



Health Psychology PhD Program
Graduate Student Handbook
2019-2020



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I. General Description

A. Overview

The Health Psychology Program at UNC-Charlotte offers students an opportunity to obtain their PhD in Health Psychology with a concentration in one of the following three areas: General, Clinical, and Community. As an interdisciplinary program, it has formal links with faculty in other colleges, departments, and programs in the university related to health research, which allows students to receive a multidisciplinary learning experience.

B. Areas of Concentration (programs)

General

This concentration/program emphasizes both basic and applied research examining the biological, psychological, behavioral, social, cultural, and environmental correlates of health and illness. Upon completion, students will have a strong theoretical and methodological background that will allow them to design and conduct research in academic, medical/health, governmental, and private research settings.

Clinical

This concentration/program trains students within the Scientist-Practitioner (Boulder) Model. This program focuses on preventing and treating physical and mental health dysfunction by addressing psychological, behavioral, and social factors that contribute to the onset and progression of these dysfunctions. Graduates may assume positions in academic, medical centers or other medical settings, private practice, or other applied settings. Students in this program are eligible for clinical licensure in North Carolina and other states. The Clinical program is accredited by the American Psychological Association (APA)*.

Community

This concentration/program emphasizes the social and community factors that lead to healthy outcomes in individuals, and interventions in community systems that create stronger, healthier communities. Students in the community program will develop skills to conduct applied research and implement strategies to effect change in settings or communities that impact the health and well-being of individuals and families. Graduates choosing this concentration will be prepared to assume positions in universities or in a multitude of settings that require skills in applied research (e.g., program evaluation) and/or community intervention.

*For any questions about the program's accreditation status or about APA accreditation, in general, please contact:
Office of Program Consultation and Accreditation / American Psychological Association
750 First Street, NE, Washington, DC 20002-4242
Phone: (202) 336-5979 / E-mail: apaaccred@apa.org / Web: <http://www.apa.org/ed/accreditation>

C. General Program Goals and Philosophy

The Health Psychology Program at UNC Charlotte has as its objectives the training of students who will:

- Develop strong research skills that will enable them to contribute to the science of health and wellness.
- Obtain specific applied skills that will enable them to use knowledge from psychology to better understand disease, dysfunction, and the promotion of healthy lifestyles.
- Obtain educational training and supervised experience with faculty in psychology and related health professions that will enable them to develop an interdisciplinary perspective on health that they can apply to research and/or practice.
- Gain experience working with health practitioners from different fields, enabling them to become active participants in and leaders of multidisciplinary teams that seek to understand and improve health and wellness across disciplines.
- To educate students who will be competitive applicants for academic and research positions. In addition, graduates from the program will be equipped to pursue a wide arrange of career opportunities.

D. Program Model

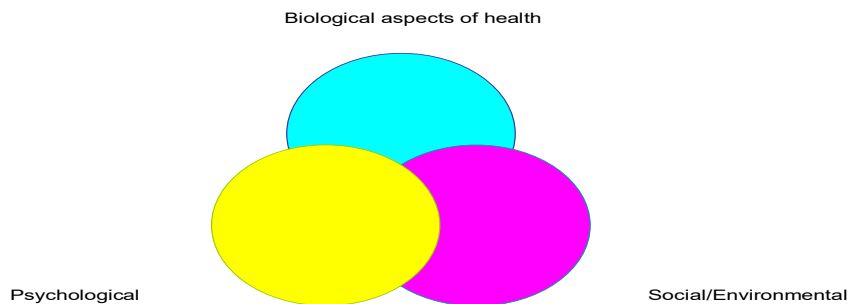
Health Psychology is a rapidly expanding field of basic and applied research that utilizes principles of psychology to impact health and illness across the lifespan. More specifically health psychology seeks to understand the role that behavior and its physiologic concomitants play in the etiology, treatment, and prevention of physical and mental illnesses, and the promotion of health and wellness (<https://societyforhealthpsychology.org/resources/general-information/>). The biopsychosocial model (see Figure 1) is at the core of health psychology, serving as the foundation for much of the theory building in this area. Although disease onset is typically triggered by physiological changes, the biopsychosocial model implies that the risk for illness, severity of symptoms, time course of illness, and recovery from illness are influenced by a complex matrix of psychosocial factors. Similarly, the promotion of health and wellness relies on knowledge of the interaction of community and social factors with individual physiological and behavioral characteristics. To understand and address these factors effectively, an interdisciplinary approach is essential.

Psychology, the science of human behavior and mental processes, is of critical importance for addressing the health of individuals, families, and communities. The field of psychology is particularly suited to address a wide range of factors that contribute to the health and well-being of people; applied psychologists have typically been trained in the “scientist-practitioner” model, combining expertise in research skills

with specialized intervention skills. At the same time, successful research and practice in health requires collaborative work with professional from multiple disciplines. Consequently, this program's interdisciplinary focus provides specific training for psychologists to work with researchers and practitioners from multiple disciplines.

Figure 1

Biopsychosocial Model of Health



E. Interdisciplinary Content

The Health Psychology Program includes health research opportunities for students across different age groups. Students also will have opportunities to collaborate with faculty members from a variety of departments and programs involved with health-related research and practice. These partnerships will provide great opportunities for students to engage in interdisciplinary research and education.

F. Respect for Diversity

Diversity is one of the top priorities of the Program and of the University. UNC Charlotte is the second most highly diverse institution in the UNC system. Fostering diversity in psychology is also of high priority for APA. We have as our goal to create a diverse academic environment that reflects the priorities of all of these organizations and that enriches each of our experiences in the Health Psychology Program.

G. Program Director Contact Information

Virginia Gil-Rivas, Ph.D.
Professor of Psychology and Health Psychology
Dept. of Psychological Science, Colvard 4006
University of North Carolina at Charlotte

9201 University City Boulevard
Charlotte, NC 28223-0001
Office: 704-687-1330
Email: vgilriva@uncc.edu
Webpage: <http://healthpsych.uncc.edu/>

H. Program Advisory Committee

The Health Psychology Program Advisory Committee consists of 9 faculty and 3 doctoral student members representing each area of concentration (program). Student members are elected by the Health Psychology graduate student body. The faculty members represent all concentration areas: 2 members from each of the 3 areas, 2 members representing interdisciplinary faculty, and the Director of the Health Psychology Program who chairs the committee. The faculty members are nominated by the Director of the Health Psychology Program after consultation with the different programs and interdisciplinary stakeholders.

The specific duties of the Health Psychology Program Committee include the following:

1. Recommends Program policy and procedures to the Program Director in an advisory role.
2. Ensures that Program policy and procedures are followed.
3. Recommends to the Program Director potential avenues for program development.

Program Advisory Committee 2019-2020

General concentration: Drs. Amy Canevello and Jeanette Bennett

Clinical concentration: Drs. Amy Peterman and Laura Armstrong

Community concentration: Drs. Jim Cook and Ryan Kilmer

Interdisciplinary faculty: Drs. Lyndon Abrams and Joanne Carman

Student representatives: Lydia Roos (general), Cecily Basquin (clinical), and Rachel Siegel (community)

I. Other Information

The Graduate School: <http://graduateschool.uncc.edu/>

Funding Information: <http://graduateschool.uncc.edu/funding>

Student Resources: <http://graduateschool.uncc.edu/current-students>

J. Available Resources for Students

A variety of campus resources are available to graduate students. The Graduate School provides considerable information and resources on issues such as housing, financial aid and competitive awards, and professional development (<http://graduateschool.uncc.edu/current-students>). For the latter, workshops and/consultation on professional writing, public speaking, curriculum vita development, and mindfulness have been presented (<http://gradlife.uncc.edu/>). The Counseling Center provides 12 free sessions of individual counseling per academic year and an unlimited number of group therapy sessions (<http://counselingcenter.uncc.edu/>). The Student Health Center (<http://studenthealth.uncc.edu/>) provides primary medical care, disease prevention, health education, wellness promotion, and various specialty services to eligible UNC Charlotte students (i.e., those with UNCC health insurance). See <http://studenthealth.uncc.edu/general-information/faq> for frequently asked questions about the Health Center and eligibility issues. Finally, health insurance is included as part of the Graduate Assistant Support Plan (GASP) funding, but students who are not receiving GASP support may purchase it. The cost of health insurance for 2018-2019 academic year is \$1,293.88 (<http://studenthealth.uncc.edu/insurance>).

The Health Psychology Program provides competitive research grant awards (up to \$500 per year) to support students' research projects. These grants are designed to facilitate and improve students' research skills and scholarly productivity. In addition, the program provides travel support (up to \$500 per year) for students who are presenting their work at professional conferences. Please review travel guidelines as you consider requesting funding from the Program (<http://healthpsych.uncc.edu/current-students-and-faculty>). Finally, summer research fellowships are provided on a competitive basis (on average 3 fellowships are awarded per year) to support research (other than research related to programmatic milestones). Fellowship recipients are selected by a faculty committee that reviews all student applications. This faculty committee is appointed by the Program Director on an annual basis.

II. Advising

A. Primary Academic Advisor

An advisor will be assigned to students by the Program Director before classes begin in the fall semester of your first year. The advisor will be determined by the Director after consulting with you and the faculty member who may act as your primary advisor. The advisor will be the chair of your advisory committee (see below). Your primary advisor will work with you principally on research. Your primary advisor must be a **core** member of the Health Psychology Faculty and be a regular member of the UNC Charlotte Graduate Faculty.

Your advisor is very important to your career because your own program of research will be shaped by whom you decide to work with. In addition, a letter from a highly regarded advisor can open professional doors for you. Your advisor is likely to be the

person who will know your work best and thus can be a professional advocate for you and help you excel in your own work during your graduate training.

Students may change primary academic advisors during their residence in the program. It is expected that student will discuss the proposed change with his or her current advisor and the Director of the Health Psychology Program **prior** to seeking formal approval of this change. The Director will need to formally approve any changes in primary advisor.

Please keep in mind that most faculty members have a 9-month appointment, as such, their availability over the summer is limited. Make sure to talk with your advisor about her/his expectations for the summer.

Responsibilities of the Primary Academic Advisor:

- Your primary advisor is the Chair of the advisory committee (see below). As such, your advisor will lead and convene all committee meetings and provide final approval for all programmatic decisions and milestones.
- Your advisor has primary responsibility for guiding you in the completion of the second year project.
- Your advisor will be the one who will direct your studies and regularly monitor your progress in the Program.
- Your advisor is the point person for all decisions regarding your course work and qualifying project (Comps). It is assumed your advisor will chair your dissertation committee.

B. Advisory Committee

You will need to assemble an advisory committee by the end of the **Fall semester of your first year** in the Program. The Program Director must formally review and accept the composition of each student's committee (see Appendix). At a minimum, **students are expected to meet with their advisory committee once per academic year** to discuss their progress in the program.

Your primary advisor can be very helpful as you develop this committee. Approach potential members and discuss your professional goals with them prior to asking them to serve.

Composition of the Advisory Committee:

- The advisory committee includes at least three members, two graduate faculty members with training in Psychology and one interdisciplinary faculty member from disciplines other than psychology (e.g., public health, nursing, sociology, communication studies, etc.). The interdisciplinary member does

not need to be formally affiliated with the Health Psychology Program; however, they should have Graduate Faculty status at UNC Charlotte.

Responsibilities of the Advisory Committee:

- In collaboration with your primary advisor, your committee will guide you in selecting graduate courses that will meet Program requirements as well as help you reach your professional goals. Your advisory committee can be particularly helpful in the process of selecting interdisciplinary courses.
- In collaboration with your primary advisor, members of your advisory committee will review your academic transcripts to determine what courses might be eligible for transfer.
- The advisory committee will be involved in reviewing programmatic activities and milestones. The primary advisor will act as the point person for all decisions.

Students may change the members of their advisory committee during their residence in the program. The student should discuss the proposed change with his or her current advisor and the Director of the Health Psychology Program **prior** to seeking formal approval of this change. Students should communicate this decision to the committee member they are seeking to replace. A new Student Advisory Committee form (See Appendix) will need to be submitted to the Program Director for her/his formal approval of this change.

C. Dissertation Committee

You will need to assemble a dissertation committee upon successful completion of your Comprehensive Project (Comps). Your primary advisor may serve as the chair of your dissertation committee. Likewise, members of your advisory committee may also serve as members of your dissertation committee. However, you are free to form a dissertation committee that does not include members of your advisory committee. You need to consult with your primary advisor regarding the composition of this committee. Please note that all members of your dissertation committee need to be regular members of the UNC Charlotte Graduate Faculty. The composition of your dissertation committee needs to be approved by the Director of the Health Psychology Program and by the Graduate School.

Composition of the Dissertation Committee

- The dissertation committee will consist of at least four Graduate Faculty members, one of whom is appointed by the Dean of the Graduate School as the Graduate Faculty representative.

- The chair of the dissertation committee must be a **core** member of the Health Psychology Faculty and be a regular member of the Graduate Faculty at UNC Charlotte.

Responsibilities of the Dissertation Committee Chair:

- The Chair of the dissertation committee will be the person who takes the lead in working with you on: 1) the development of your research project; 2) the development of your proposal; 3) implementation of your dissertation project; and 4) the completion of the written component of your dissertation. The Chair will regularly monitor your progress with dissertation-related work and provide feedback on your progress.
- The Chair of the committee will lead and convene all dissertation committee meetings and provide final approval of your work.
- The Chair is the point person for all decisions regarding your dissertation work and final written document.

Responsibilities of the Dissertation Committee Members:

- In collaboration with the Chair of your committee, committee members will assist you in the development of your dissertation proposal and completion of the project.
- The members of the dissertation committee will be involved in reviewing the dissertation work and issuing recommendations regarding your progress and successful completion of your dissertation after that work has been approved by the chair of your committee.

D. Program Faculty

Core Faculty

Laura Armstrong

Psychological Science

My primary research interests are in the area of early childhood mental health. Broadly, I am interested in the role of family risk and parenting behaviors in the development of child emotion regulation during the toddler and preschool years. This has led to two interrelated lines of research focused on: (a) understanding how young children develop the ability to use language as a way to effectively manage negative emotions and how certain child-rearing environments (e.g., parental psychopathology, poverty) may compromise this process; and (b) examining how cognitions among low-income parents (e.g., cognitive complexity, mind-mindedness, parenting self-efficacy and locus of control) as well as child and family functioning influence parents' ability to promote self-regulatory skills in their preschool-age child. My long-term goal is to refine intervention targets for low-income families raising young children.

Erin Basinger**Communication Studies**

Her research focuses on interpersonal processes, including conflict, social support, and coping, as they occur in the health contexts. Specifically, she investigates how family members manage a variety of health stressors, including chronic illness, grief and loss, and mental illness.

Jeanette M. Bennett**Psychological Science**

Broadly, the underlying concept driving my research is that bidirectional neuroendocrine-immune communication occurs constantly to increase survival and maintain balance or homeostasis. This communication can be influenced by psychological (e.g., stress, depression), biological (e.g., sex, drug use, age), and psychosocial (e.g., socioeconomic status, social support) factors which ultimately affect overall health. Specifically, I study the effects of stress (psychological and pharmacological) on neuroendocrine and immune systems across the lifespan in healthy and clinical populations.

Jaime Bochantin**Communication Studies**

My research involves the cognitive, physical, and emotional health and well-being of organizational members. Current research examines the intersection between work and life, stress and well-being, burnout, organizational conflict and negotiation, and workplace mistreatment including incivility and bullying. While mostly applying a qualitative/interpretive lens to the research, I also have experience in quantitative analysis. Furthermore, one specific population I spend my time examining are members of the public safety profession (i.e. police officers and fire fighters). Specifically, I research stress and burnout over the career length. I have also examined the aging, female professional and their experiences in dealing with menopause and aging in the workplace.

Andrew Case**Psychological Science**

My research focuses on the psychology of marginality and resilience with specific attention given to the experiences of African Americans and Black immigrants. Through one line of inquiry, I examine marginality as a social-structural determinant of health and life outcomes, identifying the specific pathways through which minority status adversely impacts physical and psychological health in adults and educational attainment and justice system-involvement in youth. Through another line of inquiry, I examine how individuals collectively resist marginality and enhance their wellbeing. I use the Counterspaces Framework to identify settings (e.g., churches, cultural organizations) and the setting processes within them (e.g., narrative identity work, social support) that foster resilience to racial marginality. To better illuminate the transactions between these settings and the persons who participate in them, I routinely employ context-sensitive approaches and methodologies including PAR/CBPR, participant observation, document analysis, and interviewing. As a community psychologist I hold a deep commitment to transformation; ultimately, I seek to use my research and consultation activities to enhance the social-structural conditions that precipitate favorable outcomes for racial/ethnic minority individuals within health, education, and justice systems.

Maren Coffman**School of Nursing**

Health literacy, diabetes, depression, and health care access in Latino immigrants.

Amy Canevello**Psychological Science**

My research investigates the dynamics of close relationships and is driven by a simple, but powerful assumption: people create what they experience through the goals and motives that drive their behavior. My research addresses questions such as: When and how do we create upward and downward spirals in our relationships with others?; How do we contribute to our own and others' experiences?; What does it mean to have good relationships and how can we create them for ourselves and others? What are the benefits of giving to vs. receiving from others? What are the physiological correlates and health-related consequences of these processes?

Jim Cook**Psychological Science**

My area of research is community psychology, which focuses on changing systems and settings to better meet the needs of individuals and families. With a strong emphasis on community-based participatory research (CBPR), my faculty and student colleagues and I work with community groups as partners. We work together to develop research questions, collect data, and use the knowledge gained to improve the community. Examples of current partnerships (with Ryan Kilmer) include: evaluation of a major children's mental health initiative; evaluation of family support programs within both mental health and child protective services (CPS); pilot efforts to improve social workers' ability to identify and meet the mental health needs of youth in CPS; evaluating efforts to increase school readiness and skills for young children. Through working with these programs to evaluate their impact, we help them improve their ability to help children and families.

Chris Davis**Communication Studies**

The intersection of communication and family disability, aging, and chronic and terminal illness, especially in the areas of children's mental health, women and aging, social support, mental health literacy, family disability, and narrative ethnography and autoethnography.

George Demakis**Psychological Science**

Neuropsychological correlates of Parkinson's disease, recovery from traumatic brain injury, and meta-analysis, detection of malingering, and competency evaluation (both civil and criminal).

Mark Faust**Psychological Science**

Do we have the ability to completely stop mental processes associated with a task when we switch to perform a new task?

Alexia Galati**Psychological Science**

Perspective-taking is ubiquitous in everyday life: in many situations people must consider perspectives distinct from our own, including others' emotions, perceptions,

knowledge, and beliefs. Yet this fundamental cognitive skill is subject to many underexplored constraints. Dr. Galetti's research program examines how people keep track of each other's perspective in conversation, how they adapt their language and behavior to coordinate when working together, and how successful that coordination ultimately is. In a health care context, she is interested in the relationship between treatment outcomes and the interactions between patients and professionals in the health care system. For example, identifying linguistic signatures of miscommunication in these interactions could be valuable for predicting divergence from treatment protocols and could help mitigate its potentially detrimental effects. In another line of research, she is interested in leveraging virtual reality (VR) technology to examine how health-related practices are related to behavior in (real and virtual) space. Finally, she is broadly interested in perspective-taking skills across the lifespan, and how decrements in these skills may impact the well-being of older adults, in particular.

Jane Gaultney

Psychological Science

Cognition and behavior in children with sleep disorders; the effect of sleepiness on children.

Virginia Gil-Rivas

Psychological Science

Development and evaluation of brief behavioral and psychological interventions aimed at changing health behaviors (e.g., problem eating, exercise) among vulnerable populations. Cognitive, emotional, and social factors associated with individuals' psychological adjustment and quality of life following exposure to major stressful events (e.g., disasters, loss of a loved one, chronic illness). Factors associated with health-behavior change and maintenance across the lifespan.

Andrew Harver

Public Health Sciences

My research program results from a blend of training and interests in experimental psychology, respiratory physiology, and pulmonary medicine to examine factors that affect the perception of dyspnea, or shortness of breath, in patients with asthma and COPD as well as the impact of these factors on the management of disease.

Rosemary L. Hopcroft

Sociology

Cross-national differences in depression and depression symptoms. Evolution and Sociology, Theory, Comparative and Historical Sociology.

Susan Johnson

Psychological Science

Neuropsychology of Multiple Sclerosis, efficacy and prevalence of alternative and complementary medicine, and biopsychosocial approaches to unexplained illness.

Ryan Kilmer

Psychological Science

I am a child clinical-community psychologist and work with faculty and students on a host of applied research efforts in community psychology. My interests include: (a) factors influencing the development of children at-risk for emotional, behavioral, and/or academic difficulties, particularly risk and resilience and youngsters' adjustment to trauma; and (b) the use of research to guide service delivery, evaluate service and

program effectiveness, and inform system change, program refinement, and policy. I collaborate regularly with Jim Cook on work with a range of community partners reflecting different disciplines (e.g., mental health, education, health, child welfare). I have directed or co-directed NIH-funded projects involving children exposed to adversity and at-risk youth, and co-direct a large-scale evaluation of the implementation and impact of a child mental health service delivery model, as well as evaluations of family support programs in mental health and child welfare contexts, and two community initiatives to increase school readiness. We have used project data from work with various populations with mental health needs to detail needs for services and supports (and the impact of unmet needs), frame recommendations for service system change, and discuss warranted policy modifications and their implications.

Jennifer Langhinrichsen-Rohling **Psychological Science**

Othelia Lee **Social Work**
Gerontology, health promotion and cultural diversity.

Sara Levens **Psychological Science**

My research examines emotion, executive control and decision making. In particular, I am tracking the emotion-cognition process-from underlying emotion processing and executive function interactions in working memory to downstream emotional decisions and behaviors. I utilize a range of methodologies including: functional magnetic resonance imaging (fMRI), Diffusion tensor imaging (DTI), behavioral genetics, lesion research, clinical populations, and standard behavioral research. I use the aforementioned methodologies with multiple samples of participants to gain a comprehensive understanding of the cognitive and biological mechanisms that underlie emotion processing, cognition and decision-making.

Rick McAnulty **Psychological Science**

Sexual behavior, sexual misconduct, and sexual offending (including pedophilia). Dating and intimacy, including factors related to relationship satisfaction and dissatisfaction.

Erika Montanaro **Psychological Science**

HIV prevention often begins with a targeted behavior, for example, a young woman negotiating condom use with her partner. It is important to understand what factors contribute to HIV risk behavior in order to create effective interventions. Additionally, HIV disproportionately impacts young minority populations. To that end, the goal of my research program is to integrate theory, advanced analytic techniques, and technology to develop and assess innovative and impactful interventions to decrease HIV transmission rates in at-risk minority health communities.

Amy Peterman **Psychological Science**

My research interests center on developing a deeper understanding of the role played by psychological and behavioral factors in the socioeconomic gradient of health. I am also very interested in the role that health psychology interventions, including those delivered in primary care settings, can play in minimizing SES-related health disparities.

Sharon Portwood**Public Health Sciences**

Research that reflects an integration of law, developmental psychology, and community psychology applied to a broad spectrum of issues involving health and human services and policy, particularly as they impact children, youth, and families.

