



Clinical Psychology Training Program Manual

**Department of Psychology
University of Nebraska-Lincoln**

2020



Accreditation by the American Psychological Association
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<http://www.apa.org/ed/accreditation/index.aspx>

CLINICAL PSYCHOLOGY TRAINING PROGRAM

Department of Psychology
University of Nebraska-Lincoln

Acknowledgement of Student Responsibility

Dear Student:

This is a manual of policies and procedures of the University of Nebraska-Lincoln Clinical Psychology Training Program (CPTP). It has been developed to guide you through the process of training in our program. All CPTP students must read it and become familiar with its contents, as it contains information that is crucial to your progress and success in the program. Although you will have ample guidance and mentoring from faculty, this manual is a resource that you should refer to often during your training. It is your responsibility to know the information contained herein.

In addition to this manual you are referred to the APA Ethical Principles of Psychologists and Code of Conduct (<http://www.apa.org/ethics/code/index.aspx>). With your matriculation in the program you begin the transition to becoming a professional psychologist. As such, it is incumbent upon you to have knowledge of the field's ethical principles and to abide by them in all your professional activities.

Please sign and return the form below by November 1st to Jamie Longwell in the main office (238 Burnett Hall).

I have read the entire contents of the 2020 CPTP Manual and the APA Code of Ethics. I **understand that I am responsible for adhering to the policies and principles contained in these documents.**

Name _____ Entering Year _____

Please Print

Date _____

Student Signature

I. HISTORY AND DESCRIPTION OF THE CPTP

The Clinical Psychology Training Program (CPTP) at the University of Nebraska-Lincoln is accredited by the American Psychological Association. The program exists within the Department of Psychology in the College of Arts and Sciences at the University of Nebraska-Lincoln. It is one of the oldest clinical training programs in the country having had continuous accreditation since 1948. In 2012 the program was re-accredited through 2019. The program's historical roots and orientation to training through the years have been described in numerous professional articles (Cole & Magnussen, 1966; DiLillo & McChargue, 2007; Hansen, Nelson, DiLillo, & Hope, 2014; Hargrove, 1991; Hargrove & Howe, 1981; Hargrove & Spaulding, 1988; Hope, Hansen, & Cole, 1994; Howe, 1974; Howe & Neimeyer, 1979; Jones & Levine, 1963; Rivers, 1992; Rivers & Cole, 1976).

Historically, the University of Nebraska's Clinical Psychology Training Program was described as community-clinical. This description represents a fundamental alignment with clinical psychology's focus on understanding the troubled person while recognizing the importance of the community context on the lives of individuals, and the necessity for intervention at both the individual and community level. Our students are confronted (through therapy and assessment) with individuals who have problems coping with life. Our students also become involved with the social institutions and agencies that have a significant effect on these people, through practicum placement consultation, supervision, teaching, and/or program development. The program emphasizes research training, both applied and basic, that involves both clinical and community agencies or resources.

To accomplish our goal of training within this perspective, we emphasize individually supervised involvement by students in both research and professional activities. Formal courses and seminars supplement the student's research and professional development. This approach requires a one-to-one relationship between faculty and students. We also believe clinical psychologists must have their roots firmly established in the general principles of psychological science. Scientific competence requires progressively developed, hands-on research experience. Clinical competence requires intensive clinical training that emphasizes the flexibility to adapt to changes in the profession and the ability to promote a continuously changing profession. A program oriented toward technological skills, survey knowledge of general psychology, limited professional exposure, or cursory training in research methodology cannot hope to produce students who can cope with the social and individual demands of psychology today and in the future. We expect students to develop the skills necessary to become the leaders and innovators in an ever changing profession.

The CPTP follows the Boulder Model of clinical training and places responsibility for both research and professional training primarily within the doctoral program of studies. The certification and assurance of competencies in both areas remains a core responsibility of the faculty. The epistemological suppositions of understanding behavior within a multicultural social system, measurement principles, and conceptual and scientific views of aberrant human conditions are incorporated into this process. Consequently both professional and research training are continuous processes within the program that are supervised and monitored by the faculty. Neither professional training nor research training is secondary or adjunctive to the other; rather both are interrelated and integrated, and are equal values of training. We believe a therapist should also be a scholar and vice versa.

The Department of Psychology, including the CPTP, follows a Junior Colleague training model. Graduate students are encouraged to become involved in the ongoing development of the program and students are viewed as colleagues in a common endeavor with the faculty. The Graduate Student Association (GSA) in the Department serves as a forum for student participation. Students elect peers to serve as voting members in Department faculty meetings, Department Committees, and the Clinical Faculty meetings. Department and CPTP policies are significantly influenced by student participation. Students are also involved in the overall evaluation of the program. Graduate students are expected to collaborate with faculty on research rather than being research assistants apprenticed to individual faculty.

We take pride in the collegiality among the students themselves and between students and faculty. A strength of this program has been the common pride in professional development among students and faculty, and the rapport and sense of relatedness that we share. We also take pride in our commitment to recruit and train a diverse student body. We believe that experiences with diverse ethnic and cultural backgrounds and traditions are essential for clinical psychologists, and that the survival of psychology as a professional and scientific community depends on diverse representation among its membership. It is important to us that this atmosphere continues to be a significant characteristic of the Clinical Psychology Training Program at the University of Nebraska-Lincoln.

Consistent with the mission of graduating scientist-practitioners, the CPTP has the following overarching aims:

1. To produce graduates with understanding and competence in the breadth of scientific psychology;
2. To produce graduates with understanding and competence in planning, conducting, evaluating and disseminating research;
3. To produce graduates with understanding and competence in the practice of clinical psychology;
4. To produce graduates with understanding and competence in issues of cultural and individual diversity; and
5. To produce graduates with an identity as a professional psychologist and scientist-practitioner.

II. CLINICAL FACULTY

Brief backgrounds on the Clinical Faculty are provided below. For additional information, including representative publications, please visit the CPTP webpage: <http://psychology.unl.edu/clinical-psychology-training-program/>.

