethically and professionally. Students should be familiar with the Code of Ethics for psychologists published by the American Psychological Association (<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, modifications of an individual student's POS, re-examination of a specific competency requirement, or possible termination from the program.

***Personal Adjustment and Demonstrating Competencies:*** It is recognized that students display a wide range of personality characteristics. The intention of the Clinical Faculty when addressing issues of personal adjustment is to attend to those characteristics that appear to be related to ineffective professional functioning. Effective functioning includes, but is not limited to, freedom from behavioral problems that seriously limit effective functioning as a psychologist, problems in personal growth and self-understanding that interfere with effective functioning as a graduate student in this program and could affect functioning as a professional psychologist, and accurate representation of professional competence and qualifications. The Clinical Faculty members are concerned with personal problems that interfere with effective functioning. For example, chronic tardiness in turning in assignments and/or irresponsibility in scheduling and meeting other professional obligations (such as client contacts or maintenance of clinical records) may be judged as professionally irresponsible and *will be addressed by the faculty*, at a minimum, during your annual evaluation/review and via a formal remediation plan. See **Appendix D** for a list of program competencies to be addressed throughout your training.

In addition, our program is dedicated to preparing professional psychologists to serve a diverse public. In doing so, we adopt the following sample statement 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](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):

**“Sample Program Policy Statement that Articulates Program Policies Related to Trainees Who Experience Conflicts Working with Diverse Clients/Patients:**

*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 noninjurious 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.”*

**Clinical Brown Bag Meetings, Colloquia and other educational meetings outside of coursework:** The Program holds 2-3 Brown Bag meetings each semester. Students, faculty, or guest speakers present during these meetings. Each student will present at a minimum of one brown bag during his/her time in the program. Brown Bag meetings are generally held on a Monday or Wednesday afternoon at noon or 1pm, during a time when you do not have class. Although you may have potential conflicts with practicum or assistantship responsibilities, *it is expected that you attend these meetings.* Practicum and assistantship supervisors should be notified in advance (you will generally receive these dates during the late summer for fall Brown Bags, and during the late fall for spring Brown Bags) of your need to attend these meetings.

In addition, the Department sponsors periodic colloquia featuring distinguished psychologists from across the country, as well as presentations by faculty job candidates. Colloquia almost always take place in the time slot of Friday at noon or 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 nature during their first two years in the program unless they obtain permission from their Major Professor and the Program Director in advance.*

**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), or other professional organizations. Most of these organizations offer student membership at reduced fees.

**Professional Liability Insurance:** You are required to obtain student liability insurance. ASU provides liability insurance to students enrolled in practicum or internship. However, some of your courses will require that you carry such coverage (e.g., Psychotherapy: Foundations & Ethics), and it is a good professional practice to carry individual professional liability insurance. You need to start student liability insurance within the first month of commencing graduate study, maintain this insurance through your graduation, and provide the Program Director with a copy of your policy each academic year.

Students can obtain liability insurance through APA for a modest fee. See this link for information and an application for the APA Student Liability Insurance (<http://www.trustinsurance.com/products/studentliability/>). 2016 costs of APA Trust liability insurance = \$35, annually).

**Student Annual Reviews and Evaluation of Progress:** Progress and performance for all students are reviewed by the Program faculty annually at the end of the spring semester. First year students have an additional review following the completion of their first semester to review progress and to remediate any problems.

Students are involved in the annual review process by completing an Annual Report Form (**see Appendix F**) and returning this to their major professor who forwards the form to the Program Director prior to the annual review by faculty. The self-assessed annual review form and up-to-date vita are to be submitted electronically (as an e-mail attachment). In a series of program faculty meetings, information provided by the student, grades, and input from faculty and assistantship supervisors will be considered in evaluating the student's progress during the academic semester or year.

Each student will receive written feedback from the faculty at the end of the fall semester/first year, end of the spring semester/first year, and end of the spring semester/second year. 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. If a student has not received feedback by the beginning of the semester subsequent to the review, the student should contact their Major Professor and the Program Director regarding the annual review.

**Record-keeping:** It is critical that all students supply the Psychology Department Office Manager, Carol Anderson, and the Program Director with their current legal name, mailing address, and telephone numbers and that this information be kept current. In addition, it is expected that you *check your @appstate email account* on a regular basis and use this email for **all communication related to the program**.

You are expected to keep a log of all clinical activities and hours (see **Appendix G**). Some students prefer to use a commercial online system to track clinical training hours (range in price from \$30-\$37 per year). Former students have found Time2Track easy to use: <http://time2track.com/>. Other options are also available (e.g., <http://www.psykey.com/>). If you choose to use one of these options, you will need to provide a hard copy documenting hours to your practicum instructor(s) and the Program Director. In addition, **you are expected to maintain copies of all syllabi**. You may need these materials for licensure application(s) and/or future doctoral program involvement.

## V. INTERNSHIP

**Nature and Purpose of Internship:** A master's-level internship is a requirement of all graduate students in the Clinical Psychology program. It consists of practical experience in which the student, under supervision, works at a facility that provides clinical services. This generally involves broad exposure to the types of activities that are required for competent practice as a Master's-level psychologist and eligibility for licensure in NC as a Licensed Psychological Associate. Ideally, the intern will become involved with assessment of client problems, intervention with clients and their families or social support networks, and consultation with other professionals.

The internship is a full-time experience lasting approximately six months (range between 6 and 12 months), totaling approximately 1,000 hours of work (minimum of 600 hours) that provides planned experiences aimed at the development of specific clinical competencies.

**Internship Objective and Goals:** The objective of an internship is to provide students with opportunities to continue to develop their applied clinical skills and to meet the qualifications required for LPA licensure in North Carolina. Goals for the intern may include:

- ◆ Conduct intake interviews and produce appropriate documentation
- ◆ Plan and carry out individual and group therapy interventions
- ◆ Analyze, practice, and improve intervention skills
- ◆ Plan psychological assessments that provide appropriate data relevant to the referral question
- ◆ Practice skills in test administration and scoring
- ◆ Improve skills in interpreting test data and writing psychological evaluations
- ◆ Develop, implement, and evaluate psychoeducational and outreach interventions
- ◆ Continue to abide by the ethical standards of the American Psychological Association
- ◆ Develop an increased understanding of state laws that regulate the practice of psychology
- ◆ Gain exposure to other specialized mental health services or programs (substance abuse, emergency service, developmental disabilities, etc.) within the agency
- ◆ Develop professional interaction skills with administrators, staff, parents, teachers, and other professionals
- ◆ Maintain professional records in accordance with agency and supervisor expectations in a timely manner
- ◆ Receive and utilize feedback from the internship supervisor to assist in further developing clinical skills

**Prerequisites:** The Clinical Psychology Master's program at Appalachian emphasizes the development of a broad knowledge of psychology as well as applied skills and professional competence. Core psychology courses provide advanced academic training in research methodology as well as a year-long professional seminar series that reviews research and current issues in learning and biological bases of behavior.

Prior to signing up for internship hours or starting work at the internship site, the student must have completed the following required clinical courses (unless permission is otherwise granted by the Clinical faculty):

- Ψ Cognitive Assessment
- Ψ Personality Assessment
- Ψ Diagnosis and Psychopathology
- Ψ Fundamentals and Ethics of Psychotherapy
- Ψ Psychotherapy Interventions I
- Ψ Psychotherapy Interventions II
- Ψ Child Psychopathology
- Ψ Health Psychology and Behavioral Medicine

- Ψ Community Psychology
- Ψ Practicum I & II

***Securing an Internship:*** When selecting a site, students, in consultation with the Program Director, often consider various factors including type of facility, career objectives, location, and specific training opportunities. Many internships result in employment opportunities, so you may want to carefully consider your options.