Margaret Quinlan**Communication Studies**

My primary scholarly interests lie in the intersections between health and organizational communication. Drawing on narrative and feminist sensibilities, my work focuses on a range of social justice issues that affect marginalized populations including disability-rights and gender inequities. My research strengths are in interpretive/ethnographic, critical and rhetorical methodologies.

Charlie Reeve**Psychological Science**

Application of the quantitative methods of the science of mental abilities to better understand how individual differences in intellectual capacities influence health, health behavior and religious beliefs; psychometrics (i.e., measurement theory).

Victoria Scott**Psychological Science**

As a community psychologist, I work across settings and ecological levels (e.g., individual, program, organizational, community) to promote collective wellness using strength-based approaches. My interests relate primarily to capacity building and the processes involved in spreading capacities across systems to elevate social impact. I am passionate about working with health care systems and community organizations. With a commitment toward bridging the gap between research and practice, I am continuously working to bring the fruits of our research into the hands of practitioners.

Shannon Sullivan**Philosophy**

She teaches and writes in the intersections of feminist philosophy, critical philosophy of race, American pragmatism, and continental philosophy.

Michael Turner**Kinesiology**

Cardiovascular function, physical activity and aging. Specifically, my laboratory is working to understand the mechanisms influenced by regular physical activity that impact the functioning of our aging hearts. The mechanisms that influence the age-related decline in physical activity is also a large area of study for my laboratory. Lastly, my laboratory is investigating the influence of orthopedic factors (i.e., chronic ankle instability) that reduce lifelong physical activity levels causing the development of cardiac dysfunction and other hypokinetic disease characteristics.

Jennifer Webb**Psychological Science**

My research centers on studying the positive psychology of eating, body image, and weight with an emphasis on ethnic minority women during the developmental period of emerging adulthood. Her research has focused on clarifying the biopsychosocio-cultural determinants of body composition changes during the first-year college transition in African American and European American women. Other research interests include the health impact of weight-related stigmatization along with the psychoneuroendocrinology

of appetite, eating, metabolism, and weight. Future investigations will integrate mindfulness- and self-compassion-based approaches to promoting positive body image, eating, and weight regulation among ethnically-diverse first-year college women.

Auxiliary Faculty

Lyndon Abrams

College of Education

Joanne Carman

Political Science and Public Administration

Shanti Kulkarni

Social Work

Domestic violence theory and services (including dating violence), adolescent childbearing, families in poverty, and women's health.

Doug Markant

Psychological Science

Using behavioral experiments and computational cognitive modeling, he examines how people grapple with uncertainty and take action to learn about their environment and make better decisions. In addition to basic research in cognitive science, his research focuses on applications to educational science and health-related decision making.

Julian Montoro-Rodriguez

Gerontology Program

Gerontology and parenting.

Crystal Piper

Public Health Sciences

To examine the factors and health behavioral characteristics of disparities in chronic/infectious diseases and disease management among minority and vulnerable populations, and develop policy and practice recommendations to improve the quality of health care delivery systems for these special populations.

Lisa Rasmussen

Philosophy

Research ethics (responsible conduct of research), medical ethics, and moral philosophy.

Teresa Scheid

Sociology and Anthropology

The mental health consequences of HIV disease, and the integration of mental health, substance abuse, and primary care for HIV positive individuals.

Jan Warren-Findlow

Public Health Sciences

Aging/Gerontology, Cardiovascular Health/Issues, Exercise and Health Fitness, Healthcare Disparities, Race/Ethnicity/Culture.

III. PROGRAM REQUIREMENTS

A. Minimal program requirements for successful completion:

- Students are admitted for full-time study.
- Students are required to maintain continuous enrollment (**at least 3 credit hours per semester**; fall and spring). Students who fail to maintain ongoing enrollment will need to apply for reinstatement.
- Required Graduate Hours:
 - General concentration/program: At least 78 post baccalaureate hours.
 - Clinical concentration/program: At least 88 post baccalaureate hours.
 - Community concentration/program: At least 78 post baccalaureate hours.
- The majority of the coursework will be at the 8000 level.
- Students will develop a plan of study with their advisory committee.
- Successful completion of a second year research project (students who have completed a master's thesis prior to entering the program can request that their second year research project be waived; see below for details).
- Successful completion of one practicum for General and Community students.
- Successful completion of a Qualifying Project prior to being admitted to candidacy. Students in the clinical program are also required to complete a Comprehensive Clinical exam.
- Successful completion of a dissertation project.
- A year-long pre-doctoral clinical internship (clinical concentration/program only).

B. Minimal levels of acceptable achievement:

- A grade of “B” or better is the minimal level of achievement for courses designated as “core” by the Program and the student’s area of concentration/program. Students who are unable to obtain this level of achievement will be required to re-take that course. If a student is unable to meet the grade requirement after the second attempt, s/he will be discharged from the Program. In addition, students are allowed to **withdraw from a “core” course on one** occasion. Please note that the Graduate school guidelines (<https://catalog.uncc.edu/content.php?catoid=19&navoid=1119>) allow students to repeat a maximum of two courses in which the student was assigned a grade of C or U. A given course may be repeated one time only.
- For students in the clinical concentration/program the minimal level of achievement on each of their practicum placements is a rating of at least “Satisfactory” on the final, overall evaluation item (i.e., —Overall performance during this evaluation period). If the overall rating is less than “Satisfactory”, the DCT will meet with the site clinical supervisor, the faculty practicum instructor and the student to discuss the

specific areas of deficiency and to develop an individualized plan to address them. One of the licensed clinical faculty members will be chosen to work individually and intensively with the student on the problem areas. Repetition of clinical coursework may be required. The need for continued remedial work will be evaluated at the end of each subsequent semester or more frequently if requested by the student. The clinical faculty will discuss the student's progress in the end-of-semester student evaluation meeting and will jointly determine readiness to continue practicum.

- Termination may be appealed to the Program Director and the Dean of the Graduate School.

The procedures outlined above do not replace the Graduate School guidelines regarding grade expectations for students. Specifically, students who earn 2 marginal ("C") grades or a grade of Unsatisfactory in any graduate coursework will be suspended from the University. A student who is suspended because of grades is ineligible to register in any semester or summer session unless properly reinstated (see Graduate Catalog <https://catalog.uncc.edu/content.php?catoid=26&navoid=2277>). In addition, students must successfully complete all program milestones in order to meet the program requirements.

C. Professional competency

Procedures for students who do not meet professional practice competency standards

Program faculty is responsible for the monitoring and evaluation of student performance in all areas and to ensure appropriate professional development. Procedures for dealing with students' performances in areas such as meeting program milestones and coursework are discussed in the section below. The current procedures refer only to student's performance in professional practice areas such as practicum, teaching, research assistantship, etc. A student who does not perform competently (i.e., appropriately and effectively) in these areas may be discharged from the Program. In the situation in which a faculty member or any other supervisor (i.e., clinical, teaching, etc.) believes this to be the case, the procedures listed below will be followed.

- The faculty member will meet with the Program Director to advise and inform them of the situation. For issues relevant to clinical practicum work, the faculty member should first meet with the Director of Clinical Training (DCT).
- Program Director and/or DCT will consult with other faculty as necessary, including the student's advisor, to obtain information about the student's performance. For a clinical student, the instructor of Practicum in Clinical Psychology (PSYC 8450) would also be involved. The DCT and/or Program Director will also meet with the student to obtain additional information and the student's perspective on the situation.

- In consultation with relevant faculty, the Program Director and/or DCT will develop a written report based on all the information presented. This might include one or more of the following:
 - Develop, plan, and implement a remediation program with benchmarks for success/progress.
 - Referral for appropriate professional assistance and/or evaluation.
 - Recommend a leave of absence from the program to resolve the problem (usually one semester or one year long).
 - If the issue warrants termination from the Program, the Program Director will follow the termination procedures described in the following section.
- At the end of the remediation program or leave of absence, the Program Director and/or DCT will gather relevant information, meet with the student and other faculty to determine if the problem has been resolved, if the student met the benchmarks specified for improvement, and, ultimately, whether they are able to perform competently. If, based on program faculty input and the judgment of the Program Director the student is still not able to perform as expected the Director will recommend the student's termination to the Graduate School (see Termination procedures below).
- If, at any point, during this process, the student fails to comply with any of the requirements of remediation/rehabilitation, the Program Director may initiate the termination procedures. Please see the UNC Charlotte Graduate Catalog for additional information.

D. Time limits for completion of program:

1. Students are expected to complete their course work within the timeline described below.
2. Full-time students must meet benchmark requirements (see timeline that follows) each year to maintain their status as a doctoral student.
 - Students entering the doctoral program must successfully defend their dissertation within **nine years** from admission in accordance with graduate school guidelines <https://catalog.uncc.edu/content.php?catoid=26&navoid=2277>). Students who exceed the nine-year timeline will need to apply for course revalidation. The time limit cannot be paused, even if the student takes an approved leave of absence.
 - **Course revalidation involves obtaining a grade of "B" or better on the final exam or project for the course in question, with other requirements at the instructor's discretion.** Students in the clinical concentration will also need to demonstrate proficiency in administration of relevant tests (e.g., WAIS, MMPI, etc.) as part of the revalidation of assessment courses.
3. **Please note that no more than 25% of the courses on a student's program of study may be revalidated, and no course older than ten**

years may be revalidated. Courses that are older than 10 years will need to be retaken.

E. Programmatic expectations:

Research: The Health Psychology Program places a strong emphasis on research and expects that students will be actively involved in research throughout their enrollment in the program.

Professional Involvement: Membership by students in professional organizations is strongly encouraged. There are a variety of professional organizations such as Divisions 38 (Society for Health Psychology), 50 (Addictions), 54 (Pediatric Psychology), 27 (Society for Community Research and Action) of the American Psychological Association, Society of Behavioral Medicine, and The American Psychological Society among others. Student travel funds may be available for travel to such professional conferences, especially if you are an author on a paper presented at that conference. The request for travel funds form is located in the Appendix.

Teaching: For students interested in academic positions, teaching is an important skill to develop as part of training in the program. Please see guidelines for graduate student teaching in subsequent sections.

Programmatic Milestones

All students are expected to complete certain programmatic milestones to demonstrate satisfactory progress toward graduation (see below).

Timeline for completion of milestones

FALL YEAR 1	SPRING YEAR 1	FALL YEAR 2	SPRING YEAR 2	FALL YEAR 3	SPRING YEAR 3
Selection of primary advisor	Involvement in a research lab	Clinical practicum begins and continues every semester until internship (clinical program)	Completion of Second Year Project	Health Psych Practicum (General program)	Completion of Qualifying Project Completion of Clinical Comprehensive Exam
Formation of advisory committee	Meet with advisory committee				
FALL YEAR 4	SPRING YEAR 4	FALL YEAR 5	SPRING YEAR 5		
Successfully propose dissertation	General and community students successfully defend their dissertation and graduate	Clinical students on internship	Clinical students complete internship		
Clinical Students apply for internship			Clinical Students successfully defend their		

			dissertation and graduate		

NOTE. The timeline for completion of programmatic milestones will be adjusted based on students' academic accomplishments at program entry. For students entering the Program with a graduate degree in psychology or related discipline and who have successfully completed a thesis, they will be expected to successfully complete their Qualifying Project by the end of the spring semester of their second year of training and to successfully propose their dissertation by the third year of their doctoral training. Extension decisions will be made on a case-by-case basis.

The timeline above is ideal for **all** students and is **expected** for those in the **community and general concentrations**. Because students in the clinical concentration are engaged in 16-20 hours/week of clinical practica every semester beginning in the second year, they may have one semester extension to complete their second year project (**Fall of 3rd year**). With this in mind, **you want to begin planning for your second year project during the spring of your first semester in the program**. The practica requirement may also extend time to graduation for clinical students (5 to 6 years). Students should remain in ongoing communication with their advisory committee, the DCT, and the Program Director regarding their timeline for program completion. Importantly, please keep in mind that students have priority for funding during their **first 4 years** of their tenure in the program assuming that they meet eligibility requirements (GPA and enrollment). Student funding beyond the 4th year in the program will depend on availability.

Second Year Research Project

The second year project is meant to immerse students in a practical research experience that will help them develop skills to conduct independent research projects. Students are expected to develop and carryout this project under close supervision from their primary academic advisor. Completion of this project entails:

- 1) **Development of a research proposal** under the supervision of your primary mentor. The proposal should include the following sections: a) review of the literature; b) research questions or hypotheses; 3) methods; and 4) plan of analysis.
- 2) **A formal proposal meeting with your advisory committee that includes a brief presentation of the proposed project.**
- 3) **A manuscript that** follows the format of typical empirical articles in psychology and should be turned into your primary advisor and members of your advisory committee. The manuscript should include the following sections: a) review of the literature; b) research questions or hypotheses; c) methods; d) plan of analysis; e) results; and f) discussion. The manuscript should be sent to the member of your advisory committee at least two weeks prior to your formal defense.

4) **A defense of your project which includes an oral presentation in front of your advisory committee.** The presentation is expected to be approximately 30 minutes in length and should summarize the main findings and the contribution of the study to Health Psychology. Students in the **general and community** concentrations are expected to complete this milestone during the **spring semester of their second year** of training. Students in the **clinical concentration** may have a one-semester extension to complete their second year project (**end of fall semester of 3rd year**) given their clinical practicum requirements. Requirements for a second year project can be waived if the student has successfully defended a research-oriented graduate thesis in his/her previous academic work that meets program expectations. Each member of the student's advisory committee is required to evaluate the student's project as part of the Program's Evaluation of Student Learning Outcomes (see the Appendix). The completed evaluations are submitted to the program Director. **Students are expected to achieve a score of acceptable or better** in each of the domains evaluated. Written revisions or a repeat of the oral presentation will be required if this score is not achieved.

Qualifying Project

The Qualifying Project has two main parts, each with written and oral components.

PART I.

Written Component – Qualifying Project Portfolio: The initial written portion of the Qualifying Project will be a portfolio, consisting of the following elements:

1. *The student's second-year project or M.A. thesis.* Equivalent Master's projects from other programs or institutions may be considered for this element if they have been accepted and approved by the student's advisory committee and the Health Psychology Program Director as consistent with the second-year projects or M.A. theses completed via this program. While the second-year project or M.A. thesis reflects a separate milestone project, it is included here as a relevant element to the framing of students' interests and trajectory.
2. *One or more first-authored, peer-reviewed, conference presentations at a national or international conference of a professional society, association, or group.* Posters and all forms of oral presentations (i.e., paper presentations, symposia, and roundtables) can meet this criterion, provided the student is first author or chair. Regional (i.e., meetings of the southeast region), local (e.g., Mecklenburg County, Charlotte, local system-focused), or on-campus (e.g., UNC Charlotte research symposia, NC Psychological Association) conference presentations, while encouraged, do not meet this criterion. The hypothesis/es for this conference poster or oral presentation must be unique from the MA thesis.
3. *One or more of the following written products, completed in their time at UNC Charlotte:*

- a. *One or more first- or second-authored, peer-reviewed manuscript submissions.* Second-authored works are only allowable if the student's advisor (or another advisory committee member) is first author and can attest to the student's substantive contribution to the project as well as the manuscript.
- b. *One or more student-led and developed external research grant proposal submissions.* Proposals submitted to federal, state, and foundation funding sources are allowable.
- c. *One or more student-led program evaluations, including the submission of the final report.*

Note: To meet criteria for the Qualifying Project's written component, elements #1-3 must reflect unique efforts and contributions to projects that were conducted during their time at UNC Charlotte. These products cannot simply reflect the requirements of a course or practicum placement. For a product to meet this criterion, it must clearly be outside the requirements of a class or the specific scope of work for a practicum placement. In addition, if the manuscript option is used, its hypothesis/theses must be unique from the MA thesis and conference presentation. For example, a student cannot "count" a conference presentation or manuscript submission that simply reflects the work of her or his M.A. Thesis or 2nd-Year Project. The products can grow out of the same project or effort, but they must reflect different or expanded hypotheses, analyses, findings, and/or implications. In addition, the student cannot use products that were initiated prior to enrollment in the program.

Oral Component – Qualifying Project Proposal Meeting: Consistent with other programmatic milestones, the qualifying project has required oral presentations. For Part I, students will have a Proposal Meeting with their committees. For this *Qualifying Project Proposal*, students will (1) provide their committee with a copy of their curriculum vitae; (2) identify which of their scholarly products will allow them to demonstrate that the portfolio criteria have been met and share copies of each; (3) draft a brief description of each product (summarizing the student's role as well as, e.g., the effort's research questions, sample, key findings, contribution); (4) address any comments or questions the committee may have about the third element of part I of the qualifying project; and (5) discuss broadly how she or he plans to approach the Statement of Research (e.g., what they view as well-suited ways of framing their work and its conceptual foundation). The expectations for the Statement of Research are described below (under Part II).

Students and their advisory committees will agree upon the approach to the oral component of the proposal – some may prefer a formal presentation, while others may find a less-formal discussion with one's committee more suitable. The student's committee will need to agree unanimously that the criteria for the written component have been met; if they do, the student will move forward in drafting the formal Statement of Research. If the committee does not agree that the criteria have been met, they will outline the specific products or steps necessary for the student to do so (and for the group to convene again for another proposal meeting).

PART II.

The written and oral components for Part II of the Qualifying Project are as follows:

Written Component – Qualifying Project Portfolio: In addition to the products (#s 1-3) identified via Part I above, students will frame their Qualifying Project Portfolio by developing:

A statement of research, delineating the student's specific research interests, describing the scholarly products completed, and integrating discussion of the ways in which the student's health psychology training (broadly defined) is reflected in her or his professional work. This statement is to be descriptive and reflective, outlining the student's program of research, the trajectory the student is pursuing, the steps the student has taken, relevant conceptual frameworks, and the like. This statement can draw on students' graduate training experiences more broadly, including coursework / class projects, practica, and research assistantships. Contextualized within health psychology, this statement should include an explicit focus on the nature and focus of the student's prior and current research, as well as its future directions (e.g., dissertation preview, other future directions) and limitations. As students draft their statement, they may seek counsel from their mentor(s)/advisor(s) as they desire. However, this guidance and support should be limited to discussions guiding their approach, talking through strategies for framing one's interests and activities, and providing examples. **It is expected that mentors, advisors, and committee members will not read and provide feedback on drafts of the statement as it is developing** – the statement should reflect the student's voice. This statement should be no more than 5 single-spaced pages (with 12-point font, 1-inch margins).

Oral Component – For the *Qualifying Project Defense*, student presentations (estimated at 30-45 minutes) will grow out of the Statement of Research. In turn, students will provide an integrative overview of their program of research, the central conceptual frameworks relevant to their work, current and developing projects, and future directions. **It is expected that Qualifying Project Defenses will occur within a maximum of 3 months of the Proposal Meeting.**

Note: The new guidelines apply to students joining the program in the **fall of 2018**. Students who entered the program prior to fall of 2018 may choose to complete their comprehensive/qualifying project utilizing the "old" or the "new" format. This decision should be made in consultation with the advisor and advisory committee.

Each member of the student's advisory committee is required to evaluate the student's project as part of Program's Evaluation of Student Learning Outcomes (see the Appendix for scoring rubrics). Students should receive a rating of acceptable or better in order to successfully complete their Qualifying Project. The completed evaluations are submitted to the Program Director. Students are expected to achieve a score of acceptable or better in each of the domains evaluated as part of the project. Students

who are unable to meet expectations will be required to resubmit the required documents or re-schedule their presentation. Failure to successfully defend the qualifying project after the second attempt will result in programmatic termination. The second attempt to successfully complete this milestone will need to schedule their second attempt within one month of the original attempt; student should plan accordingly.

In addition, the **Qualifying Examination form** should be submitted to the Graduate School (<http://graduateschool.uncc.edu/current-students/forms>) upon completion of the formal completion of the qualifying project.

Practicum

Students are required to complete a practicum placement during their training in the Program. Ideally, this practicum experience provides the students with the opportunity to gain experience working with a multidisciplinary team in a research, clinical, or community setting outside of the Program. Specific guidelines for the practicum experience for each concentration/program are provided in subsequent sections.

Conduct on practicum

Health Psychology students are expected to behave in a legal and ethical manner during all aspects of their practicum training. Students are expected to adhere to the ethical and professional guidelines established by UNC Charlotte and the American Psychological Association (<http://www.apa.org/ethics/code/>). Examples of potentially illegal, unethical, or inappropriate behaviors on practicum include the following:

- Failure to meet practicum responsibilities.
- Withdrawing from a practicum site without permission from the Program Director or supervising faculty.
- Violating ethical standards for research and/or practice.
- Insufficient and/or harmful application of psychological theory or practice.
- Significant deficiencies in professional judgment.

The consequences of such behavior may range from a disciplinary letter from the Program to a recommendation to the Graduate School for termination. See section titled “Policy on student unable to meet minimal professional competency standards”.

Dissertation

The doctoral dissertation is meant to be a scholarly document reporting on an empirical contribution to the knowledge base in health psychology, broadly defined. For the dissertation, students are expected to:

- a) Play a significant role in the development of an important question or set of questions in their selected area of research.

b) Be actively involved in the process of designing a study, collecting data, and/or developing measurement/analytic procedures to address the question(s) of interest. Under most circumstances, data collection will be designed specifically for the dissertation project.

The use of pre-existing data from large scale or longitudinal studies may be appropriate in some cases. Specifically, this option is acceptable for students who have been involved in all stages of one or more research projects from start to finish, including formulating the research questions and original data collection, at some point in their graduate training.

When students use data from a pre-existing data set, they are still expected to play an independent role in formulating novel research questions and in designing or facilitating new measurement or analytic procedures appropriate to the topic (e.g., the project must involve more than a simple data analysis involving existing variables).

Whether or not their dissertation grows out of existing data, dissertation candidates must demonstrate doctoral level competency in writing, conceptualizing well-targeted research questions, planning and conducting appropriate analyses, and communicating the potential meaning, contribution(s) and implications of their findings.

Acceptable models for the final dissertation are:

1. Traditional dissertation with an in depth literature review and detail throughout the document. For detailed guidelines, for example, see Heppner & Heppner's (2003) *Writing and Publishing Your Thesis, Dissertation, and Research: A Guide for Students in the Helping Professions*.
2. A document that presents multiple (at least 2) publication length manuscripts (25-35 pages) that represent a coherent program of research, with an integrative Introduction and Discussion. It is acceptable for some of these manuscripts to have been submitted or accepted for publication prior to the dissertation defense.

An example of option 2 could include the following chapters:

- | | |
|-----------|---|
| Chapter 1 | Introduction, literature review, specific aims |
| Chapter 2 | Overall methods of entire dissertation |
| Chapter 3 | Manuscript 1. This manuscript should be submission ready and would include an Introduction, Aims/hypotheses, Methods, Results, Discussion, References, and Tables/Figures, etc. |
| Chapter 4 | Manuscript 2. This manuscript should be submission ready and would include an Introduction, Aims/hypotheses, Methods, Results, Discussion, References, and Tables/Figures, etc. |

Chapter 5 Discussion. This would be relatively short and should include integration of the findings of the manuscript studies, limitations, and future directions.

References

Appendices

All dissertations need to be formatted according to the UNC Charlotte Graduate School guidelines for Thesis and Dissertations.