Core Clinical Faculty

Arthur “Trey” Andrews received his Ph.D. in clinical psychology from the University of Arkansas. He joined the UNL faculty in 2016 after completing a postdoctoral fellowship at the National Crime Victims Research and Treatment Center at the Medical University of South Carolina. Dr. Andrews’s research focuses on understanding mental health disparities among Latino populations, particularly immigrant and Spanish-speaking populations to identify mechanisms of disparities among Latino populations, such as trauma exposure,

poverty, linguistic barriers, and cultural factors. Dr. Andrews also evaluates strategies for reducing identified disparities, such as inter professional service delivery and technological adjuncts to care.

Rebecca Brock received her Ph.D. in clinical psychology from the University of Iowa where she also worked as a postdoctoral scholar. She joined the faculty in 2015. Dr. Brock's program of research is aimed at understanding the development of psychopathology across the lifespan with a focus on the family context and its etiological significance. Her research includes the translational goal of developing interventions for preventing and treating individual psychopathology and comorbid family dysfunction. Dr. Brock teaches quantitative methods and serves as a statistical consultant in the department.

Kathy Chiou received her Ph.D. in clinical psychology from The Pennsylvania State University. She completed a postdoctoral fellowship at the Kessler Foundation and joined the UNL faculty in 2016. Dr. Chiou's program of research is aimed at understanding cognitive functioning associated with the brain's response to and recovery from moderate and severe traumatic brain injury. Her research is guided by the use of neuroimaging techniques to explore translational themes in neurorehabilitation. These themes range from the investigation of basic mechanisms that underlie performance/behavior to the development of tools, protocols, and interventions for clinical application.

David DiLillo received his Ph.D. in clinical psychology from Oklahoma State University in 1997 and joined the UNL faculty in 2000 after completing a postdoctoral position at the University of Missouri—Columbia. His current research interests lie in the area of interpersonal violence, including child maltreatment, intimate partner violence, and sexual assault—from both the victim and perpetrator perspectives. He is also interested in understanding revictimization occurring during childhood/adolescence and again in adulthood, as well as the role of alcohol use as a risk factor for interpersonal violence. His research has been funded by NIMH and NICHD. Recent projects in his research team have focused on psychosocial mediators of revictimization, cognitive and emotional contributors to intimate partner violence, and the development of an intervention to reduce college dating violence. His teaching activities include psychotherapy and supervision of clinical practicum.

David J. Hansen received his Ph.D. in clinical psychology from the University of Mississippi in 1985 and joined the department in 1992. His primary research area is child maltreatment, including understanding the heterogeneous impact of sexual abuse and factors that influence outcomes, and developing and evaluating measures and treatments for sexual abuse victims and their families. Additional interests include research on prevention of maltreatment and improving mental health services in Head Start settings. Dr. Hansen is the Co-Director of the Family Interaction Skills Clinic (with Dr. Mary Fran Flood) and Director of Project SAFE, a clinical treatment program for sexually abused children and their families. His graduate teaching includes the clinical proseminar (for first year students), supervision of clinical practica, and a family violence readings course.

Debra A. Hope received her Ph.D. in clinical psychology from the University at Albany-State University of New York in 1990 and joined the department in the same year. Her current research interests include assessment and treatment of anxiety disorders (particularly

social anxiety disorder). Dr. Hope is the director of the Anxiety Disorders Clinic, one of the specialty services within the Psychological Consultation Center. Her work on psychopathology emphasizes information processing models that describe the role of attention and memory in social anxiety disorder and the impact of these cognitive processes on interpersonal functioning. She is also interested in gender effects in anxiety. Dr. Hope has ongoing research on both the outcome and process of psychotherapy. Research on psychotherapy outcome includes examining predictors of successful treatment, the mechanisms underlying cognitive-behavioral treatment for anxiety disorders, and dissemination of evidence-based practice in anxiety disorders. The current dissemination work is focused on telehealth provision of services. More recently, Dr. Hope's has started a new line of research on sexual minorities. She has ongoing research and clinical interests in the mental health impacts of discrimination.

Anna Jaffe received her Ph.D. in clinical psychology from the University of Nebraska-Lincoln in 2018 after completing her clinical internship at the Medical University of South Carolina. She then completed a postdoctoral fellowship at the University of Washington before joining the UNL faculty in 2020. Dr. Jaffe's research interests lie at the intersection of traumatic stress and alcohol use. Specifically, her research focuses on the prevention and treatment of sexual assault, posttraumatic stress, and co-occurring substance use, with an emphasis on unique implications for alcohol-involved sexual assault. By translating basic research on stress reactions and alcohol use, she seeks to design and improve clinical interventions that support survivors' recovery and reduce distress over time. Dr. Jaffe teaches quantitative methods and provides statistical consultation in the department.

Tierney Lorenz received her Ph.D. in 2013 at the University of Texas at Austin, after completing her clinical residency at the University of Washington School of Medicine with a specialty in Behavioral Medicine. She also completed a postdoctoral Fellowship at the Kinsey Institute, with a focus on psychoendoneuroimmunology. She was most recently in the Department of Psychological Science at the University of North Carolina at Charlotte, where she was the Director of the Women, Immunity, and Sexual Health (WISH) Lab. Her research addresses the interactions between women's mental, physical and sexual wellbeing, trying to understand how to help women with mental and physical health conditions have happy, healthy sexual lives and in turn, how sexual behavior may influence women's mental and physical health. Her research on how sexual activity alters healthy women's immune function was recently featured in both the New York Times and Playboy magazine. Clinically, she specializes in treatment of sexual dysfunction in survivors of sexual trauma, and in women with mood disorders - particularly those taking antidepressants.