Possible sites for the internship include community health centers, university counseling centers, specialized service centers, school mental health programs, psychiatric hospitals, medical hospitals, evaluation units, and the Department of Corrections. The type of internship site is chosen jointly by the student and the Program Director; this choice is based on the needs of the student as well as the supervisor's willingness to host the student. Assistance will be provided in preparing application materials (typically a cover letter and a Curriculum Vita), and contacting agency directors at potential sites. **Do not contact a potential site without first consulting with the Program Director.**

***Timeline:*** Schedule a meeting with the Clinical Program Director approximately six months prior to your expected starting date (typically late fall semester/second year). The purpose of the initial meeting is to review skills, needs, career objectives, and other factors as they relate to selecting the type of internship experience to be secured.

Following permission of the Program Director, the student will be responsible for initiating contact with agencies. The Program Director will review the materials you plan to send (letters, resume, etc.), and write or call individuals when appropriate. The internship requirements document (see Appendix G), Internship Agreement template (Appendix C), and Internship Evaluation form (Appendix E) can be sent to potential sites considering an intern. Starting early will optimize your chances of securing an internship that is adequately responsive to your needs.

To register, students should request permission to register from the Clinical Program Director, who will then request registration for PSY 6900. A signed Internship Agreement must be secured prior to registration. Some sites may require additional paperwork, trainings, or immunizations. Minimally, you must be registered for PSY 6900 and a signed internship agreement template **MUST** be in place prior to beginning any on-site training. On average, the internship lasts for a minimum of six months rather than a semester, and the internship must be completed prior to the date you expect to graduate.

## **Expectations**

### Graduate Intern:

- Spend approximately six months working full time at an appropriate agency practicing psychology.
- Establish a set of training goals and a plan for activities to support these goals. These goals form the basis of the training agreement. The agreement is developed before the internship starts, and must be signed and in place by the beginning of the internship.
- Follow the ethical standards set forth by the American Psychological Association.
- Become familiar with the procedures and policies of the internship site.
- Maintain an hourly log of clinical activities. A sample log form is available from the Clinical Program Director (see Appendix G), but some agencies have their own mechanism for monitoring direct service.
- Contact the Program Director via email every 2-3 weeks summarizing your experiences to date.
- Turn in a self-evaluation and an evaluation of the internship supervisor/site (see Appendix I). This should be completed during the last 2 weeks of the internship. Retain a copy of your final evaluation.

### Internship Site Supervisor:

- Must be a licensed psychologist (M.A. or Ph.D.) and be available for direct day-to-day involvement with the graduate intern.
- Monitor the activities of the intern to make sure clients are receiving appropriate, high-quality service.
- Assist the graduate intern in fulfilling the requirements of the internship.
- Support the professional development of the intern.
- Provide at least one hour supervision per week for the duration of the internship (per NC licensing requirements).
- Provide ongoing feedback to the graduate intern.
- Notify the Program Director of any concerns or problems.
- Provide feedback to the Clinical Program Director to assist in the final evaluation of the intern (Appendix E).

### Clinical Program Director:

- Coordinate the internship experience of the graduate intern including appropriate agreements and potential legal counsel.
- Maintain contact with the internship supervisor either in person, by phone, and or e-mail.
- Ensure that the internship site and supervisor are providing the supervision and clinical experiences the graduate intern needs.
- Support and facilitate the professional development of the graduate intern.
- Retain evaluations submitted by the graduate intern to support future licensure application or other professional pursuits.

### **Agreements**

As noted earlier, the intern, program director, and supervisors will develop an agreement at the beginning of the internship containing the details of the internship. The focus of this agreement is on the clinical activities, goals, opportunities, objectives, and responsibilities. The arrangements for supervision should be included in the agreement. Other important details must be included in the contract such as starting and stopping dates, approximately work schedule, and leave policies. An agreement template can be obtained from the Program Director and is included in this manual (**Appendix C**).

Some internships are paid and there may be an additional contract dealing with the financial arrangements. These can be done as a single contract or separately depending on the preference of the agency. Some internship sites have requested that the stipends be disbursed from the university. Again at the preference of the agency, the contract can arrange for funds to be transferred to the university and a stipend check created for the intern each month. The Program Director will assist with such arrangements.

## **VI. THESIS (if applicable)**

A thesis is an option for students in the Clinical Psychology MA program; the decision to pursue a thesis must be made during the first semester in the program. It is highly recommended that all students who plan to pursue a doctoral degree complete a thesis.

Typically, you will be matched with a Major Professor after admission to the program and prior to starting the program. The match will be based upon your preferences (assessed during your interview), the availability of the faculty member, and research/clinical interests.

\*\*Thesis guidelines and forms can be found in the *Psychology Graduate Student Handbook and Thesis Manual* and online at <http://www.graduate.appstate.edu/students/thesis-dissertation.html>.

## VII. TIMELINE FOR PROGRAM REQUIREMENTS

### **Summer before First Year**

Relocate to Boone and begin establish NC residency if applicable (see guidelines below)

### **Fall Semester – First Year**

Attend graduate school and department orientation meetings

Mid-October: Applications for Practicum I (Program Director will assist with coordination)

Thesis track: identify a thesis chairperson (typically identified prior to starting program) and form a thesis committee by the end of the semester; complete Psychology Internal Department Thesis Committee Membership Form (PIDTC; see Psychology Graduate Student Handbook); register for PSY 5998 (see thesis thesis mentor for registration; special course form obtained from Ms. Gail Day or from <https://registrar.appstate.edu/resources/forms>; leave form with Carol Anderson for Dr. Denniston's approval)

### **Spring Semester – First Year**

Complete Program of Study (POS) with Program Director

Mid-March: Apply for Practicum II (Program Director will assist with coordination)

Thesis track: Prospectus Meeting – By end of the semester; complete Graduate Studies Thesis Committee Form with revised prospectus; inform program director of successful thesis proposal; discuss registration for PSY 5999 with thesis advisor and Program Director

Register for classes

File for Admission to Candidacy with Program Director if meet requirements

### **Fall Semester – Second Year**

Begin searching for internship placements: schedule an individual meeting with Program Director

Program Director will schedule a minimum of two dates for Comprehensive Exams

### **Spring Semester – Second Year**

Comprehensive Exams – January/February and throughout semester (Program Director will schedule and administer)

Apply for Internship: Continued consultation and advisement from Program Director

Thesis Defense (if applicable) –see Graduate School website for deadlines

Graduation ceremony: You are invited to the Psychology Department ceremony at the end of your second year (although you will not “officially” graduate until completion of all requirements, including internship, the department and Graduate School acknowledge students’ accomplishments during this semester while all students are still on campus). Date/time to be announced.

**Summer – Second Year**

Begin internship (dependent upon site)

Thesis Defense (if applicable and faculty available) – see Graduate School website for deadlines

**Fall Semester – Third Year**

Finish internship (dependent upon site) or Begin internship (dependent upon site)

**Spring Semester – Third Year**

Finish internship (dependent upon site)

**Last semester**

Degree-seeking students must apply for graduation (regardless of whether they plan to attend the commencement ceremony). The application graduation form is available online via AppalNet (see: <http://www.graduate.appstate.edu/students/graduation/gradAppOnline.html> for details).

- **As described above, the program is designed to take 2 ½ - 3 years to complete. Although some students have completed the program in 2 years, it is not advised and requires faculty approval.**

## VIII. HEALTH INSURANCE REQUIREMENT

All students in North Carolina public universities must have health insurance for enrollment. You can “hard waive” and show proof of your own, your parents’ coverage, or partner’s insurance policy, or can purchase ASU’s BCBS policy (plans for students’ partners and children are also available):

<http://healthservices.appstate.edu/health-insurance-information>.