Guidelines for Dissertation Defenses

Prior to moving forward with the dissertation project, students should complete the forms required by the Graduate School (see <http://graduateschool.uncc.edu/current-students/forms>). In addition, the Graduate School has provided the following guidelines for dissertation defenses:

1. *Timeline for submitting dissertation document to faculty*: Students should provide their dissertation committee with a copy of their dissertation **3 weeks prior** to the date of the defense.
2. *Doctoral dissertation defense announcement*: The Graduate School's policy requires that dissertation defenses be open to the University Community. Students are expected to forward a dissertation announcement to the Program Director **at least two weeks prior** to the date of the defense for dissemination. The announcement should include the following elements:

Student's Full Name:

Date of Defense:

Location of Defense:

Time of Defense:

Title of Dissertation:

Dissertation Committee Chair:

Abstract (brief):

3. *Time management of dissertation defenses*: Dissertation defenses should provide the candidate with sufficient time to make his/her presentation and provide ample opportunity for all participants in the defense to ask relevant questions. Thus, students are expected to **block 2 to 3 hours for the defense**. The dissertation defense is considered the final examination on the way to receiving a doctoral degree. It is important that all faculty involved have an ample opportunity to judge the candidate's knowledge on the topic of the dissertation.
4. *Dissertation formatting review*: All doctoral dissertations must meet the Graduate School formatting requirements identified in the "Manual of Basic Requirements for Theses and Dissertations" which is available on the Graduate School Website. The Graduate School also requires that all doctoral students make an

appointment to meet with a dissertation reviewer prior to the final defense so that any formatting problems can be identified.

Evaluation of the dissertation project

Each member of the student's dissertation committee is required to evaluate the student's project as part of the Program's Evaluation of Learning Outcomes (see the Appendix for scoring rubrics). The completed evaluations are submitted to the Program Director. Students are expected to achieve a score of acceptable or better in each of the domains evaluated. If members of the student's committee do not unanimously agree that the student's demonstrated at least "acceptable" performance in all domains, written revisions and/or a repetition of the oral defense will be required.

Degree Requirements

The doctoral degree in Health Psychology is conferred by the University after the student has demonstrated outstanding scholarship in an approved program of study. Candidates must satisfy all University degree requirements in addition to requirements and all standards established by the HPSY Program. Students are required to be enrolled during the semester they wish to graduate. Please consult UNC Charlotte's Graduate Catalogue for additional detail about guidelines, degree requirements and dissertations (<https://catalog.uncc.edu/content.php?catoid=19&navoid=1119>).

Time limits for degree completion

In accordance with UNC Charlotte guidelines, all courses listed on the candidacy form **cannot be older than 8 years at the time of graduation**. Courses that exceed the 9 year limit must be revalidated. **Course revalidation involves obtaining a grade of "B" or better on the final exam or project for the course in question. Please note that no more than 25% of the courses on a student's program of study may be revalidated, and no course older than ten years may be revalidated. Courses that are older than 10 years will need to be retaken.** See graduate school guidelines (<https://catalog.uncc.edu/content.php?catoid=26&navoid=2277>)

IV. COURSE WORK

- Doctoral-level courses are numbered at the 8000 level. Credit hours are provided in parentheses.
- The curriculum has 5 major curricular components:
 - (1) Core Health Psychology
 - (2) Research Methodology & Analytics
 - (3) Area of concentration (program)
 - (4) Interdisciplinary content
 - (5) Electives

- By the end of the fall semester of your 3rd year in the program or prior to the completion of the comprehensive project, your advisory committee will need to approve your program of study (see Appendix). The completed form will be submitted to the Dean of the Graduate School for approval.

1. Core Health Psychology: All areas of concentration (programs) (12 credit hours)

PSYC 8200 Introduction to Health Psychology 1 (3)
 PSYC 8201 Introduction to Health Psychology 2 (3)
 PSYC 8243 Diversity in Health Psychology (3)
 PHIL 8240 Research Ethics in the Biomedical and Behavioral Sciences (3); **PSYC 8107 Ethical and Professional Issues in Psychology – clinical concentration only.**

2. Research Methodology & Analytics: 24 credit hours general program; 18 credit hours clinical program; and 18 credit hours community program (See below for hour distribution across areas of concentration).

PSYC 8102 Research Methodologies in Behavioral Sciences (3)
 PSYC 8103 Basic Quantitative Analyses for Behavioral Sciences (3)
 Advanced Research and Methodology (3) – see pre-approved courses below
 PSYC 8262 Practicum in Health Psychology- general concentration (3); PSYC 8455 Practicum in Community Psychology (3) – community concentration only

The courses listed below have been approved by the program for all concentration areas. Students who wish to enroll in a course not included in this list should follow the procedures listed in the Appendix for obtaining approval from their Advisory Committee and the Program Director.

PSYC 8104 Advanced Quantitative Analyses for Behavioral Sciences (3)
 PSYC 8099 Topics in Psychology: Measurement and Scale Development (cross-listed as HLTH 8281) (3)
 PSYC 8145 Applied Research Design and Program Evaluation (cross-listed as PSYC 6145) (3)
 PPOL 8000 Topics in Public Policy: Categorical Data Analyses (3) (The content of topics courses may vary, but to meet this requirement it must be a research methods/statistics course).
 HLTH 8003/ PPOL 8665/HLTH 6260 Analytical Epidemiology (3)
 PSYC 6650 Research Methods Seminar in Org Sci (3)
 HLTH 8602 Communicating and Disseminating Research
 HLTH 8282 Health Survey Methods
 PSYC 8999 Dissertation (1-9; 9 total allowed)

3. Area of concentration:

General concentration (program):

➤ **Psychological Science Distribution (9 hours)**

Select three courses from three of the four domains (i.e., at least three of the four domains must be covered)

- Biological/Physiological Domain
 - PSYC 6115 Sensation and Perception (3)
 - PSYC 8113 Physiological Psychology (3)
- Cognitive Domain
 - PSYC 6111 Psychology of Learning and Memory (3)
 - PSYC 6116 Cognition (3)
 - PSYC 6216 Cognitive Science (3)
- Developmental Domain
 - PSYC 8099 Topics in Developmental Psychology (3)
 - PSYC 6124 Psychology of Aging (3)
- Social-Personality Domain
 - PSYC 6130 Social Psychology (3)
 - PSYC 6135 Psychology of Personality (3)

➤ **Clinical concentration (program):**

○ **Clinical courses (49 credit hours):**

- PSYC 8050 Topics in Psychological Treatment (3)
- PSYC 8141 Intellectual Assessment (4)
- PSYC 8142 Personality Assessment (4)
- PSYC 8150 Introduction to Psychological Treatment (4)
- PSYC 8151 Behavior Disorders (4)
- PSYC 8240 History and Systems of Psychology (3)
- PSYC 8245 Clinical Supervision and Consultation (3)
- PSYC 8450 Practicum in Clinical Psychology: 1-3 hours per semester for **a minimum total of 9 credit hours**. For students with prior graduate clinical training a minimum of 6 credit hours need to be completed in residence).
- PSYC 8950 Internship (3) (typically 1 credit per semester, although students may take more credits if needed to meet student loan requirements)

○ **Breadth courses (12 credits):**

- Cognitive: PSYC 6116 Cognition (3) or PSYC 8099 Topics in Psychology (Cognition and Motivation).
- Developmental: PSYC 8099 Topics in Developmental Psychology (3)
- Physiological: PSYC 6113 Physiological Psychology (3)
- Social: PSYC 6130 Social Psychology (3)

➤ **Community concentration (program):**

○ **Community courses (12 credit hours)**

- PSYC 8145 Applied Research Design & Program Evaluation (3)
- PSYC 8155 Community Psychology (3)
- PSYC 8255 Community Interventions (3)
- PSYC 8555 Community Research Practicum (3)

4. Interdisciplinary Courses: general and community programs (15 credit hours) and clinical (9 credit hours) from among the following:

The courses listed below have been approved by the HPSY Program for all concentration areas. Students who wish to enroll in a course not included in this list should: 1) Meet with his/her advisory committee to obtain their approval for enrolling in that course and 2) Complete an interdisciplinary course request form and submit it to the HPSY Director. Please note that the below courses are not necessarily offered every semester and it is the student's responsibility to ensure courses fit their schedule.

- GRNT 6600 Current Issues in Gerontology (3)
- GRNT 6210/MPAD 6210 - Aging and Public Policy (3)
- COMM 6000 Topics in Communication Studies (3)
- HLTH 6221 Community Health (3)
- HLTH 6201 Social and Behavioral Foundations of Public Health (3)
- HLTH 6207 Community Health Planning and Evaluation (3)
- NURS 6115 Health Policy and Planning in the United States (3)
- PPOL 8661 Social Organization of Healthcare (3)
- PPOL 8663 Health Policy (3)
- HSRD 8000 Introduction to Health Services Research (3)
- HSRD 8002 Health Care Systems and Delivery (3)
- HSRD 8004/PPOL 8667 Economics of Health and Healthcare (3)
- PSYC 8145 Applied Research Design & Program Evaluation (3)
- PSYC 8155 Community Psychology (3)
- PSYC 8255 Community Interventions (3)
- PSYC 8455 Practicum in Community Psychology (3)
- PSYC 8555 Community Research Practicum (3)
- PSYC 8099/SOCY 6090 Topics in Psychology/Topics in Sociology (3)

5. Electives

- PSYC 6115 Sensation and Perception (3)
- PSYC 6113 Physiological Psychology (3)
- PSYC 6111 Psychology of Learning and Memory (3)
- PSYC 6116 Cognition (3)
- PSYC 6216 Cognitive Science (3)
- PSYC 6124 Psychology of Aging (3)

- PSYC 6130 Social Psychology (3)
- PSYC 6135 Psychology of Personality (3)
- PSYC 8260 Topics in Health Psychology: Mindfulness (3)
- PSYC 8099 Topics in Psychology: Developmental Psychology (3)

General Health Psychology Curriculum & Degree Requirements

Minimum credit hours required for graduation: 78

Coursework

1. Core Health Psychology: (12 credit hours)

- PSYC 8200 Introduction to Health Psychology I (3)
- PSYC 8201 Introduction to Health Psychology II (3)
- PSYC 8243 Diversity in Health Psychology (3)
- PHIL 8240 Research Ethics in the Biomedical and Behavioral Sciences (3)

2. Research Methodology & Analytics: (24 credit hours)

- PSYC 8102 Research Methodologies in Behavioral Sciences (3)
- PSYC 8103 Basic Quantitative Analyses for Behavioral Sciences (3)
- PSYC 8262 Practicum in Health Psychology (3)
- Advanced Methodology Course (3) *{see pre-approved list on page 31; or seek approval for course}*
- Advanced Methodology Course (3) *{see pre-approved list on page 31; or seek approval for course}*
- PSYC 8999 Dissertation (1-9; 9 total allowed)

3. Psychological Science Distribution (9 hours)

Select three courses from three of the four domains (i.e., at least three of the four domains must be covered)

- Biological/Physiological Domain
 - PSYC 6115 Sensation and Perception (3)
 - PSYC 8113 Physiological Psychology (3)
- Cognitive Domain
 - PSYC 6111 Psychology of Learning and Memory (3)
 - PSYC 6116 Cognition (3)
 - PSYC 6216 Cognitive Science (3)
- Developmental Domain
 - PSYC 8099 Topics in Developmental Psychology (3)
 - PSYC 6124 Psychology of Aging (3)
- Social-Personality Domain
 - PSYC 6130 Social Psychology (3)
 - PSYC 6135 Psychology of Personality (3)

4. Interdisciplinary Content (15 credit hours)

- Students should carefully select among interdisciplinary courses (see page 33) in close consultations with their advisors and Advisory Committee.

- Other than those courses on the “pre-approved” list, all courses to be used for this requirement must be approved **prior** to enrolling in the course by the student’s Advisory Committee (see Appendix for the approval form). **Post-hoc approvals are not allowed.**

5. General Electives (18 credit hours)

- PSYC 8899 Readings and Research (up to 9 credits allowed)
- PSYC 6999 (if student is co-enrolled in an MA program in Psychology) (up to 6 credits allowed)
- Pre-approved courses (see page 34 for approved courses)
- Additional Methodology courses (see page 31 for approved courses)

*Electives or substitutions must be **pre-approved** by the student’s Advisory Committee and the Health Psychology Director (see the appendix for the approval form). **Post-hoc approvals are not allowed.***

NOTE: Please see the program website (<http://healthpsych.uncc.edu/>) for additional information about course offerings (2 year schedule).

General program- Recommended Sequence

FIRST YEAR FALL SEMESTER

PSYC 8102 Research Methodologies in Behavioral Sciences (3)
 PSYC 8200 Health Psychology I (3)
 PHIL 8240 Research Ethics in the Biomedical and Behavioral Sciences (3)

FIRST YEAR SPRING SEMESTER

PSYC 8103 Basic Quantitative Analyses for Behavioral Sciences (3)
 PSYC 8201 Health Psychology II (3)
 GHP Distribution Course or Interdisciplinary Course (3)
 GHP Distribution Course or Interdisciplinary Course (3)

SECOND YEAR FALL SEMESTER

GHP Distribution Course or Interdisciplinary Course (3)
 Advanced Research or Quantitative Methods Course (3)
 GHP Distribution Course or Interdisciplinary Course (3)
 [Propose 2YP]

SECOND YEAR SPRING SEMESTER

PSYC 8243 Diversity in Health Psychology (3)
 GHP Distribution Course or Interdisciplinary Course (3)
 GHP Distribution Course or Interdisciplinary Course (3)
 General Elective (3)
 [Defend Second Year Project]

THIRD YEAR FALL SEMESTER

GHP Distribution Course or Interdisciplinary Course (3)
 General Elective (3)

Advanced Research or Quantitative Methods Course (3)
[Propose Qualifying Project]

THIRD YEAR SPRING SEMESTER

GHP Distribution Course or Interdisciplinary Course (3)
General Elective (3)
General Elective (3)
PSYC 8262 Practicum in Health Psychology (3)*
[Defend Qualifying Project]

FOURTH YEAR FALL SEMESTER

GHP Distribution Course or Interdisciplinary Course (3)
General Elective (3)
PSYC 8999 Dissertation (3) [propose]

FOURTH YEAR SPRING SEMESTER

General Elective (3)
General Elective (3)
PSYC 8999 Dissertation (3) [defend]

*Students may complete the practicum during the summer and register the following Fall.

Clinical Concentration Curriculum & Degree Requirements

Minimum credit hours required for graduation: 88

Because changes are currently being made to APA accreditation standards*, students are advised that some course requirements are likely to change in the coming years. If you have any questions about this, please feel free to talk with the DCT.

1. Core Health Psychology Courses (12 credit hours)

- PSYC 8200 Introduction to Health Psychology 1 (3)
- PSYC 8201 Introduction to Health Psychology 2 (3)
- PSYC 8243 Diversity in Health Psychology (3)
- PSYC 8107 Ethical and Professional Issues in Psychology (3) (this course also meets the APA requirement for a clinical ethics course)

2. Research Methodology & Analytics (18 credit hours)

- PSYC 8102 Research Methodologies in Behavioral Sciences (3)
- PSYC 8103 Basic Quantitative Analyses for Behavioral Sciences (3)
- PSYC 8899 Readings and Research (1-4 credits allowed)
- PSYC 8999 Dissertation (1-9 credits total allowed)
- Advanced Methodology Course (3) {see *pre-approved list on page 31*; or seek approval from your advisory committee **prior** to enrolling in a course}

3. Clinical Concentration (37 credit hours)

- PSYC 8050 Topics in Psychological Treatment (3)
- PSYC 8141 Intellectual Assessment (4)
- PSYC 8142 Personality Assessment (4)
- PSYC 8150 Introduction to Psychological Treatment (4)
- PSYC 8151 Behavior Disorders (4)
- PSYC 8240 History and Systems of Psychology (3)
- PSYC 8245 Clinical Supervision and Consultation (3)
- PSYC 8450 Practicum in Clinical Psychology (1-3 hours per semester for a minimum total of 9 credit hours. For students with prior graduate clinical training a minimum of 6 credit hours need to be completed in residence). Second year students should register for the course section taught by Dr. Rhodes, while students in their third year and above should register for the course section taught by Dr. Webb or Dr. Peterman.
- PSYC 8950 Internship (1-3) (typically 1 credit per semester, although students may take more credits if needed to meet student loan requirements).

*For any questions about the program's accreditation status or about APA accreditation, in general, please contact:

Office of Program Consultation and Accreditation / American Psychological Association
750 First Street, NE, Washington, DC 20002-4242
Phone: (202) 336-5979 / E-mail: apaaccred@apa.org / Web: <http://www.apa.org/ed/accreditation>

6. Breadth Course Requirements (12 credit hours)

APA requires breadth of education across the broader disciplines of scientific psychology for students in the Clinical program. Clinical students are required to complete graduate level courses in each of the following areas:

Cognitive: PSYC 6116 Cognition (3) or PSYC 8099 Topics in Psychology (Cognition and Motivation)
Developmental: PSYC 8099 Topics in Psychology: Developmental Psychology (3)
Physiological: PSYC 8113 Physiological Psychology (3)
Social: PSYC 6130 Social Psychology (3)

These courses will be offered on a regular basis (usually every other year or so) and the program seeks to schedule at least one of these breadth courses per semester.

Students who entered the program in Fall 2016 or later will be required to complete a new course that integrates cognitive and affective psychology, in order to meet a new APA accreditation requirement*.

*For any questions about the program's accreditation status or about APA accreditation, in general, please contact:

Office of Program Consultation and Accreditation / American Psychological Association
750 First Street, NE, Washington, DC 20002-4242
Phone: (202) 336-5979 / E-mail: apaaccred@apa.org / Web: <http://www.apa.org/ed/accreditation>

5. Interdisciplinary Content (9 credit hours): See page 33 for list of approved courses. Students who wish to enroll in a course not included in this list should follow the procedures listed in the Appendix for obtaining approval from their Advisory Committee and the Program Director. ***Post-hoc approvals are not allowed.***

Please see the program website (<http://healthpsych.uncc.edu/>) for additional information about course offerings (tentative 2-year schedule).

CLINICAL CONCENTRATION– RECOMMENDED SEQUENCE OF CORE COURSES

FIRST YEAR FALL SEMESTER

PSYC 8102 Research Design and Quantitative Methods I (3)
PSYC 8200 Health Psychology 1 (3)
PSYC 8151 Behavior Disorders (4)
PSYC 8141 Intellectual Assessment (4)

FIRST YEAR SPRING SEMESTER

PSYC 8103 Research Design and Quantitative Methods 2 (3)
PSYC 8201 Health Psychology 2 (3)
PSYC 8150 Introduction to Treatment (4)
PSYC 8142 Personality Assessment (4)

SECOND YEAR FALL SEMESTER

PSYC 8243 Diversity in Health Psychology or Interdisciplinary course
PSYC 8450 Practicum in Clinical Psychology (3)
PSYC 8107 Ethics/Professional Issues (3)

PSYC 8899 Readings and Research (1-3)
[Propose second year project]

SECOND YEAR SPRING SEMESTER

PSYC 8050 Topics in Treatment (3)
PSYC 8450 Practicum in Clinical Psychology (3)
Breadth Course (3) or PSYC 8899 Readings and Research (1-3) or Interdisciplinary course
[Propose or defend second year project]

THIRD YEAR FALL SEMESTER

PSYC 8450 Practicum in Clinical Psychology (3)
Breadth course (3)
PSYC 8243 Diversity in Health Psychology or Interdisciplinary course (3)
Advanced Research or Quantitative Methods Course (3)
[Defend second year project]

THIRD YEAR SPRING SEMESTER

PSYC 8450 Practicum in Clinical Psychology (3)
Breadth course (3)
Elective or PSYC 8245 Clinical Supervision and Consultation or Interdisciplinary course (3)
PSYC 8899 Readings and Research
[Propose qualifying project]

FOURTH YEAR FALL SEMESTER

PSYC 8450 Practicum in Clinical Psychology (1-3)
PSYC 8999 Dissertation (3)
Breadth course (3)
PSYC 8899 Dissertation
Interdisciplinary course (3)
[Defend qualifying project]

FOURTH YEAR SPRING SEMESTER

PSYC 8450 Practicum in Clinical Psychology (1-3)
PSYC 8999 Dissertation (3)
Breadth course (3) or PSYC 8245 Clinical Supervision and Consultation
PSYC 8899 Dissertation (3)
[Propose dissertation]

FIFTH YEAR

Pre-doctoral internship (3-6)
[Defend dissertation]

The first year of the above sequence of study is required for adequate preparation for practicum. After the first year of training, the sequence is recommended. Students should discuss their course sequence with their advisory committees on a regular basis.

Community Concentration Curriculum & Degree Requirements

Minimum credit hours required for graduation: Minimum of 78 credit hours.

1. Core Health Psychology Courses (12 credit hours)

- PSYC 8200 Introduction to Health Psychology 1 (3)
- PSYC 8201 Introduction to Health Psychology 2 (3)
- PSYC 8243 Diversity in Health Psychology (3)
- PHIL 8240 Research Ethics in the Biomedical and Behavioral Sciences (3)

2. Research Methodology & Analytics (18 credit hours)

- PSYC 8102 Research Methodologies in Behavioral Sciences (3)
- PSYC 8103 Basic Quantitative Analyses for Behavioral Sciences (3)
- PSYC 8455 Practicum in Community Psychology (3)
- Advanced Methodology Course (3) {see *pre-approved list*; or seek approval for course}
- PSYC 8999 Dissertation (1-9; 9 total allowed)

3. Community concentration (12 credit hours)

- PSYC 8145 Applied Research Design & Program Evaluation (3)
- PSYC 8155 Community Psychology (3)
- PSYC 8255 Community Interventions (3)
- PSYC 8555 Community Research Practicum (3)

4. Interdisciplinary Content (15 credit hours)

Students should carefully select among interdisciplinary courses (see page 33) in close consultations with their advisors and Advisory Committee.

Other than those courses on the “pre-approved” list, all courses to be used for this requirement must be approved *prior* to enrolling in the course by the student’s Advisory Committee (see Appendix for the approval form). **Post-hoc approvals are not allowed.**

5. Electives (21 credit hours)

- PSYC 6999 (if student is co-enrolled in an MA program in Psychology) (up to 6 credits allowed)
- Pre-approved courses (see page 34 for approved courses)
- Additional Methodology courses (see page 31 for approved courses)

*Electives or substitutions must be **pre-approved** by the student’s Advisory Committee and the Health Psychology Director (see the Appendix for approval form). **Post-hoc approvals are not allowed.***

Minimum credit hours required for graduation: 78

Please see the program website (<http://healthpsych.uncc.edu/>) for additional information about course offerings (tentative 2 year schedule).