Dennis McChargue received his Ph.D. in Clinical Psychology at Oklahoma State University in 1998. During the 7 years before joining the faculty in 2005, he finished his postdoctoral training in 2000 and transitioned into a Research Assistant Professor position at the University of Illinois at Chicago. Dr. McChargue is the Director of the Substance Abuse Specialty Clinic within the PCC. He is also an associate professor and the Co-Director of the Nebraska Internship Consortium in Professional Psychology. Dr. McChargue's research spans both adult and young adult samples. Among young adults, Dr. McChargue examines the effectiveness of brief motivational enhancement treatments that minimize harm (particularly sexual assault) related to binge drinking. He also examines co-occurring mental

health (i.e., trauma and depression) and substance use issues. Among a community sample, he examines effective recovery-based treatment for those with substance use problems. In addition, he is interested in the influence of mental health (e.g., trauma, depression, anxiety) among those recovering from substance use problems. Lastly, he utilizes diathesis-stress and emotion-regulation models that links biological substrates to treatment effectiveness in both adult and young adult populations.

Timothy D. Nelson received his Ph.D. in clinical child psychology from the University of Kansas in 2008 following a clinical internship at Cincinnati Children's Hospital Medical Center. He subsequently completed his postdoctoral fellowship in pediatric psychology in the Stanford University School of Medicine before joining the UNL faculty in 2009. Dr. Nelson's research interests are in pediatric psychology. Specifically, his work focuses on the intersection between health and behavior with an emphasis on health promotion in children and adolescents. He is interested in understanding the factors that influence pediatric health and key health behaviors (e.g., physical activity, diet, sleep) as well as interventions to improve health through behavior change. In his current work, he is pursuing these interests by studying a variety of pediatric populations (e.g., children who are overweight, adolescents with chronic daily headache, youth in residential treatment, rural adolescents) using a variety of methods (e.g., electronic daily diaries, momentary assessment using smart phones, actigraphy, medical record review, biomarker analysis, surveys). Dr. Nelson's teaching interests are in clinical and clinical child psychology. He teaches courses in clinical assessment, child psychopathology, abnormal psychology, and child treatment.

Mario Scalora received his Ph.D. in clinical and law-psychology from the University of Nebraska in 1989 and joined the faculty in 1997. His research interests primarily focus upon targeted violence (including threat assessment, sexual offending, workplace violence, threats to political officials, counterterrorism). In collaboration with local and federal law enforcement, Dr. Scalora's research is assessing the predictive risk factors of individuals who stalk and engage in threatening behavior toward political figures and institutions. Research involving the investigation of epidemiological risk factors related to a broad sample of workplace violence is also taking place. Dr. Scalora currently supervises graduate students performing clinical service and research within the state's Forensic Mental Health Service. His graduate teaching activity currently includes courses on forensic assessment and clinical intervention, and supervision of clinical practica.

William D. Spaulding received his Ph.D. from the University of Arizona in 1976 and completed a postdoctoral Fellowship in Mental Health Research and Teaching at the University of Rochester, 1976-1979. His research interests address various aspects of schizophrenia and other severe disorders, including clinical and experimental psychopathology, animal models of etiology and treatment, the effectiveness of treatment and rehabilitation, and service systems and social policy. Recent projects in his research group have included neuropsychological impairment in schizophrenia, cognitive and neuropsychological predictors of success in treatment and rehabilitation, neuroendocrine aspects of schizophrenia, assessment of stress and coping in rehabilitation, the effectiveness of cognitive treatment, and the impact of managed care and privatization on services for people with psychiatric disabilities. Dr. Spaulding also has general interests in psychopharmacology, the integration of psychopharmacological and psychological treatment,

and ethics in clinical practice. He teaches graduate courses on psychopathology, psychopharmacology and ethics, and supervises clinical practica.

Other Major Contributors

Corrie Davies received her Ph.D. in clinical psychology from the University of Nebraska in 2005. She completed her postdoctoral fellowship at UNMC Munroe-Meyer Institute and Lincoln Medical Education Partnership's Family Medicine Program. Upon completion of her postdoctoral training, she headed the opening of a Psychology Clinic within Complete Children's Health, Lincoln's largest pediatric medical practice. Currently, Dr. Davies serves as the Director of the Psychological Consultation Center while continuing her clinical practice and managerial responsibilities at Complete Children's Health. Her clinical work focuses on the assessment and treatment of children and adolescents with a wide range of physical and psychological problems, with a special interest in the treatment of youth with anxiety and stress-related disorders, foster care and adoption adjustment, and behavioral problems in children with neurodevelopmental disorders and executive functioning deficits. Dr. Davies past research interests have been related to the psychological functioning of child witnesses of domestic violence. Additional interests include client engagement factors that contribute to successful treatment and effective models of psychological service delivery within integrated healthcare systems.

Cary Savage received his Ph.D. in clinical psychology from Oklahoma State University. From 1992-94, Dr. Savage completed a Psychiatric Neuroscience Fellowship at The Massachusetts General Hospital and from 1994-95 he completed a Fellowship in Brain Imaging at The Massachusetts General Hospital. Dr. Savage came to UNL in 2018 when he joined the Department of Psychology faculty and became Director of the Center for Brain, Biology and Behavior. He mentors graduate students in the Clinical program and the Neuroscience and Behavior program. Dr. Savage's research examines brain health, including the neural processes underlying health behaviors - for example, staying physically active and maintaining optimal body weight and strength – and the reciprocal impact these choices have on long term brain health. The human brain is highly impacted by behavioral choices that affect overall body health yet it is also the agent of health behaviors. Healthy behaviors are in part difficult to maintain because they are less immediately gratifying and the benefits of healthy behaviors emerge over time. He is also interested in brain health broadly, including how brain activity mediates health behaviors (e.g., diet and physical activity), modifiable risk factors for dementia, and cognitive changes and recovery from brain injury (e.g., concussion, stroke).

III. GENERAL POLICIES AND SERVICES

For information about Department of Psychology policies, please see the Department's Graduate Handbook (distributed at orientation and available via the webpage, and from the Graduate Chair and Graduate Program Assistant.)

