This handbook is designed to provide information to guide the student toward successful completion of the doctoral program offered by the Department of Psychology. It is not intended to replace the Graduate Catalog and other official documents of East Carolina University. In the event of a conflict between statements contained in this handbook and University policies, procedures, and catalog the latter shall govern.
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Revised September 6th, 2013

2013-2014 Class Version
The East Carolina Creed

In the pursuit of educational excellence, responsible stewardship, and intellectual freedom, the community of scholars at East Carolina University is committed to learning at the highest level. Founded in the tradition of service and leadership, members of our academic society exemplify high standards of professional and personal conduct at all times.

As an East Carolinian

I will carry out personal and academic integrity.

I will respect and appreciate the diversity of our people, ideas, and opinions.

I will be thoughtful and responsible in my words and actions.

I will engage in purposeful citizenship by serving as a positive role model.

Adherence to these moral principles is the obligation of every East Carolinian on and off campus. In doing so, our individual freedom to learn and a pledge to serve will be preserved.
Department of Psychology Doctoral Program

Clinical Health Psychology is a concentration within the Health Psychology doctoral program offered in the Department of Psychology. The Department of Psychology obtained Permission to Plan the program from the University of North Carolina office of the President in 2004, and obtained Permission to Establish the program in 2006. Our first class matriculated in 2007. As of April 12, 2012 the clinical program is accredited by the American Psychological Association. We have been accredited for the maximal possible time of seven years. Our next site visit is scheduled for 2019.

The Department of Psychology also offers a concentration in Pediatric School Psychology. The Pediatric School concentration will seek accreditation as a School Psychology program from the CoA of APA. A concentration in Occupational Health Psychology is being developed.

Health Psychology is the educational, scientific, and professional contribution of psychology to:

- understanding the etiology, promotion, and maintenance of health;
- the prevention, diagnosis, treatment, and rehabilitation of physical and mental illness;
- the study of psychological, social, emotional, and behavioral factors in physical and mental illness; and
- the improvement of the health care system and formulation of health policy.

Clinical Health Concentration

The mission of the Clinical Health concentration is to produce psychologists who are prepared for a number of practitioner, research, and teaching roles within various health care and academic settings. The program is based on a bio-psycho-social approach to understanding health and illness. Health and illness are viewed as the product of a combination of interacting factors, including biological characteristics (e.g., genetic predisposition, physiological functioning, infectious agents, environmental toxins), psychological and behavioral factors (e.g., lifestyle, stress, health beliefs, reactions to illness), and social conditions (e.g., cultural influences, family relationships, social support, school experiences). The Clinical Health concentration adheres to the scientist-practitioner model (“Boulder Model” as articulated by Belar & Perry, 1992) of education and training, which calls for psychologists to be trained as both scientists, competent to engage in scientific inquiry, and practitioners, competent to provide clinical services. An integration of these bases “provides for the development of the knowledge, skills, and attitudes that encourage the scientific approach to practice” (Belar & Perry, 1992, p. 72). The program has the unique features of orienting to health from a lifespan perspective and emphasizing psychological care from primary to tertiary care within health care settings.

The broad, general training in clinical psychology prepares graduates of our program to deliver clinical services in a variety of roles and settings, including community mental health agencies.

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and private practice, as well as particular health care settings, such as hospitals, primary health care clinics, rehabilitation, psychiatry, oncology, cardiology, geriatrics, pain clinics, sleep medicine, pediatrics, and health maintenance organizations. This concentration will be attractive to prospective students who have strong preparation with an undergraduate or Master’s degree in psychology or a related health field. The program is a five-year, full-time, post-baccalaureate program with admission in the fall semester. The curriculum includes the following components:

- A core psychology curriculum focusing on the biological, social, and cognitive-affective bases of behavior, clinical and health psychology, and health psychology research (statistics and research design).
- Clinical psychology training in the care of patients/clients with mental and behavioral health concerns, including assessment and intervention.
- Training for service provision in health care settings.
- Research and coursework leading to the MA and thesis (for baccalaureate-prepared).
- A series of research experiences culminating in an empirical dissertation.
- Completion of a one-year pre-doctoral internship meeting the requirements of the American Psychological Association (APA) and the Association of Psychology Postdoctoral and Internship Centers (APPIC).

Graduates of the Clinical Health concentration will:

- be competent in the assessment of bio-psycho-social factors affecting an individual’s overall health and well-being, including psychological, cognitive, behavioral, social, environmental, and biological/physical factors.
- be skilled in developing and delivering psychological interventions to promote prevention and wellness and treat psychological conditions that affect health and illness.
- be skilled in a broad range of psychological interventions and techniques, ranging from psychotherapy to targeted interventions such as stress-management, relaxation training, mindfulness-based training, motivational interviewing, health promotion, and problem-solving therapy.
- be skilled in collaboration, consultation, and teamwork, which are essential to working within a multidisciplinary team of health professionals.
- be competent in contemporary research skills in order to conduct and apply rigorous scientific methods to understanding health and illness and be able to select and evaluate clinical treatment strategies based on established scientific knowledge and empirical support.

Research training begins in the first year and includes working with a faculty member on established research projects and the development and completion of both a thesis (for baccalaureate-prepared or Master’s prepared without an approved thesis) and dissertation research projects. Typical research in clinical health psychology could include investigation of disease models and understanding disease processes, efficacy and effectiveness of therapeutic interventions, and the evaluation of psychological factors (e.g., emotional distress, mood,
personality factors, coping, neuropsychological function), behavior and lifestyle factors (e.g., attitudes and beliefs, health behaviors such as smoking and physical activity), and social-environmental factors (e.g., culture, ethnicity, language, economics, access to care) as they relate to health, well-being, psychological adjustment, and illness.

**PROGRAM RESOURCES AND FACILITIES**

Clinical Health Psychology has existing relationships between the Department of Psychology and departments in the Brody School of Medicine (such as Family Medicine and Cardiology), the Department of Child Development and Family Relations, the College of Health and Human Performance, and the School of Allied Health Sciences. The local health care system provides the opportunity for rich collaborative relationships as well as the potential for strong additional training experiences.

Vidant Medical Center (the teaching hospital of the Brody School of Medicine) and other members of Vidant Health (such as the Regional Rehabilitation Center, Viquest Fitness Center, and affiliated rural hospitals) are also available for research and clinical training. The Department of Psychology also has existing collaborative relationships with local school districts and mental health centers to provide multidisciplinary clinical training opportunities for students. In addition, collaborations with the Veterans Affairs Medical System provide additional opportunities for training, service, and research. For a list of all faculty associated with the doctoral program see Appendix 1.

**PASS Clinic**

The ECU Psychological Assessment & Specialty Services Clinic (PASS) had its official opening in the Spring 2011 semester. (Initial in-house training services began in Fall, 2009, supervised by program core faculty.) The PASS clinic is a center for training and provides low cost behavioral health care services to ECU faculty and staff, as well as citizens in the broader Greenville community. Services are provided by doctoral students under the supervision of licensed psychologists. The PASS Clinic emphasizes empirically supported short-term treatments which vary, depending on faculty expertise.

As of Fall 2012, the following specialty services are offered:

**Cognitive-Behavioral Psychotherapy Service**

This service is for adults experiencing emotional disorders (e.g., anxiety, depression, stress) and/or individuals wishing to reduce their drinking and/or abstain from alcohol or other drugs. Individuals are provided evaluation and treatment services based on a sliding fee scale.
Healthy Weight Specialty Service
This is an evidence-based treatment approach for weight management. Treatment focuses on initiating self-monitoring of food intake and physical activity, learning to set effective and achievable goals, processing strengths and challenges of proposed behavior changes, problem-solving barriers/challenges, and engaging in other cognitive and behavioral changes including mindful eating, relaxation training, cognitive restructuring, and acceptance and commitment of long-term weight loss and maintenance goals that are achievable.

Women’s Health Specialty Service
This service provides confidential individual and couples therapy to women experiencing personal stress or mental health issues. These can include depression, anxiety, PTSD, and coping with stress, relationships, fertility, chronic pain or health issues. Services are offered on a sliding fee scale.

Child, Adolescent, and Adult Psychological Evaluations
This service provides individualized psycho-educational evaluations for ADHD/learning disorders, psychological testing for cognitive or memory concerns, or assessment of personality and psychological adjustment.

THE ECU PASS Clinic is located on the third floor of the Rawl building (Room 311) on the ECU East campus. Doctoral students have access to two clinic observation/supervision rooms that have camera supervision capabilities, and at least six computers and a printer for completing notes, clinical records, and reports. The clinic is open in accordance with the university calendar. The ECU PASS clinic does not provide emergency services. Collaboration with physicians, or physician referral, is provided as appropriate.

Practicum Sites
See listing of Clinical Health Practica in Appendix 2.

Martoccia Library & Advising Center
Located on the third floor of the Rawl Building, the Martoccia Library is open to graduate students during hours the Rawl Building is open. Students may hold meetings, use the four computers, the study carrels, and the white board.

Student Laboratory Spaces
Core faculty in the doctoral program may have individual or shared lab space for students to conduct research, teaching assistant duties, meetings, and general doctoral program responsibilities.

2013-2014 Class Version
Clinical Health Psychology Goals and Objectives

The program faculty in conjunction with the Psychology Department has evolved specific goals and objectives for students enrolled in Clinical Health Training. The curriculum, practicum and research activities, and other program requirements are designed to help students meet these program goals and objectives. This structure is associated with various specific competencies which are continuously considered and evaluated.

<table>
<thead>
<tr>
<th>Goal #1: To produce graduates with broad and general training in the science of psychology that incorporates the bio-psycho-social model.</th>
</tr>
</thead>
</table>
| **Objectives for Goal #1:**
| **Objective 1:** Students will acquire basic knowledge of the core domains of the science of psychology, including the biological, social, cognitive/affective bases of behavior, human development, and history and systems.
| **Objective 2:** Students will demonstrate research knowledge and skills. |

<table>
<thead>
<tr>
<th>Goal #2: To produce graduates who demonstrate knowledge and skills in the practice of clinical psychology with a concentration in health psychology, and the ability to integrate science and practice.</th>
</tr>
</thead>
</table>
| **Objectives for Goal #2:**
| **Objective 1:** Students will acquire knowledge related to psychopathology.
| **Objective 2:** Students will acquire knowledge and skills related to clinical assessment.
| **Objective 3:** Students will acquire knowledge and skills related to therapeutic intervention.
| **Objective 4:** Students will acquire knowledge and skills related to the area of clinical health psychology.
| **Objective 5:** Students will acquire knowledge and skills related to professionalism and ethical conduct and practice as psychologists.
| **Objective 6:** Students will demonstrate awareness, sensitivity, and competence in considering cultural and individual diversity in psychological assessment and practice.
| **Objective 7:** Students will demonstrate knowledge of the supervision and consultation literatures and gain exposure and beginning practice in clinical supervision and consultation. |
Clinical Health Psychology Requirements

The Program of Study and Course Sequence for the Doctoral Program in Health Psychology, Clinical – Health Concentration is provided below. As a disclaimer, it is important to note that published descriptions of departmental graduate programs establish only minimum requirements. Every department possesses and reserves the right to require individual students to enroll in additional courses or perform additional tasks in order to meet departmental requirements for breadth and quality in the completion of graduate programs. While such modifications are ordinarily made a matter of record at the beginning of a student’s program, departments have the prerogative to make changes in a student’s program at any time prior to graduation.

Program of Study

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>Clinical Health Psychology PHD</th>
<th>Credit Hours</th>
<th>Semester</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>Foundations in Psychology</td>
<td>18 Hours</td>
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</tr>
<tr>
<td>Biological Aspects of Behavior</td>
<td>3 Hours</td>
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<td></td>
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</tr>
<tr>
<td>6414 PSYC: Biological Basis of Behavior</td>
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<td></td>
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<tr>
<td>Social Aspects of Behavior</td>
<td>3 Hours</td>
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<td></td>
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<tr>
<td>6421 PSYC: Social Psychology</td>
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<td></td>
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<tr>
<td>Cognitive and Affective Aspects of Behavior</td>
<td>3 Hours</td>
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<td></td>
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</tr>
<tr>
<td>6428 PSYC: Cognitive Psychology</td>
<td></td>
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<tr>
<td>Individual Differences in Behavior</td>
<td>3 Hours</td>
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<tr>
<td>6407 PSYC: Cultural Psychology</td>
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<tr>
<td>Human Development</td>
<td>3 hours</td>
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<tr>
<td>6406 PSYC Advanced Developmental Psychology</td>
<td></td>
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<tr>
<td>History and Systems</td>
<td>3 Hours</td>
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<tr>
<td>6408 PSYC: History of Psychological Thought</td>
<td></td>
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<tr>
<td>Research Methods and Practice, Psychological Measurement</td>
<td>24 Hours</td>
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<tr>
<td>6430 PSYC: Statistics and Research Design</td>
<td>3</td>
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<tr>
<td>7431 PSYC: Advanced Research Design</td>
<td>3</td>
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<tr>
<td>7000 PSYC: Thesis/pre-dissertation research</td>
<td>6</td>
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<tr>
<td>9000 PSYC: Dissertation</td>
<td>12</td>
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<tr>
<td>Ethics and Professional Development</td>
<td>9 Hours</td>
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<td>6465 PSYC: Ethics and Professional Practice</td>
<td>3</td>
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<tr>
<td>8990 PSYC: Pre-doctoral Internship (2 Times - Fall and Spring)</td>
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<tr>
<td>Total Core Requirements Psychology PHD</td>
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<td>Core Requirements</td>
<td>Clinical Health Psychology PHD</td>
<td>Credit Hours</td>
<td>Semester</td>
<td>Grade</td>
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<tr>
<td>Health Psychology Core</td>
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<td>17 Hours</td>
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<tr>
<td>8001 PSYC: Colloquium in Health Psychology</td>
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<tr>
<td>8002 PSYC: Health Psychology</td>
<td></td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>8468 PSYC: Health Psychology: Psychotherapy Methods and Interventions</td>
<td></td>
<td>3</td>
<td></td>
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<tr>
<td>8416 PSYC: Psychopharmacology</td>
<td></td>
<td>3</td>
<td></td>
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<tr>
<td>8995 PSYC: Seminar in Health Psychology</td>
<td></td>
<td>3</td>
<td></td>
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<tr>
<td>Approved elective</td>
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<tr>
<td><strong>Clinical Health Concentration</strong></td>
<td></td>
<td>32 Hours</td>
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<tr>
<td><strong>Psychopathology</strong></td>
<td></td>
<td>3 hours</td>
<td></td>
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</tr>
<tr>
<td>6450 PSYC: Advanced Psychopathology</td>
<td></td>
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<tr>
<td><strong>Interventions</strong></td>
<td></td>
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<tr>
<td>6466 PSYC: Psychotherapy Concepts and Techniques</td>
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<tr>
<td>6468 PSYC: Psychotherapy: Theories, Research, and Practice</td>
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<tr>
<td><strong>Assessment</strong></td>
<td></td>
<td>6 hours</td>
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<tr>
<td>6484 PSYC: Cognitive Assessment</td>
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<tr>
<td>6485 PSYC: Clinical Assessment</td>
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<tr>
<td><strong>Practicum</strong></td>
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<td>16 hours</td>
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<td>6460 PSYC: Clinical Psychology Practicum I</td>
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<td>6461 PSYC: Clinical Psychology Practicum II</td>
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<tr>
<td>6462 PSYC: Advanced Clinical Psychology Practicum I</td>
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<tr>
<td>6463 PSYC: Advanced Clinical Psychology Practicum II</td>
<td></td>
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<tr>
<td>7995 PSYC: Advanced Clinical Psychology Practicum III</td>
<td></td>
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<tr>
<td>8460 PSYC: Health Psychology Practicum (2 Times)</td>
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<tr>
<td><strong>Clinical Supervision Training</strong></td>
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<td>8500 PSYC: Seminar in Clinical Supervision</td>
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<td><strong>Total Health Psychology Specialty Requirements</strong></td>
<td></td>
<td>49 Hours</td>
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</table>

Each student will be assigned an advisor/mentor upon admission to the program. Students are matched with an advisor during the admission process, based on research and clinical interests. The student and the advisor will develop the student’s Program of Study at ECU, ensuring that the required curriculum is completed, and planning any additional electives and educational goals. Only graduate-level courses apply toward the doctoral degree. All required courses must be taken and only in very unusual circumstances may substitutions for required courses be made. No on-line courses (with the exception of the SEARCH program) are permitted per APA guidelines. Such substitutions would require the approval of the Clinical Health faculty.
# Recommended Course Sequence

<table>
<thead>
<tr>
<th>Fall – Year 1</th>
<th>Teacher</th>
<th>Requirement</th>
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<tbody>
<tr>
<td>6430 Statistics and Research Design (3)</td>
<td>Wuensch</td>
<td>Research/Stats</td>
</tr>
<tr>
<td>6450 Advanced Psychopathology (3)</td>
<td>Littleton/Whited</td>
<td>Clinical Core</td>
</tr>
<tr>
<td>6466/6460 Psychotherapy Concepts and Techniques (5)</td>
<td>Littleton/Whited</td>
<td>Clinical Core</td>
</tr>
<tr>
<td>6465 Ethics and Professional Practice (3)</td>
<td>Campbell</td>
<td>Ethics/Professional Dev</td>
</tr>
<tr>
<td>8001 Health Psychology Colloquium (1)</td>
<td>Sears</td>
<td>Health Core</td>
</tr>
<tr>
<td><strong>CREDIT HOURS: 15</strong></td>
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<thead>
<tr>
<th>Spring – Year 1</th>
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<th>Requirement</th>
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<tbody>
<tr>
<td>7431 Advanced Research Design (3)</td>
<td>Wuensch</td>
<td>Research/Stats</td>
</tr>
<tr>
<td>6484/6461 Cognitive Assessment (5)</td>
<td>Everhart</td>
<td>Clinical Core</td>
</tr>
<tr>
<td>6468 Psychotherapy Theories, Research and Practice (3)</td>
<td>Celluci</td>
<td>Clinical Core</td>
</tr>
<tr>
<td>8002 Health Psychology (3)</td>
<td>Sears/Dolbier</td>
<td>Health Core</td>
</tr>
<tr>
<td>8001 Health Psychology Colloquium (1)</td>
<td>Dolbier</td>
<td>Health Core</td>
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<th>Teacher</th>
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<tbody>
<tr>
<td>6428 Cognitive Psychology (3) or 6414 Biological Basis of Behavior (3)</td>
<td>Everhart/T Tran</td>
<td>Foundation</td>
</tr>
<tr>
<td>6485 Clinical Assessment (3)</td>
<td>Celluci</td>
<td>Clinical Core</td>
</tr>
<tr>
<td>7995 Clinical Psychology Practicum (3)</td>
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<td>7000 Thesis (3)</td>
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<td><strong>CREDIT HOURS: 12</strong></td>
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<tbody>
<tr>
<td>6406 Advanced Developmental (3) or 6408 History of Psychological Thought (3)</td>
<td>Valrie</td>
<td>Foundation</td>
</tr>
<tr>
<td>8468 Health Psychology: Psychotherapy Methods and Interventions (3)</td>
<td>Lutes/Russo</td>
<td>Health Core</td>
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<tr>
<td>6407 Cultural Psychology (3)</td>
<td>Campbell</td>
<td>Foundation</td>
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<tr>
<td>7995 Clinical Psychology Practicum (3)</td>
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<td>Clinical Core</td>
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<tr>
<td>7000 Thesis (3) thesis defense</td>
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<td>Research/Stats</td>
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<td><strong>CREDIT HOURS: 15</strong></td>
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<th>Fall – Year 3</th>
<th>Teacher</th>
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<tbody>
<tr>
<td>6421 Social Psychology (3)</td>
<td>Bowler/Wirtz</td>
<td>Foundation</td>
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<tr>
<td>6428 Cognitive Psychology (3) or 6414 Biological Basis of Behavior (3)</td>
<td>Everhart/Tran</td>
<td>Foundation</td>
</tr>
<tr>
<td>8460 Health Practicum (3)</td>
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<td>Health Core</td>
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<td><strong>CREDIT HOURS: 9</strong></td>
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<tr>
<td>6406 Advanced Developmental (3) or 6408 History of Psychological Thought (3)</td>
<td>Valrie</td>
<td>Foundation</td>
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<tr>
<td>8416 Psychopharmacology(3)</td>
<td>Tran</td>
<td>Health Core</td>
</tr>
<tr>
<td>8460 Health Practicum (3)</td>
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<td>Health Core</td>
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<td><strong>CREDIT HOURS: 9</strong></td>
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<tr>
<td>8001 Internship Preparation (1)</td>
<td>Lutes</td>
<td>Ethics/Professional Dev</td>
</tr>
<tr>
<td>8995 Seminar in Health Psychology (3)</td>
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**Spring – Year 4**

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**Fall – Year 5**

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**Spring – Year 5**

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Students must take a minimum of 3 hours of electives not currently in the planned sequence of courses prior to graduation.