COMMUNITY CONCENTRATION - RECOMMENDED SEQUENCE

FIRST YEAR FALL SEMESTER

PSYC 8102 Research Design and Quantitative Methods I (3)
PSYC 8200 Health Psychology 1 (3)
PHIL 8240 Research Ethics in the Biomedical and Behavioral Sciences (3)

FIRST YEAR SPRING SEMESTER

PSYC 8103 Research Design and Quantitative Methods 2 (3)
PSYC 8201 Health Psychology 2 (3)
PSYC 8145 Applied Research Design and Program Evaluation (3)

SECOND YEAR FALL SEMESTER

PSYC 8155 Community Psychology (3)
PSYC 8000 Interdisciplinary Approaches to Health (3)
Advanced Research or Quantitative Methods Course (3)
[Propose second year project]

SECOND YEAR SPRING SEMESTER

PSYC 8255 Community Interventions (3)
Interdisciplinary course (3)
Interdisciplinary course (3)
[Defend second year project]

THIRD YEAR FALL SEMESTER

PSYC 8455 or 8555 Practicum in Community Psychology (3)
Interdisciplinary course (3)
Interdisciplinary course (3)
Elective (3)
[Propose qualifying project]

THIRD YEAR SPRING SEMESTER

PSYC 8455 or 8555 Practicum in Community Psychology (3)
Interdisciplinary course (3)
Elective (3)
[Defend qualifying project]

FOURTH YEAR FALL SEMESTER

Elective (3)
PSYC 8455 or 8555 Practicum in Community Psychology (3)
PSYC 8999 Dissertation (3)
[Propose dissertation]

FOURTH YEAR SPRING SEMESTER

Elective (3)
PSYC 8999 Dissertation (3)
[Defend dissertation]

6. Graduate Teaching of Psychology

The Graduate School offers the course *Teaching at the College or University Level* (GRAD 8011) for students interested in teaching. This course will prepare students to teach a lower level (1000 or 2000 level) undergraduate course as the instructor of record under the supervision of a Health Psychology faculty member. Students are eligible for independent teaching if: 1) they have successfully completed GRAD 8011-001); 2) demonstrated excellence as a teaching assistant; 3) **have successfully completed their qualifying project**; and 4) are in good standing in the program (i.e., not on probation). Applications for teaching experiences for the academic year including the following summer can be obtained by submitting the completed *Request for Independent Teaching Form* (see Appendix) to the Director of the Health Psychology Program at the beginning of the fall semester of the year teaching experiences are sought. **Students are required to be enrolled in the Teaching Practicum course (PSYC 8223) during the semester of their first solo teaching assignment.** Students will be evaluated for effectiveness during their independent teaching experience. Student assignment to independent teaching will be based on course availability and interest match. Please note that the availability of undergraduate courses for independent teaching by Ph.D. students is limited. Priority will be given to those students who have not previously conducted independent teaching.

Guidelines for teaching credit

Online courses

Teaching an online course is equivalent to 10 hours per week as these courses have already been set up by full-time faculty members, so there will be minimal preparation time to make them your own. The main responsibility of the instructor is to answer student questions and grading assignments. The expected class size for these sections will be 30-35 students. To fill a 20-hour assistantship, you may teach two sections of this size, or one larger section of around 70 students. Available courses in this category include:

- PSYC 1201 Careers in Psychology (new catalog course as of Spring 2017)
- PSYC 2101 Research Methods 1
- PSYC 2113 Brain and Behavior

Traditional lecture/discussion format

For the first time teaching this course, the effort is equivalent to 20 hours per week. For each subsequent time you teach this course, each section will be equivalent to 10 hours per week. The expected class size for these sections will be 30-35 students. Once an instructor has prepped a class previously, they may request to teach two sections of 30-35 students or one larger section of about 70 students to fill a 20-hour teaching assistantship. Available courses in this category include:

- PSYC 2120 Child Psychology
- PSYC 2121 Adolescent Psychology
- PSYC 2124 Adulthood and Aging
- PSYC 2126 Psychology of Women
- PSYC 2130 Social Psychology
- PSYC 2150 Adjustment
- PSYC 2151 Abnormal Psychology
- PSYC 2160 Health Psychology

Solo teaching, PSYC 2103 Research Methods 2

This course is writing intensive and involves significant grading responsibilities each time it is taught, as such it counts as 20 hours per week. Pre-developed online sections are available. Expected class sizes will be kept to 15 students the first time an instructor teaches the course and will move to 20-25 students for subsequent course offerings.

V. PROCEDURES

1. Transfer of Credit

Students may transfer up to 30 credit hours from previous graduate level work, only if these courses are appropriate for the Health Psychology Program and meet the guidelines established by the Graduate School (see http://catalog.uncc.edu/content.php?catoid=8&navoid=456#Ph.D._Degree_Requirements). The steps below need to be followed to seek credit transfer:

- Develop a list of courses that you believe should count as transfer credit and cross-list against the equivalent courses offered by the Program. Obtain a copy of the syllabus of each course you wish to transfer.
- Submit a copy of the syllabi to your primary advisor. If your advisor approves those courses, a copy of the syllabi should be reviewed by your advisory committee. If they agree that the transfer course is substantially equivalent to our program course, your committee will recommend to the Program Director that the transfer(s) be accepted.
- The Program Director will review the request and if s/he approves it then the student will submit a formal academic petition to the Graduate School to finalize this process (<http://graduateschool.uncc.edu/current-students/forms#SpecialRequest>).
- For clinical courses submit the syllabi from clinical coursework to the DCT, who will follow the procedures outlined below.
- Your primary advisor and members of your advisory committee will review that list and the syllabus for each of the non-clinical courses. Your primary advisor will

make a recommendation to the Program Director to accept or not accept those courses.

- The Director of Clinical Training will contact the clinical faculty member who teaches the clinical course for which credit is requested and will ask her/him to review the syllabus submitted by the student. If the course instructor and the DCT agree that the transfer course is substantially equivalent to our program course, the DCT will recommend to the Program Director that the transfer(s) be accepted. **IN MOST CASES, STUDENTS WILL NOT BE ALLOWED TO TRANSFER CLINICAL COURSES FROM OTHER INSTITUTIONS.**
- The Program Director will review these recommendations and approve or disapprove. If the Director approves the transfer, the student will need to complete a special request via the Graduate School.
- Completion of the Graduate School Application for Transfer of Credit Form (See Graduate School Forms (<http://graduateschool.uncc.edu/current-students/forms#SpecialRequest>)).

The Dean of the Graduate School will either accept or reject the Director's recommendation. Students are encouraged to monitor their transcript regularly to determine if the transcript request was approved as the Program will not be formally informed of these decisions.

2. Annual Evaluation

Students in the Health Psychology Program are evaluated yearly in areas such as progress in meeting programmatic milestones, coursework, scholarship and research activities, as well as clinical training and teaching (if applicable). This evaluation is conducted by the Program Director and the core faculty in your specific concentration/program. The evaluation is based on the Self-Report of Professional Accomplishments (see the Appendix) that is submitted to the Director, as well as relevant information from faculty with whom you have worked and/or had as instructors. First year students are evaluated twice during their first year of graduate studies, at the end of the fall and spring semesters. Following the first year of study, students are evaluated annually at the end of the spring semester. Students on programmatic probation or with other difficulties are evaluated every semester.

3. Programmatic Probation

Based on Graduate School guidelines, students will be placed on programmatic probation under any of the following conditions:

- The student fails to complete a programmatic milestone by the end of the semester following a required timeline for completion.
- The student fails to meet the minimum grade requirements for the program.

Once on probation, the student must complete the milestone in question or raise her/his grade point average by the end of the following semester. Failure to successfully meet programmatic expectations during the probationary period may lead to termination from the Program. Further, students on programmatic probation will have the lowest priority for graduate assistantships and will not be able to teach independently at the undergraduate level.

Students may appeal in writing their probationary status to the Program Director. The written appeal should provide an explanation of the circumstances that led to failure to meet programmatic milestones or grade requirements and a plan for meeting the requirements during the following semester. Following receipt of the written appeal, the Director will conduct a face-to-face meeting with the student within 30 days of receiving the written appeal to clarify details specified in the appeal. Students will be notified of any actions on their appeal within 30 days following the face-to-face meeting.

If students do not make reasonable efforts to resolve issues that lead to programmatic probation, the Director will appoint a Faculty Board to issue a recommendation regarding termination from the program. The faculty board will conduct:

- A review of the student's progress in the Program.
- A review of the actions taken by the Program to assist the student in the process of meeting programmatic milestones, grade requirements, and professional competency standards.
- Conduct a hearing with the student to discuss his or her efforts to meet programmatic requirements, progress made at the end of the probationary status, and any circumstances that may have prevented the student from meeting these requirements.

The faculty board will make a written recommendation to the Program Director with regard to the student's termination based upon the results of the process outlined above.

4. Programmatic Termination

Failure to meet programmatic milestones. Students who have not been able to meet programmatic milestones may be terminated from the program. The Program Director will make a recommendation to the Dean of the Graduate School regarding a student's termination from the Program after consulting with the Faculty Board appointed to review the students' academic performance in the program. Students have the right to appeal this decision to the Graduate School (see **Student Grievance Procedure**).

Academic Suspension. The accumulation of three marginal C grades in any graduate course will result in the suspension of enrollment by the Graduate School. Any student receiving a grade of U in any course will be terminated. Students who have been

suspended or terminated are ineligible to register in any semester or summer session until they have been properly reinstated (see Graduate Catalog).

5. Student Grievance Procedure

The Health Psychology Program recognizes that in the course of students' involvement with the Program, issues or concerns regarding their relationship with program faculty or other program-related activities may emerge. Students are encouraged to attempt to resolve these issues/concerns informally with the faculty member or to seek assistance from their primary advisor, the Director of the Program or the Director of Clinical Training (DCT). In some cases, issues may most appropriately be addressed by organizations such as the Health Psychology Program Advisory Committee or the Health Psychology Graduate Student Association (HPGSA). However, there may be instances in which, due to the nature of the concern, a student does not feel comfortable or cannot raise an issue via these routes. To ensure that Health Psychology students have an outlet for such concerns, the students will elect 2 program liaisons (1 faculty member from within the Health Psychology Program and 1 from outside the Program). These ombudspersons will serve for a period of one academic year (August – May) with the possibility of renewing the appointment. Dr. Jennifer Langhinrichsen-Rohling/Dr. L-R (ilanghin@uncc.edu) and Dr. Theresa Rhodes (trhodes@uncc.edu) will be serving as ombudsperson during the 2019-2020 academic year.

Procedures for electing the Ombudspersons:

- Students in the Program will nominate candidates once they have confirmed with the candidate that he/she is willing to serve in this capacity.
- Students will submit nominations for a Health Psychology ombudsperson and a non-Health Psych ombudsperson. This nomination period will coincide with nominations that occur at the end of the spring semester for HPGSA and program representatives to the Health Psychology Advisory Committee.
- The President of the HPGSA will privately approach the faculty members who received the most nominations to offer the ombudsperson positions.
- If either faculty member declines the position, the President of the HPGSA will privately approach the faculty member who received the next highest number of student nominations until both ombudsperson positions are filled.
- The Director of the Program and the Director of Clinical Training may not serve in this capacity.

The role of the Ombudspersons:

- The Ombudspersons will be responsible for providing consultation/advice to students regarding: 1) issues related to interactions with primary advisors or advisory committees; 2) issues involving Health Psychology faculty and faculty in other departments; 3) issues/concerns related to program or departmental staff; 4)

issues/concerns related to Program requirements (e.g., practicum placement, supervisors, etc.); and 5) other Program- or university-related concerns.

- In some cases (e.g., issues of professional ethics; classroom content or structure; inquiries or issues regarding practicum placements or supervisors), the issue may be best addressed within the context of existing Program structures; at such times, the ombudsperson's primary role is to work with students toward identifying the best course of action and guiding them in the process of achieving resolution.
- It is expected that discussions between ombudspersons and students will remain confidential unless what is discussed is in direct violation of university policy, necessitating a breach of confidentiality.

The procedures outlined above do not replace the procedures set by the Graduate School regarding issues related to student difficulties including grade appeals, academic integrity violations, sexual harassment, disability, and discrimination; rather, they are intended to serve as an additional mechanism for resolving student-related concerns.

If a student decides not to seek assistance from the ombudsperson(s) to resolve the differences or grievances, or if the student is not satisfied with the response, he or she may present the grievance in writing to the Program Director. According to the guidelines established by UNC Charlotte, any such written grievance must be received by the Director no later than **forty-five calendar days** after the student first became aware of the facts which gave rise to the grievance. If the grievance is against the Program Director, the student should address his or her grievance to the Dean of the Graduate School or appropriate Assistant Dean. The Director should conduct an informal investigation as warranted to resolve any factual disputes. Upon the student's request, the Director shall appoint an impartial fact-finding panel of no more than three persons to conduct an investigation. The Director must state the terms and conditions of the investigation in a memorandum appointing the fact-finding panel. A fact-finding panel appointed hereunder shall have no authority to make recommendations or impose final action. The panel's conclusions shall be limited to determining and presenting facts to the Director in a written report.

Based upon the report of the fact-finding panel if any, the Director shall make a determination and submit his or her decision in writing to the student and to the person alleged to have caused the grievance within ten calendar days of receipt of the panel's report. The written determination shall include the reasons for the decision, shall indicate the remedial action to be taken if any, and shall inform the student of the right to seek review by the Dean of the Graduate School.

Students may appeal the recommendation issued by the Program Director to the Dean of the Graduate School. Additional information about the University's grievance procedures can be found in the Graduate Catalogue (<http://graduateschool.uncc.edu/images/stories/catalogs/GraduateCatalog1011.pdf>.)

6. Sexual Harassment Policy

The HPSY Program adheres to the University's policy regarding sexual harassment involving students, faculty, or any employee of the university. Details about UNCC's policy related can be found in the Graduate Catalog

<https://catalog.uncc.edu/content.php?catoid=19&navoid=1117>

7. Professional Conduct

The HPSY program adheres to the code of conduct established by the University of North Carolina at Charlotte and the Graduate School with respect to scholastic integrity, cheating, fabrication and falsification, multiple submissions, plagiarism, abuse of academic materials, and complicity in academic dishonesty (see Graduate Catalog <https://catalog.uncc.edu/content.php?catoid=19&navoid=1117>). In addition, students are expected to adhere to the ethical and professional standards established by the American Psychological Association. HPSY students are expected to be familiar with this code. For detail please visit the following sites:

<https://catalog.uncc.edu/content.php?catoid=19&navoid=1117>

<http://www.apa.org/ethics/code/ethics-code-2017.pdf>

VII. INFORMATION ABOUT SPECIFIC CONCENTRATION AREAS

GENERAL CONCENTRATION (PROGRAM)

Section 1: Pedagogical Goals

Consistent with the expected competencies of a Health Psychologist, our curriculum is designed to develop strengths in a number of areas, including:

- 1.1. Knowledge of psychological science:** Students are trained in all of the basic areas of psychology, including biological bases of behavior, social psychology, developmental psychology, personality processes, and learning.
- 1.2. Knowledge of health psychology:** Students are expected to develop expertise in the field of health psychology and should develop a professional identity as health psychologists.
- 1.3. Knowledge of core research methodologies:** Consistent with modern research, students are expected to develop expertise across the core research methodologies and modern data analytic techniques. In addition to the thesis and dissertation, students are expected to demonstrate these competencies via collaborations with faculty on research projects throughout their training, and the results of these research projects are to be published in journals and presented at regional, national, or international conferences.

1.4. Theoretical and conceptual skills: Health psychology, as a science, progresses through both research and theory. In addition to the mechanics of design and analysis, students are expected to develop the ability to conceptualize a problem and develop testable hypotheses regarding health.

Section 2: Practicum Experience

The practicum experience for the General Health Psychology Program is considered an integral part of the student's doctoral education. The primary objective of the practicum experience is the development of additional research and/or professional skills and competencies that will benefit the student's emerging career path. The practicum experience should be tailored to the student's interests, developmental needs, and career goals.

A suitable practicum experience will be identified by the student and his/her advisor and is typically completed during the **third year of residency** after completion of the second year project or masters thesis (though it can be done earlier if appropriate). To be an eligible practicum experience, the proposed experience must be (a) an offsite (outside of the Psychology Department; preferably off campus) research or applied project designed to help the student gain practical experience and skills and (b) require at least 9 hours/week for 10 weeks in practicum-related activity, and (c) have a practicum supervisor on location other than the student's regular advisor.

Practicum experiences must be authorized ***in advance*** of starting the experience. The HPSY program will NOT authorize practicum experiences post hoc.

Upon completion of the practicum, a Practicum Evaluation form must be completed by the on-site practicum supervisor and returned to the Program Director. As students near the end of their practicum experience, they should contact the Program Director and ask that the evaluation form be sent to the on-site supervisor. It is the student's responsibility to request this form be sent to the supervisor. The supervisor will then return the evaluation form the Program Director, who will then provide copies to the student and his/her academic advisor. ***A practicum experience will not be considered completed until this form is on file.***

Students must register for at least 3 credits of practicum experience (PSYC 8262). If a student is completing the practicum experience during the summer, they may choose to delay their registration until the subsequent Fall semester.

CLINICAL CONCENTRATION (PROGRAM)

Consistent with our identification as a Scientist-Practitioner program, clinical students are expected to develop expertise in both research and clinical practice. This section provides more detail about our clinical training.

1. Clinical Training and Clinical Practicum Information

Clinical training is a core element of the Clinical concentration/program of the Health Psychology Program and, ideally, is integrated with students' research and academic experiences. The Director of Clinical Training (DCT: currently Dr. Amy Peterman) is responsible for coordinating, monitoring, and evaluating these experiences. The student should work with the DCT, as well as their primary advisor, to tailor clinical experiences that work best for their career interests and goals.

Clinical Practicum

Background: A practicum is a formal, supervised experience in clinical psychology for which one earns academic credit. Practica usually last for 9 to 12 months and consist of, at minimum, an average of 10 hours per week, but no more than an average of 20 hours per week. There is some flexibility in hours, particularly during the summer.. Practicum hours include provision of direct clinical services, as well as clinically related activities such as supervision, record keeping, etc.

Students generally begin practicum in their second year of residence in the program. During their first year, they are expected to take courses that will prepare them for practicum including the following: Intellectual Assessment, Personality Assessment, Behavior Disorders, Ethical and Professional Issues in Psychology, and Introduction to Psychological Treatment. It is also expected that the health psychology course sequence (Health Psychology 1 and 2) will provide important background information prior to practicum.

Practicum Readiness: Students are ready for practicum if they meet the following criteria: are in good standing in the program (i.e., not on probation), have successfully completed the above courses in the first year, and are approved by the DCT based on his/her consultation with their primary advisor and other Health Psychology faculty. Each spring, practicum site supervisors come to UNC Charlotte to present information about their site and training opportunities (see below). Interested students interview at the site(s); each site subsequently selects students to begin their practicum in the summer or fall. The DCT coordinates this process and guides students to appropriate sites. For instance, some sites are more suited for those with previous clinical experience and have conveyed a desire for more advanced students, whereas other sites are willing to take students without previous clinical experience. Students generally get their first or second choice of practicum site.

Practicum Course Enrollment: During practicum, the student must continually register for between one and three academic credit hours of Practicum in Clinical Psychology (PSYC 8450). Students in their first practicum attend the accompanying class by Dr. Rhodes, which is numbered 8450-001. This class is an introduction to the practice of clinical psychology and covers a wide-range of general clinical issues. Because this class has been designed to follow the Introduction to Psychology Treatment course, there is a focus on clinical practice and supervision vs. didactics. In their second practicum, students register for PSYC 8450-002, but instead take the course from Dr.

Webb during the Fall term and Dr. Peterman during the Spring term. The focus of this course is clinical health psychology, though a range of other general topics are also covered. This class includes a didactic piece, as well as a clinical practice/supervision component. During the summer, students must still enroll in PSYC 8450 if they are seeing clients at a practicum site. The instructor varies during the summer. When students take a third or fourth practicum, they again register for PSYC 8450 but they do not attend the regular meetings of this course. Students may meet with Drs. Webb or Peterman for individual supervision and may be required to complete assignments that are relevant to their current practicum.

Most practicum sites, other than the Student Counseling Center, require a full year (12 month) commitment from students: that is, external practicum sites do NOT operate on an academic schedule and they provide clinical services year round. This means that students will be required to register for at least one practicum credit during the summer session and must organize their schedules to be available for practicum during this time.

In all practicum courses, students are assigned grades ranging from A to U (Unsatisfactory). Because the final evaluation from site supervisors may come after the semester, a grade of IP (In Progress) is given until all the evaluations are completed. The final letter grade is assigned by the DCT in consultation with the site supervisor and the UNC Charlotte faculty member teaching Practicum in Clinical Psychology (i.e., Drs. Webb, or Peterman). For the most part, the DCT assigns the grade the instructor of the course recommends, but reserves the right to assign a different grade based on information from the practicum site.

Students who are engaged in clinical work as part of a paying job or grant should inform the DCT about the nature and extent of their clinical work. He or she will determine academic and supervision requirements on a case-by-case basis.

Number of Practica Needed: Students entering without a master's degree in clinical psychology will take at least two clinical practica while in residence: most will complete three or four practica in order to obtain the experience necessary for internship. The first clinical experience is housed in the Student Counseling Center on campus. Please see below for a description of other possible practicum sites.

Ideally, these will reflect a mix of experiences, but at least one will focus on health/behavioral medicine issues and will be housed in a medical or healthcare facility. Across these two experiences, students should seek to earn a minimum of 1,000 hours (500 direct) of clinical experience if possible. There will be, of course, variability in hours accrued based on placement, workload, clinical interests, etc. Students entering with a master's degree in clinical psychology (with requisite clinical experiences) will generally complete one or two practica while in residence. The number of practica will depend on their previous training and experiences. Overall, students should consult with the DCT and their academic advisor to plan their clinical training and to ensure that they are getting the training experiences that they need and/or desire.

A student who completed practicum training within a regionally accredited university can apply for advanced placement in clinical training, which would mean that s/he would not be required to complete the “Beginning Practicum” experience at the Student Counseling Center. To do so, the student will submit a written description of the site(s) at which the practicum/a occurred, the type (e.g., group, individual) and number of weekly supervision hours, and the clinical population seen. Supervisor evaluations of the student’s clinical work will also be submitted. The DCT, in consultation with other clinical faculty, will review these materials to evaluate the comparability of the prior practicum to the initial training provided in our program. If the experiences are substantially comparable and the student received at least a “satisfactory” rating from previous supervisors, the DCT will then determine that the student can receive advanced placement. This qualifies the student to apply for an advanced practicum during the annual practicum assignments cycle in the following spring.

Requirements for Practicum Supervisors: For each practicum, the primary supervisor must be a licensed psychologist. He or she will be responsible for evaluating the student and will be the main contact between the site and the DCT. Other professionals (e.g., physicians, nurses, licensed professional counselors, etc.) may, however, provide additional supervision or training opportunities. The main supervisor is expected to be on site during the provision of clinical services, but if they are not available, another supervisor should be on site and immediately available.

Requirements for Practicum: Prior to starting each practicum, each student must purchase professional liability or malpractice insurance, which is available at low cost from the American Psychological Association Insurance Trust (www.apait.org/apait). The DCT will need proof of this before the student begins the practicum. For each practicum, students sign a letter of agreement between the site and UNC Charlotte (represented by the DCT). In each practicum, students are evaluated by the practicum supervisor twice, at the half-way point and at the end of the experience (see the Appendix). At the conclusion of the practicum, the student must evaluate the site and the site supervisor (see the Appendix). This form is returned to the DCT and, after several students have progressed through the site, this information is collated and sent to the site. Students cannot be individually identified.

While on practicum, students are responsible for tracking their clinical hours using the Excel form provided by the DCT or the Time2Track program (see the Appendix). Failure to do this may result in delays in applying for internship, incomplete grades, or other academic or clinical difficulties. If the student experiences difficulties or conflicts on site, the student should first seek to address these with the site supervisor, per American Psychological Association guidelines. If this is not successful or the student does not feel comfortable doing this, they should address these issues with the instructor of the practicum course and/or the DCT.