UNL Graduate Studies has detailed policies on student conduct, academic integrity, sexual

harassment, and privacy that are available online (<https://catalog.unl.edu/graduate-professional/graduate/general/conduct/>). Graduate Studies also provides information about policies related to probation and termination of student status (<https://catalog.unl.edu/graduate-professional/graduate/degrees/termination/>).

Students should consult the DCT, their advisor, or other faculty and staff if they are trying to locate resources to meet needs. A variety of supports and services are available for students for meeting academic, financial, health, and other concerns. For example, within UNL this includes the following offices and programs: Services for Students with Disabilities (<https://www.unl.edu/ssd/home>); The Writing Center (<https://www.unl.edu/writing/home>); Scholarships and Financial Aid (<https://financialaid.unl.edu/>); University Health Center (<https://health.unl.edu/>); and Counseling and Psychological Services (<https://caps.unl.edu/>). Our Office of Graduate Studies also provides a variety of supports related to professional development, including individual development plans, a teaching development program, teaching assistant training, teaching and professional development workshops, and consultation services (e.g., related to teaching, job searches, grant applications; <https://www.unl.edu/gradstudies/professional-development>). Our International Student and Scholar Office provides support and services, including help with immigration status (<https://globalnebraska.unl.edu/isso>). Students also receive individualized supports in pursuing supports for their needs, and this often happens via interactions with the Director, their advisor, or other faculty and staff.

The University of Nebraska does not discriminate based on race, color, ethnicity, national origin, sex, pregnancy, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, marital status, and/or political affiliation in its programs, activities, or employment (<https://www.unl.edu/equity/notice-nondiscrimination>).

IV. **PROGRAM REQUIREMENTS**

A. **OVERVIEW**

The CPTP provides a systematic, progressive, and individualized program of training. Although a master's degree is included in the sequence of training, the program is oriented towards the Ph.D. degree as the final certification of accomplishment. Training will consist of four to five years of full time training *in residence* at UNL followed by a full time, one year, predoctoral clinical internship. Students who have received prior graduate training may accelerate their training if the faculty approves the adequacy of prior training. All clinical and academic training is completed before the predoctoral internship is undertaken. All students are required to have their dissertation proposals approved and are encouraged to have their data collected before leaving for internship.

The pre-internship phase of training is divided roughly into 2 two-year segments. The first two years of the program emphasize a “core” curriculum in psychology and the development of “entry level” research and clinical skills. Courses in the first year emphasize basic psychological knowledge, research methodology and psychometrics, an introduction to the area of clinical psychology, individual assessment, psychopathology, basic interviewing skills, and ethical principles in science and practice. During the first semester of the first year, students participate in faculty research

groups and develop a research prospectus. In their second semester they work with a research advisor, develop a research proposal and initiate a master's equivalence research project (MERP). During the second year of the first phase of training, students work on their MERP, begin their first supervised practicum (Clinical Intervention I & II) through the Psychological Consultation Center (the Clinical Psychology Training Program's clinic for research, training, and service), and complete their core curriculum. At the end of this first phase of training (after the second semester of the second year), each student in good standing in the program takes an oral exam conducted by their clinical intervention instructor and two clinical faculty members. The purpose of this exam, called Clinical Comps, is to demonstrate that the student has a basic evidence based orientation to clinical practice and entry level clinical skills in assessment and therapy. In effect the clinical faculty then certifies these skills by conferring the master's degree upon successful completion of this exam and the first two years of professional and research training. This exam also serves as the first exam of the Ph.D. comprehensive examination process which will be completed in the fourth year.

Phase two occurs during the third and fourth year in the program, during which time students usually complete coursework requirements including their clinical ethics course. This phase of training also includes continued practicum training in the Psychological Consultation Center as well as placements in community-based research or clinical agencies. Clinical practica focuses on improving basic assessment and therapeutic skills and providing training in specialized clinical areas. Current practicum sites include a variety of community agencies and hospitals in Lincoln and Omaha, including outpatient, residential, and inpatient settings for children, adolescents, and adults.

During the third year of training, students who have not already done so are finishing their master's equivalency research project and beginning to develop ideas for a dissertation proposal. At this level of training, students are also expected to disseminate the results of their research efforts in the form of local and national conferences and publications. By the fourth year of training, most students are primarily involved in their individually tailored research and professional training activities with most course curricula completed except for a few advanced seminars. During this phase, students develop and present their dissertation research proposals, and begin collecting dissertation data. Also in the fourth year, students complete the Ph.D. comprehensive exam requirement and, upon successful completion of all areas of training to date, the clinical faculty approves the student for a predoctoral internship.

Graduate Studies has various deadlines and paperwork requirements associated with milestones in the program. Appendix A contains a list of this paperwork time table. Students should refer to this list frequently during the course of their training. You can also find this information on the Graduate Studies website at www.graduate.unl.edu.

B. COURSE REQUIREMENTS OVERVIEW

The course and credit hour requirements for the Clinical Psychology Training Program are as follows:

Core Clinical Courses

Clinical Proseminar	3 hrs
Psychopathology Proseminar	3 hrs
Assessment I & II	6 hrs
Clinical Interviewing	3 hrs
Psychotherapy	3 hrs
Ethics in Clinical Psychology	3 hrs
Clinical Supervision and Consultation	<u>2 hrs</u>
Total hours for core clinical courses:	23 hrs

Other Required Courses

3 Statistics and Research Design courses	9 hrs
Teaching Methods	1 hr
Clinical Intervention I & II	6 hrs
Diversity course*	3 hrs
Practicum**	12-24 hrs
Master's Equivalency Research	7 hrs
APA area courses (below), area of concentration, minors or elective courses	21-27 hrs
Dissertation	<u>12-24 hrs</u>
Total hours for other required courses:	77-101 hrs

Total Program Hours Required: 100-124

* The diversity requirement is met by the following courses that address diversity and multicultural issues: Psychology of Race and Ethnicity (PSYC 976), Cultural Diversity and Development (PSYC 979), and Multicultural Counseling (EDPS 868)

**After second year, students should sign up for a minimum of 6 practicum credit hours per year, in the following manner: (a) at least 3 summer practicum hours, starting in the summer after second year; and (b) 3 credits during the school year, which can be distributed based on each student's needs (e.g., 1 credit in the Fall and 2 in the spring, 0 credits in the Fall and 3 credits in the Spring).