This sequence is subject to change based upon course availability.

A student is considered to be enrolled full-time when registered for a minimum of 9 semester hours and a maximum of 15 hours during a regular semester. Students are also considered full time if they are taking at least 3 hours of Psyc 9000 Dissertation.

** Prior to teaching independently, students must either have done an R2R experience or taken PSYC 6810: Teaching Psychology. When teaching independently for the first time, students are required to be enrolled in 7800 Teaching Supervision (generally offered in the fall) and when subsequently teaching, students are required to attend Teaching Supervision, though they will not be required to sign up for an official course.

Recommended Electives:

**Child-Focused:**

- PSYC 6452: Child and Adolescent Psychopathology
- PSYC 6467: Psychotherapeutic Interventions with Children and Families

**Neuropsychology:**

- PSYC 7412: Advanced Behavioral Neuroscience
- PSYC 7413: Adult Clinical Neuropsychology
- PSYC 7414: Pediatric Clinical Neuropsychology

**Other Courses**

- PSYC 6333: Applied Behavior Analysis
- PSYC 6477: Seminar in Group Psychotherapy
- PSYC 7433: Multivariate Statistical Analysis
- IRHE 6100: The Clinical Consulting Team

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Sequencing of Practica

The clinical practicum sequence is designed to develop a broad range of clinical skills and competencies for use in professional settings. Practicum placements are made by the Clinical Faculty. Student Trainees receive individual practicum evaluations by clinical supervisors based on a specific competencies evaluation instrument. Practicum grades are assigned by program supervising faculty in consultation with external community supervisors where applicable.

See Appendix 2 for Listing of practicum sites.

Preparation & Additional Requirements for Selected Community Practica
Some practicum settings (e.g. Pitt County Memorial Hospital and the Brody School of Medicine clinics) require that students have a criminal background check prior to beginning practicum. If the background check reveals a history of criminal charges, then a hospital committee reviews whether this history would prevent approval of the student’s participating in the practicum. Students should check with the Director of Clinical Training to determine what preparation is
required for each practicum (New Employee Orientation at Cherry Hospital, PCMH student orientation, etc.).

**Insurance**
Some practicum sites require that students carry insurance coverage against liability claims. ECU makes an insurance policy available, and all Clinical Health doctoral students enrolled in practica are required to purchase the insurance each semester in which they are enrolled in practica. The doctoral program administrative assistant submits a roster of practicum students each semester (fall, spring, summer), and students should provide payment to the doctoral program administrative assistant (checks made out to ECU Department of Psychology). An information sheet that describes the insurance coverage and exclusions is provided as Appendix 3.

**Supervision Groups**
Students enrolled in all practica are required to participate in a weekly supervision group facilitated by one of the Clinical Health faculty. This supervision group is in addition to the on-site supervision, and is for the purpose of linking the practicum experience with our academic program. The groups are described in detail in Appendix 2.
Qualifying Exam

The following procedures were initially approved by the Clinical Health Faculty in Fall 2010, revised in Fall 2012, and again the Spring of 2013, and will supersede procedures described in previous doctoral handbooks. This Qualifying Exam is not required for students who have already completed the previous Comprehensive Exam. Prior to beginning the Qualifying Exam (as indicated by turning in the written examination), students must have distributed their Master’s thesis to their committees and set a date for defending the document. To be considered a doctoral candidate, a student must successfully complete their Qualifying Exam AND successfully defend their Master’s thesis.

PURPOSE
The Qualifying Examination is administered to doctoral students in the Clinical Health concentration of the Health Psychology Doctoral Program to assess foundational and functional competencies necessary for success as a clinical health psychologist.

Foundational competency areas to be assessed include:
- Knowledge, understanding, and application of evidence-based practice
- Individual and cultural diversity
- Ethical, legal, and professional standards
- Knowledge of related disciplines and ability to interact with professionals across disciplines
- Clear and articulate expression in both written and oral formats

Functional competencies to be assessed include:
- Assessment and case conceptualization
- Intervention
- Consultation

QUALIFYING EXAMINATION FORMAT
The Qualifying Examination will consist of written preparation of 2 comprehensive clinical case summaries and an Oral Examination conducted by a 3-member Qualifying Examination committee.

Case Summary 1: General Clinical Psychology
Case 1 should reflect a clinical case that focuses on assessment and treatment of a primary Axis I or Axis II disorder. A case involving a client with a medical condition could be appropriate for the clinical psychology case as long as the medical condition is not a significant factor in case conceptualization, assessment, or the treatment plan. Cases used in previous coursework should not be used for the Qualifying Examination.
**Case Selection:** Selection of the clinical psychology case for the qualifying exam should be based on rich case material that allows for full examination of the clinical and empirical issues of the case. Case outcome (e.g., clinical improvement) should not be used as the basis of case selection. A comprehensive clinical psychology case presentation will include the following clinical and research components:

**Clinical Components**
- Relevant patient social history
- Assessment battery used and justification for measures chosen
- Diagnosis (es) supported by DSM criteria and case conceptualization
- Treatment plan utilizing empirically supported intervention and including referrals to appropriate providers
- Summary course of treatment
- Cultural factors including ethnicity, gender, age and other relevant factors
- Identification and resolution of ethical dilemmas according to APA Code of Ethics

**Empirical Components**
Focused literature review drawing supported conclusions with regard to best clinical practices or lack thereof, as relevant to the case
- Highlight research design and methodology issues relevant to studying the psychological disorder or its treatment
- Psychometric issues related to assessment measures used to diagnose or monitor a psychological disorder
- Identify and evaluate gaps in the literature; note emerging research that holds promise for understanding the disorder or its treatment
- Discuss research related to diversity to include gender, age, ethnicity and other cultural factors; note disparities in incidence/prevalence and outcomes

Page limit: The document is expected to be no longer than 20-25 pages, with the literature review constituting no more than 50% of the document. (The page limit does not include any appendices: test protocols, de-identified chart notes, reports, as available.)

**Case Summary 2: Health Psychology**
Case 2 should reflect a clinical case in which understanding the etiology, symptoms, or treatment of a medical condition is essential to case conceptualization, psychological assessment and intervention. Cases used in previous coursework should not be used for the Qualifying Examination.
Case Selection: Selection of the health psychology case for the qualifying exam should be based on the richness of case material that allows for full examination of the clinical and empirical issues of the case. Case outcome (e.g., clinical improvement) should not be used as the basis of case selection. A comprehensive health psychology case presentation will include the following:

Clinical Components
- Relevant patient social, psychiatric and medical history
- Assessment battery used and justification of measures chosen
- Current psychiatric diagnosis (es) supported by DSM criteria and case conceptualization
- Overview of current medical status and impact on psychosocial functioning and vice versa
- Treatment plan utilizing empirically supported intervention and including referrals to appropriate providers
- Summary of course of treatment
- Cultural factors including ethnicity, gender, age and other relevant factors
- Identification and resolution of ethical issues according to the APA Code of Ethics

Empirical Components
Focused literature review drawing supported conclusions with regard to best clinical practices or lack thereof, as relevant to the case
- Highlight research design and methodology issues relevant to studying psychological interventions that contribute to medical management of the client’s medical condition.
- Psychometrics of assessment measures used to diagnose or monitor functioning
- Identification and critical analysis of gaps in the literature; note emerging research that may have clinical implications in the future
- Discuss research related to diversity to include gender, age, ethnicity and other cultural factors; note disparities in incidence/prevalence and outcomes

Page limit: The document is expected to be no longer than 20-25 pages, with the literature review constituting no more than 50% of the document. (The page limit does not include any appendices: test protocols, de-identified chart notes, reports, as available.)

Note: All doctoral students must complete the written component of the Qualifying Examination according to this standard format.
WRITTEN EXAMINATION

Regular Examination Schedule
Doctoral students are expected to take the Qualifying Examination at the end of the Spring semester of the 3rd year. Students will complete both the Written Examination and Oral Presentation on Reading Day of the same semester. At the completion of the exam students will be informed as to which case they will orally defend 3 days before. If any portion of the exam is failed, the student will have to retake the failed portion(s) next semester.

Failure to take the Qualifying Exam by the end of the Spring of the 3rd year will be considered a failed attempt at the Qualifying Exam, and students must then successfully pass the written and oral components of the exam during their second attempt in accordance with the retake procedures and schedule.

Early Examination Schedule
Upon consultation with their mentor, doctoral students may choose to take the Qualifying Examination on an expedited or early schedule. Should students choose this option, the Written Examination must be taken at the end of the Fall semester of the 3rd year. Students who receive an overall passing score on the Written Examination will take the Oral Examination on Reading Day of the same semester.

Case Selection Timing and Procedures
Students planning on taking the Qualifying Examination according to the regular schedule should identify appropriate cases no later than the last day of the Fall semester of their third year to allow 1 semester for preparation of the written exam. Students who opt to take the Qualifying Examination according to the early schedule should identify appropriate cases no later than the last day of the summer semester of their second year to allow for 1 semester for preparation of the written exam. Should students encounter difficulty identifying an appropriate case, they are encouraged to consult with their mentor and/or a past supervisor. Case selection should be submitted to the Director of Clinical training using the Qualifying Examination Case Selection Form. By the second week of the semester they will be taking the exam. (see Appendix 5 for the Case Selection Form).

Any student who fails to select cases by the second week of the semester you will be taking the exam will not be allowed to take the Written Examination that semester. Furthermore, the student will be considered to have failed their first attempt at the Qualifying Examination and must successfully pass the written and/or oral components of the exam during their second attempt in accordance with the retake procedures and schedule.

Standard Due Dates for the Written Qualifying Examination
Regardless of whether a student opts to take the Qualifying Examination according to the regular or expedited schedule, written case summaries are due by close of business 2 weeks before Reading Day of either the Spring semester (regular exam schedule) or Fall Semester (early exam schedule) of the 3rd year.

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Note: Students may not turn in written case summaries before the standard due date with the expectation of expedited review of written case summaries and early completion of Oral Examination. All Qualifying Examination activities will occur at the end of the semester according to the standard dates below (See Table 1). No component of the Qualifying Examination may be taken during the Summer semester.

Retake Schedule
Any student who takes the Qualifying Examination according to the regular schedule and fails to receive an overall passing score must retake the exam at the end of the Fall semester of the 4th year in accordance with the standard dates (See Table 1) for the written and oral components of the examination. Any student who opts to take the Qualifying Examination on an expedited schedule and fails to receive an overall passing score must retake the exam at the end of the Spring semester of the 3rd Year in accordance with the standard dates (See Table 1) for the written and oral components of the examination. A student can request an early re-take of their exam. However, we strongly suggest that students only consider this option if they are confident that the issues identified can be easily remediated.

Table 1.

<table>
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<th>QUALIFYING EXAMINATION SCHEDULE AND DUE DATES</th>
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Scoring of the Written Examination
Each of the clinical case summaries in the Written Examination will be scored as PASS or FAIL based on demonstration of key competencies as outlined in the written case competency checklists. If a student earns a failing score on one or both cases, they must retake the Written Examination according to the procedures outlined below. (See Appendix 5 for the scoring rubric for the written examination).

Written Examination Retake Procedures
- Failure of 1 case – In the event that a student receives a failing score on 1 of the 2 cases, the student must 1) identify 1 new case, 2) submit a new committee member request, and 3) re-write the new case at the end of the next semester according to the standard dates (See Table 1). The committee will evaluate the student’s performance on the new case only. Upon retaking the exam, the student must achieve an overall passing score on the Written Examination in order to advance to doctoral candidacy.
• Failure of both cases – When a student’s performance is found to be unsatisfactory on both cases, unless the examining committee recommends otherwise, the student must 1) identify 2 new cases, 2) submit a new committee member request, and 3) retake the examination in its entirety at the end of the following semester according to the standard dates (See Table 1). Upon retaking the exam, the student must achieve an overall passing score on both Written Examinations in order to advance to doctoral candidacy.

• Failure on second attempt – If the student does not achieve an overall passing score on one or both of the Written Examinations on the 2nd attempt, the outcome will be deferred to the entire clinical faculty and any final decisions and recommendations, including possible termination from the program or remediation, will be made at that time.

**ORAL EXAMINATION**
The Oral Examination will be conducted by each student’s Qualifying Examination committee on Reading Day. The Oral Examination will consist of an expanded exploration of one of the clinical cases presented in the Written Examination. During the Oral Examination students should be prepared to:

1) Explain and expand upon any element of the written case presentation; and
2) Demonstrate the ability to reflect on professional practice and professional development.

**Scoring of the Oral Examination**
The Oral Examination will be scored as PASS or FAIL based on demonstration of key competencies as outlined in the Oral Examination competency checklist. A passing score from 2 out of 3 committee members constitutes successful completion of the Qualifying Examination and progression to doctoral candidacy. (See Appendix 5 for the scoring rubric for the Oral Examination).

**Oral Examination Retake Procedures**
In the event that a student does not pass the Oral Examination, the student must 1) submit a new committee member request, and 2) retake the Oral Examination at the end of the next semester in accordance with standard dates (see Table 1). Upon retaking the exam, if the student does not achieve an overall passing score on the oral exam, the outcome will be brought back to the entire clinical faculty and any final decisions and recommendations, including possible termination from the program or remediation, will be made at that time.

**QUALIFYING EXAMINATION COMMITTEE MEMBERSHIP**
The Qualifying Examination committee for each student will consist of 3 members. Two members will be core clinical faculty who are licensed clinical psychologists. The third committee member may be a non-clinician faculty member. Students should not include supervisors of the cases they are submitting for the qualifying exam in their list of
desired qualifying exam committee members. However, an exception to this policy can be made if the student's primary program mentor is also the supervisor on one of the qualifying exam cases. In this situation, it is recommended that students speak to their primary mentor before including him or her in their list of desired qualifying exam committee members.

Students can select 1 member of their committee by submitting 3 names with rank order of preference. Students may include their mentors and past supervisors in their list of 3 committee member candidates. Faculty members will be approached in the order of preference listed by the student and will be confirmed to the committee based on their availability and willingness to serve. The remaining 2 committee members will be selected by the clinical health faculty. The Director of Clinical Training will notify students of their assigned Qualifying Examination committee when all committee members are confirmed.

Examples of Previous Qualifying Exams
Finally, in order to help students see previous examples of qualifying exams that either passed or needed to be re-taken, there are 4 examples up on the student share drive labeled “Passed” or “Re-take”. Students are encouraged to read these 4 to get additional information and exposure to the quals process and examples of products from students.

**Doctoral Candidacy**

Students are admitted to candidacy for the doctoral degree when, in the judgment of the faculty, the student has an adequate knowledge of the core areas of clinical psychology and health psychology, knows how to use academic resources, and has demonstrated the potential to do original research autonomously. This determination is based upon meeting the following standards:

1. Successful completion of coursework required for the MA in Clinical Psychology, including successful defense of the MA thesis project.
2. Successful completion of the Comprehensive Examination.
3. A review and approval from the faculty Following verification of doctoral candidacy by the ECU Graduate School, a certificate will be issued to the student documenting this status.

Students, from the time of their entry have 5 years to reach their doctoral candidacy. If they cannot reach this milestone within this time frame it will be considered not making good progress and the student may be terminated from the program.