Comprehensive Clinical Examination

Judging a student's clinical and professional readiness for internship is a key issue for doctoral programs in clinical psychology. At UNC Charlotte, we achieve this in several ways including performance in clinical courses, practicum ratings from supervisors, and completion of the Clinical Comprehensive Examination. This examination is in the form of a written paper and a clinical case conference. The ability to communicate about clients in both written and oral forms are important aspects of the professional development of clinical health psychologists. Such presentations serve to provide the student an opportunity to integrate academic and clinical work and to sharpen their conceptualization of cases and communication skills. Moreover, the case presentation provides the faculty with a concise and standardized format to evaluate students' clinical competencies, while also evaluating behavioral indicators of competency (i.e., video or audio tape). To these ends, the clinical faculty requires that all clinical students give a formal case presentation during the second semester of the second year of Clinical Psychology Practicum (PSYC 8450). Successful completion of this case presentation is one of the requirements for applying for internship. The case presentation will be on a current or past client and will consist of a written paper and an oral presentation. Details about the timing, format, evaluation process, etc. are provided below.

Predoctoral Internship

Predoctoral internship is a full-year clinical experience that can be completed at a variety of sites throughout the US and Canada. It is required that students complete either an APA-accredited internship, which are typically the best training sites, or Association of Psychology Postdoctoral and Internship Centers (APPIC) member internships. Unfortunately, there are only 2 APA-accredited internship sites in the Charlotte area (UNC Charlotte Counseling Center, and Salisbury VA Medical Center); there is also an APPIC member internship at Southeast Psych that has two slots. Because of the scarcity of local sites, it is likely that one must be flexible and willing to move to a different location for internship. Students who wish to apply for internship must meet the following criteria: be in good standing in the program (e.g., not on probation), complete all relevant clinical coursework, successfully complete the Comprehensive Clinical Examination, be approved by the DCT in consultation with HPSY clinical faculty, and propose their dissertation by **October 15th** of the year prior to internship. While on internship students must be continually registered for Internship during the Fall and Spring semesters (PSYC 8950). Summer internship registration is not required by the HPSY program provided that there is a formal internship contract between the internship site and the program. However, each student is responsible for checking with the DCT at their internship site to be certain that the internship does not require summer registration. Students may register for one to three internship credits per semester. However, each student should check with their student loan provider (if applicable) to determine the minimum number of credit hours required for registration in order to avoid initiation of loan payback.

Submission of information to the various internship sites is generally due in November or December with the internship beginning either the next summer or fall. All application

materials are submitted electronically. Additional information on the internship application process, as well as internship sites, is available at www.appic.org.

Licensure

Graduates of the clinical concentration/program are license eligible in North Carolina and many other states after completing their pre-doctoral internship and one-year of supervised post-doctoral experience. Some states require provisional licensure during the time that students are accruing post-doctoral supervised clinical hours. Students are strongly encouraged to check the website of the American Society of Professional Psychology Boards (www.asppb.org) or the individual state's licensing board to determine licensure and practice requirements. It is particularly important that students be aware of regulations related to the timing of degree completion vis-à-vis' the start of post-doctoral hours and license application. *Despite the fact that our program is now APA-accredited*, some state licensing boards are still requiring copies of all course syllabi.*

*For any questions about the program's accreditation status or about APA accreditation, in general, please contact:

Office of Program Consultation and Accreditation / American Psychological Association
750 First Street, NE, Washington, DC 20002-4242
Phone: (202) 336-5979 / E-mail: apaaccred@apa.org / Web: <http://www.apa.org/ed/accreditation>

Testing library

Please note that the Program maintains a large library of psychological tests that is available for all students. Students may use these tests on practicum or for research. These tests are located in Colvard 4004 and 4126. The DCT maintains a complete list of tests, as well as policies and procedures for their use (see Appendix)

Detailed description of main practicum sites (as of August 2018)

Site: UNC Charlotte Counseling Center

Location: UNC Charlotte

Distance from UNCC: N/A

Main Supervisor: Theresa (Terri) Rhodes, Ph. D.

Contact Information: rhodes@uncc.edu

Other Supervisors: Various counseling center staff

Average hours per week: 20

Paid: No

Description of Experience:

All clinical students who enter the program without clinical experience will have their first practicum at the Student Counseling Center during their second year in the program. This is called the “Beginning Practicum (BP)” and will consist of 6-10 hours/week of didactic instruction provided by the Counseling Center Staff, psychotherapy with 1-3 clients per week, and intensive supervision of this clinical work.

More advanced students may apply to the “Advanced Practicum” experience in the Counseling Center. Typically, only one student from our department will be chosen to be in that role each year. Advanced Practicum students will be expected to participate in a 20 hour per week training experience that will be broken down into the following activities per week: 2-4 intake sessions, 5-10 individual/couples sessions, co-leading a structured group, one hour of group supervision, one hour of individual, face to face supervision, one hour and a half of all staff professional development meeting, 2-4 programs/projects per semester in a chosen area of health psychology focus (e.g. stress management, eating disorders, suicide prevention, substance abuse concerns, or relationship violence); and students may have the opportunity to collaborate with Health Education department in Student Health Services in providing programs and outreach services.

Site: Carolina’s Medical Center—Elizabeth Family Practice

Location: 2001 Vail Ave., Charlotte, NC 28207

Distance from UNCC: 9 miles

Main Supervisor: UNCC clinical faculty

Contact Information: UNCC DCT and Josh Diliberto, M.A.

Other Supervisors: Dael Waxman, M. D.

Average hours per week: 16

Paid: No

Description of Experience: The main clinical duties of this health psychology/behavioral medicine practicum at Carolina’s Medical Center-Eastland include the following: Counseling and therapy with adult medical patients in a primary care setting, consultation with medical residents and physicians about psychological issues, and co-leading group therapy for health related concerns such as smoking cessation, weight management, diabetes management, etc. There may also be occasional opportunities for family therapy, brief psychological assessment, inpatient consultation at Carolina’s Medical Center-Main, as well as “shadowing” physicians. The

trainee will participate in relevant team meetings, attend didactics such as case conferences and grand rounds, and read assigned materials. The trainee is expected to participate in the behavioral medicine curriculum for medical residents and dental students that cover a range of psychosocial and counseling issues.

Site: Wake Forest University Baptist Medical Center Cancer Center

Location: Medical Center Blvd. Winston-Salem, NC 27157

Distance from UNCC: 72 miles

Main Supervisors: Richard McQuellon, Ph. D.

Contact Information: rmcquell@wakehealth.edu

Other Supervisors: None at this time.

Average hours per week: 20

Paid: Stipend varies, but is usually enough to cover gas.

Description of Experience: The main elements of this practicum will including the following: Provide supportive counseling to inpatients diagnosed with leukemia and/or family members/significant; provide supportive counseling to patients and/or family members through Solid Tumor Service and Bone Marrow Transplant Service; administer and/or interpret psychological assessment instruments as necessary (primarily depression and anxiety symptom questionnaires, occasional battery for bone marrow transplant patients with Dr. McQuellon); may periodically conduct outpatient therapy sessions as patients become available; may periodically co-facilitate the Caregiver Support Group; and may periodically attend genetic risk assessment and counseling sessions. The trainee will also attend relevant presentations, lectures, and conferences as offered.

Site: Wake Forest University Baptist Medical Center, Department of Neurology

Location: Medical Center Blvd. Winston-Salem, NC 27157

Distance from UNCC: 72 miles

Main Supervisors: Tiffany Cummings, Psy.D., Bonnie Sachs, Ph.D. & Leah Chapman, Ph.D.

Contact Information: tcumming@wakehealth.edu

Average hours per week: 16 - 20

Paid: None, but standard mileage reimbursement may be available.

Description of Experience: The main clinical duty of this practicum is neuropsychological assessment of children, adolescents, and adults. These individuals, both in-patients and out-patients, have a wide-range of neurological, psychiatric, and medical diagnoses. There may also be the possibility of participating in brief cognitive rehabilitation and pain management if desired and available.

Site: Integrative Psychotherapy Training Program (IPTP)

Location: Various locations throughout the Carolinas Healthcare System.

Main Supervisors: Clinical faculty (McAnulty, Webb & Peterman). Additional supervision may be provided by other mental health professionals affiliated with the IPTP.

Contact Information: See Dr. Peterman for more information.

Average hours per week: 16 - 20

Paid: No

Description of Experience: The main responsibilities of this experience include consultation, assessment and brief psychotherapy with people receiving medical care at various locations throughout the Carolinas Healthcare System. These may include outpatient primary care and family medicine facilities, inpatient rehabilitation hospitals, and other in- or out-patient facilities. Practicum students address general mental health issues, such as depression and anxiety, as well as clinical health-related problems, such as adjustment to illness, medication adherence and healthy lifestyle changes to facilitate the prevention or treatment of illness (e.g., diabetes).

Site: W.G. Hefner VA Medical Center (Main location in Salisbury and Charlotte-based Outpatient Clinic)

Location: 8601 University East Dr., Charlotte, NC, 28213
1701 Brenner Ave, Salisbury, NC, 28144

Distance from UNCC: 3 miles and 25 miles

Main supervisors: Varies.
Contact information: John.Allmond@va.gov
Average hours/week: 16-20
Paid: No

Description of Experience: Students in this practicum will gain significant experience in group and individual treatment with veterans and their family members. The concerns vary widely, but there is a focus on treatment of post-traumatic stress disorder, depression, anxiety, post-deployment issues, and interpersonal difficulties.

Site: Carolinas Rehabilitation Center, Carolinas Healthcare System

Location: Varies

Distance from UNCC: Varies

Main supervisors: Deborah Cordell, MA, LPC

Contact information: Dr. Amy Peterman

Average hours/week: 16 – 20

Paid: No

Description of Experience:

Carolinas Rehabilitation (CR) serves individuals with a wide variety of medical issues including stroke, traumatic brain injury, and orthopedic injuries. Patients also frequently suffer from cognitive and behavioral problems which require psychological and neuropsychological services. The majority of this practicum will involve the provision of brief assessment and psychotherapy to inpatients at various CR locations. Students will participate in the multidisciplinary team meetings for their patients and may also become involved in research related to the outpatient neuropsychology service at CR.

Comprehensive Clinical Examination

Clinical case presentations are important activities in the professional development of clinical health psychologists. Such presentations serve to provide the student an opportunity to integrate academic and clinical work and to sharpen their

conceptualization of cases and communication skills. Moreover, the case presentation provides the faculty with a concise and standardized format to evaluate students' clinical competencies. To these ends, the clinical faculty requires that all clinical students give a formal case presentation when they have completed all clinical courses which will typically be during the second semester of the second year of Clinical Psychology Practicum (PSYC 8450). Successful completion of the case presentation is one of the requirements for applying for internship. The case presentation will be on a current or past client and will consist of a written paper and an oral presentation. Details about the timing, format, evaluation process, etc. are detailed below.

Selecting a Case

Students should select a case that has been interesting, challenging, or has facilitated their learning in some way. Students may select a case where something went wrong or where they would have done something different—in other words, the success of their intervention is not necessarily relevant to their performance on the case presentation. What is important, however, is that students are able to reason about difficulties or challenges in a professional and psychologically sophisticated manner. Students may benefit from selecting a case that will provide them with the opportunity to reasonably address all the issues detailed in the section below. Because not all clients are ideal for presentation, students should think about the appropriateness of cases early in practicum. For the case selected, students should provide evidence of how their work demonstrates clinical competency such as a video or audio-tape recordings of an intake or therapy session(s). Students are expected to select a segment or segments that fit with and support their presentation; for instance, they may choose a clip that demonstrates their ability to use a technique or procedure that is consistent with their case conceptualization. Videotape or audiotape is necessary as this allows the best and most efficient method to evaluate clinical competency. Ideally, students will obtain sufficient video or audio evidence to demonstrate competency; this should be made available to evaluators before the oral presentation for their review. During the presentation, only brief select clip(s) should be presented. In addition to video or audio, other supporting indicators of competency such a completed psychological report, chart notes, etc. may also be included. Because this information will be shared with and discussed with faculty during the oral presentation, students are required to obtain the client's signed permission to release information for educational (non-therapeutic) purposes. Students should work with their site supervisor, as well as the instructor of PSYC 8450, to help them select an appropriate case. Portions of the case may have been previously presented in a class or on practicum.

Please note that if, as a last resort, you are not able to get video or audio-tape, there are other options for demonstrating clinical competencies (e.g., a standardized patient) that can be explored. If this is done, the comps will be adapted on a case-by-case basis.

Evaluators

At least two clinical program faculty members will serve as evaluators for each case presentation. If possible, the site supervisor can also be invited to the meeting and may serve as a third evaluator.

Written Paper/Portfolio

The APA-style finished paper should be approximately 25 pages in length, not counting references and appendices. The paper should address each of the domains below, but an emphasis will be on students' reasoning, case conceptualization, and ability to integrate their clinical work with the relevant research. Students' ability to use a biopsychosocial model and adopt an interdisciplinary perspective is a key component of a successful case presentation. As might be expected, there will be quite a bit of variability across papers given the differences in student style, practicum training site, supervisor, client selected, etc. The paper is due at least one week before the case presentation. Supporting documentation, including the video/audio tape should also be made available at that time or earlier if it is lengthy. Students should gain approval from the course instructor about the appropriateness of their case before proceeding.

To help structure the paper a suggested outline is presented below. While students may choose to present information in a different sequence and subheadings are not required, students are expected to address each of the following topics. The Clinical Comps evaluation sheet and grading rubric can be found in the Appendix of this Handbook.

1. Demographics (students should conceal the client's name and other identifying information so that he or she can not be identified)
2. Presenting complaints and relevant psychosocial history
3. Assessments (e.g., cognitive or personality tests, behavioral observations, etc.).
4. Case formulation, conceptualization, and theoretical considerations
5. Treatment rationale, intervention approach, course of treatment, and outcome
6. Mechanisms of, and obstacles to, change
7. Scientific applications and considerations (e.g., use of empirically supported treatments)
8. Health psychology issues, applications, and considerations

9. Application of the biopsychosocial model
10. Interdisciplinary perspectives and considerations
11. Cultural and diversity issues
12. Ethical issues and considerations
13. Use of supervision throughout the treatment process
14. Take home points and what was learned through this case
15. Appendix of supporting materials (e.g., treatment plan, psychological reports, case notes, etc.). These do not count toward the approximate 25-page length.

Oral Presentation

The entire oral presentation should last about 90 minutes and include a brief case presentation followed by a question-and-answer session. Students should provide a brief overview of the case and their therapeutic approach and then be prepared to critically discuss the case with faculty evaluators. The presentation should take approximately 45 minutes, including video or audio-presentation or other demonstration of competency, with the remainder of time devoted to questions. Please note that not all the video or audiotape submitted needs to be presented at this meeting as there would not be enough time-- only select clips are necessary.

A central purpose of the oral presentation is to give students practice “thinking on their feet” and engaging in clinical and scholarly dialogue with peers and faculty. Thus, students should allow time for questions and discussion. It will be important to be able to consider students’ cases from different clinical or theoretical perspectives.

Evaluation

The paper and oral presentation will be evaluated on several dimensions, including organization, clarity of rationale and description of the case, use of data to support inferences, integration of theory and scientific data with case description, presentation style, and response to questions.

Each evaluator will provide an assessment of the student’s work. If both evaluators score the case presentation as a below “satisfactory,” this will be considered a failed case presentation. In that case, the student will need to complete another clinical case presentation and possibly work on remedial skills. Failure to do so or continued difficulties on practicum may result in being held back from applying for internship.

Portions of the presentation may have been previously presented in class and/or may have been counted as part of the grade in PSYC 8450. In such cases, students are expected to work with and respond to feedback to improve the case study.

Presentation

Whenever possible, oral presentations will be completed on one day at the end of each spring term.

Community Concentration

Practicum Experiences

Students receive applied training and experiences in all courses specific to the Community program. In the core course sequence, which includes Community Psychology, Applied Research and Program Evaluation, and Community Interventions courses, students work with community agencies on applied class projects that are designed to build skills and address needs in the community. The Community Research Practicum and Practicum in Community Psychology involve individual projects with community organizations. In the Community Research Practicum, the focus is on applying research to address community needs and guide interventions, whereas the Practicum in Community Psychology is oriented toward developing community intervention skills or community practice-based competencies, although evaluation of interventions is always part of the process. Thus the distinction between Community Practicum and Community Research Practicum is a matter of relative emphasis on developing research skills versus practice skills.

The specific sites of community practica and other applied community psychology experiences can vary as a function of the various opportunities that exist for students to become involved and develop their skills, and the availability of appropriate on-site supervision. Student interests, professional goals, and plans of study are also of relevance for the selection of the site and project. Most projects involve partnerships with local government entities or nonprofit organizations. The pages that follow include (a) a sample practicum agreement for the student role and scope of work, as well as (b) a description of practicum learning goals for an applied placement.

Example Practicum Agreement

STUDENT'S NAME

Health Psychology Ph. D. Program
The University of North Carolina-Charlotte
9201 University City Blvd
Charlotte, NC 28223-0001
704-687-XXX

NAME AND ADDRESS OF PRIMARY ON-SITE SUPERVISOR
AND ORGANIZATION

*Community Health Psychology
Research Practicum: Service Contract and Scope of Work*

The Community Research Practicum provides an opportunity for students to **apply the principles of community psychology to special areas of need within an organization or community setting. Students can assist agencies and other community stakeholders with technical consultation, evaluation expertise, and, in many cases, direct assistance and/or conduct of a research effort.**

[Student Name] will be working with [Organization] for the fall semester, 2009 (from August 24th to December 18th 2009). Her main focus will be assisting their effort to document the need and, if possible, effectiveness of including mental health services in a setting that provides primary care to teens in the Charlotte community. Consistent with the expectations of the practicum course, [Student] will work an average of ten hours per week toward the project (these can be on- or off-site) and will work in conjunction with Drs. [On-site Supervisor], [Faculty Supervisor], and [Faculty Supervisor].

As per discussions with [Organization] staff, [Student] will review chart-level data and prepare a presentation of her findings to be given at [Organization]. She will also prepare a written product, which will be in the form of a literature review, brief report, or research paper.

Student Name

Date

On-site Supervisor

Date

Faculty Supervisor

Date

Faculty Supervisor

Date

Example Description Used for Applied Practicum in Community Psychology

Student Name

Spring Semester 2010

This statement was used in discussions with a local non-profit
Experience in Nonprofit Organizations

As a doctoral student in the Health Psychology Program at UNC-Charlotte, we are provided with several field-based practicum opportunities. Most of these involve assisting with program evaluations or conducting community-based research in some capacity. At the same time, as described by the Society for Community Research and Action (SCRA) workgroup on Community Practice, practice-based Community Psychology training should involve skills other than those employed in research and program evaluation, including advocacy, capacity building, collaboration, group processes, and professional development (Scott, 2007). Many of these skills are useful in working with non-profit organizations, an important practice setting for community psychologists. Training in other disciplines concerned with functioning of non-profit organizations (e.g., Dr. XXXXX) is crucial as well, particularly given the interdisciplinary focus of our training program. For this purpose, I am taking several classes for a certificate in Nonprofit Management & Leadership. The certificate program provides a broad knowledge of the nonprofit sector and the major systems that are related to nonprofits, and provides necessary grounding in research in theory from other disciplines to inform practice with nonprofits. Building on this knowledge and my prior training in community psychology scholarship and practice, my professional goal is to practice in a nonprofit setting, more specifically, a setting providing health services to adolescents. However, in order to obtain a rounded training practical experience in nonprofit practice skills beyond those necessary for conducting program evaluation is necessary. Building on my community psychology and interdisciplinary training in nonprofit organizations, and my prior practicum experiences in evaluation and community based research; I propose a practicum experience focusing on these other critical skills for practice in the non-profit sector.

Specific Training Objectives

While several types of practical skills needed for work with nonprofits overlap with my educational experiences in Community Psychology, others do not. After learning about the necessary practical skills for working with nonprofit organizations and examining several job sites seeking employees, I have identified three areas that would benefit my future professional goals. In turn, I seek to obtain experience in:

- 1) Strategic planning (e.g., formulation of mission, values, goals statements, facilitation of strategic planning meetings)
- 2) Working with/coordinating volunteers (e.g., volunteer recruitment, selection, supervision)
- 3) Fundraising (e.g., development of fundraising plans)

Appendix

Graduate School Forms

The forms below are necessary for all graduate students and are available at <http://graduateschool.uncc.edu/current-students/forms>. Active graduate students should submit all academic requests via the Graduate Academic Petition web-tool.

Graduate Assistantship Application	To apply for a Graduate Assistantship.
Special Request Form (graduate)	To late add or late drop a course or make any other special request.
Application for Transfer of Credit (graduate)	To request the transfer of credit from another college/university.
Petition for Topic Approval	To report approval of a thesis or dissertation topic.
Report of Qualifying Exam or Comprehensive Exam (Doctoral)	To report completion of qualifying or comprehensive exam.
Report of Comprehensive Exam	To report completion of comprehensive exam
Application for Admission to Candidacy	To apply for candidacy for a masters or doctoral degree.
Application for Degree	To apply to graduate with a masters or doctoral degree.
Application for Graduate Certificate	To apply for the graduate certificate.
Doctoral Committee Appointment Form	To have doctoral committee appointed.
Application for Qualifying Exam for Doctoral Candidates	To apply for the doctoral qualifying examination.
Residency for Tuition Application	Graduate application to establish residency at UNC Charlotte.
Suspension Appeal Form	To appeal suspension from the Graduate School
Research Projects involving Human Subjects (IRB)	Guidelines and forms to assist graduate students and faculty in IRB review/approval process for research projects involving human subjects.



UNC CHARLOTTE
Health Psychology Ph.D. Program
Student Advisory Committee Approval Form

Student Name (print): _____

Student UNCC ID#: _____

Advisory Committee Chair

_____ **Date:** _____
(print full name and sign)

Committee Members

_____ **Date:** _____
(print full name and sign)

_____ **Date:** _____
(print full name and sign)

_____ **Date:** _____
(print full name and sign)

_____ **Date:** _____
(print full name and sign)

Approved by Director of the Health Psychology Program

_____ **Date:** _____
(print full name and sign)



**Health Psychology Ph. D. Program
Policy Statement Regarding Advanced Research Methodology Requirement**

Policy Statement

This policy statement sets forth the procedures and guidelines regarding the requirement of a third methodology course in the Health Psychology curriculum beyond the first year sequence of PSYC 8102/8103. All HPSY students are required to take one additional course (General program students must take two additional methodology courses).

Unless a student enrolls in one of the pre-approved courses (see list below), students must petition their Advisory Committee (AC) and the Program Director for a specific course to satisfy this requirement PRIOR to taking the course.