We recommend that you comparison shop for the plan that is the most cost effective and appropriate for your health needs. You may wish to discuss this with parents/partners before you make your decision. 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 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. Health insurance alternatives are also available at

[http://healthservices.appstate.edu/index.php?module=pagesmith&uop=view\\_page&id=199](http://healthservices.appstate.edu/index.php?module=pagesmith&uop=view_page&id=199).

To enroll or waive in the ASU health insurance plan, visit

<https://www.bcbsnc.com/content/studentblue/asu/index.htm?page=welcome>.

## IX. GRADUATE ASSISTANTSHIPS

The graduate assistantships (GAs, RAs, & GIAs) within the Psychology Department require either 10 or 15 hours per week and pay \$5,000 or \$7,500, respectively (in monthly installments throughout the academic year). Faculty who are recipients of a Graduate Research Associate Mentor program (GRAM) grant will sponsor their students for \$12,000 for a 20-hour assistantship. We assign assistantships and contracts one semester at a time. Decisions for the second semester are based upon student performance, grades, progress in the program, and the needs of the department. Students holding assistantships must be enrolled in 9-13 hours of coursework, maintain a 3.0 GPA or better, track their hours 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. The assistantships fall into the following categories:

1. *Graduate Teaching Assistant (GTA)*: A teaching assistantship entails responsibility for a section of General Psychology and is supervised by Drs. Paul Fox & Robyn Kondrad. This 15-hour assistantship is only available to **second-year** students. GTAs are paid \$8,000/academic year to teach a course. Potential teachers must take PSY 5011, the Teaching of Psychology, during the spring semester of their first year and every semester in which they teach.
2. *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. Students may wish to complete a thesis with a faculty member who is also their RA mentor; however, students need to note that hours towards their thesis are independent from the expected hours towards the assistantship. Computer and writing skills are usually required. Occasionally, a student has the opportunity to begin a personal research program in an allied area.
3. *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.). Typing, filing, or computer skills usually help secure these positions. 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.
4. *Graduate Instructional Assistant (GIA)*: This assignment involves assisting a faculty member primarily in his/her teaching responsibilities. Duties may include assisting in preparation of lectures, classroom activities, and exams, scoring exams or papers, and occasional teaching. GIAs with access to student files or products must sign a confidentiality pledge.

### ***Assistantship Information from the Graduate School***

#### **What is expected of Graduate Assistants?**

- ✓ Work all of the hours agreed upon in your contract.
- ✓ Do not work more hours than agreed upon in your contract.
- ✓ Record these hours on a paper time sheet. You will be required to acquire your assistantship faculty supervisor's signature on your hardcopy timesheet. This will be turned into Carol in the Psychology office no later than 10 a.m. on the 15<sup>th</sup> and last working day of each month. Students must meet the obligation of the contract by working the number of hours in each week. Students with multiple supervisors will need to write in how many hours for each supervisor and seek signatures from all supervisors. Late timesheets will cause a delay in pay. No additional hours are to be worked without prior approval from the Chair of the department in writing due to restrictions of the departmental budget.

- ✓ GAs and RAs are also required to record hours online (mandatory online training to be provided).
- ✓ No holiday work is permitted.
- ✓ Be on time and behave professionally.
- ✓ Departments depend 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 (e.g., the number of hours you agree to work, supervisor and term of the assistantship).
- ✓ All GTAs, GIAs 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:**

- ✓ Paychecks are direct deposited to the bank account you provide information to on the 15<sup>th</sup> 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 Kay Wood in 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 Monica Rose in the graduate school and the payroll office (828-262-6422) requesting in writing that your permanent address be changed. Please note that this is only for payroll.
- ✓ You must contact the Registrar's Office to have addresses updated in the student information system (J.E. Thomas Building, 1<sup>st</sup> floor, Phone 262-2050).
- ✓ Paycheck direct deposit will be set up through the Grad School at the time of I9 and tax form processing. At the time of your meeting with Monica Rose to process this paper work, 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.
- ✓ Contracts should be printed and snail mailed to Carol Anderson 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. (Due to late changes to the forms, a digital copy will be accepted for the fall contracts this one time.)

**Other important information:**

- ✓ Assistantships are only for the term noted on your contract.
- ✓ You must maintain a 3.0 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 in order to meet the rigorous obligations of the program.

## X. FINANCIAL SUPPORT

The Office of Student Research (<http://www.osr.appstate.edu/>), the Graduate School (<http://www.graduate.appstate.edu/students/scholarships.html>), and the Psychology Department (<http://psych.appstate.edu/students/scholarships>) provide stipends to support graduate student travel to conferences and graduate student research.

**Departmental** support is provided by 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](mailto:zrullmc@appstate.edu)) for more information about the WiSE awards. In addition, second year clinical students are eligible to apply for the Donna Clark scholarship, a small award (approximately \$500) that may be awarded to a single student or shared among applicants. The Program Director will inform students of the timeline for application submission. PSGO offers small awards (e.g., \$50) to support graduate student research and travel; you must be a member to be eligible for such funding.

The **Office of Student Research** coordinates the grant process for GSAS and the Graduate School and supports research awards (maximum \$1,500) and Travel Awards (maximum \$500). More information can be found at <http://www.osr.appstate.edu/apply/index.html>.

- You must apply for a travel award *at least one month prior to travel start date*.
- Students are expected to apply for research support for printing of conference posters in the department.

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); the most recent details on this fellowship are below: Provost's Fellowships are awarded to outstanding new or continuing graduate students. Applicants will complete a 500 word essay on the importance of graduate education to their career goals.

- 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 use the ([http://www.graduate.appstate.edu/forms\\_graduate/fellow-scholar-forms/fellowAPP-fillable.pdf](http://www.graduate.appstate.edu/forms_graduate/fellow-scholar-forms/fellowAPP-fillable.pdf)) and attach the essay and a resumé.

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.

### Federal Financial Aid

Degree-seeking students who are US Citizens or permanent residents and are enrolled at least 1/2 time (4.5 hours) are eligible for Federal Student Loans (Stafford or PLUS). Contact the Office of Financial Aid (<http://financialaid.appstate.edu/>) for information. Although your Clinical Program Director will be happy to assist you as needed, he/she is not a financial aid officer.

## XI. NORTH CAROLINA RESIDENCY (if applicable)

If you were not unquestionably a resident of North Carolina for at least 2 years before applying to graduate school at Appalachian, you may need to request to be considered a **Resident for Tuition Purposes**.

If you wish to request a review of your residency status, you must be an admitted student, you must complete the Residency Application, and you should be prepared to provide documentation showing that you meet the Governing Statutes as outlined in the Residency Manual (see <http://www.graduate.appstate.edu/students/residency.html>).

Your application and supporting documents will be reviewed by the Residency Officer (Ms. Martha Wilson in the Registrar's Office; 828-262-2050). To build the best possible case for yourself, **read the application carefully when answering questions and be prepared to present evidence (financial statements, tax statements, deeds, leases, etc.) to support your application.**

It is very important for you to read the conditions that are detailed in the statutes governing residency in the Manual. In summary you will be responsible for providing a **preponderance of evidence** for the following through your application and supporting documents.

1. financial and legal **capacity** to make NC your permanent home without significant support from persons in other states, i.e., you are independent or you are dependent on other NC residents;
2. **presence** of at least 365 days as a resident in North Carolina;
3. **intent** to reside indefinitely in NC.