Note: Students who take financial aid (particularly those in residence at UNL for 5 years) should take care not to exceed 140 total credit hours, as this may be seen by Financial Aid as an indication of not making satisfactory progress and will jeopardize financial aid eligibility. To keep total credits under 140, it is recommended that these students take no more than 9 credits in the Fall and Spring, and 6 in the Summer, of their 4th and 5th years.

C. MEETING APA AND PROGRAM REQUIREMENTS

The following sections review the program requirements designed to meet the APA accreditation standards that took effect in 2017. Please be aware that the Doctoral Comps Portfolio (in Appendix H) also details expectations for meeting these program requirements. The program requirements in the sections that follow, including courses, MERP, dissertation, and clinical practica, often contribute to meeting more than one of the APA accreditation standards. (For those interested in further detail, the DCT can provide details from the latest APA self-study, including Tables 2 and 3, which provide a detailed breakdown addressing the following requirements.)

Please note that “completion” of a graduate course requires a grade of B- or better (or a “Pass” for a course that is taken Pass/No Pass).

Part 1: DISCIPLINE SPECIFIC KNOWLEDGE TRAINING

Coursework for History and Systems and Basic Content Areas:

We require that all students complete a curriculum plan that allows them to acquire and demonstrate substantial understanding of and competence in the following areas:

- 1) History and systems
- 2) Affective aspects of behavior
- 3) Biological aspects of behavior
- 3) Cognitive aspects of behavior
- 4) Developmental aspects of behavior
- 5) Social aspects of behavior

Two main options are available for meeting course requirements in each of the above areas. Both options allow students to obtain breadth of training both across and within multiple areas in the field of psychology.

Option 1:

Complete coursework in a required area. The course must provide broad coverage of the domain at the graduate level. The Department of Psychology offers proseminars that program faculty have determined meet this requirement for certain APA domains. These courses are listed below:

Area	Department Courses
History and Systems	Proseminar in History & Philosophy (910) History and Systems of Psychology (EDPS 991)
Affective Aspects of Behavior	Development of Emotion and Emotion Regulation (921) Social Behavior Seminar: Emotion and Motivation (929)
Biological Aspects of Behavior	Proseminar in Physiological (904)
Cognitive Aspects of Behavior	Proseminar in Cognitive Psychology (907)
Developmental Aspects of Behavior	Lifespan Development (921) Lifespan Development (EDPS 991)
Social Aspects of Behavior	Proseminar in Social Psychology (906)

Option 2:

Students may also meet an area requirement through a combination of prior educational experiences and more focused graduate instruction. Specifically, students who have performed sufficiently well in undergraduate coursework with adequate coverage of an APA content area may count that coursework toward partial fulfillment of that domain. For prior undergraduate coursework to count toward partially satisfying an APA area requirement, the following criteria must be met:

1. The course must have been completed within the past five (5) years.
2. The student must have earned an “A-” or better (or equivalent) in the course.
3. The course syllabus must be reviewed by a UNL faculty member with relevant expertise and approved as covering the current body of knowledge in that area. (See Appendix B for sample email requesting approval of prior coursework.)

Students meeting the above requirements for a given content area may combine this prior coursework with more focused instruction in the relevant area to fully satisfy that requirement. Students choosing among the more focused elective course offerings should select courses that are consistent in their training goals and objectives. These elective courses include:

Area	Elective Courses
Affective Aspects of Behavior	Proseminar in Development; Social, Emotional, and Personality (902b)
Biological Aspects of Behavior	Seminar in Pharmaceuticals and Clinical Psychology (920) Seminar in Social, Cognitive, Affective Neuroscience (929)
Cognitive Aspects of Behavior	Cognitive Development (EDPS 961)
Developmental Aspects of Behavior	Proseminar in Development: Cognitive and Biological (PSYC 902a) Proseminar in Development; Social, Emotional, and Personality (PSYC 902b) Developmental Seminar: Temperament, Executive Function, and Self-Regulation (PSYC 921)
Social Aspects of Behavior	Applied Social Psychology (929) Social Cognition (929) Psychology of Race and Ethnicity (976) Cultural Diversity in Psychology (979)

Students may use either Option 1 or Option 2 to satisfy each area requirement. However, a separate course must be taken for each area (i.e., one course may not be counted under two different areas). Each student has the responsibility along with her/his advisor and Supervisory Committee (once appointed) to make sure that the program of courses includes academic training from each of the areas of training. To assist with this process, students should complete the Discipline Specific Knowledge Requirements Worksheet, which is found in the Appendix B of this Manual.

Advanced Integrative Knowledge of Discipline-Specific Content Areas:

Beginning with the new 2017 Standards of Accreditation, there is a requirement for demonstration of graduate-level scientific knowledge that entails integration of multiple (2 or more) basic discipline-specific content areas (excluding history and systems).

As part of our Doctoral Comprehensive Exam Portfolio (see Appendix H) students are asked to identify a project that involved integration of two or more of the content areas (i.e., affective, biological, cognitive, social, or developmental aspects of behavior) that has been completed after they have learned about the two (or more) relevant content areas in prior graduate courses. This can be a research project (e.g., MERP, dissertation proposal, or other research projects on which they are first/lead author) or paper for a course.