- Under no circumstances will a course be allowed to retro-actively satisfy the requirement. It is the student's responsibility to obtain approval prior to enrolling in the course. If a student enrolls in a course from the pre-approved list, they do not need to obtain approval.
- The absence of a course from the pre-approved list does not indicate that it cannot count towards the third course requirement. The absence of a course may simply reflect the fact that it was not previously evaluated, or that the course content varies over time.
- Advisory Committees should evaluate a course on the basis of (a) appropriate rigor and level for a doctoral course; (b) that the content goes beyond what was covered in PSYC 8102/8103; and (c) that it is a research methodology course (rather than a content course).
- NOTE: This policy makes no distinction between quantitative and qualitative methods. Either can be used; neither are required. The choice should be based on relevancy to the student's goals and research area.

Under no circumstances may a course from the Excluded List be approved or used to satisfy the Health Psychology methodology requirement. Advisory Committees may not approve a course from the excluded list.

- Courses on the "Excluded Courses" list will not be allowed to count towards the minimum number of methodology courses required. A student may take these courses and count them towards general electives, but they will not satisfy the "third course" methodology requirement. Courses are on this list typically because they are redundant with PSYC 8102 and PSYC 8103 (which are required courses for Health Psychology students).
- 5000 level courses are not allowed to fulfill the methods requirement.

Approval Procedure

- Students should obtain a copy of the syllabus of the course they wish to use to fulfill the requirement and submit the Approval Form and a copy of the syllabus to their Advisory Committee.
- Upon approval by the AC, the student should forward the Form and the copy of the syllabus to the Program Director for final approval.

Pre-Approved Courses

- **PSYC 8104** Advanced Quantitative Analyses for Behavioral Sciences (3)
- **PSYC 6207** Psychometrics (3)
- **PSYC 8145** Applied Research Design and Program Evaluation. (3)
- **PPOL 8000** Categorical Data Analyses (3)
- **HLTH 8003/ PPOL 8665** Analytical Epidemiology (3)
- **OSCI 8650/PSYC 6650** Research Methods Seminar

Excluded Courses *(these courses may not be used to satisfy HPSY methods requirements)*

- **COMM 6100** Communication Research Methods
- **GEOG 6131/8131** Research Design Fundamentals
- **MPAD 6125** Research Methods for Public Administrators
- **MPAD 6126** Data Analysis for Decision Making
- **PPOL 8602** Research Design in Public Policy
- **PPOL 8620/8621** Quantitative Methods in Public Policy I & II
- **PSYC 6205/OSCI 8205** Field and Lab Based Quantitative Research Methods
- **SOCY 6653** Advanced Quantitative Analyses (3)
- **STAT 6127** Introduction to Biostatistics



UNC CHARLOTTE
Health Psychology Ph.D. Program

Request for Approval of Advanced Research Methods Courses

Date: _____

Name: _____ Student ID# _____

Complete this form if you are planning to enroll in a course that is not included in the student handbook as a “recommended” advanced research methods course.

Title of course and number: _____

Instructor of course: _____

Rationale for requesting approval:

Advisory Committee Chair

(Print name and sign)

Date: _____

Committee members:

(Print name and sign)

Date: _____

(Print name and sign)

Date: _____

Program Director

Date: _____



UNC CHARLOTTE
Health Psychology Ph.D. Program

Request for Approval of Interdisciplinary Courses

Date: _____

Name: _____ Student ID# _____

Complete this form if you are planning to enroll in a course that is not included in the student handbook as a “recommended” interdisciplinary course.

Title of course and number: _____

Instructor of course: _____

Rationale for requesting approval:

Advisory Committee Chair

(Print name and sign)

Date: _____

Committee members:

(Print name and sign)

Date: _____

(Print name and sign)

Date: _____

Program Director

(Print name and sign)

Date: _____



UNC CHARLOTTE

Health Psychology Ph.D. Program

Request for Approval of General Concentration Specific Electives

Complete this form to request a course substitution for the General Concentration Specific electives. If possible, please submit a copy of the syllabus along with this form.

Date: _____

Name: _____ **Student ID#** _____

Title of course and number: _____

Instructor of course: _____

Rationale for requesting approval:

Advisory Committee Chair

_____ Date: _____
(Print name and sign)

Committee members:

_____ Date: _____
(Print name and sign)

_____ Date: _____
(Print name and sign)

Program Director

_____ Date: _____
(Print name and sign)



**Health Psychology Ph. D. Program
Plan of Study Approval
General Concentration/Program**

Complete this form by the end of your **third year in the program**. The completed form should be submitted to the Dean of the Graduate School. Indicate when you completed each course (i.e., Fall 2018) or when you expect to complete the course. For courses that are elective or are not listed in this form please include the course number and title. Also please keep in mind that courses not included in this form will need to be approved by the Program and the Graduate School.

Date: _____

Name: _____ **Student ID#** _____

Minimum credit hours required for graduation: 78

Core courses (12 credits hours):

PSYC 8200 Introduction to Health Psychology I (3) _____

PSYC 8201 Introduction to Health Psychology II (3) _____

PSYC 8243 Diversity in Health Psychology (3) _____

PHIL 8240 Research Ethics in the Biomedical and Behavioral Sciences (3) _____

Research Methodology (24 credit hours):

PSYC 8102 Research Methodologies in Behavioral Sciences (3) _____

PSYC 8103 Basic Quantitative Analyses for Behavioral Sciences (3)

PSYC 8262 Practicum in Health Psychology (3) _____

Advanced Methodology Course select from the following options (6 credits):

PSYC 8104 Advanced Quantitative Analyses for Behavioral Sciences (3) _____

PSYC 8099/HLTH 8281 Measurement and Scale Development (3) _____

PSYC 8145 Applied Research Design and Program Evaluation (3) _____

PPOL 8000 Topics in Public Policy: Categorical Data Analyses (3) _____

PPOL 8665 Analytical Epidemiology (3) _____

HLTH 8282 Health Survey Methods (3) _____

HLTH 8602 Communicating and Disseminating Research (3) _____
HLTH 8221 Qualitative Research I: Theory Generation in Behavioral Sciences (3) _____
HLTH 8222 Qualitative Research II: Theory Generation and Analysis in Behavioral Sciences (3) _____

PSYC 8899 Readings and Research (up to 3 credits allowed) _____
PSYC 8999 Dissertation (up to 9 credits allowed) _____

Psychological Science Distribution Courses (9 hours):

Select three courses from three of the four domains (i.e., at least three of the four domains must be covered)

Biological/Physiological Domain:

PSYC 6115 Sensation and Perception (3) _____
PSYC 6113 Physiological Psychology (3) _____

Cognitive Domain:

PSYC 6111 Psychology of Learning and Memory (3) _____
PSYC 8099 Topics in Cognition and Motivation (3) OR PSYC 6116 Cognition (3) _____
PSYC 6216 Cognitive Science (3) _____

Developmental Domain:

PSYC 8099 Topics in Developmental Psychology (3) _____
PSYC 6124 Psychology of Aging (3) _____

Social-Personality Domain:

PSYC 6130 Social Psychology (3) _____
PSYC 6135 Psychology of Personality (3) _____

Interdisciplinary Courses (15 credit hours):

Select among the following:

NUDN 8202 Community Epidemiology (3) _____
HLTH 8220 Theories and Interventions in Behavioral Sciences (3) _____
PPOL 8661 Social Organization of Healthcare (3) _____
PPOL 8663 Health Policy (3) _____

HSRD 8000 Introduction to Health Services Research (3) _____
HSRD 8002 Health Care Systems and Delivery (3) _____
HSRD 8004/PPOL 8667 Economics of Health and Healthcare (3) _____
PSYC 8145 Applied Research Design & Program Evaluation (3) _____
PSYC 8155 Community Psychology (3) _____
PSYC 8255 Community Interventions (3) _____
PSYC 8455 Practicum in Community Psychology (3) _____
SOCY 6090-002/ PSYC 8099-001 Topics in Sociology/Topics in Psychology (3) _____
GRNT 6600 Current Issues in Gerontology (3) _____
GRNT 6210/MPAD 6210 Aging and Public Policy (3) _____
COMM 6000 Topics in Communication/Narratives of Health and Illness (3) _____
KNES 6285 Advanced Cardiopulmonary Physiology (3) _____
NURS 6115 Health Policy and Planning in the United States (3) _____
HLTH 6221 Community Health (3) _____
HLTH 6201 Social and Behavioral Foundations of Public Health (3) _____
HLTH 6207 Community Health Planning and Evaluation (3) _____

General electives (18 credit hours):

PSYC 6115 Sensation and Perception (3) _____
PSYC 6113 Physiological Psychology (3) _____
PSYC 6111 Psychology of Learning and Memory (3) _____
PSYC 6116 Cognition (3) _____
PSYC 6216 Cognitive Science (3) _____
PSYC 8099 Topics in Developmental Psychology (3) _____
PSYC 6124 Psychology of Aging (3) _____
PSYC 6130 Social Psychology (3) _____
PSYC 6135 Psychology of Personality (3) _____
PSYC 8260 Topics in Health Psychology: Mindfulness (3) _____
PSYC 6999 (if student is co-enrolled in an MA program in Psychology) (up to 6 credits allowed)

Advisory Committee Chair

_____ Date: _____
(Print name and sign)

Committee members:

_____ Date: _____

(Print name and sign)

_____ Date: _____

(Print name and sign)

Program Director

_____ Date: _____

(Print name and sign)



**Health Psychology Ph. D. Program
Plan of Study Approval
Clinical Concentration**

Complete this form by the end of your **third year in the program**. The completed form should be submitted to the Dean of the Graduate School. Indicate when you completed each course (i.e., Fall 2018) or when you expect to complete the course. For courses that are elective or are not listed in this form please include the course number and title. Also please keep in mind that courses not included in this form will need to be approved by the Program and the Graduate School.

Date: _____

Name: _____ **Student ID#** _____

Minimum credit hours required for graduation: 88

Core courses (12 credits hours):

PSYC 8200 Introduction to Health Psychology I (3) _____

PSYC 8201 Introduction to Health Psychology II (3) _____

PSYC 8243 Diversity in Health Psychology (3) _____

PSYC 8107 Ethical and Professional Issues in Psychology (3) _____

Research Methodology & Analytics (18 credit hours):

PSYC 8102 Research Methodologies in Behavioral Sciences (3) _____

PSYC 8103 Basic Quantitative Analyses for Behavioral Sciences (3)

Advanced Methodology Course select from the following options (3 credits):

PSYC 8104 Advanced Quantitative Analyses for Behavioral Sciences (3) _____

PSYC 8099/HLTH 8281 Measurement and Scale Development (3) _____

PSYC 8145 Applied Research Design and Program Evaluation (3) _____

PPOL 8000 Topics in Public Policy: Categorical Data Analyses (3) _____

PPOL 8665 Analytical Epidemiology (3) _____
HLTH 8282 Health Survey Methods (3) _____
HLTH 8602 Communicating and Disseminating Research (3) _____
HLTH 8221 Qualitative Research I: Theory Generation in Behavioral Sciences (3) _____
HLTH 8222 Qualitative Research II: Theory Generation and Analysis in Behavioral Sciences (3) _____

PSYC 8899 Readings and Research (up to 3 credits allowed) _____
PSYC 8999 Dissertation (up to 9 credits allowed) _____

Clinical Concentration (37 credit hours):

PSYC 8050 Topics in Psychological Treatment (3) _____
PSYC 8141 Intellectual Assessment (4) _____
PSYC 8142 Personality Assessment (4) _____
PSYC 8150 Introduction to Psychological Treatment (4) _____
PSYC 8151 Behavior Disorders (4) _____
PSYC 8240 History and Systems of Psychology (3) _____
PSYC 8245 Clinical Supervision and Consultation (3) _____
PSYC 8450 Practicum in Clinical Psychology: (9 credit hours; at least 6 credit hours to be completed in residence in the program) _____
PSYC 8950 Internship (3) _____

Breadth Courses (12 credit hours):

Select three courses from three of the four domains (i.e., at least three of the four domains must be covered)

Physiological Domain (3):

PSYC 8113 Physiological Psychology (3) _____

Cognitive Domain (3):

PSYC 6116 Cognition (3) _____

PSYC 8099 Topics in Cognition and Motivation (3) _____

Developmental Domain (3):

PSYC 8099 Topics in Developmental Psychology (3) _____

Social Domain (3):

PSYC 6130 Social Psychology (3) _____

Interdisciplinary Courses (9 credit hours):

Select among the following:

NUDN 8202 Community Epidemiology (3) _____

HLTH 8220 Theories and Interventions in Behavioral Sciences (3) _____

PPOL 8661 Social Organization of Healthcare (3) _____

PPOL 8663 Health Policy (3) _____

HSRD 8000 Introduction to Health Services Research (3) _____

HSRD 8002 Health Care Systems and Delivery (3) _____

HSRD 8004/PPOL 8667 Economics of Health and Healthcare (3) _____

PSYC 8145 Applied Research Design & Program Evaluation (3) _____

PSYC 8155 Community Psychology (3) _____

PSYC 8255 Community Interventions (3) _____

PSYC 8455 Practicum in Community Psychology (3) _____

SOCY 6090-002/ PSYC 8099-001 Topics in Sociology/Topics in Psychology (3) _____

GRNT 6600 Current Issues in Gerontology (3) _____

GRNT 6210/MPAD 6210 Aging and Public Policy (3) _____

COMM 6000 Topics in Communication/Narratives of Health and Illness (3) _____

KNES 6285 Advanced Cardiopulmonary Physiology (3) _____

NURS 6115 Health Policy and Planning in the United States (3) _____

HLTH 6221 Community Health (3) _____

HLTH 6201 Social and Behavioral Foundations of Public Health (3) _____

HLTH 6207 Community Health Planning and Evaluation (3) _____

Advisory Committee Chair

_____ Date: _____
(Print name and sign)

Committee members:

_____ Date: _____
(Print name and sign)

_____ Date: _____

(Print name and sign)

Program Director

_____ Date: _____

(Print name and sign)



**Health Psychology Ph. D. Program
Plan of Study Approval
Community Concentration**

Complete this form by the end of your **third year in the program**. The completed form should be submitted to the Dean of the Graduate School. Indicate when you completed each course (i.e., Fall 2018) or when you expect to complete the course. For courses that are elective or are not listed in this form please include the course number and title. Also please keep in mind that courses not included in this form will need to be approved by the Program and the Graduate School.

Date: _____

Name: _____ **Student ID#** _____

Minimum credit hours required for graduation: 78

Core courses (12 credits hours):

PSYC 8200 Introduction to Health Psychology I (3) _____

PSYC 8201 Introduction to Health Psychology II (3) _____

PSYC 8243 Diversity in Health Psychology (3) _____

PHIL 8240 Research Ethics in the Biomedical and Behavioral Sciences (3) _____

Research Methodology & Analytics (18 credit hours):

PSYC 8102 Research Methodologies in Behavioral Sciences (3) _____

PSYC 8103 Basic Quantitative Analyses for Behavioral Sciences (3)

Advanced Methodology Course select from the following options (3 credits):

PSYC 8104 Advanced Quantitative Analyses for Behavioral Sciences (3) _____

PSYC 8099/HLTH 8281 Measurement and Scale Development (3) _____

PSYC 8145 Applied Research Design and Program Evaluation (3) _____

PPOL 8000 Topics in Public Policy: Categorical Data Analyses (3) _____

PPOL 8665 Analytical Epidemiology (3) _____

HLTH 8282 Health Survey Methods (3) _____

HLTH 8602 Communicating and Disseminating Research (3) _____

HLTH 8221 Qualitative Research I: Theory Generation in Behavioral Sciences (3) _____

HLTH 8222 Qualitative Research II: Theory Generation and Analysis in Behavioral Sciences (3)

PSYC 8899 Readings and Research (up to 3 credits allowed) _____

PSYC 8999 Dissertation (up to 9 credits allowed) _____

Community Concentration (18 credit hours):

PSYC 8145 Applied Research Design & Program Evaluation (3) _____

PSYC 8155 Community Psychology (3) _____

PSYC 8255 Community Interventions (3) _____

PSYC 8455 Practicum in Community Psychology (3) _____

Interdisciplinary Courses (15 credit hours):

Select among the following:

NUDN 8202 Community Epidemiology (3)

HLTH 8220 Theories and Interventions in Behavioral Sciences (3)

PPOL 8661 Social Organization of Healthcare (3)

PPOL 8663 Health Policy (3)

HSRD 8000 Introduction to Health Services Research (3)

HSRD 8002 Health Care Systems and Delivery (3)

HSRD 8004/PPOL 8667 Economics of Health and Healthcare (3)

PSYC 8145 Applied Research Design & Program Evaluation (3)

PSYC 8155 Community Psychology (3)

PSYC 8255 Community Interventions (3)

PSYC 8455 Practicum in Community Psychology (3)

SOCY 6090-002/ PSYC 8099-001 Topics in Sociology/Topics in Psychology (3)

GRNT 6600 Current Issues in Gerontology (3)

GRNT 6210/MPAD 6210 Aging and Public Policy (3)

COMM 6000 Topics in Communication/Narratives of Health and Illness (3)

KNES 6285 Advanced Cardiopulmonary Physiology (3)

NURS 6115 Health Policy and Planning in the United States (3)

HLTH 6221 Community Health (3)

HLTH 6201 Social and Behavioral Foundations of Public Health (3)

HLTH 6207 Community Health Planning and Evaluation (3)

General electives (21 credit hours):

PSYC 6115 Sensation and Perception (3)

PSYC 6113 Physiological Psychology (3)

PSYC 6111 Psychology of Learning and Memory (3)

PSYC 6116 Cognition (3)

PSYC 6216 Cognitive Science (3)

PSYC 8099 Topics in Developmental Psychology (3)

PSYC 6124 Psychology of Aging (3)

PSYC 6130 Social Psychology (3)

PSYC 6135 Psychology of Personality (3)

PSYC 8260 Topics in Health Psychology: Mindfulness (3)

PSYC 6999 (if student is co-enrolled in an MA program in Psychology) (up to 6 credits allowed)

Advisory Committee Chair

_____ Date: _____
(Print name and sign)

Committee members:

_____ Date: _____
(Print name and sign)

_____ Date: _____
(Print name and sign)

Program Director

_____ Date: _____
(Print name and sign)



UNC CHARLOTTE
Health Psychology Ph. D. Program
Graduate Student Annual Self-report

Name: _____

Date: _____

Concentration/program and year of entry into the program: _____

Chair and names of advising committee members:

Date of last meeting with chair of advising committee: _____

Date of last meeting with advising committee: _____

If you are a clinical student, are you planning on applying for internship next Fall? Yes No

Program milestones

Describe your progress or anticipated progress on major program milestones depending on your year (e.g., 1st year = assemble committee, 2nd year = propose and complete 2nd year project, 3rd year = complete comps, 4th year = propose dissertation and apply for internship (clinical). Be specific about when you completed each or when you anticipate completing each. If you have not completed the milestone, describe your situation and why you have not completed.

Education

Be sure to include all courses including those you have completed during this academic year.

Courses completed	Indicate requirement met (or electives)	Course Grade
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Are you currently co-enrolled in a graduate or certificate program?

Co-enrolled in an MA program: YES NO

If yes, please indicate what program: _____

Co-enrolled in a graduate certificate program: YES NO

If yes, please indicate what program: _____

List all departmental colloquia, job talks, professional presentation, etc. that you attended this year:

Scholarship and research activities

List all research experiences that you have actively directed or assisted in this year:

List all research (posters, talks, etc.) that you presented this year and in what forum:

List all scientific publications that have been produced during the last year. Please indicate in APA style the type of publication (peer reviewed article, book chapter, etc.) and its status (near submission, under review, in press, published):

Other scholarship activities:

Teaching (if applicable)

List activities including courses taught, teaching role, and append a copy of your teaching evaluations for each class:

Practicum (if applicable)

List all practicum activities:

Awards and Honors

List and describe any awards or honors you have won during the past year:

Summarize any events or situations that you believe impacted your performance in the HPSY program during the past year and that you would like the faculty to consider as they evaluate your work:

Goals for next year

1. Educational and program milestones

2. Scholarship and research

3. Teaching

Other:



UNC CHARLOTTE
Health Psychology Ph.D. Program
Request for Student Travel Funds

Destination for Travel: _____

Reason for travel (attach letter or acceptance and information about the conference):

Dates of travel: _____

How much is airfare? _____ Room for all dates? _____

How much is the registration fee? _____ Other expenses? _____

Please describe briefly how travel to this meeting or conference will enhance your professional development/career:

Are you first author on a research talk or poster at the conference/meeting? _____

If not, or you a more distal author on a talk or poster being presented? _____

What level of contribution did you have (demonstrated by authorship order) on this talk or poster? I am _____ author on the talk or poster.

Student name: _____

Student signature: _____ Date: _____

Advisor's signature: _____ Date: _____

Program Director's signature: _____ Date: _____



UNC CHARLOTTE
Health Psychology Ph.D. Program
Request for Research Funds

The HPSY Program provides seed funds to support student research. Funds can be requested to purchase equipment, measures, and other materials required to conduct a research project. Any purchase will need to be adhere to UNCC’s purchasing regulations. Equipment purchased with program funds is property of the HPSY Program and UNCC. All equipment should be returned to the HPSY Director upon completion of the study. Requests for participant stipends will be evaluated on a case by case basis. If you are requesting funds for participant payment, you will need to follow UNCC regulations regarding participant stipends. Research funds cannot be used to compensate students, faculty, or staff for their time. All funds should be used during the academic year in which they were approved (no later than May 15th). Please submit the completed form to the Director of the Health Psychology Program.

Student name and ID#: _____

Title of the project: _____

Description of the study: _____

How do you plan to use the requested funds? Please provide a list of the items you will purchase with the requested funds and an estimate of the cost of these items.

Is this study

- your second year project?
- your comprehensive (comps) project?
- your dissertation project?

Have you received IRB approval to conduct this study? YES NO

If not, when do you expect to receive IRB approval? _____
Month/Date/Year

When do you expect to start this project? _____
Month/Date/Year

When do you expect to end this project? _____
Month/Date/Year

Are you in good academic standing (i.e., not on probation)? YES NO

Student name: _____

Student signature: _____ Date: _____

Advisor's signature: _____ Date: _____



UNC CHARLOTTE
Health Psychology Ph.D. Program
Practicum Site Student Placement Form
General Concentration

Student Name: _____

Practicum Site: _____

Primary Supervisor: _____

Dates of Placement:

From _____ to _____

Please briefly describe the duties the student will be performing:

Please describe the method of supervision:

Student name: _____

Student signature: _____ Date: _____

Supervisor's signature: _____ Date: _____

Program Director's signature: _____ Date: _____



UNC CHARLOTTE

Health Psychology Ph.D. Program

General Health Psychology Practicum Evaluation Form

Student:

Practicum Supervisor:

Start Date:

Practicum Site:

End Date:

Instructions:

The practicum experience for the General Health Psychology program is considered an integral part of the student's doctoral education. The primary objective of the practicum experience is the development of additional research and/or professional skills and competencies that will benefit the student's emerging career path. In order to facilitate that professional growth and development it is important that we obtain information from practicum supervisors regarding the student's performance. The purpose of this appraisal form is to obtain behaviorally-based ratings of performance to identify areas of strengths and areas in need of further development.

For each performance dimension listed below, please provide a rating using the scale shown, and if possible, provide examples of critical incidents that exemplify the basis for that rating. Again, the purpose of collecting examples of critical incidents is to be able to provide students with behaviorally-based feedback. The more concrete and specific the examples are, the better we will be able to help the student assess their strengths and weakness.