**The precise guidelines Appalachian must follow are in the manual, and you need to read it completely and carefully while assembling your documents and your supporting evidence.**

The Residency Officer and the Graduate School staff are prohibited from coaching, so please understand that we may not be able to answer some of your questions. We can tell you that **there is no list of actions that will guarantee you in-state residency**; the residency officer will look for a "preponderance" of evidence - preponderance means both quality and quantity of the evidence.

Do not be misled into thinking that you will be considered a resident for tuition purposes as long as you have a driver's license; insurance; voter registration; and a lease agreement. Those are certainly indicators, but are not sufficient evidence.

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

- being under 24 years old without clear, documented 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 -- Federal tax regulations indicate that you can only be claimed if the person is providing more than 50% of your support (i.e., you would be receiving significant support from someone in another state and thus dependent on them);
- 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: Common Practica and Internship Sites (not necessarily inclusive or restrictive)

### Practicum I:

Appalachian State University Psychology Clinic, Boone (REQUIRED of all students for Practicum I or Practicum II)

- 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.

Appalachian State University Psychological Services and Counseling Center, Boone

- 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.

Additional sites **may** include:

- Broughton Hospital (<http://www.ncdhhs.gov/dsohf/facilitydata/broughton/>)  
Broughton Hospital is an inpatient psychiatric hospital located in Morganton, North Carolina. It is administered by North Carolina Department of Health and Human Services Division of Mental Health, Developmental Disabilities and Substance Abuse Services.
- Caldwell Hospice and Palliative Care (<http://www.caldwellhospice.org/>)  
Training opportunities could include support/companionship visits to patients on the Patient Care Units and in facilities; bereavement services such as assessment phone calls, visits, educational or support groups; counseling patients/family, assisting with or teaching educational events, coordinating/assisting with various dementia care programs, maintenance of professional records, participation in multidisciplinary teams, and participation in supervision.
- Cannon Memorial Hospital Behavioral Health Unit, Linville  
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.
- 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.
- New Directions Child and Family Counseling Services (Lenoir site in driving distance of Boone), Hickory, Lincolnton—Lenoir site reasonable for practicum) <http://www.newdirectionscs.com/>
- Southmountain Children and Family Service (<http://southmountain.org/center-of-excellence/>)  
Southmountain Children and Family Services is dedicated to providing evidence-based treatment to children who have experienced a traumatic event (location in Boone)

### Practicum II:

Appalachian State University Psychology Clinic, Boone (REQUIRED of all students for Practicum I or Practicum II)

- 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) Center at Watauga, Ashe and Alleghany Schools  
(ONLY AVAILABLE FOR PRACTICUM II and REQUIRES REGISTRATION FOR  
PRACTICUM III DURING SPRING SECOND YEAR)**

- Serves high school students and community

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.

**Appalachian State University Psychological Services and Counseling Center, Boone**

- 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.

**Additional sites **may** include:**

- Broughton Hospital (<http://www.ncdhhs.gov/dsohf/facilitydata/broughton/>)  
Broughton Hospital is an inpatient psychiatric hospital located in Morganton, North Carolina. It is administered by North Carolina Department of Health and Human Services Division of Mental Health, Developmental Disabilities and Substance Abuse Services.
- Caldwell Hospice and Palliative Care (<http://www.caldwellhospice.org/>)  
Training opportunities could include support/companionship visits to patients on the Patient Care Units and in facilities; bereavement services such as assessment phone calls, visits, educational or support groups; counseling patients/family, assisting with or teaching educational events, coordinating/assisting with various dementia care programs, maintenance of professional records, participation in multidisciplinary teams, and participation in supervision.
- Cannon Memorial Hospital Behavioral Health Unit, Linville  
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.
- High Country Community Health, Boone (<https://highcountrycommunityhealth.com/>)  
HCCCH 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.
- New Directions Child and Family Counseling Services (Lenoir site in driving distance of Boone), Hickory, Lincoln—Lenoir site reasonable for practicum) <http://www.newdirectionscs.com/>
- Southmountain Children and Family Service (<http://southmountain.org/center-of-excellence/>)  
Southmountain Children and Family Services is dedicated to providing evidence-based treatment to children who have experienced a traumatic event (location in Boone)

**Internship Sites:**

***Local:***

**Appalachian State University Psychology Clinic, Boone**

- Serves community members, including University community; outpatient
- Often requires a 9-month commitment (fall and spring semester of third year)
- *Typically a paid position*

Training typically include 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.

### Appalachian State University Psychological Services and Counseling Center, Boone

- Serves university community; outpatient
- Requires a 9-month commitment (fall and spring semester of third year)
- *Typically a paid position*

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.

### Assessment, Support and Counseling (ASC) Center at Watauga, Ashe and Alleghany Schools

- Serves high school students and community
- Requires a 9-month commitment (fall and spring semester of third year)
- *Typically a paid position*

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.

### Cannon Memorial Hospital Behavioral Health Unit, Linville

- Serves community; inpatient
- *Can serve as part of an internship experience, but not an entire internship experience*

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 actively engage in staffing meetings and individual supervision.

\*\*May not be available

### Grandfather Home for Children, Banner Elk

- (<http://www.grandfatherhome.org/prtf/>)
- Psychiatric Residential Treatment Center

Grandfather Home provides residential services for adolescents who have a history of sexual trauma. Patients have typically attempted and failed in lower levels of care (Outpatient therapy, Therapeutic Foster Care, Group Homes, Intensive In-Home and/or Hospitalizations).

### High Country Community Health, Boone

- (<https://highcountrycommunityhealth.com/>)
- 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.

### *In-State:*

#### **Central Regional Hospital (CRH), Butner, NC,**

(<https://www.ncdhhs.gov/divisions/dsohf/central-regional-hospital-0>)

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/>)

#### Duke University Medical Center, Durham

(<http://psychiatry.duke.edu/patient-care/child-and-adolescent-services>)

Pediatric Neuropsychology Service; Family Studies Program

\*consult with Dr. Kurt Michael or Dr. Jackie Hersh if interested in this site

Insight Human Services, Winston-Salem

(<http://drugfreenc.org/services/treatment/insight-human-services/>)

Primarily substance abuse services: juvenile justice population; evaluations with court-involved teenagers

Jayne Yodice, LPA, Private Practice, Charlotte

(<http://www.jaymeyodicetherapist.com/>)

NC Central Prison, Department of Corrections, Raleigh

(<https://www.ncdps.gov/Index2.cfm?a=000003,002372,002379>)

The ADHD Clinic at University of North Carolina-Greensboro (UNCG)

(<https://adhdclinic.uncg.edu/clinical-services/>)

The ADHD Clinic offers comprehensive state-of-the-art assessments and evidence-based and treatment services to meet the multiple needs of college students, primarily transitional-aged, with ADHD.

Wake Forest Baptist Health Comprehensive Cancer Center, Winston-Salem

(<http://www.wakehealth.edu/Comprehensive-Cancer-Center/CPSP-Staff.htm>)

*\*this position typically offers a stipend*

Warren & Associates, Winston Salem

(<http://www.johnwarrenphd.com/>)

Additional in-state sites **may** include:

Psychological Services of Lake Norman

(<http://www.psychsolutionsoflkn.com/>)

New Directions Child and Family Counseling Services (Lenoir, Hickory, Lincolnton)

<http://www.newdirectionscs.com/>

**Out-of-State (State laws change annually):**

Atlanta Center for Eating Disorders, GA

(<http://www.eatingdisorders.cc/>)

Weight Management Center; Medical University of South Carolina, SC

(<http://www.muschealth.com/weight>)

College of Charleston, Counseling Center, SC

(<http://counseling.cofc.edu/>)

Hampton Virginia Veterans Administration Hospital, VA

(<http://www.hampton.va.gov/>)

*\*\*recent restrictions for placements in Veterans Administration*

Virginia Institute of Autism, Charlottesville, VA

(<http://www.viaschool.org>)

## Appendix B: 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 a Master of Arts degree in Clinical Psychology. The practicum will begin \_\_\_\_\_ and end on \_\_\_\_\_, with the graduate student working approximately 8-10 hours per week (1 full day) 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 mental health professional, 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. All sessions will be video or audio taped with the consent of the client for supervision purposes.
- 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, and interpret and present the results to clients.
- Outreach- As the opportunity presents itself, the student will participate in outreach presentations.
- Crisis intervention and walk-in duty- As the practicum progresses, the student will be responsible for seeing clients in need of immediate attention via the walk-in clinic, as deemed appropriate by her supervisor.