**Internship Requirement**

The internship is a year-long, 2000 clock hour, intensive, supervised in-residence, clinical training experience that is the capstone of professional training in the doctoral program. The
training must be consistent with or equivalent to APA requirements for accreditation and the entire process is governed by the Association of Psychology Postdoctoral and Internship Centers (APPIC). This training usually occurs as the final step of training before the Ph.D. is awarded. **If you believe you are ready for an internship, please refer to the CUDCP Expectations for Internship Eligibility in Appendix 5 that outline that 8 things are required by students prior to applying for an internship.**

Typically the student will apply for internship in the Fall semester of the fourth year and completes the internship during the fifth year. Some students choose to complete a fifth year to obtain further practicum experience and work on their dissertation (although graduate assistantship funding may not be available). Students must meet all degree requirements (including thesis defense, dissertation proposal, coursework, and qualifying examination) prior to beginning the internship. In order to apply for internship, the student must have made satisfactory clinical progress and have the approval of the Clinical Health faculty.

**Determination of Readiness for Internship**

In order to determine if a student is ready to proceed with the application process for Internship in the next academic year, students are asked to notify the DCT by May 1st of the year that they plan to apply for internship. The following materials should be submitted (3 copies) to the DCT by September 1st. A decision regarding readiness will be made by the Clinical Health faculty no later than September 30th in order to help students determine their course of action for the internship application year. However, we strongly encourage several conversations and discussions with your mentor and DCT long before this date so that there is a clear plan in place.

1. Time2Track/APPIC Tracking System current hours form
2. Projected hours for the coming year of their practicum training and at what sites
3. Updated Vitae
4. Copy of class transcripts (for class and graduation requirements)
5. Course requirements left to take and a plan for completing them
6. Statement regarding status of Quals and Dissertation
7. Practicum Evaluations (these will be pulled from the student’s file)

Potential applicants for internship will have advanced to doctoral candidacy and their dissertation proposal approved by their Dissertation Committee prior to applying for internships. The deadline for this defense is September 15 prior to the mid-February acceptance date. Ideally, students should complete all data collection prior to going on internship. Registration for a total of 6 credit hours is required during the internship year of 12 months.

The Graduate School will routinely allow PhD Psychology students in their 5th year internship, when registered for 3 credits rather than 9 credits, to be considered 'full-time' for the purpose of tuition remissions and health insurance in consideration of the fact that (1) the degree requires 100+ credits; thereby ensuring the university is adequately reimbursed through credit hour generation for its time and effort, (2) the internship year is off-campus thus incurring

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faculty time and effort commensurate with 3 credits rather than 9, and (3) the intern sponsor covers the student's assistantship and where possible, their health insurance.

*For Financial Aid purposes, if students seek Financial Aid to supplement their income during their Internship, federal guidelines require that they carry at least 5 credit hours per semester.*

**Research Requirements**

Training in research competency is an essential skill in the scientist-practitioner model of graduate training. Therefore, students are expected to participate in a variety of research experiences throughout their training to develop the necessary conceptual skills used in designing and executing research. To accomplish these objectives, students will be accepted into the program under a specific research advisor who shares common research interests and assists in research opportunities. The research experiences are consistent with the interests of the research advisor as this leads to more efficient use of resources and greater scholarly productivity. Students will typically meet with their research advisor and the advisor’s research team on a weekly or biweekly basis. The research experiences are guided by the research mentor, Thesis Committee and Dissertation Committee. The faculty expects all students to demonstrate initiative in research and scholarship. The student is expected to attain the ability to conduct research in an independent and confident manner. The ideal outcome is the initiation of a formal research program with potential for external support. To meet this goal, students are encouraged to learn how to construct fundable research proposals. As a research-oriented program, there is a firm expectation that students will consistently be a member of a research team, attend research colloquia, and present and publish their work. Different standards of research productivity pertain to different years in the program. *As of Fall 2013, Dr. Matt Whited has agreed to hold monthly meetings with regard to finding grants; to apply develop grant drafts and have your grant reviewed and critiqued. We strongly encourage students to attend this optional meeting if you have any interest in an academic career.*

Students can receive course credit for assisting with research or participating in research as part of their assistantship. For course credit, students may enroll in independent study (6501, 6502, 6503 Problems in Psychology and 6519, 6520 Independent Study I, II). The exact course numbers and credits are subject to change with program notice. Registration for these courses requires that the student consult with their research advisor to supervise the independent project, complete a contract outlining the requirements for the project, and the obtain approval of the Department Chair.

**Thesis and Dissertation**

The thesis and dissertation are important components of the educational experience for graduate training in the scientist-practitioner model. Students work closely with their research advisor on a research project and receive critical feedback from a committee of faculty. The objectives of the thesis and dissertation include: obtaining experience in applying research
skills acquired in the classroom; demonstrating communication skills, both oral and written; completing a research project from inception to a final report. It is expected that the finished work will be submitted for consideration of publication in a professional journal.

All students entering without a thesis approved by the student’s advisory committee must complete a thesis (6 hours of PSYC 7000) by the end of the second year. Students typically enroll in three hours of thesis in the fall and spring of the second year, which corresponds to the completion of their thesis work.

All students are required to conduct an original research project, which adds to the body of knowledge in clinical psychology and/or health psychology, and to communicate the research in a written dissertation and oral defense of the dissertation within ten years of admission. With endorsement of the Dissertation Committee and the Associate Dean of Graduate Programs, students may request one extension of not more than two semesters, summer included. A student typically enrolls for dissertation hours across four consecutive semesters (four semesters of PSYC 9000 for 3 credit hours each for a total of 12 hours) in their fourth and fifth years. Students must defend their dissertation proposal prior to application for their pre-doctoral internship placement and ideally should complete all data collection prior to going on internship.

The department has a number of expectations and guidelines regarding the thesis and dissertation (see Dr. Wuensch’s webpage). The student must meet departmental and university deadlines and follow the format requirements of the department and university. The Graduate School offers a *Manual of Basic Requirements for Theses and Dissertations* that can be found on their website. The Pre-Thesis or Dissertation Research Approval Form should be completed prior to initiating a thesis or dissertation (see Appendix 5 for the approval form). The student is responsible for completing the form and submitting it to the Program Director, and obtaining all relevant approvals.

**Thesis Committee**
Prior to the completion of the spring semester during the first year of the program, students are required to identify a thesis topic and advisor. This advisor will work with the student to identify an appropriate thesis committee. This committee consists of three faculty members who help the student formulate a research project that culminates in the thesis. The Thesis Committee Chair is the student’s research advisor, and is responsible for directing the student’s project. The student, in consultation with the thesis chair, selects the other committee members, who serve as readers and are chosen because of their competencies in the area of the thesis topic, research design or statistical expertise, or other relevant expertise. All committee members must be members of the graduate faculty. The Thesis Committee members provide resources and evaluative functions during the thesis project.

**Dissertation Committee**
A five-member Dissertation Committee is formed and becomes responsible for guiding the student's dissertation. It is anticipated that students will have definite ideas regarding their
research interests by the time they are ready to begin the doctoral dissertation and will have obtained the support of their research advisor who will chair the Dissertation Committee and supervise the dissertation research. The Dissertation Committee must consist of four core members (one of which must be from within the student’s concentration, and one of which must be from outside the student’s concentration), and one external committee member (outside of the department) effective January 1st, 2013. The student, in consultation with the dissertation chair, selects the other committee members, who are chosen because of their competencies in the area of the dissertation topic, research design or statistical expertise, or other relevant expertise.

In general, all members of a thesis or dissertation committee must have either associate graduate faculty status or full graduate faculty status except for the additional conditions outlined below:

- Graduate teaching faculty may serve as a fourth member of a committee as provided in Appendix F of the Faculty Manual. The Graduate School Advisory Board interprets this to mean that at least three members must have associate or full graduate faculty status.
- Persons external to the university serving as one of the three or four primary members of a committee must have adjunct graduate faculty status at the associate level or full level. Appendix F of the Faculty Manual allows adjunct graduate faculty to have the same privileges as corresponding regular graduate faculty (associate and full), and thus may serve as qualified members of a thesis or dissertation committee.
- Ad-hoc committee members external to the University may serve without additional qualifications as long as at least four members of the committee have the appropriate graduate status as described above.

Proposal preparation
Once a thesis/dissertation topic has been identified, the student works with the chair and committee members, as necessary, to prepare a proposal. The proposal should include an Introduction and Literature Review, Proposed Method (including research hypotheses, if appropriate), and References. The proposal should be formatted in the same way that a thesis/dissertation is formatted. Refer to the Graduate School Manual of Basic Requirements for Theses and Dissertations (located on their website) for specific guidance on thesis/dissertation formatting requirements.

Proposal defense
The proposal defense is open to students and faculty within the Psychology Department. During the proposal defense, the student makes a formal presentation of the proposed study. The presentation should include a brief review of the research topic, its relevance, and the proposed study. Following the presentation, the committee chair will entertain questions of the student, first, from the committee and then, from other individuals in attendance. The committee will then deliberate in private regarding the acceptance of the student's proposal. A student should not begin data collection or analysis until the thesis/dissertation committee
has approved the thesis/dissertation, and the Institutional Review Board (IRB) has approved research involving human subjects, or the Institutional Animal Care and Use Committee (IACUC) has approved research involving animals. The student is required to submit the Pre-Thesis or Dissertation Research Approval Form indicating successful defense of the thesis/dissertation proposal, and other relevant approvals (see Appendix 5 for the approval form). For more information on the process of getting your topic approved, please consult the Graduate School’s document Manual of Basic Requirements for Theses and Dissertations. The dissertation proposal must be presented to and approved by the Dissertation Committee prior to student beginning their internship.

Completing the thesis/dissertation
Following the proposal, completion of the thesis/dissertation itself usually takes at least one semester. During that period, the student is responsible for keeping the committee chair informed on the progress and, as necessary, should discuss the thesis/dissertation with any of the other committee members.

A new grading system was put into effect Spring term, 2011. Under the old Q/R grading system students did not earn credit until completion of their thesis or dissertation. In some cases, graduate students risk becoming ineligible for federal financial aid because they accumulated too many incomplete credit hours attempted. In the new system, the grade of S will denote satisfactory progress in research; credit hours will be included in attempted and earned hours. This will ensure that graduate students making satisfactory progress will remain eligible for federal financial aid for the longest period of time allowable. The grade of U will denote unsatisfactory progress in research; credits will not be earned but credit hours will be included in attempted hours. Upon successful defense of the thesis or dissertation and approval by the Graduate Dean, the grade of R will be assigned by the Registrar’s Office upon receipt of the Thesis/Dissertation Acknowledgement Form from the Graduate School. Grades of S, U, and R will carry no quality points and will not be included in the calculation of grade point averages. Any grade of Q in 7000 or 9000 courses on a student’s record from terms prior to spring 2011 will be replaced with a grade of R at the time of completion and approval of their thesis or dissertation.

Once the project has been completed, the student will begin preparing the manuscript. Early drafts should be developed by the student in close consultation with the committee chair. These early drafts are usually not shared with other committee members unless so requested or unless the student needs specific advice or help on portions of the manuscript. Refer to the Graduate School Manual of Basic Requirements for Theses and Dissertations (located on their website) for specific guidance on manuscript requirements.

Once a final draft has been approved by the thesis/dissertation chair, the student will provide each committee member with the draft at least 7 calendar days prior to the defense. A copy will also be placed in the graduate seminar room for public review. The defense may not be scheduled until the final draft has been distributed and must be at least 7 calendar days after its submission. The student is responsible for posting a notice identifying the time and location for
the defense. This notice should be sent at least 7 calendar days prior to the defense and should include the title of the thesis/dissertation, the name of the student, the name of the thesis/dissertation chair, and the names of all other thesis/dissertation committee members. This notice is usually done via email notification to all faculty and graduate students. The recommended method for sending this notice is via the ECUPSY-L listserv (simply address your email to ECUPSY-L@Listserv.ecu.edu).

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

**Defending the thesis/dissertation**
During the thesis/dissertation defense the student makes a formal presentation of the research problem, hypothesis, methodology, analysis and interpretation of the data, and implications of the findings. The defense is open to students and faculty. Following the presentation, the committee chair will entertain questions of the student, first, from the committee and then, from other individuals in attendance. The committee will then deliberate in private regarding the approval of the student’s thesis/dissertation. If approved, the student will make any requested changes and submit the final thesis/dissertation for appropriate signatures.

**Depositing the thesis/dissertation**
Following the defense, the student must complete any corrections or additions that are indicated by the thesis/dissertation chair. Once the final draft of the thesis/dissertation is completed the student should obtain the appropriate signatures from the committee and submit the thesis/dissertation to the Department Chair for a signature. Students should allow at least 7 days for the Department Chair to read and return the thesis. The student then should make an appointment with the Associate Dean of the Graduate School to have the thesis/dissertation approved and signed at least ten days prior to the last day of classes of the student’s final semester. Once this is complete, the student submits the thesis/dissertation through the electronic submission process, and a hard copy submitted to the Department of Psychology. See the Graduate School website for instructions regarding **Preparation and Submission of Digital Manuscript.** A copy of the thesis/dissertation completion form should be returned to the Program Director to verify that the student has completed the thesis/dissertation requirement.

**Important Dates & Temporal Guidelines**

1. By the end of the first year, identify thesis topic and chair.

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2. Complete thesis (PSYC 7000) by the end of the second year.
3. Complete Qualifying Examination by end of third year.
4. Complete Psychological Foundations and required Concentration courses by the end of the fourth year.
5. Propose dissertation by the end of the fall semester of the fourth year.
6. Apply for internship during fall of fourth year. (Students may decide to enhance their training experiences by continuing a fifth year of training, but departmental funding is not guaranteed for this additional year.)
7. Complete dissertation by end of fifth year.
8. Complete one-year pre-doctoral internship by end of fifth year.

ADMISSIONS AND RETENTION

Students are accepted into the doctoral program on the condition that they will pursue the degree on a full-time basis during the Fall and Spring semesters. Over the course of the doctoral program, it is likely that Summer enrollment will be required. It is the student’s responsibility to consult with their advisor in advance for Summer planning.

Enrollment

Full-time status at the University is a minimum of 9 hours per semester, although in some instances students will take up to 12 hours per semester. No more than 15 semester hours of work may be taken in any one semester without the written permission of the student’s advisor and the Program Director or Director of Clinical Training.

Graduate students who have previously registered for all credits in a graduate degree program, but who have not completed all requirements (e.g., thesis, dissertation, internship, etc.), must continue to register each semester (except Summer terms) until all degree requirements are completed and filed with the registrar. Under special circumstance, exception to continuous registration may be approved by the Dean of the Graduate School. Students must be registered for at least one credit hour during the semester of graduation (except Summer, if registered for the prior Spring semester). For the semester of graduation, students may petition the Graduate School for an exception to the continuous registration requirement if all degree requirements are completed prior to the first day of class.

Any student who interrupts his or her graduate program by not registering for courses on or off campus during any one semester of the regular academic year (Fall and Spring) must apply for readmission before being allowed to resume graduate work. Applications for readmission are to be made on forms furnished by the Graduate School. These applications should be presented to the Graduate School at least one week prior to the opening of registration for the semester or summer term in which the student wishes to resume graduate work. Graduate
degree students who do not enroll on or off campus during the semester or Summer term to which they were admitted must file an updated application. Forms can be obtained from the Graduate School.

The precise program to be followed will depend on the student’s past educational experiences. Students entering with a Master’s degree may have already completed some of the required courses. In addition, in consultation with the student’s primary advisor and Clinical Health faculty, additional required electives may be deemed critical. These may involve additional coursework in statistics and research methods, or the completion of a certification offered at the University, such as applied behavioral analysis, biofeedback, gerontology, or other individually developed cognate areas. As in other research-focused programs of doctoral study, students in this program may expect to enroll in more than the minimum required credit hours and should be aware that study opportunities that focus on particular areas are in addition to the basic program requirements. Additional study is individualized and depends on the student’s background and graduate preparation as well as the employment role identified as a career focus.

**ECU Department for Disability Support Services**

ECU is committed to creating an environment respectful of diversity and offering the promise of educational opportunity to all.

The Department for Disability Support Services (DSS) is responsible for ensuring that individuals with disabilities have access to reasonable accommodations and services. Registration with DSS is required if the individual wishes to access reasonable accommodations.

The office is located in Slay 138, and is open Monday through Friday, 8:00am – 5:00pm.

E-mail: dssdept@ecu.edu
Phone: 252-737-1016
Fax: 252-737-1025

**Transfer of Credit**

Up to 20 percent of the credit hours in the program may be earned in a different but regionally accredited institution. Graduate-level coursework taken elsewhere is not automatically applicable to the Clinical Health Psychology doctoral degree program at East Carolina University. Approval of any potential transferred or waived coursework or thesis cannot be determined prior to admission to the program. Review of prior theses being submitted for consideration of fulfillment of the thesis requirement is conducted with a committee of three faculty members which makes a recommendation to the clinical faculty and must be approved by the clinical faculty. Review of prior coursework being submitted for consideration of
fulfillment of required courses will be conducted by the faculty member who teaches the comparable course, who makes a recommendation to the clinical faculty. The student should submit a written request along with the course description and syllabus to the clinical health faculty as soon as they formally accept a place in the doctoral program in the spring before the start of their program to reduce the likelihood of having to re-take unnecessary courses in their first semester.

The departmental recommendation for transfer credit must also be submitted for approval by the Graduate School. Ordinarily the Graduate School will approve the application of graduate course transfer credit only if: (1) the department so recommends; (2) the graduate credit was earned at a regionally accredited institution; (3) the student was admitted to a formal graduate degree program at the time the credit was earned with a minimum final course grade of B; and (4) the credit can be satisfactorily incorporated within the applicable time frame for completion of all degree requirements. Official transcripts which will provide adequate evidence to support such petitions must be supplied.

Students may enroll at other regionally accredited graduate-level institutions for course work which is applicable to the program provided they have obtained permission in advance from the Clinical Health faculty, the department chair, and the Dean of the Graduate School. Forms for permission to take course work elsewhere may be secured from the Graduate School office. Such transfer work is included in the 20 percent maximum application of such credit to the degree program.

**Residency Requirement**

The East Carolina University residence requirement for a graduate degree program is met when a student has earned at least eighty percent of the required degree credit for his or her program through enrollment in courses offered by East Carolina University. Residency requirements must be completed prior to admission to doctoral candidacy.