Please consider the following suggestions when evaluating the student's performance:

1. Avoid the tendency to give highly similar ratings across all dimensions. This typically occurs because raters will allow a particular strength to color their view of other behaviors. To avoid this, try to think of specific behaviors relevant to each dimension rather than a global feeling towards the person. Chances are that each individual will have some areas in which they are stronger than other areas.
2. Before you make a rating, try to think about their performance over time rather than basing your rating on a single specific event. Although we are asking for specific examples to be provided, your rating should be based on the student's behavior across the entire experience.
3. Avoid basing ratings on personal characteristics that are not related to the student's effectiveness. For example, fashion sense, similarity to the rater, sense of humor and other characteristics can often influence opinions. While some of these things may be relevant to specific aspects of their performance (e.g., dressing professionally for meetings with clients), try not to let these things influence your ratings on dimensions for which they are not relevant.

Finally, we would like to express our appreciation and gratitude for your time and effort in helping the student's professional development. This is a critical part of their education that could not be achieved without your assistance and effort.

Thank you,

Coordinator, General Concentration
Health Psychology Program
University of North Carolina Charlotte

		Exceptional				
Student:		Satisfactory				
		Unsatisfactory				
Check Box if not applicable	<input type="checkbox"/> Task Proficiency: Quality of performance on core, technical aspects of the practicum experience. This may include considerations such as innovation, intellectual curiosity, etc, if relevant.	1	2	3	4	5
	Critical Examples:					
	<input type="checkbox"/> Written Communication: Facility on written tasks, email communications, etc.	1	2	3	4	5
	Critical Examples:					
	<input type="checkbox"/> Oral Communication: Facility in oral communications.....	1	2	3	4	5
	Critical Examples:					
	<input type="checkbox"/> Demonstrating Initiative & Effort: Persistence and intensity of work behavior (e.g., willingness to take up tasks; completing tasks without being reminded; seeks out and initiates opportunities)	1	2	3	4	5
Critical Examples:						
<input type="checkbox"/> Personal Discipline & Responsibility: Meets deadlines, takes responsibility for own actions; Avoidance of negative actions such as tardiness, absence, rule violations, etc..	1	2	3	4	5	
Critical Examples:						
<input type="checkbox"/> Facilitation of Peer/Team Performance: Helps coworkers and peers, behaves in a collegial and professional manner with others, adds to a positive work environment, etc.....	1	2	3	4	5	
Critical Examples:						
<input type="checkbox"/> Supervision/Leadership: Effectively monitors, instructs and guides subordinates; maintains good rapport with subordinates; encourages and motivates, etc.....	1	2	3	4	5	
Critical Examples:						

If you have additional information or comments that would help us evaluate and promote the student's development, please provide them here:



UNC CHARLOTTE
Health Psychology Ph.D. Program
Practicum Site Student Evaluation Form
Clinical Concentration

Student Name: _____

Practicum Site: _____

Primary Site Supervisor: _____

Dates of Placement: From _____ to _____

Average hours per week of supervision (by this supervisor): _____

Method of supervision: _____ Individual _____ Group _____ Observation _____ Tapes

Total practicum hours:

<i>Activity</i>	<i>Hours</i>
Intervention & Assessment	
Supervision Received	
Support Activities	
Total APPIC Hours	

The above hours are tracked by students throughout each practicum experience and conform to Association of Psychology Postdoctoral and Internship Centers (APPIC) requirements for how hours are reported for internship application.

My experience and knowledge of student is: (Very Limited) 1 2 3 4 5
 (Extensive)

Please provide comments on all ratings below "Satisfactory"

Professional behavior and documentation

Professional behavior: Maintains schedule as agreed; follows agency procedures; relates well with staff, support staff, fellow students, and other professionals; maintains professional behavior with others; handles clinic details. (DK=Don't Know, NA=Not Applicable)

Unsatisfactory

1

2

Satisfactory

3

4

Exceptional

5

DK/NA

Maintains written records as required by site in a timely manner; records may include progress notes, assessment reports, case and termination summaries.

Unsatisfactory		Satisfactory		Exceptional	DK/NA
1	2	3	4	5	

Written materials (e.g., therapy notes, treatment plans, etc.) are well organized, clearly written, with meaningful content, and appropriate to referral question/presenting problem.

Unsatisfactory		Satisfactory		Exceptional	DK/NA
1	2	3	4	5	

Comments:

Assessment

Preparation: Does reading on issues and patients' histories; is active in designing assessment; designs assessment that is appropriate to problem and within limits of patient and site.

Unsatisfactory		Satisfactory		Exceptional	DK/NA
1	2	3	4	5	

Interviewing: Follows a logical format, seeks appropriate information, works independently, achieves rapport, and maintains patient cooperation.

Unsatisfactory		Satisfactory		Exceptional	DK/NA
1	2	3	4	5	

Test administration: Follows standard procedures; capable of adapting to patient needs within bounds of protocol; scores tests accurately.

Unsatisfactory		Satisfactory		Exceptional	DK/NA
1	2	3	4	5	

Test interpretation: Interprets results correctly; relates results in a useful manner to presenting problem; aware of psychometric issues and limitations of tests; provides appropriate feedback to patients, families, referral sources.

Unsatisfactory		Satisfactory		Exceptional	DK/NA
1	2	3	4	5	

Diagnosis: Recognizes and correctly identifies pathology (within theoretical/diagnostic system used by site).

Unsatisfactory		Satisfactory		Exceptional	DK/NA
1	2	3	4	5	

Comments:

Intervention and supervision issues

Case conceptualization and treatment planning: Relates history, symptoms, interview information to diagnosis and psychological theory; integrates theory with practice; conceptualization includes awareness of likely obstacles to, course of, and prognosis for therapy. Aware of range of treatment methods and matches intervention to patient need.

Unsatisfactory		Satisfactory		Exceptional	DK/NA
1	2	3	4	5	

Intervention skills: Develops rapport and maintains patient involvement in therapy; implements treatment techniques; coordinates intervention with other team members; addresses both content and process issues in therapy.

Unsatisfactory		Satisfactory		Exceptional	DK/NA
1	2	3	4	5	

Aware of salient extra-therapy issues and limitations (medical problems, environmental issues, medications); aware of and incorporates cultural, racial, gender, etc. differences into case conceptualization and treatment; seeks consultation from other professions as needed.

Unsatisfactory		Satisfactory		Exceptional	DK/NA
1	2	3	4	5	

Comments:

Supervision: Prepared and on time for supervision; actively participates in supervision; accepts direction and information without defensiveness; open to discussing process issues, including own issues pertinent to relationship with patient; seeks appropriate supervision.

Unsatisfactory		Satisfactory		Exceptional	DK/NA
1	2	3	4	5	

Comments:

Other relevant issues

Science-Practice: Integrates relevant scientific readings into clinical work; uses evidence-based approach to assessment and treatment.

Unsatisfactory		Satisfactory		Exceptional	DK/NA
1	2	3	4	5	

Health Psychology: Considers physical health, illness, disease in clinical work; adopts a biopsychosocial approach to case conceptualization and treatment; sensitive to health care context; seeks to promote health and healthy behaviors.

Unsatisfactory		Satisfactory		Exceptional	DK/NA
1	2	3	4	5	

Interdisciplinary Perspective: Adopts an interdisciplinary perspective toward clinical work; seeks out alternative perspectives and views in clinical work; views clinical work broadly.

Unsatisfactory		Satisfactory		Exceptional	DK/NA
1	2	3	4	5	

Legal/ethical: Knowledge of and behavior consistent with APA Ethical Principles and state and national law; seeks consultation and supervision as appropriate; handles ethical issues sensitively with patients; orients patient to confidentiality issues, and maintains confidentiality within appropriate limits.

Unsatisfactory		Satisfactory		Exceptional	DK/NA
1	2	3	4	5	

Case conference and didactics: Active participant in case conferences and didactic meetings; presents cases clearly and thoughtfully.

Unsatisfactory		Satisfactory		Exceptional	DK/NA
1	2	3	4	5	

Personal: Personal issues do not interfere with clinical work; has a sense of own weaknesses and limitations; aware of own stimulus value to patients; takes initiative.

Unsatisfactory		Satisfactory		Exceptional	DK/NA
1	2	3	4	5	

Comments:

Overall performance during this evaluation period:

Unsatisfactory		Satisfactory		Exceptional	DK/NA
1	2	3	4	5	

Comments: (If there are areas of weakness or problems, what efforts are being made to address them; if there are particular strengths, what is being done to increase challenges and learning in those areas?)

Signature of supervisor and date: _____

Signature of student and date: _____

The signature of the student indicates that they have received this evaluation and have met with the supervisor to discuss it—it does not convey agreement with the evaluation.

Please return via regular mail or email to:

Amy Peterman, Ph. D., Director of Clinical Training, Health Psychology Ph.D. Program,
Department of Psychology, University of North Carolina at Charlotte, 9201 University
City Blvd, Charlotte, NC 28223-0001. Please call (704-687-4750) or email
(ahpeterm@uncc.edu) if you have any questions.



UNC CHARLOTTE
Health Psychology Ph.D. Program
Student Evaluation of Practicum Site Form
Clinical Concentration

Student name: _____ F W Sp Su Year _____

Site name: _____

Supervisor(s): _____

Hours per week of supervision (by this supervisor): _____

Method of supervision: _____ Individual _____ Group _____ Observation _____ Tapes

Rating scale

1	2	3	4	5
Unsatisfactory or Disagree		Neutral		Exceptional or Strongly Agree

Supervision

(If you had more than one supervisor, and there was extensive variability in supervision, note the range on the Likert scales, and elaborate in the Comments section).

1. Amount of supervision/availability of supervisor	1	2	3	4	5
2. Assistance with content of interviews	1	2	3	4	5
3. Assistance with process issues, such as reactions to clients	1	2	3	4	5
4. Assistance with therapeutic techniques/interventions	1	2	3	4	5
5. Feedback on reports and notes	1	2	3	4	5
6. Supervisor is open to student input	1	2	3	4	5
7. Supervisor is prepared/on time	1	2	3	4	5
8. Supervisor assists with emergency or urgent situations	1	2	3	4	5
9. Supervisor creates atmosphere of trust	1	2	3	4	5
10. Supervisor recommends other resources as needed (e.g., books)	1	2	3	4	5
11. Supervisor serves as a professional model	1	2	3	4	5
12. Supervisor is ethical	1	2	3	4	5
13. Overall quality of supervision	1	2	3	4	5

Comments:

Training experiences

14. Use of scientist-practitioner approach	1	2	3	4	5
15. Emphasis on health psychology	1	2	3	4	5
16. Presenting problems (e.g., severe mental illness) were as expected	1	2	3	4	5
17. Populations (e.g., adults) were as expected	1	2	3	4	5
18. Modalities (i.e., individual therapy) were as expected	1	2	3	4	5
19. Appropriate ratio of clinical to clerical/case management work	1	2	3	4	5
20. Flexibility of schedule	1	2	3	4	5
21. Sufficient quantity of clinical work	1	2	3	4	5
22. Adequate office space available	1	2	3	4	5
23. Computers available for report writing, test scoring, etc.	1	2	3	4	5
24. Overall quality of training experience	1	2	3	4	5

Comments:

Summary

25. Overall rating of site	1	2	3	4	5
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Would you recommend this training site to another student?	Yes	No	Uncertain
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Strengths and weaknesses of site, comments to future students, etc.:

Signature of student and date: _____

Please return this form to the Director of Clinical Training (Amy Peterman). After at least two students have finished at a site, responses will be collated and sent to the site.

Your responses will not be individually identified to the site, unless you specifically request to do so.



UNC CHARLOTTE
Health Psychology Program
Sample Practicum Hour Tracking Form

Practicum Site Hours	Previous Cumulative Total Site Hours	Fall10 Semester Total Hours	Cumulative Site Practicum Hrs	1st week Fa09
Fall 2010 Semester				
1. Intervention Experience				
a. Individual Therapy				
Older Adults (65+)		0	0	0
Adults (18-64)		0	0	0
Adolescents (13-17)		0	0	0
School-Age (6-12)		0	0	0
Pre-School Age (3-5)		0	0	0
Infants/Toddlers (0-2)		0	0	0
b. Career Counseling				
Adults		0	0	0
Adolescents		0	0	0
c. Group Counseling				
Adults		0	0	0
Adolescents (13-17)		0	0	0
Children (12 and under)		0	0	0
d. Family Therapy				
e. Couples Therapy				
f. School Counseling Interventions				
1. Consultation		0	0	0
2. Direct Intervention		0	0	0
3. Other		0	0	0
g. Other Psychological Interventions				
1. Sports Psych/Perf. Enhancement		0	0	0
2. Medical/Health-Related		0	0	0
3. Intake Interview/Structured Interview		0	0	0
4. Substance Abuse Interventions		0	0	0
5. Consultation		0	0	0
6. Other Interventions (e.g., tx planning w/ patient)		0	0	0
h. Other Psych Experience with Students and/or Organ.				
1. Supervision of other students		0	0	0
2. Program Development/Outreach Programming		0	0	0
3. Outcome Assessment of programs or projects		0	0	0
4. Systems Interv./Org. Consult/Perf. Improvement		0	0	0
5. Other (specify: _____)		0	0	0
TOTAL INTERVENTION HOURS 1(a-h)		0	0	0
2. Psychological Assessment Experience				
1. Psychodiagnostic test administration		0	0	0
2. Neuropsych Assessment		0	0	0
3. Other (specify: _____)		0	0	0

3. Supervision Received


a. Individual Supervision by Licensed Psychologist	0	0	0	
b. Group Supervision by Licensed Psychologist	0	0	0	
c. Indiv. Sup. by Licensed Allied Ment. Health Professional	0	0	0	
d. Group Sup. by Licensed Allied Ment. Health Professional	0	0	0	
e. Other Superv. (e.g., advanced grad student) - Indiv.	0	0	0	
f. Other Superv. (e.g., advanced grad student) - Group	0	0	0	
TOTAL SUPERVISION HOURS - INDIVIDUAL	0	0	0	0
TOTAL SUPERVISION HOURS - GROUP	0	0	0	0

4. Support Activities**

TOTAL SUPPORT ACTIVITIES	0	0	0	0
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** includes case conferences; case management; consultation; didactic training/seminars; progress notes; chart review; psych assessment scoring, interpretation, and report-writing; video/audio recording review

Please note that this form changes a bit every year to fit the most current copy of the internship application form (i.e., the AAAP).



UNC CHARLOTTE
Health Psychology Ph.D. Program
Student Learning Outcomes
Second Year Project

The Health Psychology Ph. D. program conducts an evaluation of student learning outcomes to determine the extent to which current curricula contributes to the development of key graduate student competencies. Please use the scoring rubrics provided to evaluate the **Second Year Project** of students for whom you have served as a member of his or her advisory committee. The information collected will help guide any efforts to strengthen or modify program curricula or procedures with the goal of better meeting the program's educational mission.

Academic year: _____

Date: _____

Student: _____

Faculty: _____

Element	Rating	Comments
Statement of the problem		
Review of the literature		
Methodology		
Data analysis and findings		
Interpretations, conclusions, and implications		
Quality of writing		
Oral component		




UNC CHARLOTTE
HEALTH PSYCHOLOGY Ph.D. PROGRAM
GRADUATE STUDENT LEARNING OUTCOMES
SCORING RUBRICS

Second Year Project

Elements	Unacceptable (U)	Acceptable (A)	Target (Publishable) (T)
Statement of the Problem	No evidence was provided to support the significance of the study. The problem/project is not relevant to the field of health psychology broadly defined and to other health-related disciplines. A description of the approach for investigating the problem is not provided or it is incomplete.	The study is relevant to the field of health psychology broadly defined and to other health-related disciplines. There is adequate evidence provided to support the significance of the problem. The approach for investigating the problem is appropriate.	The study has a strong theoretical basis and the findings can be generalized to other populations. Abundant and compelling evidence was provided to support the significance of the study for the field of health psychology broadly defined to other health-related disciplines. The proposed work has the potential to make a significant contribution to the field.
Review of Literature	The material reviewed is not relevant to the goals/focus of the study. The material reviewed is out of date, omits seminal work, is insufficient, or the quality of is marginal or not appropriate for scientific research.	The introduction is well organized, integrates findings from several sources. The review is thoughtful and provides clarification of the area of study and supports the chosen methodology. Articles are relevant, timely, and seminal, coming primarily from primary sources.	Extensive review that includes summaries, synthesis, and critiques of rigorous evidence-based sources. The review provides strong support for the aims of the project and the research design and methodology selected.
Methodology	Significant aspects of the design and methodology are inappropriate for the problem under study. The discussion of reliability and validity of measurement is omitted, insufficient, or inaccurate.	The design and methodology are appropriate. The discussion of reliability and validity of measurement is correct and sufficient, with problems having been identified.	Study design and methodology are appropriate and represent the quality necessary for publication in a peer-reviewed journal. The reliability and validity of measurement are clearly described.
Data Analysis and Findings	The analysis are not appropriate or accurately described. Major errors in data analyses or reporting of findings were made. Inappropriate interpretation of the results.	The analyses are reported and accurately described. Few errors in data analyses and reporting of findings. Maintains distinctions between data and interpretations.	Reports data analyses with a level of clarity and accuracy necessary for publication in a refereed journal or other publication outlet.
Interpretations, Conclusions, and Implications	Draws unrelated, inaccurate, or overstated conclusions. Stated limitations of the study are inaccurate or insufficient. Implications for future research and practice in the field of health psychology broadly defined and to the student's specialty area (i.e., general, clinical, community) are either omitted, insufficient, or unrelated to the findings or to the limitations of the study.	Draws accurate conclusions from the data. Stated limitations of the study are appropriate. Implications for future research and practice in the field of health psychology and to the student's specialty area (i.e., general, clinical, community) are thoughtful and appropriately related to the findings or the limitations in the study.	Conclusions are accurate, appropriately linked to the problem and methodology. Implications for future research and practice in the field of health psychology and to the student's specialty area (i.e., general, clinical, community) are thoughtful and appropriately related to the findings or the limitations in the study.
Quality of Writing	Did not adhere to APA guidelines or other style requirements. Numerous errors	Very few or minor errors in APA style or other style requirements. Minimal errors	No errors in APA style or other style requirements. No errors in spelling, typing, grammar, and format. Well organized and

Elements	Unacceptable (U)	Acceptable (A)	Target (Publishable) (T)
	in spelling, typing, grammar, and format. The writing is poorly organized and lacks clarity. Writing is not of the expected professional quality.	in spelling, typing, grammar, and format. Some organizational and clarity errors but they do not detract from the ability to accurately convey ideas.	clear; accurately convey ideas. The writing is of professional quality.
Oral component	<p><i>Content:</i> The presentation had significant errors or omissions. Responses to questions were inappropriate and demonstrated lack of understanding of the literature and study findings.</p> <p><i>Delivery:</i> The presentation did not follow a logical sequence. The presentation was not well paced. The presenter did not demonstrate confidence and/or ability to engage the audience.</p>	<p><i>Content:</i> The presentation had few errors or omissions. Responses to questions were appropriate and demonstrated a good understanding of the literature and study findings.</p> <p><i>Delivery:</i> The presentation followed a logical sequence. The presentation was well paced. The presenter demonstrated confidence and/or ability to engage the audience.</p>	<p><i>Content:</i> The presentation was accurate and comprehensive. Responses to questions were appropriate and demonstrated an in-depth understanding of the literature and study findings.</p> <p><i>Delivery:</i> The presentation followed a logical sequence. The presentation was well paced. The presentation was of professional quality and served as a model for other students.</p>



UNC CHARLOTTE
Health Psychology Ph.D. Program
Student Learning Outcomes
Qualifying Project

The Health Psychology Ph. D. program conducts an annual evaluation of student learning outcomes to determine the extent to which current curricula contributes to the development of key graduate student competencies. Please use the scoring rubrics provided to evaluate the **Qualifying Project** of students for whom you have served as a member of his or her advisory committee. The information collected will help guide any efforts to strengthen or modify program curricula or procedures with the goal of better meeting the program's educational mission.