#### 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 one a week. The student will meet with \_\_\_\_\_ for one hour 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 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 Program Director (Dr. Lisa Curtin: [curtinla@appstate.edu](mailto:curtinla@appstate.edu); 828-262-2279 ext. 413) 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

An appropriate work schedule agreed upon by the student and Supervisor, is as follows:

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Supervisor signature

\_\_\_\_\_  
Practicum Instructor

## Appendix C: Internship Agreement Example

### Internship Agreement for ASU Clinical Psychology M.A. Intern

\_\_\_\_\_ will complete a \_\_\_\_\_-hour internship at \_\_\_\_\_ in order to partially fulfill requirements set forth by Appalachian State University's graduate school. The successful completion of a clinical internship is mandatory for the receipt of a Master of Arts degree in Clinical Health Psychology. The internship will begin \_\_\_\_\_ and end \_\_\_\_\_ with the intern working approximately \_\_\_\_ hours per week. Objectives of the training experience, clinical activities in which the intern will be involved, responsibilities of the intern, guidelines for supervision and evaluation, and the intern's schedule are described below.

#### Objective

The goal of the internship is to provide a well-rounded learning experience to strengthen the intern's clinical competencies. Skills to be focused on include establishing rapport with clients, psychological assessment, diagnostic skills, case conceptualization, individual and group therapy, developing treatment goals, working with diverse populations, and successful use of supervision. Upon completion of the internship, the intern should be able to function competently as a mental health professional, demonstrate professional conduct, and operate according to ethical standards of conduct.

#### Clinical Activities (*Sample of possible activities: will be individualized based on site and opportunities available*)

The intern will be involved in the following clinical activities:

- Conducting intakes- The intern will conduct intakes under supervision with prospective clients of \_\_\_\_\_
- Individual therapy- The intern will gradually establish a client caseload of approximately \_\_\_\_ clients per week.
- Group therapy- The intern will be involved in at least one group per week.
- Assessment- The intern will conduct psychological assessments using appropriate measures to address the referral question at hand, as agreed by the intern and her supervisor. The intern will interpret the results, write reports and present results to clients.
- Psychiatric Hospital experience- the intern will assist other mental health professionals in providing services at a psychiatric hospital at least 2 times during the course of the internship.
- Day Treatment Program- The intern will assist mental health professionals with the local day treatment facility one time per week.
- Consultation: The intern will provide consultations to staff and clients in the \_\_\_\_\_.
- Didactics: The intern will participate in grand rounds, didactics, workshops, etc. on at least a monthly basis.

#### Other responsibilities of the intern

- Regular attendance at staff meetings- The intern is expected to participate in group staff and administrative meetings.

#### Supervision

Supervision will occur at a minimum once a week. The intern will meet with \_\_\_\_\_, Staff Psychologist, for one hour per week for individual supervision and with other mental health professionals if necessary or available. The intern is encouraged to seek supervision outside of the designated times whenever necessary and to consult with other staff members as well.

Additionally, the intern's supervisors will communicate with Lisa Curtin (828-262-2272, ext. 413; curtinla@appstate.edu), director of the Clinical Health Psychology program at Appalachian State, to inform her of any concerns when they arise, and apprise of the intern's performance at the end of the Internship.

#### Evaluation

The intern will be formally evaluated once at the end of the internship.

#### Schedule

An appropriate work schedule agreed upon by the intern and \_\_\_\_\_, is as follows: Monday – Friday: 9am – 5pm.

\_\_\_\_\_  
Clinical Psychology Intern

\_\_\_\_\_  
Supervising Psychologist

\_\_\_\_\_  
Clinical Program Director

**Appendix D: Program Competency Benchmarks**  
(Adapted from the American Psychological Association, Educational Directorate)

## COMPETENCY BENCHMARKS IN PROFESSIONAL PSYCHOLOGY

### I. PROFESSIONALISM

<b>1. Professional Values and Attitudes:</b> as evidenced in behavior and comportsment that reflect the values and attitudes of psychology.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
<b>1A. Integrity - Honesty, personal responsibility and adherence to professional values</b>		
Understands professional values; honest, responsible	Adherence to professional values infuses work as psychologist-in-training; recognizes situations that challenge adherence to professional values	Monitors and independently resolves situations that challenge professional values and integrity (encouraged to seek consultation/supervision)
<b>1B. Deportment</b>		
Understands how to conduct oneself in a professional manner	Communication and physical conduct (including attire) is professionally appropriate, across different settings	Conducts self in a professional manner across settings and situations
<b>1C. Accountability</b>		
Accountable and reliable	Accepts responsibility for own actions	Independently accepts personal responsibility across settings and contexts
<b>1D. Concern for the welfare of others</b>		
Demonstrates awareness of the need to uphold and protect the welfare of others	Acts to understand and safeguard the welfare of others	Independently acts to safeguard the welfare of others
<b>1E. Professional Identity</b>		
Demonstrates beginning understanding of self as professional: “thinking like a psychologist”	Displays emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professional development	Displays consolidation of professional identity as a psychologist; demonstrates knowledge about issues central to the field; integrates science and practice
<b>2. Individual and Cultural Diversity:</b> 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.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
<b>2A. Self as Shaped by Individual and Cultural Diversity</b> (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status ) <b>and Context</b>		
Demonstrates knowledge, awareness, and understanding of one’s own dimensions of diversity and attitudes towards diverse others	Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation	Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation
<b>2B. Others as Shaped by Individual and Cultural Diversity and Context</b>		
Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings	Applies knowledge of others as cultural beings in assessment, treatment, and consultation	Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation
<b>2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context</b>		
Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others	Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others	Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation

<b>3. Ethical Legal Standards and Policy:</b> Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR ENTRY TO PRACTICE</b>
<b>3A. Knowledge of ethical, legal and professional standards and guidelines</b>		
Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct [ethical practice and basic skills in ethical decision making]; demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting	Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations	Demonstrates advanced knowledge and application of the APA Ethical Principles and Code of Conduct and other relevant ethical, legal and professional standards and guidelines
<b>3B. Awareness and Application of Ethical Decision Making</b>		
Demonstrates awareness of the importance of applying an ethical decision model to practice	Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma	Independently utilizes an ethical decision-making model in professional work
<b>3C. Ethical Conduct</b>		
Displays ethical attitudes and values	Integrates principles/ethical values in professional conduct	Independently integrates ethical and legal standards with all competencies
<b>4. Reflective Practice/Self-Assessment/Self-Care:</b> Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.		
<b>4A. Reflective Practice</b>		
Displays basic mindfulness and self-awareness; engages in reflection regarding professional practice	Displays broadened self-awareness; utilizes self-monitoring; engages in reflection regarding professional practice; uses resources to enhance reflectivity	Demonstrates reflectivity both during and after professional activity; acts upon reflection; uses self as a therapeutic tool
<b>4B. Self-Assessment</b>		
Demonstrates knowledge of core competencies; engages in initial self-assessment re: competencies	Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills	Accurately self-assesses competence in all competency domains; integrates self-assessment in practice; recognizes limits of knowledge/skills and acts to address them; has extended plan to enhance knowledge/skills
<b>4C. Self-Care</b> (attention to personal health and well-being to assure effective professional functioning)		
Understands the importance of self-care in effective practice; demonstrates knowledge of self-care methods; attends to self-care	Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice	Self-monitors issues related to self-care and promptly intervenes when disruptions occur
<b>4D. Participation in Supervision Process</b>		
Demonstrates straightforward, truthful, and respectful communication in supervisory relationship	Effectively participates in supervision	Independently seeks supervision when needed