Below is the only list of potential courses that can be transferred. Anything not on this list will be unacceptable.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>6406</td>
<td>Advanced Developmental (3)</td>
<td></td>
</tr>
<tr>
<td>6407</td>
<td>Cultural Psychology (3)</td>
<td></td>
</tr>
<tr>
<td>6408</td>
<td>History of Psychological Thought (3)</td>
<td></td>
</tr>
<tr>
<td>6414</td>
<td>Biological Basis of Behavior (3)</td>
<td></td>
</tr>
<tr>
<td>6421</td>
<td>Social Psychology (3)</td>
<td></td>
</tr>
<tr>
<td>6428</td>
<td>Cognitive Psychology (3)</td>
<td></td>
</tr>
<tr>
<td>6430</td>
<td>Statistics and Research Design (3)</td>
<td></td>
</tr>
<tr>
<td>7431</td>
<td>Advanced Research Design (3)</td>
<td></td>
</tr>
<tr>
<td>8002:</td>
<td>Health Psychology</td>
<td></td>
</tr>
<tr>
<td>8416</td>
<td>Psychopharmacology (3)</td>
<td></td>
</tr>
<tr>
<td>8995</td>
<td>Seminar in Health Psychology (3)</td>
<td></td>
</tr>
</tbody>
</table>
Requirements for Satisfactory Progress

Satisfactory Course Grades
Students must maintain a cumulative B average (3.0 or above on a 4.0 scale) while enrolled in the doctoral program, based on semester hours of A graded work equal to or exceeding semester hours of C work. If the cumulative average falls below B, the student’s program is subject to termination. However, at the discretion of the department, one or two semesters of additional course work may be allowed to bring the cumulative average to a B or better. No grade less than B in a graduate-level course may be used to satisfy any part of the minimal credit hours required for the Ph.D. degree. A grade less than B in a course defined by the department as being essential for the doctoral degree must be remediated and, at the department’s discretion, might result in program termination.

Ethical Conduct
Psychology graduate students are in their first true stage of professional development. Since graduate student experiences may encompass the range of activities of a fully credentialed psychologist, including research, teaching, and provision of clinical services, students are expected to conduct themselves with a professional demeanor consistent with the APA Ethical Principles of Psychologists and the provisions of the North Carolina Psychology Licensing Act. Students must therefore have a thorough working knowledge of the applicable codes of ethics. Violations of these codes will result in dismissal from the program.

Graduate students are expected to be familiar with other relevant University policies including those related to Substance Abuse, and Sexual Harassment Prevention and Nondiscrimination. These policies can be found in various University publications including the ECU Clue Book, the Graduate Catalog, and the ECU Graduate Bulletin. Institutional policies that discuss student rights and responsibilities are the following:

Disability Accommodations Grievances, [http://www.ecu.edu/cs-acad/edc/DisabilityGrievance.cfm](http://www.ecu.edu/cs-acad/edc/DisabilityGrievance.cfm)
Sexual Harassment Grievances, [http://www.ecu.edu/cs-studentlife/policyhub/sexual_harassment.cfm](http://www.ecu.edu/cs-studentlife/policyhub/sexual_harassment.cfm)

Academic Integrity
Academic Integrity is expected of every East Carolina University student. Academic honor is the responsibility of the students and faculty of East Carolina University. A student or group of students knowing of circumstances in which an academic violation of the Honor Code may have
occurred is encouraged to bring this to the attention of the responsible faculty member, their program director, or department chairperson. Academic integrity violations may result in a grade penalty, repetition of work, failure of the course, or removal from the graduate program.

Academic violations include but are not limited to:

- **Cheating:** Unauthorized aid or assistance or the giving or receiving of unfair advantage on any form of academic work.
- **Plagiarism:** Copying the language, structure, ideas, and/or thoughts of another and adopting same as one's original work.
- **Falsification:** Statement of any untruth, either spoken or written, regarding any circumstances relative to academic work.
- **Attempts:** Attempting any act which if completed would constitute an academic integrity violation as defined herein.

**Professionalism and Personal/Emotional Competence**

Students are expected to develop and exhibit professional and personal behavior that is consistent with their role as health services providers. Students must demonstrate an increasing mastery of applied skills in the practice of psychology. Students must display professional behavior in all training activities, including but not limited to classroom, practica, and internship settings. Students must ensure that any cognitive/ emotional/ behavioral impairment does not adversely affect client welfare or the training process. Students experiencing personal difficulties are encouraged to seek the guidance and support of their faculty advisor, Director of Clinical Training, or the Program Director as needed. Students should keep the program informed of any situation that is likely to affect their ability to complete program responsibilities.

**On-Line Personal and Professional Image**

Doctoral students are reminded that on-line communications and personal web pages are often readily accessed by potential employers and community members from all walks of life. While the program has no desire to restrict your freedom of speech, be aware that ill-considered or unprofessional posting could have longterm adverse effects. Personal web pages and social networking sites such as facebook.com should be regularly examined by students to minimize any unwanted images, announcements, or posted information that would reflect poorly on their professionalism, the training and profession of psychologists, the training program in Clinical Psychology, and/or the university. If you have any questions about “safe” internet practices, do not hesitate to contact your advisor.

**PROGRESS EVALUATION**

Evaluation is an important opportunity to give the student constructive feedback. Faculty members assume the responsibility for placing highly trained professionals in the mental health fields. Student progress in the program is evaluated at the end of each academic year or earlier.
as indicated. Students are asked to submit an Annual Student Report Form (ASR—see Appendix 5 for the form). The Clinical Health faculty will formally evaluate the student’s progress at the end of each academic year. The culmination of this evaluation is the yearly Annual Record of Progress Form (see Appendix 5 for the form). Besides rating students on their progress on the criteria, they will receive narrative feedback about their progress. The Annual Record of Progress is also used as a vehicle for determining continuation with the program, academic probation, need for remediation plans, and level of financial support and assignments. Rather than just a retrospective account, the Annual Record of Progress will be used as a planning document to help students carefully develop their career plans.

Termination and conditional continuance in the program

When a student’s Annual Record of Progress indicates that he/she has failed to maintain program, departmental, or Graduate School standards, the Clinical health faculty will develop a response to the student’s lack of progress. If the result is a recommendation for continuance, the Clinical Health faculty or dissertation committee will stipulate the requirements through which the student could complete his/her program. A developmental plan will be devised with the student to remediate the deficiency.

Students may be terminated from the program for the following reasons:

- Failure to maintain minimum academic standards or complete coursework in a timely fashion;
- Lack of mastery of applied skills in the practice of psychology;
- Unsatisfactory performance in practicum or internship;
- Academic dishonesty;
- Criminal misconduct;
- Unethical or unprofessional conduct;
- Cognitive/ emotional/ behavioral impairment that affects client welfare or the training process.

If the recommendation is for termination, a conference will be held with the Director of Clinical training, the department chair, and the student. The department chair will notify the Dean of the Graduate School who will officially notify the student by letter (copy to the advisor of the student) that his/her program must be terminated.

STUDENT APPEALS

Department of Psychology Graduate Student Grievance/Appeals Procedure

The Department of Psychology recognizes that it has an obligation to promote positive relationships among faculty, students and staff. Disagreements or differences of opinion may occur during the educational process; the Department provides these guidelines in order to
promote the resolution of these issues in a constructive fashion. These procedures are guided by relevant university policies and the guidelines published by the American Psychological Association. These include:

**Ethical Principles of Psychologists and Code of Conduct**

1.04. **Informal Resolution of Ethical Violations.** When psychologists believe that there may have been an ethical violation by another psychologist, they attempt to resolve the issue by bringing it to the attention of that individual, if an informal resolution appears appropriate and the intervention does not violate any confidentiality rights that may be involved.

Guidelines and Principles for Accreditation of Programs in Professional Psychology Domain E. **Student-Faculty Relations.** The program demonstrates that its education, training, and socialization experiences are characterized by mutual respect and courtesy between students and faculty and that it operates in a manner that facilitates students’ education experiences.

1. The program recognizes the rights of students and faculty to be treated with courtesy and respect. In order to maximize the quality and effectiveness of students’ learning experiences, all interactions among students, faculty and staff should be collegial and conducted in a manner that reflects the highest standards of the scholarly community and of the profession (see the current APA Ethical Principles of Psychologists and Code of Conduct.) The program has an obligation to inform students of these principles and of their avenues of recourse should problems with regard to them arise.

**Informal resolution**

Informal resolution, in which the student talks directly with the faculty member, staff member or student with whom they have a dispute, is generally the more desirable and preferred approach to resolving conflicts. Most disputes can be resolved by this process, and this informal procedure should be utilized before following the formal Departmental procedure described below. It is also recommended that a student follow this procedure before filing a formal grievance with the Graduate School.

In cases of sexual harassment, sexual misconduct, or racial discrimination, students may report the conduct directly to the ECU Office of Equal Opportunity & Equity, Suite G 406 Old Cafeteria Complex, phone 252.328.6804.

Students who desire to appeal the assignment of final course grades shall follow the Graduate School grade appeals process as found in the current Graduate School Catalog.

If a dispute arises from an issue that is covered under the university’s Academic Integrity Policy, the process for resolution that has been established for appealing academic integrity violations must be followed.

Utilize the informal resolution approach in these situations:

**Concerns regarding evaluation of course performance, issues related to advising and/or mentorship, or interpersonal conflicts with faculty or other students.**

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The student should speak first with his or her course professor, mentor, faculty member, or fellow student in an attempt to resolve any disagreements. If the student perceives that speaking directly to the person of concern causes a safety risk, the student may consult their Program Director for assistance. The Program Director will assist the student, preferably by facilitating a discussion between the student and the faculty, staff or student. The Program Director may also discuss the situation directly with the faculty member, staff or student involved to promote a solution that is agreeable to all parties. Concerns not resolved with the faculty member or program director may be addressed to the chair.

**Concerns related to assistantship duties (such as climate, hours, or requirements).** The student should speak first to the faculty assistantship supervisor. If the student does not feel comfortable taking this step, the student should consult with their program director. Should the informal discussion not lead to a resolution then the student should contact the Department Chair. The goal is to find a satisfactory resolution, keeping in mind reasonable expectations of both faculty and students. Concerns not resolved with the faculty member or program director may be addressed to the chair.

**Departmental Formal Appeal/Grievance Process**

The Departmental Formal Appeal/Grievance Process is implemented in the following situations:

**If an informal resolution of the student’s concerns is not successful**

In this situation students should submit a written complaint to the department chair. If the department chair is a subject of the complaint, then the appeal is to be submitted directly to the Dean of the Graduate School.

**Appeals concerning unsatisfactory performance on comprehensive assessments, academic probation for reasons of unsatisfactory progress toward a degree, or dismissal from the graduate program**

A student who wishes to appeal a program level decision should submit a written appeal to the Department Chair, providing a detailed statement of the basis for the appeal, as described above, and a perceived remedy.

Formal written complaints should include: 1) identification of the individual or organization entity of concern; 2) the date or time-frame of the alleged incident; 3) the specific allegation and rationale justifying the complaint; 4) evidence in support of the allegation and/or justification of the complaint; and 5) perceived actions that would constitute a fair redress of the grievance. Students may be asked to meet with the administrator to clarify the complaint or provide further information. Formal complaints and the written administrative response will be maintained on file in the Psychology Department.
Upon receiving the written complaint, the Department Chair will review the materials and interview the individual parties involved. If the chairperson determines that the complaint is the responsibility of the Department, he or she will interview all parties concerned, secure any additional relevant documents, and try to seek a conciliatory solution. The Department Chair will communicate the recommended solution to the student who brought the concern as well as others involved in the dispute.

If the resolution suggested by the Department Chair is not acceptable to the student, the chair may form a committee constituted as follows: one faculty member recommended by the student, one faculty member recommended by the other party involved, and one full-time faculty member of the Department of Psychology selected by the Department Chair. This latter faculty member shall serve as the chairperson of the grievance committee. The committee will interview all parties concerned, secure any additional relevant documents, and make a written recommendation to the Chair within 10 calendar days.

The Department Chair will notify the parties of the committee recommendation and will advise the student of the procedure available to appeal the decision. Should this resolution not be satisfactory to the student, then the student may file a formal grievance to the Graduate School using the Graduate School Appeals/Grievance Procedure.

Appeal policies of the ECU Graduate School are the following:
Graduate Student Appeals Procedure, http://www.ecu.edu/cs-acad/gradschool/Student-Grievance-Procedure.cfm
Graduate Student Grade Appeal Procedure, http://www.ecu.edu/cs-acad/gradschool/Graduate-Student-Grade-Appeal-Procedure.cfm

**GRADUATION REQUIREMENTS**

(a) Complete required courses, research, practica, and other requirements, in accordance with the individual student’s Program of Study approved by the Doctoral Steering Committee.
(b) Maintain overall grade point average of at least 3.0 throughout the program.
(c) Satisfy the ECU residence requirement by earning at least eighty percent of the required degree credit for his or her program through enrollment in courses offered by ECU.
(d) Complete at least two consecutive semesters in residence prior to admission to candidacy.
(e) Satisfactory completion of the Qualifying Exam within five years of matriculation.
(f) Approval of the dissertation by the Dissertation Committee. The dissertation must be in a form acceptable to the Department of Psychology and the Graduate School.
(g) Satisfactory performance on the oral defense of the dissertation.
(h) Written dissertation and oral defense of the dissertation within ten years of admission.

Students must apply for graduation at least one semester before all degree requirements are completed. The Application for Graduation form is available on the registrar’s Office page, under “Frequently Requested Forms” (http://www.ecu.edu/cs-acad/registrar/FRF.cfm). All graduation applications should be returned to the Graduation Services office, located in room
108 of the Whichard Building. These forms can be returned in person, emailed as a scanned pdf attachment, or completed online.

**M.A. in Clinical Psychology**

Students who enter the doctoral program following their B.A. may earn a master of arts degree in psychology. The degree is earned as part of the Clinical Health concentration of the PhD in health psychology program. The program requires a minimum of 51 s.h. of instruction and is generally completed in two years. Requirements to earn the M.A. degree are listed below. See the Graduate Catalog for additional stipulations.

Core courses - 31 s.h.

- Clinical-Ethics requirement: PSYC 6465 - 3 s.h.
- Practicum: PSYC 6460, 6461, 6462, 6463, 7995, 8460 - 10 s.h.
- Research skills requirement: PSYC 6430 - 3 s.h.
- Therapy: PSYC 6466 - 3 s.h.
- Thesis: PSYC 7000 - 6 s.h.
- Core electives - 6 s.h.
- Choose two from: PSYC 6406, 6407, 6408, 6414, 6421, 6428, 6475

Concentration area (Choose one.) - 12 s.h.

- PSYC 6450, 6468, 6485
- Assessment elective - 3 s.h.

Electives - 8 s.h.

**Graduation**

Students should meet with their advisor and the Director of Clinical Training at least one semester before graduation. At this meeting, a Degree Evaluation needs to be processed in the Banner system in addition to the completion of the Graduate Summary Form. The purpose of the Graduate Summary is to provide a record of remaining requirements for graduation and to eliminate last minute errors. The final responsibility for meeting all academic requirements for the degree rests with the student. Students should be sure to:

1. Review the required courses left for degree completion.
2. Verify the receipt of transcripts from other universities to ensure accurate transfer credit. Make sure to complete the Request for Transfer Credit form and that it is submitted to the Graduate School.
3. Check the Graduate School website for forms including: [http://ecu.edu/gradschool/](http://ecu.edu/gradschool/) and Graduate Student Graduation Summary Form.
4. Students should visit OneStop to reserve their seat for graduation, and should check the Commencement website for announcements: [http://www.ecu.edu/commencement/](http://www.ecu.edu/commencement/)
The catalog the student is following for their program of study (i.e. at matriculation or as revised) will be used to determine the requirements for graduation. After reviewing the Degree Evaluation and the Graduation Summary form, the Graduation Summary Form will be sent to the Graduation Services Office in the Office of the Registrar. The official review of the summary will be processed by the Graduation Services office. If there is an error or omission, the student and department will be notified. At the time of graduation, the student must insure that all fees have been paid and that all outstanding debts to the University (i.e., library fees, overdue books, parking violations, etc.) have been cleared. Failure to do so may delay clearance for graduation.

East Carolina University graduate students are required to be registered the semester they graduate. Students who have completed their degree requirements (dissertation received in the library, incomplete grades removed) by the published commencement date will be certified for graduation in that semester. Students finishing degree requirements after the commencement date will not be allowed to graduate retroactively.

**Student Program Surveys**

Students are asked to complete an Annual Student Survey each year for the purposes of providing feedback and suggestions for program improvement. This is completed anonymously online, and a summary is reviewed by the Clinical Health Faculty including student representatives. Historically student input has prompted positive program changes. In addition, students are asked to complete additional surveys at the time of graduation and for seven years thereafter. Before graduation, but during the semester of graduation, graduate students are requested to complete an ECU Exit Survey, and following graduation, a Clinical Health Alumni Survey. These are important sources of information that are used by departments for graduate program review and accreditation purposes. Graduate students who are due to graduate will be contacted by email and asked to log into OneStop and complete the Exit Survey. Alumni are asked to keep the Director of Clinical Training advised of their contact information so that the Alumni Survey can be sent to them. It is important for program improvement, and for accreditation purposes that we know of your psychology licensure status, employment, and professional accomplishments.

**PROFESSIONAL DEVELOPMENT**

**Professional Identity as a Doctoral-Level Psychologist**

**Program Orientation**

Graduate Student Orientation is scheduled during the third week of August. The program is designed to complement the Psychology Department’s academic orientation program and ease your transition to graduate school and East Carolina University. Representatives from campus offices will be present to provide important information and answer questions about ECU’s
electronic resources (e-mail, OneStop student portal, Banner System etc.), the online registration process, payment of fees, financial aid, Joyner and Health Sciences Library resources, and other available student services. In addition, you will have the opportunity to meet your graduate program director and other graduate students and tour the campus. The Department of Psychology Orientation is held prior to the start of Fall classes. This time is reserved to complete documentation for your stipend, ask questions, and to meet with your class and program directors. A separate orientation is scheduled for students each year working in the ECU PASS Clinic.

**First Mates**
First Mates is an orientation program for incoming students in the Clinical Health Psychology Ph.D. program. Interested students are matched with “Mates,” who are current Ph.D. students (second year or above) who have expressed interest in mentoring incoming students. The match between Mates is intended to ease the transition into ECU’s Clinical Health Psychology graduate program as well as provide information regarding moving to Greenville, life in Greenville, and general East Carolina University information. First Mates meet with their mentors prior to the beginning of classes as well as during the first year of the program.