Research Methods, Statistical Analysis, and Psychometrics:

The 2017 Standards of Accreditation also require that students receive graduate-level training in research methods, statistical analysis, and psychometrics. To meet those expectations students must complete an empirical Masters Equivalence Research Project (MERP) and Dissertation and the following courses:

Core Clinical Courses:

Proseminar in Clinical Psychology (PSYC 908)
Introduction to Clinical Assessment (PSYC 955)
Clinical Assessment Techniques (PSYC 956)

Research Design/Statistics Classes:

Fundamentals of Research Design and Data Analysis 1 (941)
Fundamentals of Research Design and Data Analysis 2 (942)

And completion of one of the following:

Multilevel Modeling (944)
Structural Equation Modeling (948)
3 credits of Statistics Modules (930)

Part 2: PROFESSION-WIDE COMPETENCIES

Many of the courses and requirements that contribute to discipline-specific knowledge (above) also contribute to meeting profession-wide competencies. (As noted earlier, the Doctoral Comps Portfolio provides additional coverage of program expectations.)

Students must demonstrate competence in the following areas:

i. Research

- Completion of Research Design and Data Analysis 1 (PSYC 941) and Research Design and Data Analysis 2 (PSYC 942)
- Completion of one of the following courses: Multilevel Modeling (PSYC 944), Structural Equation Modeling (PSYC 948), or 3 credits of Statistics Modules (PSYC 930)
- Completion of an empirical MERP
- Completion of an empirical dissertation
- Students are also expected to present at least two research projects at one or more conferences and/or co-author at least one published research project

ii. Ethical and legal standards

- Completion of Ethics in Clinical Psychology (PSYC 922), Clinical Intervention I (PSYC 981), Clinical Intervention II (PSYC 982)
- Completion of at least one year of clinical practicum
- Completion of Collaborative Institutional Training Initiative (CITI) course that covers ethical practices in the research context

iii. Individual and cultural diversity

- Completion of one of the following diversity courses: Psychology of Race and Ethnicity (PSYC 976), Cultural Diversity and Development (PSYC 979), Multicultural Counseling (EDPS 868)
- Completion of the required core Clinical courses, which include diversity considerations: Proseminar in Clinical Psychology (PSYC 908), Psychopathology (PSYC 909), Evidence Based Clinical Interviewing (PSYC 970), Psychotherapy (PSYC 983), Introduction to Clinical Assessment courses (PSYC 955), Clinical Assessment Techniques (PSYC 956), Ethics in Clinical Psychology (PSYC 922)
- Completion of at least one year of clinical practicum
- Completion of Doctoral Comps Portfolio, including self-reflective essay on knowledge of and competence in issues of cultural and individual diversity, and additional training and experience needed

iv. Professional values, attitudes, and behaviors

- Completion of Proseminar in Clinical Psychology (PSYC 908) and Ethics in Clinical Psychology course (922)
- Satisfactory completion of at least one year of clinical practicum
- Participation in professional development activities (e.g., workshops, colloquia, and/or symposia). (It is expected that students engage in these activities throughout their training, and at least once annually.)
- Become member of one or more relevant professional organizations
- Attendance at one or more relevant professional conferences
- Completion of Doctoral Comps Portfolio, including self-reflective essay on current career plans, preparation for that career, and additional training and experience needed

v. Communication and interpersonal skills

- Completion of Proseminar in Clinical Psychology (PSYC 908), Clinical Intervention I (PSYC 981) and Clinical Intervention II (PSYC 982)
- Completion of at least one year of clinical practicum
- Completion of the Clinical Comprehensive Exam
- Completion of an empirical MERP
- Completion of an empirical dissertation

vi. Assessment

- Completion of Proseminar in Psychopathology (PSYC 909), Introduction to Clinical Assessment (PSYC 955), Clinical Assessment Techniques (PSYC 956), Evidence-Based Clinical Interviewing (PSYC 970), Clinical Intervention I (PSYC 981), Clinical Intervention II (PSYC 982).
- Completion of the Clinical Comprehensive Exam
- Completion of at least one year of clinical practicum

vii. Intervention

- Completion of Clinical Intervention I (PSYC 981), Clinical Intervention II (PSYC 982), Psychotherapy (PSYC 983)
- Completion of the Clinical Comprehensive Exam
- Completion of at least one year of clinical practicum

viii. Supervision

- Completion of Supervision and Consultation in Clinical Psychology (PSYC 922)
- Completion of Clinical Intervention I (PSYC 981) and Clinical Intervention II (PSYC 982), which include receiving clinical supervision
- Completion of at least one year of clinical practicum, which includes receiving clinical supervision.

ix. Consultation and interprofessional/interdisciplinary skills

- Completion of Proseminar in Clinical Psychology (PSYC 908) and Supervision and Consultation in Clinical Psychology (PSYC 922)
- Completion of Clinical Intervention I (PSYC 981) and Clinical Intervention II (PSYC 982), and the Clinical Comps Process, which includes carrying a small caseload of clients
- Completion of at least one year of clinical practicum

D. ADVISING AND THE SUPERVISORY COMMITTEE

When students arrive on campus for orientation, they are assigned faculty advisors to assist in registering for courses and to guide them in planning their program. Students who are entering the CPTP for the first time are expected to attend the Orientation Program, which is conducted during the week prior to the first semester of the first year. The Orientation Program provides practical guides to graduate training, an overview of training expectancies, and basic graduate training principles and philosophies.

During the second year of training, students who have successfully completed all requirements to that date [including an approved (i.e., signed off by chair and a 2nd reader) master's equivalency research proposal, 2 statistics classes, and three semesters in the program] are approved to form a Supervisory Committee and most do so by the end of the second year. (Individuals who enter the program with MA degrees may petition the clinical faculty to form a Supervisory Committee after two semesters in the program if they wish.) The Supervisory Committee must be comprised of at least four faculty members, two of whom must be members of the clinical faculty, one of whom must be a faculty member in the department but outside the clinical faculty, and one of whom must be from outside the department. (There is a methodological exception to the Supervisory Committee membership: If it makes sense to add a third Clinical faculty member to the committee to provide specific methodological expertise, such as quantitative, neuroscience, or salivary bioscience, then the committee does not have to include another faculty member from within the department.)