## II. RELATIONAL

<b>5. Relationships:</b> Relate effectively and meaningfully with individuals, groups, and/or communities.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
<b>5A. Interpersonal Relationships</b>		
Displays interpersonal skills	Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines	Develops and maintains effective relationships with a wide range of clients, colleagues, organizations and communities
<b>5B. Affective Skills</b>		
Displays affective skills	Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively	Manages difficult communication; possesses advanced interpersonal skills
<b>5C. Expressive Skills</b>		
Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills	Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language	Verbal, nonverbal, and written communications are informative, articulate, succinct, sophisticated, and well-integrated; demonstrate thorough grasp of professional language and concepts

## III. SCIENCE

<b>6. Scientific Knowledge and Methods:</b> 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.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
<b>6A. Scientific Mindedness</b>		
Displays critical scientific thinking	Values and applies scientific methods to professional practice	Independently applies scientific methods to practice
<b>6B. Scientific Foundation of Psychology</b>		
Demonstrates understanding of psychology as a science	Demonstrates intermediate level knowledge of core science (i.e., scientific bases of behavior)	Demonstrates advanced level knowledge of core science (i.e., scientific bases of behavior)
<b>6C. Scientific Foundation of Professional Practice</b>		
Understands the scientific foundation of professional practice	Demonstrates knowledge, understanding, and application of the concept of evidence-based practice	Independently applies knowledge and understanding of scientific foundations independently applied to practice

<b>7. Research/Evaluation:</b> Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities		
<b>7A. Scientific Approach to Knowledge Generation</b>		
Participates effectively in scientific endeavors when available	Demonstrates development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology	Generates knowledge (as appropriate)
<b>7B. Application of Scientific Method to Practice</b>		
No expectation at this level	Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs	Applies scientific methods of evaluating practices, interventions, and programs

#### IV. APPLICATION

<b>8. Evidence-Based Practice:</b> Integration of research and clinical expertise in the context of patient factors.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
<b>8A. Knowledge and Application of Evidence-Based Practice</b>		
Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological applications; demonstrates basic knowledge of the value of evidence-based practice and its role in scientific psychology	Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences	Independently applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences

<b>9. Intervention:</b> Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
<b>9A. Intervention planning</b>		
Displays basic understanding of the relationship between assessment and intervention	Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation	Independently plans interventions; case conceptualizations and intervention plans are specific to case and context
<b>9B. Skills</b>		
Displays basic helping skills	Displays clinical skills	Displays clinical skills with a wide variety of clients and uses good judgment even in unexpected or difficult situations
<b>9C. Intervention Implementation</b>		
Demonstrates basic knowledge of intervention strategies	Implements evidence-based interventions	Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate
<b>9D. Progress Evaluation</b>		
Demonstrates basic knowledge of the assessment of intervention progress and outcome	Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures	Independently evaluates treatment progress and modifies planning as indicated, even in the absence of established outcome measures
<b>10. Consultation:</b> The ability to provide expert guidance or professional assistance in response to a client's needs or goals.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
<b>10. Role of Consultant</b>		
No expectation at this level	Demonstrates knowledge of the consultant's role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher)	Determines situations that require different role functions and shifts roles accordingly to meet referral needs
<b>10B. Addressing Referral Question</b>		
No expectation at this level	Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions	Demonstrates knowledge of and ability to select appropriate and contextually sensitive means of assessment/data gathering that answers consultation referral question

<b>10C. Communication of Consultation Findings</b>		
No expectation at this level	Identifies literature and knowledge about process of informing consulted of assessment findings	Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations
<b>10D. Application of Consultation Methods</b>		
No expectation at this level	Identifies literature relevant to consultation methods (assessment and intervention) within systems, clients, or settings	Applies literature to provide effective consultative services (assessment and intervention) in most routine and some complex cases

<b>11. Supervision:</b> Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR ENTRY TO PRACTICE</b>
<b>11A. Expectations and Roles</b>		
Demonstrates basic knowledge of expectations for supervision	Demonstrates knowledge of, purpose for, and roles in supervision	Understands the ethical, legal, and contextual issues of the supervisor role
<b>11B. Processes and Procedures</b>		
No expectation at this level	Identifies and tracks progress achieving the goals and tasks of supervision; demonstrates basic knowledge of supervision models and practices	Demonstrates knowledge of supervision models and practices; demonstrates knowledge of and effectively addresses limits of competency to supervise
<b>11C. Skills Development</b>		
Displays interpersonal skills of communication and openness to feedback	Demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals	Engages in professional reflection about one's clinical relationships with supervisees, as well as supervisees' relationships with their clients
<b>11D. Supervisory Practices</b>		
No expectation at this level	Provides helpful supervisory input in peer and group supervision	Provides effective supervised supervision to less advanced students, peers, or other service providers in typical cases appropriate to the service setting

<b>12. Interdisciplinary Systems:</b> Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR ENTRY TO PRACTICE</b>
<b>12A. Knowledge of the Shared and Distinctive Contributions of Other Professions</b>		
No expectation at this level	Demonstrates beginning, basic knowledge of the viewpoints and contributions of other professions/ professionals	Demonstrates awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems; demonstrates intermediate level knowledge of common and distinctive roles of other professionals
<b>12B. Functioning in Multidisciplinary and Interdisciplinary Contexts</b>		
Cooperates with others	Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning	Demonstrates beginning, basic knowledge of and ability to display the skills that support effective interdisciplinary team functioning
<b>12C. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes</b>		
No expectation at this level	Demonstrates knowledge of how participating in interdisciplinary collaboration/consultation can be directed toward shared goals	Participates in and initiates interdisciplinary collaboration/consultation directed toward shared goals
<b>12D. Respectful and Productive Relationships with Individuals from Other Professions</b>		
Demonstrates awareness of the benefits of forming collaborative relationships with other professionals	Develops and maintains collaborative relationships and respect for other professionals	Develops and maintains collaborative relationships over time despite differences

<b>13. Advocacy:</b> Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR ENTRY TO PRACTICE</b>
<b>13A. Empowerment</b>		
Demonstrates awareness of social, political, economic and cultural factors that impact individuals, institutions and systems, in addition to other factors that may lead them to seek intervention	Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision	Intervenes with client to promote action on factors impacting development and functioning
<b>13B. Systems Change</b>		
Understands the differences between individual and institutional level interventions and system's level change	Promotes change to enhance the functioning of individuals	Promotes change at the level of institutions, community, or society

**Appendix E: Internship Evaluation Template****APPALACHIAN STATE UNIVERSITY****Department of Psychology****Clinical Psychology****Intern Evaluation Form**

Date: \_\_\_\_\_

Intern: \_\_\_\_\_

Agency: \_\_\_\_\_

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

\_\_\_\_\_

Current Assignments: \_\_\_\_\_

\_\_\_\_\_

Clinical Supervisor(s): \_\_\_\_\_

\_\_\_\_\_

Term of Internship Training: From (day/month) \_\_\_\_\_ to \_\_\_\_\_

Supervisor Identifying Information:

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

Title/Position: \_\_\_\_\_

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

Ratings: For each category you are asked to provide a rating of the intern's performance. The purpose of this form is to provide the intern and the Psychology Department with feedback on the intern's performance. This form is to be filled out by the intern's immediate supervisor and reviewed with the student. Interns with more than one supervisor will need to have a feedback form completed by each supervisor.