**Visiting Day**
Visiting Day for prospective students occurs in the Spring after the submission of applications to the Graduate School and Psychology Department. Students are invited to visit the Clinical Health and Pediatric School Psychology Ph.D. programs. Visiting Day itself consists of overviews of the program and its research, academic, and clinical elements, tours of campus and the medical campus, as well as the chance to meet with various faculty. Prospective students interview individually with faculty as well. The chance to meet with current graduate students is also an integral part of Visiting Day.

**Professional Organizations**
Students are encouraged to become professionally involved in organizations such as the American Psychological Association (APA), American Psychological Society (APS), Society for Behavioral Medicine (SBM), American Psychosomatic Society (APS), Society of Clinical Psychology (Division 12), Health Psychology Division of the APA (Division 38), and Society of Pediatric Psychology of the APA (Division 54).

**Graduate Student Advisory Council (GSAC)**
The GSAC meets monthly and serves as a forum for students to present matters of concern to the Graduate School. One Psychology graduate student is elected to represent the Psychology Department. The GSAC sends a representative to the Graduate Council and to two standing committees of the Graduate School (Policies Committee and Curriculum Committee).

**Colloquia and Brown Bag Meetings**
The ECU Colloquia and Brown Bag Meetings is a program designed to provide a forum for leading experts in the field of health psychology and other health-related fields to interact with the students and faculty of the ECU Health Psychology Program via a formal presentation and
informal discussion hours. ECU psychology faculty and students will also be using the series to present information on their ongoing projects. Graduate students are strongly urged to attend.

Clinical Health Town Meetings and NC Psychological Association regional meetings
Students are encouraged to attend meetings convened by the NC Psychological Association and other groups that are informative about regional needs and factors influencing the provision of mental health services.

Resources for Education, Advocacy and Community for Clinical Health (REACCH)
REACCH was initiated by doctoral students to provide a sharepoint site and a speaker series specifically for clinical health students. The goal is to schedule speakers to offer information about community mental health and other resources for therapy patients, as well as information about the other health professions that we interact with in hospital settings (OT, PT, social workers, etc).

Psychology Graduate Student Organization (PGSO)
PGSO is an organization for all of the graduate students of the Psychology department. PGSO distributes some financial support for student travel, and has started a tradition of sponsoring an annual Psychology Department Awards Ceremony, The Black and White Banquet. The faculty advisor is Dr. Jeannie Golden.

Committee Membership
Doctoral students make an important contribution to several Program and Psychology Department committees. A student who is elected at a student meeting is a representative to the Clinical Health faculty meetings and participates in the faculty meetings in all issues except for discussion of student progress of individual students. Doctoral students also serve on job search committees for Clinical Health faculty, and have participated in committees to write Quals procedures, the Doctoral Student Handbook, and plan and carry out Visiting Day.

Honor Societies
Psi Chi is the National Honor Society in Psychology and is affiliated with the American Psychological Association. Psi Chi is also a member of the Association of College Honor Societies. The purpose of Psi Chi is to advance the science of psychology and to encourage, stimulate, and maintain the scholarship of its members. Undergraduate and graduate students who have demonstrated a strong academic record are eligible for national membership. There is a one-time lifetime national initiation fee. Graduate students are encouraged to become active in the local chapter’s activities. The national organization offers prizes for both graduate and undergraduate research papers at regional conventions. Details of these competitions, Psi Chi regional and national conventions and programs, and local chapter activities are announced in the Psi Chi Newsletter, which is published quarterly and is available in the Psychology office.

Phi Kappa Phi is a National Honor Society recognizing outstanding students in the arts and sciences. Election to membership in the organization reflects the highest academic honor at

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East Carolina University. Students must normally be in the top 10% of their graduate programs in order to be nominated. Nominations occur in both fall and spring.

**Publication Policy**

It is expected that students will submit a manuscript for publication based on their thesis project and another manuscript for publication based on their dissertation project. They may also be involved in manuscript writing based on involvement in other research projects.

When the thesis, dissertation, or research project is converted to a manuscript to be submitted for consideration for publication in a scholarly journal, several guidelines are provided regarding the issues of authorship credit and order. Two principal themes that emerge from the guidelines provided below are: 1) authorship credit and order decisions should be based on the relative scholarly abilities and professional contributions of the collaborators; and 2) both faculty and students participate in the authorship decision-making process early in the collaborative endeavor.

Current guidelines for making decisions regarding authorship credit and order are presented in the APA *Ethical Principles of Psychologists and Code of Conduct* (2002), Section 8.12: Publication Credit, which states:

“(a) Psychologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have substantially contributed. (b) Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as department chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are acknowledged appropriately, such as in footnotes or in an introductory statement. (c) Except under exceptional circumstances, a student is listed as principal author on any multiple-authored article that is substantially based on the student's doctoral dissertation. Faculty advisors discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate.”

The following recommendations regarding authorship credit and order were made by Fine and Kurdek, [Fine, M.A. & Kurdek, L.A. (1993) Reflections on determining authorship credit and authorship order on faculty-student collaborations. *American Psychologist, 48*, 1141-1147]:

“Early in the collaborative endeavor, the supervisor should provide the student with information related to how authorship decisions are made, the nature of professional and nonprofessional contributions to publications, the meaning of authorship credit and order, and the importance of both parties agreeing on what contributions will be expected of each collaborator for a given level of authorship credit. This information will provide the student with the knowledge necessary to exercise his or her autonomy and to choose whether to participate in the authorship determination process.

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The supervisor and student should assess the specific abilities of each party, the tasks required to complete the scholarly publication, the extent of supervision required, and appropriate expectations for what each collaborator can reasonably contribute to the project.

On the basis of this assessment, the collaborators should discuss and agree on what tasks, contributions, and efforts are required of both parties to warrant authorship and to determine the order of authorship [Shawchuck, C.R., Fatis, M. & Breitenstein, J.L. (1986). A practical guide to the assignment of authorship credit. The Behavior Therapist, 9, 216-217].

Agreements regarding authorship credit and order may need to be renegotiated for two reasons. First, scholarly projects often take unexpected turns that necessitate changes in initial agreements made in good faith. Second, many manuscripts need to be revised substantially before they are accepted for publication. These revisions may require additional professional contributions beyond those necessary for the completion of the initial draft of the manuscript. Thus, when such revisions are required, the supervisor and student should reexamine their original agreement and determine whether it needs to be modified.

To be included as an author on a scholarly publication, a student should, in a cumulative sense, make a professional contribution that is creative and intellectual in nature, that is integral to completion of the paper, and that requires an overarching perspective of the project. Examples of professional contributions include developing the research design, writing portions of the manuscript, integrating diverse theoretical perspective, developing new conceptual models, designing assessments, contributing to data analysis decisions, and interpreting results [Bridgewater, C.A., Bornstein, P.H. & Walkenbach, J. (1981). Ethical issues in the assignment of publication credit. American Psychologist, 36, 524-525; Spiegel, D. & Keith-Spiegel, P. (1970). Assignment of publication credits: Ethics and practices of psychologists. American Psychologist, 25, 738-747]. Such tasks as inputting data, carrying out data analyses specified by the supervisor, and typing are not considered professional contributions and may be acknowledged by footnotes to the manuscript (Shawchuck et al., 1986).

Fulfillment of one or two of the professional tasks essential to the completion of a collaborative publication does not necessarily justify authorship. Rather, the supervisor and student—in their discussions early in the collaborative process—must jointly decide what combination of professional activities warrants a given level of authorship credit for both parties. By necessity, there will be some variation in which tasks warrant authorship credit across differing research projects.

Authorship decisions should be based on the scholarly importance of the professional contribution and not just the time and effort made (Bridgewater et al., 1981). In our opinion, even if considerable time and effort are spent on a scholarly project, if the aggregate contribution is not judged to be professional by the criteria stated above, authorship should not be granted.”

An additional recommendation is provided by Altman [Altman, S. (1996). On authorship and intellectual property rights. Newsletter of the Animal Behavior Society] who suggests that leaders of research groups make it clear that there is a 'statute of limitations' on research results -- that is, if the junior researcher (student doing a thesis, postdoc working on a project) does not make serious/successful efforts to publish the results within a reasonable period of time (a year or two) following completion of the research, then the publication rights for that research revert to the laboratory director, at his discretion.

Licensure

The doctoral program curriculum is designed so that, with appropriate post-doctoral training, graduates will be eligible to apply for State licensure as a Licensed Psychologist/Health Services Provider-Psychologist by the North Carolina Psychology Board. Actual licensure to practice psychology cannot be guaranteed by the university because its falls under the jurisdiction of licensing boards in specific states or provinces. These boards themselves are members of an organization called the Association of State and Provincial Psychology Boards (ASPPB) which has a website at asppb.org. Students should be familiar with this organization and its services (e.g., EPPP testing, credentials bank, mobility certificate). AAPPB has been working to make licensure requirements and regulations more uniform across jurisdictions, although a few states have specific requirements (e.g. credit hours or CE on a particular topic).

FINANCIAL, HEALTH, OR EMOTIONAL DIFFICULTIES

Graduate school can be a very difficult and demanding time such that personal and emotional problems can arise. Seeking help when needed is actually a positive, professional response. As indicated above, help-seeking is actually an ethical requirement if personal problems interfere with your ability to function professionally. Students experiencing financial, health, or emotional difficulties are referred to their primary advisor for individual consultation, and to the Program Director or their primary advisor for formal motions related to the program.

The Center for Counseling and Student Development

The Center for Counseling and Student Development helps students make the most of their opportunities for personal and academic development while enrolled in the university. The center offers counseling in the following areas: personal/adjustment issues, academic, career, and alcohol and other drug abuse. Psychiatry services are also offered through the office. In addition to individual counseling, group sessions are conducted for those students who wish to
focus on various problems or personal concerns that arise from the stress of university life and interpersonal relations. The center’s staff provides educational outreach programs and workshops on a wide variety of subjects to the campus community. When necessary, tests and inventories are used to help students ascertain their areas of interest and/or to gain insight into their personal adjustment. Enrolled students are entitled to the services provided by the center free of charge. Students are encouraged to call 252-328-6661 for an appointment or to consult about emergency services.

**Student Health Service**
The Student Health Service provides individualized high quality health care and nutrition education for currently enrolled, fee-paying, ECU students. The outpatient clinic provides health care through appointments for students’ convenience and through an urgent care clinic during operating hours. Services include, but are not limited to, routine health care (illness, accidents, physicals, wellness, etc.) mental health, massage therapy, sports medicine, health and wellness education, pharmacy, laboratory, x-ray, allergy vaccine clinic, self-care medication clinic, health insurance and more. An after-hours nurse line is available to students twenty-four hours a day, seven days a week including holidays and weekends, to assist students in making medical decisions. The nurse will assess the needs, provide self-care instructions when appropriate, and provide phone numbers to local urgent care facilities as needed. The telephone numbers for the Student Health Services are as follows: main switchboard 252-328-6841; pharmacy 252-328-6841, ext. 608.

**Other Referrals for Personal Difficulties**
In addition, the Director of Clinical Training maintains a referral list of psychologists and private providers willing to help program students.

**Student Government Association Student Legal Services**
A student who is facing legal situations may contact Student Legal Services, which is funded by SGA to answer legal questions and give legal advice. There is no charge to the student for this service. The attorney will not represent the student, but may refer to another attorney. Call the SGA office, 252-328-4726, for a confidential referral.

**ECU LGBT Resource Center**
The university supports a LGBT Resource Center which is located in the Brewster Building Rm B-103B. There are also university sponsored SAFE Trainings which the department encourages for all students and particularly those in the health professions. The number for the LGBT Resource Center is 252-737-4451 or just drop by.

**Office of the Victim Advocate**
The Office of the Victim Advocate at East Carolina University is a one-stop resource to receive advocacy and support services. The program has a number of goals, and offers programs and services to address the special challenges students encounter related to their personal safety. One goal is to educate students year-round in classrooms, residence halls, student groups about their rights should they become a victim of a crime on- and off-campus. Another goal is to continuously improve East Carolina’s preventative rape education, and to promote
responsible choices concerning healthy relationships. Throughout the year, students will assist the victim advocates’ office in raising awareness about other social issues. These goals are a way to empower students to make the right decisions when they are faced with options that could have a lasting effect on them.

NORTH CAROLINA RESIDENCY

Residency status for the purpose of determining tuition charges at a public institution of higher education in the state of North Carolina is governed by the North Carolina General Statutes. Students who are classified as residents for tuition purposes are eligible for a tuition rate lower than that charged to non-residents because a resident’s tuition is subsidized by revenue from the state of North Carolina. In-state tuition is, therefore, a benefit offered by the state to its residents under terms in the applicable General Statutes. It is strongly recommended that students review the laws and regulations prior to submitting an Application for In-State Residence and Tuition Status.

Every applicant is classified as a resident or non-resident for tuition purposes during the admissions process using information from the application for admissions. All graduate students admitted as out-of-state students and who receive a tuition bill for out-of-state fees should apply for North Carolina residency as soon as possible by filing an application for reclassification with the Graduate School once each semester. The student must complete the Residence and Tuition Status Application (available from the Graduate School). The application can be submitted up to one month in advance of the date by which a student will have lived in North Carolina for one year. Please note that a student needs to secure an in-state driver’s license within 30 days of the date they begin residing in North Carolina and complete their automobile registration within 60 days of that same date. The student will be notified by mail of the reclassification decision. Out-of-state students are strongly encouraged to consult the Graduate School at ECU, the ECU Graduate Catalog, and the Manual to Assist the Public Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes for detailed information regarding the policies governing the establishment of in-state residency for tuition purposes. The manual is found in Joyner Library (ECU), the libraries of the other constituent members of the University of North Carolina, and online at http://www.ecu.edu/cs-acad/registrar/Residency.cfm.

FINANCIAL SUPPORT

At the present time (and barring financial exigency of the state of North Carolina), during the first 4 years of training, all students in the Ph.D. program will receive a monthly stipend for 9 months, full tuition waiver for fall and spring courses, and health insurance. However, University fees are the responsibility of the student.

Fees

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For the Fall semester, 2013, University fees will be $1,092.00. Spring fees are likely to be comparable. Some practicum settings require criminal background checks. When these are required, students need to pay their cost. Students are also required to have liability insurance and the clinical training tracking system (T2T). However, the department and/or university will pay for these.

Health Insurance

Student health insurance is available at no cost to all doctoral students. (Doctoral students, participate in the campus student health plan, not the BCBS plan for post-docs.) Any option for dependent coverage, if available, must be paid by the student.

At the time of registration when you receive the insurance message to “opt in or out,” you should select “opt in” (unless you want to retain any existing private coverage). Doctoral students with graduate assistantships that have been identified by the academic department for the Graduate School (Alexis Morris) are coded in Banner so that the insurance fee is waived for the student.

Graduate Assistantships

Students are offered funding in the form of graduate assistantships on a competitive basis. The student’s responsibility is the provision of teaching, research support, or clinical services whereby the student is paid for his/her time. These activities are completed based on pre-specified contracted services for time via East Carolina University policy. A full-time graduate assistantship (20 hours per week - fall and spring semesters) will be worth a minimum of $15,000. Departments may opt to pay their assistants at a higher rate if they deem it appropriate by using one source or multiple sources of funds. More specific information is not available until offers of admission are made each Spring because new grants are always being received and financial conditions change. We believe that students should not work outside of their assistantship given the demanding nature of the clinical program.

Following are assistantship definitions prepared by the Graduate School:

- **Assistantship.** An arrangement in which financial support is given to a graduate student who performs specific services (see definitions of assistantship types below) in furtherance of his/her graduate education.
- **Graduate Assistant (GA).** An arrangement in which financial support is given to a graduate student who may provide a wide variety of services related to academic and programmatic support. GA responsibilities may be administrative in nature such as academic advising, program planning, advising student groups, and assisting with the administration of student services offices. GA responsibilities may also be academic in nature such as: (i) grading examinations, problem sets, and/or laboratory assignments, (iii) setting up displays for lectures or laboratory sections, and (iii) preparing or maintaining equipment used in laboratory instruction.
• **Graduate Research Assistant (GRA).** An arrangement in which financial support is given to a graduate student who performs thesis/dissertation research of a type that is required from all candidates for the degree. The student is expected to devote considerable time on research that is academically significant and directed by a faculty advisor. Often the faculty advisor is a principal investigator working on an externally-funded grant/contract.

• **Graduate Teaching Assistant (GTA).** An arrangement in which financial support is given to a graduate student who provides academic program support under the supervision of a faculty member. GTAs may assist faculty in teaching undergraduate courses, including laboratory teaching assignments, or in providing other appropriate academic assistance such as: (i) grading examinations, problem sets, and/or lab assignments, (ii) setting up displays for lectures and laboratory sections, and (iii) preparing or maintaining equipment used in instructional laboratories. **Note:** To be eligible for a graduate teaching assistantship, the student must have satisfactorily completed a minimum of 18 semester hours of graduate course work in the field in which instruction is given, receive in-service training, be under the direct supervision of an experienced faculty member in the field, and be evaluated each semester.

• **Partial Assistantship.** An arrangement in which financial support is given to a graduate student appointed as a part-time GA, GRA, or GTA. For example, in return for half the service expected of a regular assistant, the student receives half the regular stipend.

To be eligible for an assistantship, students must be accepted into the doctoral program in Psychology, be currently enrolled for at least one graduate psychology class, and maintain a 3.0 GPA or higher. No three-quarter or higher FTE state employee may hold a graduate assistantship. Students are ineligible for assistantships if they are not registered by census day. Census day is defined as the day that enrollment is captured and, concurrently, how ECU’s funding is awarded. A good rule of thumb to follow is to make sure that anyone on an assistantship is registered on or before the last day to add classes each semester.

The Department of Psychology policy and recommendation is that Graduate assistants should not work more than twenty hours per week during the academic year. (The Graduate School policy limits Graduate assistants to twenty-five hours per week in the fall and spring semesters in any combination of appointments – GA/RA/TA, self-help, College Work Study, EPA/SPA. But we feel twenty-five hours per week is too hard to juggle with a full course load.) Foreign students are limited to twenty hours per week, no exceptions (this is a federal requirement). During first and second summer sessions, all graduate students are limited to thirty-eight hours per week. Requests for exceptions to the twenty-hour rule must be made via petition to the Director of Graduate Assistants and the Graduate School.