The Chair of the Supervisory Committee functions as the advisor once the Committee is appointed by the Office of Graduate Studies. Additional advising is available from the Director of the CPTP. In cooperation with their Supervisory Committees, students develop an individualized program of study which is filed with the Graduate Studies Office. The program of study officially specifies the course work, practical experiences, research, and other training for which the Ph.D. is awarded. It must include all program requirements (e.g., core clinical courses, other required courses, dissertation, an APA approved internship, etc.) but also has significant flexibility for electives and specialization. As elaborated below, students use their electives to pursue additional course work, clinical training, and/or research in a particular area(s).

E. PROGRAMS OF STUDY

Description

As previously noted, our primary goal is to prepare clinical psychologists capable of serving in a wide range of professional contexts. As such, we are dedicated to providing a breadth of training in profession-wide competencies as the core of our curriculum, so that students emerge with a broad foundation of clinical and research skills. Although there is a significant degree of breadth of training inherent in the general program requirements, students may additionally choose to focus their work in specific areas. While students vary in the extent to which they pursue focused experiences, we believe that the flexibility provided by this approach is the best preparation for future practice in a rapidly changing scientific and human services environment.

Areas of Concentration

Among the many options for individualizing training, the CPTP currently offers a couple of more formalized Areas of Concentration. For example, students wishing to focus their training in clinical child or forensic psychology may complete a concentration in either Child and Family, Neuropsychology, or Forensic psychology, which each have a distinct, organized set of expectations beyond the general program requirements. In completing a concentration, students pursue structured, in depth opportunities for knowledge acquisition and practical experience in a specialty area. Child/Family students take additional courses including child psychopathology and assessment, child therapy, and couples and family therapy. Forensic students take forensic assessment, law and behavioral science, and mental health law. Each area also requires clinical experiences with relevant populations (see Appendices C, D, and E for specific Area of Concentration requirements).

Please note, these areas of concentration are *in addition to* meeting all of the standard program requirements.

Individualized Programs of Study

In addition to the more formalized Areas of Concentration, students may individualize their programs of study by choosing from a wide range of didactic coursework, research, and clinical practicum opportunities. Students work with their advisor and members of their Supervisory Committee to select coursework, practica and other clinical opportunities, and research opportunities that help prepare them for work in specific clinical areas. Examples include Family and Relationship Violence, Substance Abuse, and Mental Health Policy.

Focused Training in Quantitative Methods and Diversity

All clinical students are required to take 9 hours of quantitative methods/statistics and 3 hours of a diversity course. However, additional training in both of these areas is available in the department as a whole. Graduate students in psychology, including clinical, may choose to complete the Quantitative Methods Concentration and/or Diversity Concentration that involve additional coursework inside and outside the department and a comprehensive exam. The specific courses for these concentrations are identified with the supervisory committee, in accord with established guidelines (see Appendices F and G). The diversity concentration typically focuses on gender, race/ethnicity, or sexual minorities. Methodology training and the science of psychology is clearly reflected in all courses, practica, and research experiences in the clinical program. Similarly, it should be noted that classes and practicum training clearly reflect the contemporary multicultural context in which we all live and practice psychology. However, we recognize that some students may wish to seek additional formalized training related to quantitative methods or diversity.

Language/Research Tool Requirement

The Department does not have a specific language/research tool requirement. However, a student's Supervisory Committee *may* specify a research tool requirement to fulfill the student's Program of Studies. A common Program of Studies research tool requirement is demonstration of the ability to use major statistical software programs in the student's research activity.

F. PRIOR GRADUATE TRAINING

Students who enter the CPTP who have had prior graduate training may, with individualized approval of the CPTP Faculty, accelerate their Ph.D. training program. Students who have a master's degree based upon an empirical thesis may substitute the master's thesis for the master's equivalency research project requirement of our program if the thesis has been read and approved by two UNL Department of Psychology faculty members. A student's Supervisory Committee has the option to review and approve prior graduate academic work as a substitute for program of study course requirements when that graduate work is academically equivalent to graduate course work normally approved by the Graduate Committee and is consistent with the overall program of courses. For students who do not yet have a Supervisory Committee, approval to substitute a prior course for a current course is granted by the professor who teaches that course in the Department and the student's advisor.

Students with prior clinical training may petition the Clinical Faculty to have that prior clinical training substitute for existing CPTP clinical courses and practicum requirements. A review of prior training by the CPTP Faculty must demonstrate that the training is equivalent to the required stages of training in the CPTP. Included in this review must be some type of evaluation of the student's clinical training or experience from one or more qualified supervisors. For example, some students with prior practicum training and a master's degree may petition for a community practicum placement earlier than the normal third year in the program. The student must provide documented evidence that he/she has entry level clinical skills, a master's degree, and is in good standing in the CPTP before being placed in a community practicum placement. The Interviewing course and the Clinical Intervention courses are required of all students in the CPTP.

Students are expected to obtain a master's degree as they progress towards the Ph.D. degree. The master's degree in the CPTP represents the successful completion of the first two years of training including the development of an approved (i.e., signed off by chair and 2nd reader) master's equivalency research proposal, and completion of the clinical oral exam. The oral exam for this degree is given at the end of the second year and serves three functions:

- 1) It is the final exam for the two course Clinical Intervention I & II sequence.
- 2) It is the first exam of the Ph.D. comprehensive examination, which will be completed in the fourth year.
- 3) It is the oral exam for the master's degree.

In effect the master's degree is the public assurance and certification by the clinical faculty that the student has "entry level clinical skills." Specifically, the student must demonstrate to the clinical faculty that she/he, under supervision, can sustain a productive therapeutic relationship with a client, apply scientific understanding to clinical activity, and write a meaningful statement assessing an individual problem.

The master's degree represents a midpoint in professional development as a student progresses towards the Ph.D. degree. It should be noted that the master's degree is considered to be part of the overall Ph.D. program of studies. Students are not accepted into the CPTP specifically to pursue the master's degree.