That rating should be made by placing a check at the appropriate point on a five-point scale. The anchors for the scale are

1 - deficient

2 - below average

3 - average

4 - above average

5 - superior

Beside the five-point scale you will find a column labeled "Needs Improvement." For each area please check areas that need improvement or special attention.

Needs Improvement

Therapy:

Establishing Rapport \_\_\_\_\_  
1 2 3 4 5

Empathy, Warmth,  
and Genuineness \_\_\_\_\_  
1 2 3 4 5

Formulation of  
Treatment Plans \_\_\_\_\_  
1 2 3 4 5

Timing of  
Interventions \_\_\_\_\_  
1 2 3 4 5

Conceptual Grasp of  
Theoretical Framework \_\_\_\_\_  
1 2 3 4 5

Overall Therapy Rating: \_\_\_\_\_

Comments and Suggestions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Needs Improvement

Assessment:

Interviewing Skills	_____	_____
	1    2    3    4    5	

Appropriateness of Test Selection	_____	_____
	1    2    3    4    5	

**Intellectual Assessment:**

Knowledge of Tests	_____	_____
	1    2    3    4    5	

Administration	_____	_____
	1    2    3    4    5	

Interpretation	_____	_____
	1    2    3    4    5	

**Personality Tests:**

Knowledge of Tests	_____	_____
	1    2    3    4    5	

Administration	_____	_____
	1    2    3    4    5	

Interpretation	_____	_____
	1    2    3    4    5	

<u>Overall Assessment Rating:</u>	_____	_____
-----------------------------------	-------	-------

Comments and Suggestions: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Needs Improvement

Personal:

General Presentation	_____	_____
	1   2   3   4   5	
Emotional Maturity	_____	_____
	1   2   3   4   5	
Confidence in Abilities	_____	_____
	1   2   3   4   5	
Openness	_____	_____
	1   2   3   4   5	
Risk Taking	_____	_____
	1   2   3   4   5	

Comments and Suggestions: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Professional:

Knowledge of Ethics	_____	_____
	1   2   3   4   5	
Knowledge of Professional Practice	_____	_____
	1   2   3   4   5	
Awareness of Legal Issues	_____	_____
	1   2   3   4   5	
Honoring Commitments	_____	_____
	1   2   3   4   5	

Needs Improvement

Working Independently \_\_\_\_\_  
1 2 3 4 5

Accepting Responsibility \_\_\_\_\_  
1 2 3 4 5

Punctuality \_\_\_\_\_  
1 2 3 4 5

Overall Professional Rating: \_\_\_\_\_

Comments and Suggestions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Working Relationships:

With Clients \_\_\_\_\_  
1 2 3 4 5

Peers (other trainees) \_\_\_\_\_  
1 2 3 4 5

Professional Staff \_\_\_\_\_  
1 2 3 4 5

Clerical Staff \_\_\_\_\_  
1 2 3 4 5

Compliance with Agency \_\_\_\_\_  
Policy & Procedures 1 2 3 4 5

Comments and Suggestions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Needs Improvement

**Supervision:**

Receptivity to Feedback \_\_\_\_\_

1 2 3 4 5

Making Use of Feedback \_\_\_\_\_

1 2 3 4 5

Contributing to \_\_\_\_\_

Supervisory Sessions 1 2 3 4 5

Comments and Suggestions: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Overall Rating of Intern Performance in All Areas (1-5):** \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisors: If you would have any concerns or reservations about recommending this student (soon to be LPA) for licensure please contact Lisa Curtin at [curtinla@appstate.edu](mailto:curtinla@appstate.edu); 828-262-2727 extension 413. Thank you for your contribution to training!

I have read and discussed this evaluation with my supervisor. I understand that the information and evaluation presented here will be shared with the Appalachian State University Department of Psychology.

Intern Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Intern comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Appendix F: Annual Feedback Form

### Clinical Graduate Student Progress Evaluation

Student Name: \_\_\_\_\_ Date of Report: \_\_\_\_\_

Time Period in Program: \_\_\_\_\_

#### Status of **Academic** Progress:

\_\_\_ Meets Expectations \_\_\_ Below Expectations

Strengths:

Weaknesses:

#### Status of **Clinical** Training:

\_\_\_ Meets Expectations \_\_\_ Below Expectations

Strengths:

Weaknesses:

#### Status of **Research** Progress:

- Thesis Option  
 Non-thesis Option

\_\_\_ Meets Expectations \_\_\_ Below Expectations

Strengths:

Weaknesses:

**Professional Development** (e.g., from the Graduate Student Handbook: interacting appropriately with clients, organizations, and other professionals; attending and presenting research at brown bags and professional conferences; maintaining affiliation with professional organizations; filling leadership roles in department, program, or lab; working toward publication of research; requesting additional supervision at practicum/internship sites when needed; dressing appropriately when teaching classes or on practicum/internship sites; successfully transitioning from undergraduate to graduate-level demands)

**and Collegiality** (e.g., being respectful and helpful of faculty, staff and peers in work toward shared goals; being responsive to calls for involvement in program activities; maintaining a positive attitude toward training and supervision; generally being a “team player”)

\_\_\_ Meets Expectations    \_\_\_ Below Expectations

Strengths:

Weaknesses:

**Overall Progress:**

\_\_\_\_\_ Making satisfactory progress  
 \_\_\_\_\_ Needs to improve, see recommendations below

Future Goals and Recommendations:

\_\_\_\_\_  
 Josh Broman-Fulks, Ph.D.

\_\_\_\_\_  
 Will Canu, Ph.D.

\_\_\_\_\_  
 Lisa Curtin, Ph.D.

\_\_\_\_\_  
 Robert Hill, Ph.D.

\_\_\_\_\_  
 JP Jameson, Ph.D.

\_\_\_\_\_  
 Jacqueline Hersh, Ph.D.

\_\_\_\_\_  
 Denise Martz, Ph.D

\_\_\_\_\_  
 Kurt Michael, Ph.D

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

<p><b>Student Progress Checklist</b></p> <p>___ Program of Study</p> <p>___ Advancement to Candidacy</p> <p>___ Thesis form filed (if applicable)</p> <p>___ Thesis proposed (if applicable)</p> <p>___ Comprehensive Exam</p>
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## Appendix G: Relevant Resources for Logging Clinical Hours

Date	Setting	Description of Duties	Client Characteristics	APPIC Designation	North Carolina Definition: Practice of Psychology vs. Health Service Provider	Hours

### APPIC Practicum Documentation

At the end of each semester of practicum, you will submit your completed log and a summary form. 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 completed practicum contract and evaluation forms. The following is a list of specific practicum information required by APPIC when applying for internship. It is recommended that you use these guidelines when completing your log, *especially if you have any plans of pursuing doctoral-level training*. 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, projectives) 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 (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 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.