The assistantship always spans the entire semester from registration to the last day of final exams, inclusive. Students should therefore plan on being present on campus and fulfilling their assistantship requirements during this entire period. All assistantships require a signed contractual agreement between the graduate student and the Psychology Department. Any revocation of the contract by the graduate student without expressed agreement of the student’s Program Director, Director of Graduate Assistants and consent by the Department...
Chair will result in forfeiture of assistantship eligibility. Additionally, students must inform the Director of Graduate Assistants if they are engaged in part-time or full-time employment within or outside of the University setting. Assistantships may be available in departments outside of Psychology for students who are unable to obtain an assistantship within the department. No full-time state employee may hold a graduate assistantship.

Once graduate assistantship assignments are determined, the graduate student is responsible for contacting the assigned faculty member(s). A work schedule, specifically detailing each week’s activities and work hours, is completed, signed by the faculty member and returned to the Director of Graduate Assistants during the first week of the semester. Certain assignments, research endeavors, or laboratory work may require the student to work unequal weekly hours during the semester. When this is the case, the hours are to be mutually ‘worked out’ and scheduled between the graduate assistant and faculty member beforehand. If the assigned faculty member does not have specific work assignments or cannot utilize the student for the assigned hours, then the student will be re-assigned. For the Fall semester only (or first time assistants), students should see the department administrative staff to complete appropriate application, payroll deduction, and tax forms.

Psychology faculty may request specific assignments and/or graduate assistants. Psychology graduate students may request specific assignments and/or graduate assistantships. Student requests involving specific training and learning experiences will be closely examined and whenever possible these requests are used in making assignments within schedule and budgetary limitations.

If a student is experiencing problems working with the faculty member responsible for oversight, the student must meet directly with the faculty member to attempt to resolve the problem. If the student feels that discussing the problem directly with the faculty member may jeopardize his/her program of study the student should meet with the Director of Graduate Assistants. If the problem is not resolved at that level, the student then meets with the Director of Graduate Assistants and his/her Program Director to devise a viable solution to the problem. No faculty member or graduate assistant may terminate the graduate assistantship contract during the semester; this can only be done by the Director of Graduate Assistants. Faculty members and students may contact the Director of Graduate Assistants directly.

Graduate students are evaluated at the end of each semester. Attaining unsatisfactory evaluations from two faculty members simultaneously during one semester or two consecutive unsatisfactory evaluations will result in discontinuation of assistantship assignment for future semesters. Unreliability results in discontinuation of assistantships.

**Unsatisfactory performance of a graduate assistant.** When a faculty member responsible for oversight is dissatisfied with a student’s performance, the following steps should be taken:
1. The faculty member responsible for oversight should, in the course of routine mentoring, discuss the shortcomings of the student’s performance, making specific recommendations for changes.

2. If improvement is not made, the faculty member responsible for oversight must advise the student in writing of his/her concerns and allow sufficient time for the student to address the performance issues raised by the faculty member responsible for oversight. This written statement must, once again, contain specific recommendations for changes in performance and a time line for such change to occur. A copy of this letter must be sent to the Dean of Graduate Studies of the student's field.

3. Recognizing that financial assistance is contingent upon good academic standing as well as satisfactory performance, the assistantship contract may be terminated if sufficient improvement is not made in a timely manner. The faculty member responsible for oversight must provide notification of such a termination in writing. This notification must state that the student has the right to file a grievance with the Graduate School.

4. The Graduate School grievance policy provides a mechanism for further review if the graduate student believes the action to be unfair and he or she is unable to resolve the matter at the field level.

**Note:** An assistant who receives feedback indicating unsatisfactory performance is encouraged, at any time during this process, to confer with the faculty member responsible for oversight and the Dean of Graduate Studies.

**Remission and Waiver of Out-of-State Tuition**

**Remission of Out-of-State Tuition**

Out-of-state students may qualify for an out-of-state tuition remission that is worth the difference between out-of-state tuition and in-state tuition rates. These remissions are awarded on a competitive basis and are limited. Generally, out-of-state remissions are for one academic year only (Fall and Spring) and are not renewable. On occasion there is additional money available through the Graduate School to provide for tuition remission for summer school, and information on the availability of summer tuition remissions is usually available late in the spring semester. A student awarded an out-of-state tuition remission is responsible for paying in-state tuition and all university fees.

Students are encouraged upon arrival to review information on establishing legal residency in North Carolina at: [http://www.ecu.edu/cs-acad/gradschool/residency.cfm](http://www.ecu.edu/cs-acad/gradschool/residency.cfm), if their intent is to become permanent legal residents of North Carolina. By North Carolina law, students whose primary intent for moving to the state is to attend school are not eligible for classification as in-state for tuition purposes; however, those that demonstrate a clear intent to become permanent North Carolina residents, may qualify for the in-state classification after at least one year of legal residency in the state.
Students should keep in mind that resigning from an assistantship, dropping a course or withdrawing from the University can all result in having their tuition remission rescinded and becoming personally responsible for payment of their tuition cost. Likewise, adding a course may incur additional cost to the student, so students should investigate the financial impact of such changes prior to making them.

**Tuition Waivers for Persons at Least 65 Years of Age**
Persons 65 years of age and older who meet the requirements for the in-state rate of tuition and the university requirements for admission can have their tuition and fees waived provided space is available in the course being sought.

**Out-of-State Tuition Waivers for Military Personnel Stationed in N.C. and Their Dependents**
According to N.C. General Statute 116-143.3 certain members of the armed services and their dependent relatives may be eligible to be charged a tuition rate less than the out-of-state rate whether or not they qualify as residents for tuition purposes. It is required that the member of the armed services and any dependent relative claiming the tuition waiver be living together in North Carolina, and that the member of the armed services have an assigned duty station in North Carolina.

**Travel Support**
Typically some financial support is available to graduate students who are attending professional conferences, especially if presenting a paper or poster. Although the state’s budget status will influence whether travel funding is available this year, here is what was available in 2012-2013.

**Department/College/Graduate School**
For a student “Presenting” research the Psychology department provided $125/per student/academic year. In addition, if the student is a doctoral student, Harriot College of Arts and Sciences provided $125.

Once approval was received from HCAS, Vickie Crafford requested that the Graduate School match the funding amount received of $250 from Psychology and HCAS. Total possible funding=$500

**PGSO Members**
Last year, if the student was a member of PGSO and attended at least two meetings, each member could receive $115 in funding for travel regardless of student type or reason for travel. This amount was based on the number of members and available funds. It was divided equally to the qualifying members who stated that they needed assistance with travel funding from PGSO.

**Grants**
The Principal Investigator designates travel funding for GAs assisting with research.

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Scholarships Available to Clinical Health Graduate Students

In addition to graduate assistantships, the department administers several scholarship opportunities for outstanding students within each graduate program. Scholarship requirements and values are established by the scholarship donors and are administered as described below. To be considered for a graduate program scholarship, students should see their Program Director for application materials and guidelines.

These scholarships are competitive, each have separate eligibility requirements, and each requires individual applications.*

Psychology Department Scholarships/Scholarships Nominated by Clinical Faculty

June 1 is the deadline for submitting scholarship paperwork for award in the Fall. The deadline for awards to be made in the Spring semester is October 1st.

The Miller-Moore Graduate Scholarship in Psychology, Department of Psychology, East Carolina University

Thanks to the generosity of Patsy and Charles Moore, the Miller-Moore Graduate Scholarship is offered annually and covers the cost of fees for two semesters. The family specified that the scholarship be awarded based on academic ability, academic major, demonstrated financial need as determined by the Committee, and other criteria determined appropriate by the Committee. Submit application by April 15 to the Director of Clinical Training.

Ginger Stodard Memorial Scholarship Award, Department of Psychology

The Ginger Stodard Memorial Scholarship Award is given to two psychology graduate students who exhibit excellence in research and contribution to the field. This award was established in honor of Ginger Stodard. Ginger received her Master's degree in psychology from East Carolina University and made major contributions to persons with developmental disabilities and children with severe behavior disorders during and after her time in the program. She passed away after a long battle with cancer in October of 2008.

The amount of the scholarships will depend on the amount of funds raised by the benefit. These scholarships are meant to assist students with travel expenses for presenting their research.

In order to be eligible for the scholarship, students must be nominated by a faculty member. As the scholarship will be given during the 2013-2014 academic year, the only graduate students who are ineligible are those who will not be attending ECU next year.

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Nominations should be sent to the Graduate Program administrative assistant; include the student’s name and Banner ID. She will then send the application to the student to complete. Once she has received the application (from the student) she will assign a number to it so that the decision committee can make the decision “blind.”

**David W. Hardee Scholarship, Mental Health Association in Pitt County**

This scholarship is awarded by the Mental Health Association in Pitt County. Two awards of $500 each are given to “capable and worthy” students, who are in training for careers in mental health fields. David Hardee was the first North Carolinian to serve on the Board of Directors of the National Association for Mental health. The award was established as a tribute for his untiring efforts in the field of mental health in Pitt County. The application form is distributed to Program Directors in Social Work, Psychology, Marriage and Family Therapy, and Medical Family Therapy.

*Dollar values on all scholarships may vary as they are dependent upon the current balances in the specific scholarship fund at the time of the award.*

**UNC Campus Scholarships**

The UNC Campus Scholarship program is awarded to incoming doctoral students with a solid scholastic record and demonstrated financial need who are North Carolina residents. The scholarship award is designed to assist in the diversification of the university’s graduate student body to include the presence of first generation college students, students from disadvantaged socio-economic backgrounds and traditionally underrepresented populations on our campus. The UNC Campus Scholarships will provide a minimum of $1000 per semester to qualified students. No funds shall be awarded during summer sessions.

The Graduate School had funds available to award one UNC Campus Scholarship to a new or continuing doctoral student for the 2013-2014 academic year. Four of the five 2013-2014 recipients will continue to receive the scholarship.

Award recipients must be North Carolina residents for tuition purposes at the time of nomination, be admitted to one of ECU’s doctoral degree programs, demonstrate financial aid eligibility on the FAFSA, maintain full-time enrollment, and be from a traditionally underrepresented population on the campus of ECU.

Scholarships are renewable annually dependent on the availability of funds. No award will be extended beyond ten semesters (5 years). The receipt of the UNC Campus Scholarship may require the ECU Office of Student Financial Aid to reduce other types of financial aid awarded to the student.

To nominate a student, the student’s name and Banner ID should be submitted to the Director of Clinical Training, who will submit it to Colleen Roland at rolandc@ecu.edu for consideration.
The recipients are selected from admitted and/or enrolled doctoral students who best meet the scholarship criteria and guidelines specified above.

This scholarship is administered by the ECU Office of Student Financial Aid in coordination with the ECU Graduate School. After receiving permission from a nominee, the Graduate School will contact the Office of Student Financial Aid to confirm their FAFSA status. The Graduate School will notify the selected recipient of the award and inform them of the conditions of the scholarship.

**National/International Fellowships and Scholarships**

East Carolina University maintains an Office of National/International Fellowships and Scholarships to familiarize students with the competitive national and international fellowships and scholarships available to selected students intent on pursuing graduate work. These fellowships and scholarships, for the most part, are for terms long enough to ensure completion of the master’s degree, but in some cases they allow for work on the doctoral degree. Among the fellowships and scholarships coordinated by this office are the Barry M. Goldwater Scholarship, the Marshall Scholarship, the Rhodes Scholarship, and the Fulbright Grant. Interested students should contact the director, Honors Program, Mamie Jenkins Building; 252-328-6373.

**Veterans Administration Educational Payments**

The Offices of Veterans Administration (VA) and Social Security require a minimum course load of 9 s.h. of required courses per semester (except summer session) for payment of full-time benefits to eligible veterans and dependents. After the student declares a major, benefits will be paid only for courses listed in the catalog under that degree/major program. Substitutions may be allowed when the major chairperson gives written approval prior to the student’s taking the course. Students declared academically ineligible will be required to remove their probation before educational benefits can be recertified to the VA. Students may be eligible for an additional allowance under a work-study program. The work-study program allows students to perform work for the VA in return for an hourly wage. They may perform outreach services under the supervision of a VA employee, prepare and process VA paperwork, work in a VA medical facility, or other approved activities. Students must be enrolled at three-quarter or full-time rate. Students may be eligible to receive a special allowance for individual tutoring if they enter school at one half-time or more. To qualify, students must have a deficiency in a subject, making the tutoring necessary. There is no entitlement charged for tutorial assistance. Further information is available at the campus Veterans affairs office.

**Financial Aid**

The staff of the university Office of Student Financial Aid assists students in obtaining funds from the source best suited to the individual’s need. Three main types of financial assistance are available to qualified students: gift aid, consisting of grants and scholarships; long-term
educational loans; and part-time employment. Because the primary aim of the financial aid programs is to provide assistance to students who, without aid, would be unable to continue their education, most of the funds are awarded on the basis of financial need. However, in its efforts to strive for excellence, the university offers assistance to some talented students based on merit rather than need.

Through the Office of Student Financial Aid at ECU, eligible students may apply for the following federal, state, and institutional aid programs: North Carolina Student Incentive Grant, Federal Perkins Loan, Federal Stafford Loan, Federal Graduate PLUS Loan and Federal Work Study Program.

Information pertaining to the application process, types of aid available and academic requirements may be obtained from the East Carolina University Office of Student Financial Aid.

POSTLOGUE

The faculty at East Carolina University, Department of Psychology is committed to providing first class training to students in scholarship, research skills, and practice. We are training the next generation of scientist-practitioner clinical psychologists who will develop and implement evidence-based, collaborative programs and strategies that promote and improve health, decrease health disparities, and serve our communities both locally and around the world.

We look forward to your success in our program. Tomorrow starts here.
Appendix 1

CLINICAL HEALTH PSYCHOLOGY FACULTY

Core Clinical Health Faculty
As defined by APA guidelines which consists of being involved with the Clinical program at least 50% of their time; can serve as primary mentors for students involved in their research

Lisa Campbell, Ph.D.
Health disparities; adjustment to cancer

Tony Cellucci, Ph.D., ABBP
Substance abuse and dependence; cognitive-behavioral treatment; borderline personality disorder; HIV disease

Christyn L. Dolbier, Ph.D.
Chronic stress; prenatal stress and birth outcomes; stress and health disparities; resilience interventions; psychoneuroimmunology

D. Erik Everhart, Ph.D., ABPP, CBSM
Clinical neuropsychology; neuropsychology of emotion; cognitive neuroscience; psychophysiology of emotion and decision making; behavioral sleep medicine

Heather Littleton, Ph.D.
Sexual assault; women’s mental health and pregnancy, social cognition, and body image

Lesley Lutes, Ph.D.
Director of Clinical Training
Treatment of obesity; innovative/non-traditional treatment in long-term weight loss and maintenance; treatment of underserved and rural populations

Samuel F. Sears, Ph.D.
Director, Health Psychology Program
Cardiac psychology; patients with implantable cardioverter defibrillators; cardiac rehabilitation

Cecelia R. Valrie, Ph.D.
Pediatric psychology with a focus on sickle cell disease; pediatric pain; sleep; developmental and socio-cultural influences on childhood chronic illness

Matthew Whited, Ph.D.
Autonomic imbalance in depression treatment and cardiovascular disease, psychophysiology, forgiveness

Derrick Wirtz, Ph.D.
Social psychology; culture and well-being; life satisfaction

2013-2014 Class Version
Associated Program Faculty
Can serve as members on committees and clinical mentors, but not typically as research mentors

Jennifer Bowler, Ph.D.
Compulsive behavior; employee creativity; executive coaching; implicit measures of personality; team processes

Jean A. Golden, Ph.D.
Applied Behavioral Analysis

Hope Landrine, Ph.D.
Director, Center for Health Disparities Research
Health disparities among African-Americans and Latinos; segregation, discrimination, acculturation and health; culturally-tailoring interventions; community-based participatory research; cultural psychology; feminist psychology

Susan L. McCammon, Ph.D., CIP
Chair, Department of Psychology
Children with serious emotional disorders and their families within a system of care; trauma; human sexuality

Kathleen A. Row, Ph.D.
Professor Emeritus
Forgiveness, cardiovascular reactivity, and health; positive psychology, spirituality and health

Dennis C. Russo, Ph.D., ABPP
Behavioral medicine; primary care psychology; chronic illness management; Autism Spectrum Disorders; and stress and psychophysiological disorders

Tuan Tran, Ph.D.
Auxiliary Chair, Department of Psychology
Behavioral neuroscience; animal models of fetal alcohol spectrum disorders; animal models of Alzheimer’s

Karl Wuensch, Ph.D.
Statistics; Research Methods
**Affiliated Program Faculty**

*Can serve as members*

*Individuals that have a role in the program but to a more limited extent. This would include people who present seminars, provide practicum supervision, and teach as adjunct faculty*

*Irma Corral, Ph.D.*

*Natalie Cross, Ph. D.*

*Bruce Moyer,*

*Joseph Paciarelli,*

*Steven Peters,*

*Melissa Phillips,*

*Robert Shelton, Phy. D.*
Appendix 2

Clinical Health Practica 2012-2013

ECU PASS Clinic


Students enrolled in this clinic practicum have the opportunity to gain initial experiences in the assessment and treatment of general emotional disorders and substance abuse problems including smoking cessation. Treatment services are provided to ECU faculty/staff as well as community members. The emphasis is on short-term evidence-based treatments.

In addition, students perform psycho-educational evaluations of ECU students with possible ADHD/learning disorders, as well as personality testing. Students receive both in vivo and taped supervision and will engage in weekly group and individual supervision.

Supervisor: Tony Cellucci, Ph.D., ABPP

Adult Health Weight Service

The healthy weight program provides assessment and treatment of weight concerns and obesity through group and/or individual therapy. Patients mainly consist of ECU faculty, staff, and community members. Students will complete individual intake interviews, which consist of an interview, psychosocial measure completion, and a physical assessment including blood pressure, height and weight, waist circumference, and % body fat. Students will also lead (and co-lead) group therapy sessions each week in addition to any individual therapy sessions seen appropriate. Students will be trained in the use of a “small changes” empirically validated treatment approach to weight loss that focuses on smaller weight loss goals through small reasonable changes in their lifestyle patterns in an attempt to promote long-term weight loss maintenance. In this practicum students will engage in both group and individual supervision along with receiving in vivo, taped, and self-report supervision modalities.