Academic year: _____

Date: _____

Student: _____

Faculty: _____

Element	Rating	Comments
Part I		
Written component		
Oral component		
Part II		
Written component		
Oral component		




**HEALTH PSYCHOLOGY Ph.D. PROGRAM
GRADUATE STUDENT LEARNING OUTCOMES
SCORING RUBRICS**

Qualifying Project

Elements	Unacceptable (U)	Acceptable (A)	Target (Publishable) (T)
Part I - Written	Required elements are missing or do not meet expectations. The student cannot articulate how their past research fits within the greater context of health psychology.	Required elements are present and meet professional standards. The student articulates how their past research fits within the greater context of health psychology. The student adequately responds to question/concerns regarding the written product.	The required elements are present and demonstrate advanced professional skills and knowledge. The student clearly articulates how their past research fits within the greater context of health psychology. The student provides thoughtful and comprehensive responses to questions or concerns regarding the written product.
Part I - Oral	<i>Content:</i> The presentation had significant errors or omissions. Responses to questions were inappropriate or demonstrated lack of understanding of the literature and the field. <i>Delivery:</i> The presentation did not follow a logical sequence. The presentation was not well paced. The presenter did not demonstrate confidence and/or ability to engage the audience. The presenter's tone was unprofessional or inappropriate for the context. The student is unable to orally communicate their ideas about their past and present research in the context of health psychology. In addition, the student cannot discuss their ideas about possible future research.	<i>Content:</i> The presentation had few errors or omissions. Responses to questions were appropriate and demonstrated a good understanding of the literature and the field. <i>Delivery:</i> The presentation followed a logical sequence. The presentation was well paced. The presenter demonstrated confidence and ability to engage the audience. The presenter's tone was professional and contextually appropriate. The student reviews their past and present research and describes how it fits within the greater context of health psychology; outlining potential future research that may lead to candidacy and readiness to begin dissertation work following the writing and defense of their research statement in Part II.	<i>Content:</i> The presentation was accurate and comprehensive. Responses to questions were appropriate and demonstrated an in-depth understanding of the literature and the field. <i>Delivery:</i> The presentation followed a logical sequence. The presentation was well paced. The presentation was of professional quality and served as a model for other students. The tone of the presentation was extremely polished, professional, and contextually appropriate. The student clearly articulates how their past and present research fits within the greater context of health psychology; outlining how the biopsychosocial model and other relevant theories inform their thinking. The student outlines potential future research that will likely lead to candidacy and readiness to begin dissertation work following the writing and defense of their research statement in Part II.
Part II - Written	<i>Content:</i> The statement does not articulate a professional identity nor does it identify the unique scientific contribution of the students' program of research. The statement does not articulate how the student's past, present and future research has been informed by the biopsychosocial and/or bio-ecological approach.	<i>Content:</i> The statement provides a good description of the students' professional identity and frames a general domain in which the student's research fits within the larger field and literature. The statement discusses how the student's research (past, present and future) is consistent with the	<i>Content:</i> The statement clearly articulates a professional identity and identifies who the student's research is situated within the larger Health Psychology literature. The statement clearly articulates how the student's research (past, present and future) aligns with the biopsychosocial and/or bio-

Elements	Unacceptable (U)	Acceptable (A)	Target (Publishable) (T)
	<p>The statement does not capture the student's health psychology training with critical evaluation nor is it cohesive or thoughtfully communicated. The research trajectory is not clearly outlined; thus, advancement to PhD candidacy is not possible. The content of the student's writing does not convey preparedness to begin dissertation work.</p> <p><i>Style:</i> Did not adhere to APA guidelines or other style requirements. Numerous errors in spelling, typing, grammar, and format. The writing is poorly organized and lacks clarity, cohesion, and flow. Writing is not of the expected professional quality.</p>	<p>biopsychosocial and/or bio-ecological approach to examining health (mental and/or physical). It identifies how their research embodies and is informed by their health psychology PhD training as well as their applied area concentration, if applicable. In addition, the student discusses their awareness of current limitations within the field. It concludes with research ideas that have the potential to lead to a dissertation. The student is ready for advancement to PhD candidacy and to begin the dissertation process.</p> <p><i>Style:</i> Very few or minor errors in APA style or other style requirements. Minimal errors in spelling, typing, grammar, and format. Some organizational and clarity errors but they do not detract from the ability to accurately convey ideas.</p>	<p>ecological approach to examining mental and/or physical health. It identifies how their research embodies, and is informed by their health psychology PhD training as well as their applied area concentration, if applicable. In addition, the student discusses their awareness of current limitations within the field. It concludes with a precise trajectory for their dissertation that has naturally evolved out of their PhD training to date. The student is ready for advancement to PhD candidacy and to begin the dissertation process.</p> <p><i>Style:</i> No errors in APA style or other style requirements. No errors in spelling, typing, grammar, and format. Well organized and clear; cohesive narrative accurately conveys ideas. The writing is of professional quality.</p>
Part II - Oral component	<p><i>Content:</i> The presentation had significant errors or omissions. Responses to questions were inappropriate and demonstrated lack of understanding of the literature and the field. The student does not accurately represent their past, present and future research within the larger context of health psychology. There is lack of cohesion and insight surrounding their past, present, and future research – whether reflecting a lack of grounding in the literature or their own previous/present research – leading to the inability to describe it and minimal to no ability to defend their position with literature or primary research when asked by committee members. If applicable, the student did not appropriately incorporate their applied training.</p> <p><i>Delivery:</i> The presentation did not follow a logical sequence. The presentation was not well paced. The presenter did not demonstrate confidence and/or ability to engage the audience. The presenter's tone was unprofessional or inappropriate for the context. The student demonstrates unacceptable oral communication skills and cannot be advanced to PhD candidacy.</p>	<p><i>Content:</i> The presentation had few errors or omissions. Responses to questions were appropriate and demonstrated a good understanding of the literature and the field. The student reviews their research (past, present and future) within the greater context of health psychology, outlining a path that leads to candidacy and readiness to begin dissertation work. The student is able to satisfactorily respond to questions from the committee seeking clarification of the written statement and to defend their conceptualization of their research as it fits within health psychology. If applicable, their applied training is clearly presented throughout the oral presentation.</p> <p><i>Delivery:</i> The presentation followed a logical sequence. The presentation was well paced. The presenter demonstrated confidence and/or ability to engage the audience. The presenter's tone was professional and contextually appropriate. The student's presentation reflects acceptable oral communication skills and readiness for advancement to PhD candidacy.</p>	<p><i>Content:</i> The presentation was accurate and comprehensive. Responses to questions were appropriate and demonstrated an in-depth understanding of the literature and the field. The student clearly and completely reviews their research (past, present and future) within the greater context of health psychology, outlining a path that leads to candidacy and readiness to begin dissertation work. The student has superior command of relevant literature and responds with support from the larger health psychology field as well as their own research to questions from committee seeking clarification of the written statement. The student is able to defend their conceptualization of their research as it fits within the field of health psychology. If applicable, their applied training is clearly presented throughout the oral presentation.</p> <p><i>Delivery:</i> The presentation followed a logical sequence. The presentation was well paced. The presentation was of professional quality and could serve as a model for other students. The tone of the presentation was extremely polished, professional, and contextually appropriate. The student exemplifies excellent oral communication skills and is ready for advancement to PhD candidacy.</p>



UNC CHARLOTTE
Health Psychology Ph.D. Program
Student Learning Outcomes
Dissertation Project

The Health Psychology Ph. D. program conducts an annual evaluation of student learning outcomes to determine the extent to which current curricula contributes to the development of key graduate student competencies. Please use the scoring rubrics provided to evaluate the **Dissertation Project** of students for whom you have served as a member of his or her advisory committee. The information collected will help guide any efforts to strengthen or modify program curricula or procedures with the goal of better meeting the program's educational mission.

Academic year: _____

Date: _____

Student: _____

Faculty: _____

Element	Rating	Comments
Statement of the problem		
Review of the literature		
Methodology		
Data analysis and findings		
Interpretations, conclusions, and implications		
Quality of writing		
Oral component		



UNC CHARLOTTE
HEALTH PSYCHOLOGY PH.D. PROGRAM
GRADUATE STUDENT LEARNING OUTCOMES
SCORING RUBRICS

Dissertation Project

Elements	Unacceptable (U)	Acceptable (A)	Target (Publishable) (T)
Statement of the Problem	No evidence was provided to support the significance of the study. The problem/project is not relevant to the field of health psychology broadly defined and to other health-related disciplines. A description of the approach for investigating the problem is not provided or it is incomplete.	The study is relevant to the field of health psychology broadly defined and to other health-related disciplines. There is adequate evidence provided to support the significance of the problem. The approach for investigating the problem is appropriate.	The study has a strong theoretical basis and the findings can be generalized to other populations. Abundant and compelling evidence was provided to support the significance of the study for the field of health psychology broadly defined to other health-related disciplines. The proposed work has the potential to make a significant contribution to the field.
Review of Literature	The material reviewed is not relevant to the goals/focus of the study. The material reviewed is out of date, omits seminal work, or is insufficient. The quality of the material reviewed is marginal or not appropriate for scientific research.	The introduction is well organized, integrates findings from several sources. The review is thoughtful and provides clarification of the area of study and supports the chosen methodology. Articles are relevant, timely, and seminal, coming primarily from primary sources.	Extensive review that includes summaries, synthesis, and critiques of rigorous evidence-based sources. The review provides strong support for the aims of the project and the research design and methodology selected.
Methodology	Significant aspects of the design and methodology are inappropriate for the problem under study. The discussion of reliability and validity of measurement is omitted, insufficient, or inaccurate.	The design and methodology are appropriate. The discussion of reliability and validity of measurement is correct and sufficient, with problems having been identified.	Study design and methodology are appropriate and represent the quality necessary for publication in a peer-reviewed journal. The reliability and validity of measurement are clearly described.
Data Analysis and Findings	The analysis are not appropriate or accurately described. Major errors in data analyses or reporting of findings were made. Inappropriate interpretation of the results.	The analyses are reported and accurately described. Few errors in data analyses and reporting of findings. Maintains distinctions between data and interpretations.	Reports data analyses with a level of clarity and accuracy necessary for publication in a refereed journal or other publication outlet.
Interpretations, Conclusions, and Implications	Draws unrelated, inaccurate, or overstated conclusions. Stated limitations of the study are inaccurate or insufficient. Implications for future research and practice in the field of health psychology broadly defined and to the student's specialty area (i.e., general, clinical, community) are either omitted, insufficient, or unrelated to the findings or to the limitations of the study.	Draws accurate conclusions from the data. Stated limitations of the study are appropriate. Implications for future research and practice in the field of health psychology and to the student's specialty area (i.e., general, clinical, community) are thoughtful and appropriately related to the findings or the limitations in the study.	Conclusions are accurate, appropriately linked to the problem and methodology. Implications for practice and future research are compelling in their potential applications in the field of health psychology broadly defined and to the student's specialty area (i.e., general, clinical, community). Conclusions add to the knowledge base and are insightful in their implications for further study.

Elements	Unacceptable (U)	Acceptable (A)	Target (Publishable) (T)
Quality of Writing	Did not adhere to APA guidelines or other style requirements. Numerous errors in spelling, typing, grammar, and format. The writing is poorly organized and lacks clarity. Writing is not of the expected professional quality.	Very few or minor errors in APA style or other style requirements. Minimal errors in spelling, typing, grammar, and format. Some organizational and clarity errors but they do not detract from the ability to accurately convey ideas.	No errors in APA style or other style requirements. No errors in spelling, typing, grammar, and format. Well organized and clear; accurately convey ideas. The writing is of professional quality.
Oral component	<i>Content:</i> The presentation had significant errors or omissions. Responses to questions were inappropriate and demonstrated lack of understanding of the literature and study findings. <i>Delivery:</i> The presentation did not follow a logical sequence. The presentation was not well paced. The presenter did not demonstrate confidence and/or ability to engage the audience.	<i>Content:</i> The presentation had few errors or omissions. Responses to questions were appropriate and demonstrated a good understanding of the literature and study findings. <i>Delivery:</i> The presentation followed a logical sequence. The presentation was well paced. The presenter demonstrated confidence and/or ability to engage the audience.	<i>Content:</i> The presentation was accurate and comprehensive. Responses to questions were appropriate and demonstrated an in-depth understanding of the literature and study findings. <i>Delivery:</i> The presentation followed a logical sequence. The presentation was well paced. The presentation was of professional quality and served as a model for other students.

**CLINICAL COMPREHENSIVE EXAM:
REPORT AND ORAL PRESENTATION GRADING RUBRIC**

Student Name: _____

Practicum Site: _____

Primary Site Supervisor: _____

Evaluator(s): _____

Client: _____

Type of case/presentation problem: _____

PAPER

Presenting complaints and history: Accurately and thoroughly conveys presenting issues and history; identifies relevant issues; appropriately integrates background into assessment and formulation.

Unsatisfactory		Satisfactory		Exceptional	DK/NA
1	2	3	4	5	

Assessment and diagnostics: Uses appropriate assessment tools; administers and scores tests accurately; interprets tests accurately and integrates into treatment considerations; aware of psychometric issues and limitations; accurate diagnoses.

Unsatisfactory		Satisfactory		Exceptional	DK/NA
1	2	3	4	5	

Case formulation and conceptualization: Relates history, symptoms, interview information to diagnosis and psychological theory; integrates theory with practice; conceptualization includes awareness of likely obstacles to, course of, and prognosis for therapy; aware of range of treatment methods and matches intervention to patient.

Unsatisfactory		Satisfactory		Exceptional	DK/NA
1	2	3	4	5	

Intervention approach and course of treatment: Develops rapport and maintains patient involvement in therapy; implements treatment techniques; addresses content and process issues in therapy; sensitive to extra-therapy issues and limitations.

Unsatisfactory		Satisfactory		Exceptional	DK/NA
1	2	3	4	5	

Mechanisms of, and obstacles to, change: Understands the change process; sensitive to the course of treatment; considers and seeks to manage obstacles to change;

Unsatisfactory		Satisfactory		Exceptional	DK/NA
1	2	3	4	5	

Science-Practice: Ingrates relevant scientific readings into clinical work; uses evidence-based approach to assessment and treatment.

Unsatisfactory		Satisfactory		Exceptional	DK/NA
1	2	3	4	5	

Health Psychology: Considers physical health, illness, disease; adopts a biopsychosocial approach to case conceptualization and treatment; sensitive to health care context.

Unsatisfactory		Satisfactory		Exceptional	DK/NA
1	2	3	4	5	

Interdisciplinary: Adopts an interdisciplinary perspective on assessment and treatment; integrates psychology with other disciplines; able to consider case from multiple perspectives.

Unsatisfactory		Satisfactory		Exceptional	DK/NA
1	2	3	4	5	

Ethical issues: Knowledge of and behavior consistent with APA Ethical Principles and state and national law; handles ethical issues sensitively.

Unsatisfactory		Satisfactory		Exceptional	DK/NA
1	2	3	4	5	

Cultural and diversity issues: Sensitive to cultural and diversity issues; knowledge of how cultural issues may affect assessment and treatment; integrates these issues into case conceptualization.

Unsatisfactory		Satisfactory		Exceptional	DK/NA
1	2	3	4	5	

Self-reflection related to cultural history: Understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves

Unsatisfactory		Satisfactory		Exceptional	DK/NA
1	2	3	4	5	

Supervision: Uses supervision appropriately and able to discuss supervision issues; aware of influence of the supervisory process; open to discussing process issues, including own issues pertinent to relationship with patient; seeks appropriate supervision.

Unsatisfactory		Satisfactory		Exceptional	DK/NA
1	2	3	4	5	

Take home points: Distills relevant information; demonstrates learning from case and use of feedback; evaluates self-appropriately.

Unsatisfactory		Satisfactory		Exceptional	DK/NA
1	2	3	4	5	

ORAL PRESENTATION/COMPETENCY

Competency: Adopts professional role; evidence of therapeutic relationship; demonstration of techniques consistent with conceptualization.

Unsatisfactory		Satisfactory		Exceptional	DK/NA
1	2	3	4	5	

Oral Presentation: Presentation was coherent and easy to follow; responsive to questions and engages in appropriate dialogue with evaluators; manages anxiety appropriately; uses audio-visual material appropriately.

Unsatisfactory		Satisfactory		Exceptional	DK/NA
1	2	3	4	5	

Overall performance on clinical case presentation:

Unsatisfactory		Satisfactory		Exceptional	DK/NA
1	2	3	4	5	

Comments: Strengths and weakness of paper, oral presentation, and/or video-audio clip. Please comment on any rating lower than Satisfactory.

Psychological Test Materials Guidelines

1. Test materials may only be used by students or faculty of the Health Psychology Program and the Psychology Department for research, teaching, and/or clinical practicum work. Because we pay by the administration for some testing software, please contact either the Dr. Amy Peterman (DCT) or Dr. Ryan Kilmer for permission to use computer scoring/interpretation programs.
2. Use of test materials must follow relevant APA ethical guidelines (see especially those governing Research and Publication and Assessment) which are available on-line (www.apa.org) or published in the December 2002 issue of the *American Psychologist*.
3. Copyright and test security issues should also be observed (see APA's website). Given that some of the test materials and the computer on which we have testing software will be used by other folks, use initials rather than the person's name to protect confidentiality.
4. All materials must be checked out at the time of use and checked back in when they are returned. There is a sign-up sheet posted in each room near each set of tests. Once you have checked out a test or computer, you are responsible for that item. Rooms where test materials are kept (Colvard 4126 and Colvard 4004) should remain locked at all times. The cabinets in Colvard 4126 should also remain locked.
5. If you use the last copy of a measure, please inform the DCT so that additional copies can be re-ordered. Also, if there are any tests that you think that we need, please let me know and I will try to facilitate acquiring them.
6. Please let the DCT know if you want to borrow the laptop in his office with the testing material on it. It is loaned out on a first-come first-serve basis.

Newer Assessment Materials

The materials below can be found in the filing cabinet in Colvard 4004. Items with an * are located on the bookcase in the same room. In addition to the tests below, one of the department laptops is loaded with the following testing software: Wisconsin Card Sorting Test, Conners' Continuous Performance Test, Green's Word Memory Test and Green's Medical Symptom Validity Test. This computer is kept in the DCT's office (4013) and is available for all to use. Logon is "psychwork" and password is "psychology." A computer in the Health Psychology Resource Room has select scoring software (e.g., MMPI-2/MMPI-2-RF).

BAI Beck Anxiety Inventory
Record Forms

BDI-II Beck Depression Inventory-II
Record Forms

BASC-2 Behavioral Assessment Scale for Children-2 Manual: 1
*Manual, *Manual Supplement, and the following:
SDH: Structured Developmental History
SOS: Student Observation System
PF on PRS: Parent Feedback on Parent Rating Scale
PF on SR: Parent Feedback on Self-Report of Personality
PF on TRS: Parent Feedback on Teacher Rating Scales
PRS-P: Parent Rating Scale-Preschool
PRS-C: Parent Rating Scale Child
PRS-A: Parent Rating Scale Adolescent
TRS- P: Teacher Rating Scale-Preschool
TRS-C: Teacher Rating Scale Child
TRS-A: Teacher Rating Scale Adolescent
SRP-I: Self Report Interview Ages 6-7
SRP-A: Self-Report Adolescent
SRP-C: Self-Report College

BCT Booklet Category Test 2nd ed.
*2 Manuals and Record Forms

BNT Boston Naming Test
*2 Manuals and Record Forms

BRIEF-A Behavioral Inventory of Executive Functioning-Adult
Informant Record, Self Record, Informant Scorer, and Self Scorer

BSI Brief Symptom Inventory
*Manual, Answer Sheets, and Profile Forms

BSI-18	Brief Symptom Inventory-18 *Manual, Answer Sheets, Profile Forms
BTA	Brief Test of Attention *Manual, *Audio Cassette, Record Forms
CAPS	Clinician Administered PTSD Scale *2 Manuals, Interview Booklets
CASE	Clinical Assessment Scales for the Elderly *Manual, Form R, Form S, and Profile Forms
CASS	Conners-Wells' Adolescent Self-Report Scale Form S, Form L
Cat-A	Clinical Assessment of Attention Deficit-Adult *2 Manuals, *Score Summary Sheets, *Rating Form
Cat-C	Clinical Assessment of Attention Deficit-Child Teacher Summary, Parent Summary, Self-Report Summary, Teacher Rating Form, Student Rating Form, and Parent Rating Form
CRS-R	Conners' Rating Scale –Revised *Manual, CPRS-R: Conner's Parent Rating Scale-Revised Form L and Form S, CTRS-R: Teacher Rating Scale-Revised Form L and Form S
CVLT-II	California Verbal Learning Test Adult Version *Manual, *CD, CVLT-II: Standard Version, CVLT-II Alt: Alternate Version, and CVLT-II Short: Short Version
DAPS	Detailed Assessment of Posttraumatic Stress *Manual, Item Booklets, Answer Sheets, and Profile Forms
DRS-2	Dementia Rating Scale-2 *Manual, *Stimulus Cards, Scoring Booklets, and Profile Forms
DVT	Digital Vigilance Test *Manual, Test Booklets
ECST-R	Evaluation of Competency to Stand Trial Profile Forms and Record Forms
EDI-3	Eating Disorders Inventory- 3

*Manual, *Referral Form Manual, Item Booklet, SC- Symptom Checklist, RF- Referral Form, Profile Forms, and Answer Sheets

Finger Tapper

*User's Guide and Record Forms

HARE PCL-R Hare Psychopathy Checklist-Revised; 2nd Ed.

*Rating Booklet, *Technical Manual, Interview Guide, and Profile Forms

ILS Independent Living Scale

*Manual, Stimulus Book, Forms

M-FAST Miller Forensic Assessment of Symptoms Test

Interview Booklets

***MHS** Professional Tool Suite

*Software Manual, *Quick start Folder, and *CD, including:

Anger Disorder Scale

BarOn Emotional Quotient Inventory V5.1

BarOn Emotional Quotient Inventory: Short V.5

BarOn Emotional Quotient Inventory: Youth Version V.5

Carroll Depression Scales V.5

Children's Depression Inventory V.5

Clarke Sex History Questionnaire for Males-Revised V.5

Conners' Adult ADHD Rating Scales V.5

Conners' Continuous Performance Test II V.5

Conners' Rating Scales-Revised V.5

Hare Psychopathy Checklist-Revised 2nd ed. V.5

Health Dynamics Inventory V.5

Holden Psychological Screening Inventory

Jesness Inventory-Revised V.5

Level of Service/Case Management Inventory V.5

Level of Service Inventory-Revised V.5

Level of Service Inventory-Revised: Screening Version

Mayer-Salovey-Caruso Emotional Intelligence Test

Multidimensional Perfectionism Scale V.5

Symptom Assessment-45 Questionnaire V.5

Youth Level of Service/Case Management Inventory V.5

MMPI-2 Minnesota Multiphasic Personality Inventory-2

Answer Sheets

MMPI-A Minnesota Multiphasic Personality Inventory-Adolescent

*Manual, *Supplement, Test Booklet, and Answer Sheets

MMSE Mini-Mental State Examination

Forms and *User's Guide

Nelson-Denny Reading Test

*Manual, Form G, and Answer Sheets

RBANS

Repeatable Battery for the Assessment of Neuropsychological Status

*Manual, *Stimulus Book A, *Stimulus Book B, Record Form A, Record Form B, and Coding Scoring Templates: Forms A&B

RCMAS

Revised Children's Manifest Anxiety Scale

*Manual and Questionnaires

Ruff Figural Fluency Test

Record Forms

SIRS

Structured Interview of Reported Symptoms

*Manual and Interview Booklets

TAT

Thematic Apperception Test

*Stimulus Cards, *Manual (inside box), and Short Forms

T-CRS 2.1

Teacher-Child Rating Scale- 2.1

Record Forms

TOMM

Test of Memory Malingering

Score Sheets

TONI-3

Test of Nonverbal Intelligence-3

*Picture Book, *Examiners Manual, and Answer/Record Forms

TOWRE

Test of Word Reading Efficiency

Form A Record Book, Form B Record Book, and Form B Efficiency Forms

TSI

Trauma Symptom Inventory

WASI

Wechsler Abbreviated Scale of Intelligence

*3 Manuals, *3 Stimulus Booklets, *3 Block Design Sets, *3 Black Bags, and Record Forms

WCST-CV

Wisconsin Card-Sorting Test-Computer Version

*2 CD-ROMs and Record Forms

WRAT-4

Wide Range Achievement Test-4

*3 Professional Manuals, *3 Green Bags, Sample Sentence Completion Cards, Blue and Green Test Forms: Spelling/Word Reading List, Sentence Completion Cards, Response Forms, Test Forms, and Sentence Completion Test Forms

WTAR Wechsler Test of Adult Reading

Test Batteries/Kits

These test batteries/kits are located in the testing closet (Colvard 4126) and some are used for Intellectual Assessment. Please be mindful of checking WAIS/WISC and Woodcock Johnson kits out during the Fall when students are using these for class. Also, please note that some of the WAIS-III kits will be destroyed as they are becoming obsolete.

Name of Test	Number of kits
Attention Deficit Hyperactivity Disorder Test	1
Bayley Scales of Infant Development I and II	1
Concept Assessment Kit (Conservation)	1
Das Naglieri Cognitive Assessment System	1
Driscoll Play Kit	1
Gesell Development Schedules	2
GFW Auditory Memory, Selective Attention, Auditory Discrimination I-III, and Sound Symbol Tests	1
Kaufman Assessment Battery for Children	2
Kaufman Test of Educational Achievement (KTEA)	1
Luria Nebraska Neuropsychological Battery	1
Peabody Individual Achievement Test-R (PIAT-R)	1
Peabody Picture Vocabulary Test	1
Raven's Progressive Matrices	1
Stanford Binet Intelligence Scale-IV	4

System of Multicultural Pluralistic Assessment (SOMPA)	3
Wechsler Adult Intelligence Scale-IV (with Advanced Clinical Solutions)*	9
Wechsler Intelligence Scale for Children-IV	7
Wechsler Memory Scale-IV*	2
Wechsler Preschool and Primary Scale of Intelligence-Revised	1
<u>Woodcock Johnson Tests of Achievement -III with updated norms*</u>	<u>8</u>

* = computer scoring available in George Demakis' office.

Old School Tests

Several tests and related materials are located in two boxes in Colvard 4110 immediately to the right of the door and are primarily of historical interest. There are also some older test kits located in Colvard 4126 that are primarily of historical interest (e.g., WAIS-R), but should not be used clinically as they are obsolete.