## Practicum Summary Form

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

Practicum Summary Form

Student Name:

Semester/Year:

Site:

Site Supervisor Name:

University Supervisor Name:

Site Description: (include location, type of setting, characteristics of clients, and types of training experiences)

Summary of practicum hours:

Direct contact (assessment/intervention) =

Indirect contact (support) = Supervision= Individual = Group = Total Hours =

_____	_____	Student Signature
Date		
_____	_____	Site Supervisor
Signature	Date	
_____	_____	University
Supervisor Signature	Date	

## North Carolina Psychology Board Definitions

For LPA licensure, graduates must earn a minimum of 500 hours in the practice of psychology within a 12-month period of time; 400 of those hours must be health service provider hours. Our internship requirement is designed to meet and exceed these requirements. See the definitions below for personal record keeping when making application to the board for licensure:

***Practice of Psychology***--The observation, description, evaluation, interpretation, or modification of human behavior by the application of psychological principles, methods, and procedures for the purpose of preventing or eliminating symptomatic, maladaptive, or undesired behavior or of enhancing interpersonal relationships, work and life adjustment, personal effectiveness, behavioral health, or mental health. The practice of psychology includes, but is not limited to: psychological testing and the evaluation or assessment of personal characteristics such as intelligence, personality, abilities, interests, aptitudes, and neuropsychological functioning; counseling, psychoanalysis, psychotherapy, hypnosis, biofeedback, and behavior analysis and therapy; diagnosis and treatment of mental and emotional disorder or disability, alcoholism and substance abuse, disorders of habit or conduct, as well as of the psychological aspects of physical illness, accident, injury, or disability; and psychoeducational evaluation, therapy, remediation, and consultation. Psychological services may be rendered to individuals, families, groups, and the public. The practice of psychology shall be construed within the meaning of this definition without regard to whether payment is received for services rendered.

***Health services in psychology*** include the diagnosis, evaluation, treatment, remediation, and prevention of: mental, emotional, and behavioral disorder, disability, and illness; substance abuse; habit and conduct disorder; and psychological aspects of physical illness, accident, injury, and disability. Included are counseling, psychoeducational, and neuropsychological services related to the above. Health services include collateral contacts by a psychologist with families, caretakers, and other professionals for the purpose of benefiting a patient or client of that psychologist, as well as, direct services by a psychologist to individuals and groups.

## Appendix H: Internship Requirement Document

### Internship Requirements: Appalachian State University Clinical Psychology

#### Outline of Requirements:

- 1) **Agreement** between university and training site in place before supervised training experience begins (see *sample* agreement)
  - 2) MA internship experience must provide a **minimum of 600 hours (often closer to 1,000 hours) of training in the practice of psychology at a maximum of two training sites across a maximum of 12 consecutive months** (Note: the NC Practice Act requires 500 hours; our program requires additional practice hours for graduates)
  - 3) Supervision requirement: The supervised training experience **site shall have a designated and appropriately licensed or certified psychologist or psychological associate responsible for the integrity and quality of the supervised training experience**. Regularly scheduled **individual face-to-face supervision with the specific intent of overseeing the practice of psychology shall be provided by a North Carolina licensed or certified psychologist or psychological associate** or by a psychologist who is exempt from licensure, pursuant to G.S. 90-270.4(b), at a rate of not less than one hour per week during at least 12 separate weeks of the supervised training experience. The supervisor shall establish and maintain a level of supervisory contact consistent with professional standards and shall be accessible to the student.
- If **completing a supervised training experience outside of North Carolina**, the student shall be provided regularly scheduled **individual face-to-face supervision** with the specific intent of overseeing the practice of psychology by a licensed or certified psychologist or psychological associate or by an individual holding a master's, specialist, or doctoral degree in psychology, **at a rate of not less than one hour per week** during at the supervised training experience. The supervisor shall establish and maintain a level of supervisory contact consistent with professional standards and shall be accessible to the student. Proof of the supervisor's license or degree program, as applicable, *may be required by the Board to establish the supervisor's training in psychology*.
- 4) A student enrolled in a supervised training experience shall be designated as any of the following: an "intern," "extern," or "practicum student," or shall hold a **title which indicates training status for the practice of psychology**.
  - 5) The on-site supervisor will complete a formal evaluation of the intern at the end of the training experience (see example), and informal mid-internship feedback to the program director via telephone or email (prompted by program director). The on-site supervisor will notify the program director (Dr. Lisa Curtin; 828-262-2279, ext. 413; [curtinla@appstate.edu](mailto:curtinla@appstate.edu)) of any concerns with the trainee. Finally, the on-site supervisor will likely be asked to support the intern's eventual application for NC licensure as a Psychological Associate.

#### Requirements of NC Licensure Law

Internship related Licensure Law Revised 2006 (p 10, Psychology Practice Act <http://www.ncpsychologyboard.org/PDF/PRACACT-10-06.pdf>)

- (8) The program shall include, as listed on the transcript, internship, externship, practicum, or other supervised field experience appropriate to the area of specialty and the practice of psychology, as defined in G.S. 90-270.2(8), which shall be referred to hereinafter as supervised training experience. This supervised training experience shall meet all of the following criteria:
  - (A) It shall be a planned and directed program of training for the practice of psychology, in contrast to on-the-job training, and shall provide the trainee with a planned and directed sequence of training that is integrated with the educational program in which the student is enrolled. This supervised training experience shall be planned by the educational program faculty and training site staff, rather than by the student.
  - (B) The supervised training experience shall have a written description detailing the program of training, or a written agreement, developed prior to the time of the training, between the student's educational program and the training site, detailing the responsibilities of the student and the training site. Such an agreement shall be approved by the student's educational program prior to the beginning of the supervised training experience.
  - (C) The supervised training experience **site shall have a designated and appropriately licensed or certified psychologist or psychological associate responsible for the integrity and quality of the supervised training experience**.

(D) A student enrolled in a supervised training experience shall be designated as any of the following: an "intern," "extern," or "practicum student," or shall hold a title which indicates training status for the practice of psychology.

(E) The supervised training experience shall be a **minimum of 12 weeks consisting of at least 500 hours** of supervised training. At least 400 hours of the training shall be in the practice in psychology as defined by G.S. 90-270.2(8). Supervision for this training experience shall be provided as required by Parts (a)(8)(G) or (a)(8)(H) of this Rule.

(F) The supervised training experience **shall be completed within a period of 12 consecutive months at not more than two training sites.**

(G) Except as provided in Part (a)(8)(H) of this Rule, regularly scheduled **individual face-to-face supervision with the specific intent of overseeing the practice of psychology shall be provided by a North Carolina licensed or certified psychologist or psychological associate** or by a psychologist who is exempt from licensure, pursuant to G.S. 90-270.4(b), at a rate of not less than one hour per week during at least 12 separate weeks of the supervised training experience. The supervisor shall establish and maintain a level of supervisory contact consistent with professional standards and shall be accessible to the student.

(H) If completing a supervised training experience outside of North Carolina, the student shall be provided regularly scheduled individual face-to-face supervision with the specific intent of overseeing the practice of psychology by a licensed or certified psychologist or psychological associate or by an individual holding a master's, specialist, or doctoral degree in psychology, at a rate of not less than one hour per week during at least 12 separate weeks of the supervised training experience. The supervisor shall establish and maintain a level of supervisory contact consistent with professional standards and shall be accessible to the student. Proof of the supervisor's license or degree program, as applicable, may be required by the Board to establish the supervisor's training in psychology.

**Appendix I:** Graduate School Websites (subject to change)

<http://www.graduate.appstate.edu/gradstudies/bulletin14/>

<http://www.graduate.appstate.edu/>

<http://www.graduate.appstate.edu/students/index.html>

[http://www.graduate.appstate.edu/forms\\_graduate/index.html](http://www.graduate.appstate.edu/forms_graduate/index.html)

<http://www.graduate.appstate.edu/students/thesis-dissertation.html>

<http://www.graduate.appstate.edu/students/residency.html>

<http://financialaid.appstate.edu/>