Supervisor: Lesley Lutes, Ph.D.

Women’s Health Psychology Service

This practicum accepts referrals from the Brody Outpatient Center of the Department of Obstetrics and Gynecology as well as at ECU PASS. The practicum focuses on conducting intake assessments and providing brief, evidence-based psychotherapy to women seeking services at these two locations. Common presenting problems among women seen at this placement include issues with prenatal anxiety and depression, postpartum depression, interpersonal violence experiences, pregnancy complications and fetal loss.
Supervisor: Heather Littleton, Ph.D.

Brody School of Medicine

Cardiac Psychology

The Cardiac Psychology Rotation offers training in psychosocial care that is fully integrated into the medical team to promote an interdisciplinary, comprehensive care approach to cardiac arrhythmia patients and their families. Trainees work side by side with psychologists and cardiologists to provide a biopsychosocial model of care at the East Carolina Heart Institute. Assessment and therapy training are provided and additional opportunities to collaborate at Healthsteps-Cardiac Rehabilitation are available.

Supervisor: Sam Sears, Ph.D.

Family Medicine

The Behavioral Medicine Rotation takes place in the Family Medicine Center at the Brody School of Medicine. Students will gain experience in integrated primary care, addressing both mental health issues and disease-related psychological care of patients of all ages, through real-time collaboration with physicians and other health care professionals. Problems routinely seen in rotation will include anxiety, depression, therapeutic adherence, chronic pain, lifestyle management, stress and psychophysiological disorders, helping patients to successfully manage their chronic illness, and management of patients who are high utilizers of health care. Significant opportunities exist for learning about medical and behavioral interactions through an extensive didactic curriculum and training seminars.

Supervisor: Dennis C. Russo, Ph.D., ABPP

Rehabilitation Center, Pitt County Memorial Hospital

Psychologists in the Rehabilitation Center assess and treat patients in the acute medical center and acute rehabilitation center. Populations have included children, adolescents, and adults exposed to trauma, patients with cancer, chronic pain, chronic medical conditions as well as pre-existing psychiatric diagnoses. Additional services provided in the unit include guardianship evaluations and neuropsychological screening, as well as coordination of services and communication with interdisciplinary teams including physicians, nurses, physical therapists, occupational therapists, speech therapists, and recreation therapists.

Supervisor: E. Joseph Pacierelli, Psy.D.

Veterans Administration Outpatient Clinic

2013-2014 Class Version
The Greenville VA Community Based Outpatient Clinic is a satellite location for the Durham Veterans Administration Medical Center. The Greenville VA clinic provides psychological services to military veterans through the Mental Health Clinic. Training in psychological assessment and therapy includes the provision of services in the Mental Health Clinic, Substance Abuse, and specialty areas of Health Psychology including Smoking Cessation, Insomnia, Pain Management, and Stress Management. The primary theoretical orientations are cognitive-behavioral, acceptance and commitment therapy, motivational interviewing, and Seeking Safety.

*Supervisors: Natalie Cross, Ph.D., and Robert Shelton, Psy.D.*

**General Adult Neuropsychology, East Carolina Neurology**

East Carolina Neurology is a large private-based practice with adult and pediatric neurology specialists, neuroradiologists, and clinical neuropsychologists. Doctoral students in psychology with specific interest in clinical neuropsychology may complete practicum rotations within this setting, with the focus being primarily adults clinical neuropsychology including stroke, TBI, multiple sclerosis, and dementia syndromes. Students who wish to obtain experience outlined in Houston Conference/Division 40 guideline for specialty training in clinical supervision may also choose to attend weekly neuroscience seminars, neurology grand rounds, and neuropathology (including weekly brain cuttings and histopathology).

*Supervisor: Erik Everhart, Ph.D., ABPP*

**Cherry Hospital, Goldsboro, NC**

Cherry Hospital is a 274-bed inpatient psychiatric hospital serving the citizen of 36 eastern North Carolina counties; it is operated by the state of North Carolina, the Department of Health and Human Services. Treatment Units include: Adolescent, Adult Acute Admissions, Geriatric Admissions, Psychiatric Rehabilitation, Psychiatric Medical, and Tuberculosis. Practicum students gain experience in assessment, participation in treatment team, group therapy, and individual therapy.

*Supervisor: Steven Peters, Psy.D.*

**Other practica include Psychiatry and Ft. Bragg.**
Supervision Groups

As part of students’ practicum courses (PSYC 6462, PSYC 6463, PSYC 7995, and PSYC 8460), students are expected to participate in a weekly, one hour long, supervision group under the direction of a clinical faculty member. This supervision group is in addition to the on-site supervision, and is for the purpose of linking the practicum experience with our academic program.

While the format of these meetings will vary somewhat based on the faculty members’ supervision style and students’ clinical needs, these group meetings do have several general objectives. These objectives are as follows:

- To further develop students’ awareness and sensitivity to factors (gender, ethnicity, socioeconomic status etc.) that may influence assessment, diagnosis, the therapeutic relationship, treatment goals, course of therapy, and effectiveness of interventions
- To discuss and further develop ethical reasoning and decision making skills in the course of clinical psychological practice
- To improve case conceptualization skills through presentation of cases, both formally and informally
- To provide students with feedback regarding their assessment, intervention, and consultation skills from both supervisors and peers
- To further develop students’ ability to identify and integrate relevant research evidence from the existing literature and apply it to their clinical experience and to identify additional questions that need to be answered along with potential resources for answers
- To further develop students’ skills in providing constructive clinical feedback to their peers
- To improve students’ ability to function in multidisciplinary health environments and respond adaptively to systemic issues (confidentiality policies and practices, HIPPA compliance issues, power issues amongst staff, attitudes toward clients/patients) in various health care settings
- To provide students with a forum to discuss any supervision issues, including, but not limited to, issues of access to and amount of supervision
Supervision groups will utilize a number of strategies to accomplish these goals including formal case presentations, informal case presentations, group discussion of clinical issues, and didactics regarding topics of clinical relevance. Topics covered in didactic sessions will vary based on students’ training needs. Some examples of topics that could be covered in didactics are listed below:

- Cognitive differences between physicians and psychologists
- Working with core beliefs in cognitive therapy
- Working with clients who are experiencing bereavement
- Issues with consulting within a health care setting
- Self-care for psychologists
- Navigating the internship application process
- An introduction to solution-focused therapy
- Working with existential issues in therapy
- Working with clients who have lost a child in pregnancy or in the first year of life
- An introduction to the process of clinical supervision
Appendix 3

Student Liability Insurance

If you have a claim or are sued or threatened with a lawsuit, report the claim immediately to:

Margie Boyd, CISR
ECU Risk Management
Campus Operations
1001 East Fourth Street
Greenville NC 27858
(252) 328-2010 or (252) 328-6858
boydm@ecu.edu

Coverage provided by:

Montgomery Insurance Company
Policy Number: GL 8335325

Policy Effective Date: 8/15/13 to 8/15/14

Policy is on file with the Administrator

Coverage for general liability and professional liability is on an occurrence basis.

Information on

General and Professional Liability

For

University System of the State of North Carolina

Student Interns
(Medical and Non-Medical)

Administered by:

North Carolina Association of Insurance Agents
P. O. Box 1165
Cary, NC 27512
Phone: (919) 863-6522 or (888) 275-8906
This is a brief summary of the coverage offered to insured participants. For complete details, please refer to the policy on file with the agency.

The University Student Intern Program (which also covers practica) provides coverage for an insured party that becomes legally liable to pay damages because of property damage, bodily injury or personal injury because of their participation in a university internship program to which the policy applies. This insurance will also pay those sums, which an insured party becomes legally obligated because of any act, error or omission in the rendering or failure to render professional services in conjunction with an internship.

This program also includes a medical benefit to participants.

Who is an Insured Party?

This program can cover students of participating Universities in the NC University System whom are engaging in paid or unpaid internships. These internships must be sponsored, authorized, or approved by the participating University and the student must be included in a list of covered students on file with the company.

Coverage Limits:

$1,000,000 each occurrence for Bodily Injury, Property Damage, or Personal Injury claims

$3,000,000 aggregate limit for all Bodily Injury or Property Damage claims

$1,000,000 each claim limit for Professional Liability and Health Student Professional Liability

$1,000,000 Products/Completed Operations Liability

$15,000 for covered medical expenses

Major exclusions to this coverage:

I. Intentional Acts
   II. Liquor Liability
   Pollution Liability
   Automobile Liability
   Your property or property of others in your care, custody, or control
   Employment Practice Liability
   Abuse or Molestation
   Unauthorized hardware or software tampering, viruses, or use
   Fiduciary Liability
   Intellectual Property Liability

*Refer to policy for a complete list of exclusions
Appendix 4
PRIVATEER PROGRAM!

“Above all, I take with me the lasting commitment to answer the call of East Carolina, whenever and wherever I can serve.”
Leo W. Jenkins, ECU Chancellor, 1950-1978
The purpose of the Privateer Program is to initiate each academic year with a community service event to engage the doctoral program in community programming. Doctoral training is a privilege and participation in the community is a small way of both symbolically and fundamentally “giving back.” The Privateer program was initiated in the 2008-2009 school year. All students and faculty are invited to participate, but this is entirely voluntary, and is meant to offer our faculty and students an opportunity to serve together. Examples of events and activities sponsored by the Privateers include the provision of gift bags and pirate games for the children at Pitt County Memorial Hospital, Pirate Party at Caswell Center (for persons with developmental disabilities), Christmas gifts for children at the Little Willie afterschool program and tutoring center, fund-raising post-earthquake in Haiti, and gathering of school supplies following the tornado in Greene County. The Privateers may also identify and address health-related needs in the community (such as diabetes education in the small town of Snow Hill).

**Long-Range Goals**

With the collaboration of Health Psychology students, staff, and faculty, it is hoped that the Privateer Program will grow and be an integral aspect of the doctoral program’s identity. Goals include the following components:

1. **Privateer Events:** We aim for a collective group of Privateers to plan or participate in multiple Privateer events per year that provide a contribution to the community (i.e. Children’s Hospital carnival, participate in a day of Habitat for Humanity, etc.)

2. **Privateer Health Promotion:** We aim for students to:
   a. Identify a health-related need in the community (diabetes education in the small town of Snow Hill)
   b. Create a plan to address this health need (have a Diabetes Awareness Day);
   c. Execute the plan with Privateers (work with community members in Snow Hill to execute the event at the library, community center, or V.F.W., etc.)

3. **Ongoing Privateer Commitments:** We aim for doctoral students to engage in an ongoing volunteer commitment of their choice (i.e. volunteering with victims of domestic violence, homeless, reading/educational programs, elderly, mentoring, NIMH, etc.). Several resources have made the process of enrolling in a volunteer commitment quite simple, including:
   a. [http://www.ecu.edu/cs-studentlife/volunteer/home.cfm](http://www.ecu.edu/cs-studentlife/volunteer/home.cfm)
      i. Go to this website and download the Volunteer Application. ECU’s Service Learning Center will take your interests into account and attempt to match you with a volunteer opportunity in the community.
      i. Go to City of Greenville web site and go to the “Businesses” link drop-down box. Select “Nonprofits”. You will see many organizations and contact information that may need volunteers. Explore and call agencies of interest.
have a paper copy of this information and would be happy to lend it out for making copies.

**Why have a Privateer Program?**
1. Psychologists are advocates for social change.
2. From the APA Ethics Code: “Psychologists strive to contribute a portion of their professional time for little or no compensation or personal advantage.”
3. Contribute valuable resources and information to the community for health promotion.
4. Learn skills that are valuable to your practice as a psychologist.

**Where do I go from here?**
The Privateer Program is in its youth, so we welcome any ideas and suggestions to add value to this program. Your involvement in this program is entirely optional. You may decide to commit to none, some, or all aspects of the program. If you are interested in hearing more about the program and taking a role in any way, please sign your name and email address on the contact sheet. Emily DiNatale will keep you informed of future meetings and opportunities.
Note: All these forms are available in electronic formats that allow for typing in the required fields, so please request those versions from your advisors or from the Graduate Program Assistant. The forms are included in this handbook so that you are able to anticipate what information they require, which should help you collect that information in a timely manner.

Forms included:
1. Pre-Thesis or Dissertation Research Approval Form
2. Student Annual Report (SAR)
3. Annual Record of Progress Form
4. Health Psychology PhD Clinical Health Concentration checklist
5. Confidential Practicum Evaluation Form
6. Qualifying Examination Case Selection Form
7. Qualifying Examination Committee Preference Form
   (1) Written
   (2) Oral
   (3) Summary
8. Council of University Directors of Clinical Psychology Expectations for Internship Eligibility (CUDCP)
Pre-Thesis or Dissertation Research Approval Form

Before beginning thesis or dissertation research, this check list should be completed by the master's or doctoral candidate in conjunction with the thesis or dissertation director. Please NOTE: All thesis and dissertation research must be approved by the thesis or dissertation director and the Unit Graduate Program Director. All students whose thesis or dissertation projects involve human subjects must have their proposed research approved by the University and Medical Center Institutional Review Board (UMCIRB) before beginning the studies involving those subjects. Likewise, all students whose projects involve animals must have their proposed research approved by the Institutional Animal Care and Use Committee (IACUC) before beginning those studies. A copy of the appropriate approval must be submitted with this form, or with an updated form when it is known that the research requires the involvement of such subjects, and must be included in the Appendix of the completed thesis or dissertation.

Date _______________ Student name, phone number, and email address: ______________________________

Banner ID __________________________

Working Title of Thesis or Dissertation Research: _______________________________________________________

________________________________________

Have you selected an appropriate director for your master's or doctoral work?

Name __________________________

________________________________________

Have you selected an appropriate committee for your master's or doctoral work?

If so, please list:
1. ____________________________ 2. ____________________________
3. ____________________________ 4. ____________________________

________________________________________

Has your proposed research been reviewed and approved by your director?

________________________________________

Does your research involve human subjects?

____ Has it been approved by the UMCIRB?

If not, when will it be reviewed for approval? ____________________________

________________________________________

Does your research involve animals?

____ Has it been approved by the IACUC?

If not, when will it be reviewed for approval? ____________________________

________________________________________

Does your research involve potential biohazards such as recumbent DNA, viral vectors, infectious agents, human blood products etc.?

____ Has it been approved by the by the Biosafety Committee?

If not, when will it be reviewed for approval? ____________________________

Approvals:

Thesis or Dissertation Director Signature __________________________ Date _______________

Program Director Signature __________________________ Date _______________

Acknowledgement of Receipt by Graduate School:

Dean of the Graduate School or designee __________________________ Date _______________
ANNUAL REPORT ONLINE

2013 Data Preparation Sheet – Doctoral: Student

Student Profile (This section should be completed for a student’s first year in program, 2012-2013 academic year)

Demographics*

1. Name: __________________ __________________ _______________________
   (First)                                 (Middle)                             (Last)

First and last names are now required. All information on individuals or their identities provided to the CoA for accreditation purposes will be confidential and for the sole purpose of accreditation. Skip to Annual Updates if student is not new and only needs an update to an existing profile.

2. Student Gender (please select one):
   ____Female   ____Male   ____Transgender   ____Other

3. Student Race-Ethnicity (please select all that apply):
   ____American Indian or Alaska Native ____Native Hawaiian or Other Pacific Islander
   ____Asian ____White
   ____Black or African American ____Not Reported
   ____Hispanic-Latino ____N/A, Canadian Institution

Please consult the U.S. Dept. of Education’s website for descriptions of each category.

4. Student is subject to the Americans with Disabilities Act (ADA):
   ____Yes   ____No

5. Student is a Foreign National:
   ____Yes   ____No

Education

1. Undergraduate Institution name:* ________________________________________

2. Undergraduate Degree Year:* _________________________________________

3. Undergraduate GPA (4.0 scale):*_________________________________________

For questions 4 and 5, answer only for the applicable version of the test. For questions 4-7, please provide percentiles if available.

4. Verbal GRE:
   ____ (200-800 scale) ____ (percentile)
   ____ (130-170 scale) ____ (percentile)
5. Quantitative GRE:
   ____ (200-800 scale) ____ (percentile)
   ____ (130-170 scale) ____ (percentile)

6. Analytic Writing GRE:
   ____ (6-point scale) ____ (percentile)

7. Advanced Psychology GRE:
   ____ (200-800 scale) ____ (percentile)

8. Respecialization student?* (Respecialization is when a student, who already holds a doctoral degree in an area of psychology, enrolls in another substantive area.)
   ____Yes  ____No

Annual Updates

Professional Activities* (For events that occurred in the 2012-2013 academic year ONLY)

1. Student was a member of a professional or research society:  ____Yes  ____No

2. Number of books, book chapters, or articles in peer-reviewed professional/scientific journals of which a student was an author or co-author. (Publications "in press," "under review," or "submitted" should not be counted here.):
   ______________

3. Number of workshops, oral presentations and/or poster presentations at professional meetings of which a student was an author or co-author:
   __________________

4. Student was involved in leadership roles/activities professional organizations (e.g., Roles in local, state/provincial, regional, or national organizations):
   ____Yes  ____No

5. Student presented a psychological topic to lay or community audience:
   ____Yes  ____No
Doctoral Internship

1. Did the student apply for a doctoral internship during the 2012-2013 academic year (to take place during the 2013-2014 academic year) ?*
   _____ Yes, applied for internship
   _____ Yes, applied for second 1-year part-time internship (already completed a 1-year part-time program)
   _____ No, student still enrolled in a 2-year part-time internship
   _____ No, student previously completed the full internship requirement (1-year full-time or equivalent)
   _____ No, did not apply for internship

   If yes, please answer question 2. If no, skip to Enrollment Information section.

2. Did the student obtain an internship during the 2012-2013 reporting year (to take place during the 2013-2014 reporting year)?
   _____ Yes _____ No

   If yes, please answer questions 3-10. If no, skip to Enrollment Information section.

3. Expected internship start date:
   _____ / _____ /_____  
   (mm)         (dd)      (yyyy)

4. Expected internship end date:
   _____ / _____ /_____
   (mm)        (dd)      (yyyy)

5. Is the internship APA/CPA-accredited:
   _____ Yes _____ No

6. Internship name (if accredited):
   _______________________________________________________

7. If the internship is not APA or CPA accredited, is it affiliated with another membership organization (please select one):
   _____ APPIC
   _____ CAPIC
   _____ CDSPP
   _____ Other

8. Is the internship _____ one year _____ two years

9. Is the internship _____ full-time _____ part-time

10. Is the internship _____ funded _____ not funded/not fully funded
Enrollment Information

1. Date student started doctoral program (applies to new students in 2012-2013 cohort only):*

   
   
   

2. Date student left doctoral program (if applicable):

   
   
   

   If student left during the academic year, please answer question 2a. If not, skip to question 3

2a. Reason for leaving (please select the most applicable):

   
   
   Successful completion of program
   Academic reasons
   Awarded terminal master’s degree
   Change in psychology area specialization
   Change in career / Employed elsewhere
   Death of student
   Did not return from absence
   Dismissed – failed program requirements
   Family or relationship matters
   Financial
   Health / Medical
   New interest outside psychology
   No reason provided to program
   Personal reasons
   Student relocated
   Transferred to a different university
   Transferred to follow academic advisor
   Voluntary withdrawal – academic difficulties
   Other Reasons

3. Academic status (official status should be noted for all students including those on internship or completing dissertation work):*

   
   
   Full-Time  Part-Time
Clinical Health Psychology Concentration
Health Psychology PhD Program

A. ANNUAL RECORD OF PROGRESS FORM

Student Name:
Date of Department Review: Date of Clinical Faculty Review:

III. Coursework

[ ] [1] Coursework has been exemplary
[ ] [2] Coursework has been satisfactory

Incomplete coursework must be completed:
[ ] [3] You earned a grade below B in a core, practicum, or internship course
☐ retake the core course the next time it is offered
☐ develop a 1-semester IEP with the practicum/internship instructor

[ ] [4] Your coursework requirements are complete

IV. Clinical and Interpersonal Skills

[ ] [1] Your skill development has been exemplary
[ ] [2] Your skill development is satisfactory
[ ] [3] Your clinical skill development/interpersonal skill development has been unsatisfactory
☐ a remediation plan will be developed

[ ] [4] This past year you successfully completed practica:
Fall: XXXX
Spring: XXXX
Summer: XXXX

Comments:
• Comments from evals

VI. Research

[ ] [1] Research progress has been exemplary.
[ ] [2] Research progress is satisfactory.
[ ] [3] Research progress is unsatisfactory.
[ ] [4] Participation in a research group has been satisfactory
[ ] [5] Thesis proposal should be defended by
[ ] [6] Thesis should be/was defended by
[ ] [7] Comprehensive exam should be/was completed
[ ] [8] Dissertation proposal should be defended/was by
[ ] [9] Dissertation should be completed/was by
[ ] [9] Dissertation defense complete

Comments:
• Poster presentations and publications, awards, notable accomplishments

Qualifying Exam

[ ] [1] You have successfully completed the Qualifying Exam XXXX semester.
[ ] [2] You have attempted the Qualifying Exam and will complete this requirement by
XXXX semester.

[3] You have not yet completed the Qualifying Exam but plan to during XXXX semester.

**Readiness for Internship**

☐ You have been approved by the faculty as ready for internship.

**Assistantship/Teaching**

☒ [1] You were assigned to teach Fall Spring PSYC 1000 Intro to Psychology
☒ [2] Your performance was exemplary
☒ [3] Your performance was satisfactory.
☐ [4] Your performance was unsatisfactory.

Comments:

- Feedback from Dr. Wirtz (teaching) or research supervisor

For students on Probation:

☐ [1] You have met the requirements specified in your Remediation Plan and are no longer on Probation.
☐ [2] You have failed to meet requirements while on probation and have the option to petition the faculty to remain in the program

**Feedback:** Thank you for your contributions to the graduate program at East Carolina this year. The purpose of this annual review is to provide you with both general and specific feedback of your progress and performance during the academic year and confirm your continuance in the program. On September 201, the department held its annual graduate student evaluation meeting. The meeting consists of the review of the academic record, the clinical training ratings from supervisors, and research progress over the past year. We are pleased to report that you received satisfactory ratings in each of the areas of training.

A copy of this letter will be placed in your student records file. Congratulations on a successful year at East Carolina University.

**Signatures**

This report reflects the opinion of the Clinical Health Faculty with regard to student’s progress.

Lesley D. Lutes, Ph.D, Director of Clinical Training  Date

Samuel Sears, Ph.D. Director, Health Psychology Program  Date

Mentor/Advisor  Date

Susan Mccammon, Ph.D. Chair, Department of Psychology  Date

I have read this report. (Signing does not indicate agreement with evaluation.)

Student  Date

2013-2014 Class Version
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<tr>
<th>Core Requirements</th>
<th>Clinical Health Psychology PHD</th>
<th>Credit Hours</th>
<th>Semester</th>
<th>Grade</th>
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</tr>
<tr>
<td>6406 PSYC Advanced Developmental Psychology</td>
<td></td>
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<tr>
<td>History and Systems</td>
<td></td>
<td>3 Hours</td>
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<tr>
<td>6408 PSYC: History of Psychological Thought</td>
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<tr>
<td><strong>Research Methods and Practice, Psychological Measurement</strong></td>
<td></td>
<td>24 Hours</td>
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<tr>
<td>6430 PSYC: Statistics and Research Design</td>
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<tr>
<td>7431 PSYC: Advanced Research Design</td>
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<tr>
<td>7000 PSYC: Thesis/pre-dissertation research</td>
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<tr>
<td>9000 PSYC: Dissertation</td>
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<tr>
<td><strong>Ethics and Professional Development</strong></td>
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<tr>
<td>6465 PSYC: Ethics and Professional Practice</td>
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<tr>
<td>8990 PSYC: Pre-doctoral Internship (2 Times - Fall and Spring)</td>
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<td><strong>Total Core Requirements Psychology PHD</strong></td>
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<td>Credit Hours</td>
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<td>8001 PSYC: Colloquium in Health Psychology</td>
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<td>8002 PSYC: Health Psychology</td>
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<td>8468 PSYC: Health Psychology: Psychotherapy Methods and Interventions</td>
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<td>8416 PSYC: Psychopharmacology</td>
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<td>8995 PSYC: Seminar in Health Psychology</td>
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<td>Approved elective</td>
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<td><strong>Clinical Health Concentration</strong></td>
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<tr>
<td>Psychopathology</td>
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<td>6450 PSYC: Advanced Psychopathology</td>
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<tr>
<td>Interventions</td>
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<td>6466 PSYC: Psychotherapy Concepts and Techniques</td>
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<tr>
<td>6468 PSYC: Psychotherapy: Theories, Research, and Practice</td>
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<tr>
<td>Assessment</td>
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<tr>
<td>6484 PSYC: Cognitive Assessment</td>
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<td>6485 PSYC: Clinical Assessment</td>
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2013-2014 Class Version
<table>
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<tr>
<th>Practicum</th>
<th>Hours</th>
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<tr>
<td>6460 PSYC: Clinical Psychology Practicum I</td>
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<td>6461 PSYC: Clinical Psychology Practicum II</td>
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</tr>
<tr>
<td>6462 PSYC: Advanced Clinical Psychology Practicum I</td>
<td></td>
</tr>
<tr>
<td>6463 PSYC: Advanced Clinical Psychology Practicum II</td>
<td></td>
</tr>
<tr>
<td>7995 PSYC: Advanced Clinical Psychology Practicum III</td>
<td></td>
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<tr>
<td>8460 PSYC: Health Psychology Practicum (2 Times)</td>
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</tr>
</tbody>
</table>

| Clinical Supervision Training                  | 1 hour|
| 8500 PSYC: Seminar in Clinical Supervision    |       |

<table>
<thead>
<tr>
<th>Total Health Psychology Specialty Requirements</th>
<th>49 Hours</th>
</tr>
</thead>
</table>
CONFIDENTIAL PRACTICUM EVALUATION FORM

Supervisor: _____    Clinical Setting: _____

The following information is strictly confidential and will NOT be released to your supervisor. This information is intended to ensure that participating supervisors are meeting the training requirements of clinical students.

General Information
Dates of Supervision: FROM _____ TO _____
Method used by supervisor to review sessions: Extensive use of video/audio recording
Service: (Choose one) Primary population served: (Choose one)
Context of supervision: (Choose one)
Your average time per week providing services: _____ TOTAL hours
Comments on this section: _____

Availability of Supervisor
Frequency of supervision: _____ times per (Choose one)
TOTAL supervision sessions: _____
1. Was your supervisor available for regular appointments (e.g., scheduling was okay, supervisor did not frequently cancel appointments, supervisor was there when you want to meet)?
   ☐ Yes    ☐ No (If no, please explain)
2. Was your supervisor available by phone, e-mail, or pager?
   ☐ Yes    ☐ No (If no, please explain)
3. Did your supervisor return routine phone calls, e-mails, pages?
   ☐ Yes    ☐ No (If no, please explain) _____
4. Was supervisor available for emergency consultation?
   ☐ Not applicable ☐ Yes ☐ No (If no, please explain) _____
5. Comments regarding availability of supervisor: _____

Training and Scholarship
6. Did your supervisor provide or suggest additional readings or reference materials to enhance your training?
   ☐ Yes    ☐ No (If no, please explain)
7. Did the supervisor incorporate discussion of scholarly readings or research in your supervision?
   ☐ Yes    ☐ No (If no, please explain)
8. Did you feel that your supervisor was attentive to your training needs and contributed to your development as a clinician?
   ☐ Yes    ☐ No (If no, please explain)
9. Comments regarding training and scholarship: _____

10. Overall Evaluation of Supervisor: (Choose one)

Return completed form to Dr. Susan McCammon, Director of Clinical Training, at mccammons@ecu.edu.

2013-2014 Class Version
QUALIFYING EXAMINATION CASE SELECTION FORM

*** This form is due within the first two weeks of the semester that you plan to take your quals to the Director of Clinical Training. ***

<table>
<thead>
<tr>
<th>CLINICAL PSYCHOLOGY CASE</th>
</tr>
</thead>
</table>

Client Characteristics

- Age
- Gender
- Ethnicity

Reason For Referral

Diagnostic Impressions *(can be Provisional)*

Assessments Used *(if any, other than clinical interview)*
**CLINICAL HEALTH PSYCHOLOGY CASE**

**Client Characteristics**
- Age
- Gender
- Ethnicity

**Reason For Referral** *(space or character limit?)*

**Diagnostic Impressions** *(can be Provisional)*

**Assessments Used** *(if any, other than clinical interview)*

---

**Case Supervisor Signature**

**Case Supervisor Signature**

**Faculty Mentor Signature**

**Graduate Student Signature**

Student Name: ____________________________ Date ________________
QUALIFYING EXAMINATION COMMITTEE PREFERENCE FORM

From the student handbook:
The Qualifying Examination committee will consist of 3 members. Two members will be core clinical faculty who are licensed clinical psychologists. The third committee member may be a non-clinician faculty member. Faculty mentors and past supervisors may also serve on the committee. Supervisors will be ineligible for committee membership for students currently under their supervision.

Students can select 1 member of the committee by submitting 3 names with rank order of preference. Students may include their mentors and past supervisors in their list of 3 committee member candidates. Faculty members will be approached in the order of preference listed by the student and will be confirmed to the committee based on their availability and willingness to serve. The remaining 2 committee members will be selected by the clinical health faculty. The Director of Clinical Training will notify students of their assigned Qualifying Examination committee when all committee members are confirmed.

This form is due within the first two weeks of semester that you will be taking the qualifying exam to the Director of Clinical Training along with the Qualifying Examination Case Selection Form.

1st choice: __________________________________________

2nd choice: _________________________________________

3rd choice: _________________________________________

Student Name: ______________________________________  Date: _____________
General Psychotherapy Case Competency Checklist

Student name: __________________________________________________________
Date: ________________________

<table>
<thead>
<tr>
<th>Competency</th>
<th>Adequate</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cognitive skills (e.g., critical thinking, flexibility)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Written expression skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Ethical decision making skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Diagnostic formulation skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Skills in developing and adhering to treatment protocols/plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Understanding of empirical and theoretical basis of treatment plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Case conceptualization skills</td>
<td></td>
<td></td>
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<tr>
<td>8. Awareness of how client beliefs and values affect treatment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Ability to integrate psychological literature into case conceptualization and treatment plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Attention to outcome assessment (formal or informal) and ability to make appropriate treatment-plan revision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Awareness of how client and therapist individual difference variables affect diagnostic decision making, treatment plan, and therapist-client interactions</td>
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</tbody>
</table>

Based on your evaluation of the student’s overall performance on this case, what is your recommendation?  PASS    FAIL

Written comments:
Health Psychology Case Competency Checklist

Student name: __________________________________________________________

Date: ________________________

<table>
<thead>
<tr>
<th></th>
<th>Adequate</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cognitive skills (e.g., critical thinking, flexibility)</td>
<td></td>
<td></td>
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<tr>
<td>2. Written expression skills</td>
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<td></td>
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<tr>
<td>3. Ethical decision making skills</td>
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<td>5. Skills in developing and adhering to treatment protocols/plans</td>
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<td>9. Ability to integrate psychological literature into case conceptualization and treatment plan</td>
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<td>10. Attention to outcome assessment (formal or informal) and ability to make appropriate treatment-plan revision</td>
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<tr>
<td>11. Awareness of how client and therapist individual difference variables affect diagnostic decision making, treatment plan, and therapist-client interactions</td>
<td></td>
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</tr>
<tr>
<td>12. Ability to integrate medical literature into case conceptualization and treatment plan</td>
<td></td>
<td></td>
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<tr>
<td>13. Awareness of how client’s health issues affect treatment</td>
<td></td>
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<tr>
<td>14. Knowledge of roles of biological, psychological and social factors in health and illness</td>
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</table>

Based on your evaluation of the student’s overall performance on this case, what is your recommendation? PASS FAIL

Written comments:
## Oral Qualifying Exam Competency Checklist

<table>
<thead>
<tr>
<th>Competency</th>
<th>Adequate</th>
<th>Inadequate</th>
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</thead>
<tbody>
<tr>
<td>1. Cognitive skills (e.g., critical thinking, flexibility)</td>
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<td></td>
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<tr>
<td>2. Verbal expression skills</td>
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<td></td>
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<tr>
<td>3. Ethical decision making skills</td>
<td></td>
<td></td>
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<tr>
<td>4. Diagnostic formulation skills</td>
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<tr>
<td>5. Skills in developing and adhering to treatment protocols/plans</td>
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<tr>
<td>8. Awareness of how client beliefs and values affect treatment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Ability to integrate psychological and/or medical literature into case conceptualization and treatment plan</td>
<td></td>
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<tr>
<td>10. Attention to outcome assessment (formal or informal) and ability to make appropriate treatment-plan revision</td>
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<tr>
<td>11. Awareness of how client and therapist individual difference variables affect diagnostic decision making, treatment plan, and therapist-client interactions</td>
<td></td>
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</tr>
<tr>
<td>12. Attitude (desire to help, openness to new ideas, authenticity, integrity)</td>
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<tr>
<td>13. Reflective skills (ability to reflect on personal motives, behavior etc., and the therapist’s effect on others)</td>
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</tr>
<tr>
<td>14. Awareness of own beliefs and values and how they affect practice</td>
<td></td>
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<tr>
<td>15. Ability to self-evaluate areas of competency and weaknesses</td>
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<tr>
<td>16. Crisis management skills</td>
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</table>

Based on your evaluation of the student’s overall performance on the oral examination, what is your recommendation? PASS FAIL

Written comments:

Issues to consider regarding Clinical Health curriculum and/or program improvement:
Qualifying Exam Score Sheet

Student Name: ____________________________
Semester: ____________________________
Time Taken Exam: 1st 

1. Written Exam
   a. General Psychotherapy Competency
      i. Overall, the evaluation of the student’s performance on this case recommendation
         /3 Pass /3 Fail
   b. Health Case Psychotherapy Competency
      i. Overall, the evaluation of the student’s performance on this case recommendation
         /3 Pass /3 Fail

- Proceeded to Oral Exam:
- Which Case Chosen For Discussion:

2. Oral Exam
   a. Oral Competency and handling of structured and unstructured questions/inquiries
      i. Overall, the evaluation of the student’s overall performance on the oral examination recommendation?
         /3 Pass /3 Fail

- Overall Recommendation:

Chair of Committee: ____________________________
Name ____________________________ Signature ____________________________ Date ____________________________
Council of University Directors of Clinical Psychology  
Expectations for Internship Eligibility

1. Trainee meets or exceeds foundational and functional competencies as outlined by the Assessment of Competency Benchmarks Work Group.

2. Trainee successfully completed a master’s thesis (or equivalent).

3. Trainee passed program’s comprehensive or qualifying exams (or equivalent).

4. Trainee’s dissertation proposal has been accepted at the time of application to the internship.

5. Trainee successfully completed all required course work for the doctoral degree prior to starting the internship (except hours for dissertation and internship).

6. Trainee completed an organized, sequential series of practicum experiences supervised by at least two different clinical psychologists that involve formalized practicum experience in evidence-based assessment and therapy. The Trainee completed at least 450 face-to-face hours of assessment/intervention and at least 150 hours of supervision by a clinical psychologist who routinely employed individual and/or group supervision models and at least one or more of the following intensive supervision methods (e.g., direct observation, co-therapy, audio/videotape review). During early formative years, the ratio of face-to-face hours to supervision hours approximated 1:1 and increased to around 4:1 as the Trainee developed intermediate to advanced clinical skills.

7. Trainee has contributed to the scientific knowledge within psychology, as evidenced by:
   a. Publishing an article in a refereed journal or a book chapter as an author or co-author, or
   b. Presenting at least three papers/posters/workshops at regional, national, or international professional conferences or meetings.

8. Trainee was enrolled in a program that conducts formal annual evaluations of each student for purposes of monitoring trainees’ developing competencies and assuring that only students making satisfactory progress are retained and recommended for doctoral candidacy and entry into the profession. This annual program review of each student utilizes evaluations obtained from different faculty and supervisors and covers the full range of competencies including academic, research, clinical skills, and ethical professional behavior. Trainee has been rated as meeting expectations and possessing the required competencies at the time of applying for internship.

Adopted January 22, 2011