G. CLINICAL TRAINING

In recent years, the CPTP has systematically integrated the APA evidence-based practice model across all of our clinical training. The model has been referred to as a “three-legged stool” of integrating the best research evidence, clinical expertise, and client preference and characteristics. For example the report writing in our training clinic and the clinical oral examination explicitly use the evidence-based practice model as a framework. We believe this is an ideal model for a Boulder program because it explicitly guides developing psychologists to incorporate scientific evidence, their growing clinical expertise, and important personal and cultural factors for the client in psychological assessment and treatment. Although evidence-based practice does not imply a particular theoretical framework, the faculty conceptualize cases primarily from a cognitive behavioral or behavioral framework and this model guides much of the clinical training.

The Psychological Consultation Center (PCC)

The CPTP operates an on-campus clinic which provides hands-on training for the development of the student's core clinical skills. As a training and research clinic, the PCC provides outpatient psychotherapy and assessment services for individuals, couples, and families across the lifespan. PCC clients are members of the Lincoln and Eastern Nebraska community who are seeking evaluation and treatment for a variety of mental health issues. As therapists at the PCC, students receive psychotherapy and assessment training. Through treatment provided at the PCC, students gain experience in the provision of evidence-based interventions, case conceptualization, and treatment planning. Students are also provided with the opportunity to gain supervision experience through peer supervision. Part of the PCC's mission is to conduct assessment- and treatment-relevant research, which primarily occurs through the specialty clinics housed within the PCC (described below).

Practicum training begins in the second year with a full-year course called Clinical Intervention that is conducted in the Psychological Consultation Clinic (PCC; our in-house clinic for research, training, and service). Clinical Intervention students spend an 8 hour day with their instructor in the PCC. They receive intensive supervision via live observation and immediate feedback on their performance. When not seeing a client themselves, students join the faculty member in the observation room to observe their peers. Students give and receive feedback and participate in didactic activities throughout the day as well. Although the observation can be intimidating at first, students quickly adjust and rapidly build fundamental clinical skills through the immediate feedback and extensive modeling. The second year of training is capped by the clinical oral examination described earlier.

Students may also receive training through a number of specialty clinics that are supervised by program faculty with expertise in particular areas. These clinics operate through the PCC and provide students with opportunities for supervised clinical experience and research targeting specific client populations.

Supervision is provided by the clinical faculty or licensed psychologists contracted by the CPTP program. The PCC is staffed by the Director, an advanced student who serves as clinic assistant director, and a full-time Office Associate. Other students and faculty are involved in the development and administration of the PCC. Specifically, the director, assistant director, community

representatives, and elected students from 1st-4th year cohorts comprise the PCC Advisory Committee (PAC). The PAC and Clinical Faculty, on which the PCC Director is a voting member, each act independently to advise and review policies and procedures for the PCC.

Practicum Placements

All students are expected to do a minimum of a one year post-Masters clinical practicum in which they are engaged in clinical service delivery. CPTP student placements in community agencies include many placements that provide specific training for general and specialized clinical services. Placement supervision is typically conducted on-site by clinical psychologists. Typically, clinical students in their third and fourth years are externs in such agencies. All students develop a plan for acquiring the breadth and depth of clinical experience that will allow her/him to gain competency and successfully compete for an internship with their mentor. When on a clinical community placement, advanced students typically do not maintain a PCC caseload. This allows students the time to make progress on research milestones while simultaneously obtaining significant clinical experiences in a community agency. Students with grant-funded dissertation research, research or teaching assistantships rather than clinical placements continue to provide clinical services in the PCC throughout their 3rd and 4th years in the program. The current practicum placements are noted on the CPTP webpage, and each spring all current students are updated on the placement opportunities for the following year.

The clinical faculty has the prerogative to decrease or increase the amount of practicum necessary for any student. Practicum progress is evaluated at the end of each semester, at the end of the second year with the oral examination, and during the final phases of the clinical comprehensive examination.

Internship

Students in the CPTP are required to complete a one-year, predoctoral, full time internship at a site accredited by the American Psychological Association. Students must be approved by the Clinical Faculty as meeting minimal predoctoral and pre-internship training requirements (as delineated on page 31) before applying for an internship. Students typically complete their internships during their fifth year of study. Students who enter the program with approved training (e.g., a student with a master's degree and supervised clinical experience) may be permitted by the clinical faculty to go on internship at an earlier date.

NOTE: All clinical activity or activity that might be interpreted as an application of psychology must be approved by the clinical faculty and supervised by a clinical supervisor approved by the program. This policy is in effect until a student has successfully completed the predoctoral internship.

H. RESEARCH TRAINING

The CPTP is designed to develop a continuous and progressive program of research for each student. Often this research is integrated with clinical training activity so that both represent one continuous process. However, for some students non-clinical research with non-clinical faculty may be developed independent of clinical training and represent highly productive accomplishment and training for the student.

Students become involved in research on campus by attending Research Teams (a.k.a., lab meetings) with their assigned advisor. By the end of the first semester, students are required to produce a brief research prospectus under the supervision of a faculty member. By the end of the second semester of the first year, students are required to develop a full proposal for their Master's Equivalency Research Project (MERP) that is approved by two faculty members (i.e., is signed off by the advisor and the 2nd reader). Students should aim to complete the MERP by the end of their second year.

Although students identify one faculty member as a primary research mentor, many students participate in more than one Research Team and have multiple research projects going at any given point in time. Both students and faculty frequently collaborate with peers resulting in rewarding cross-fertilization of ideas. Students are also expected to participate in the dissemination of research activity through scholarly publications and through participation in local and national conferences.

To facilitate student research development, and to expose students to ongoing research activities, faculty members supervise research groups that meet on a regular basis to discuss, plan, and evaluate research activity and proposals in each particular faculty member's research area of interest.

Both clinical and nonclinical faculty members of the Department of Psychology are available for research advising and mentoring. A list of all faculty and their research interests can be found below and on the Departmental website.

I. STUDENT EVALUATION

All clinical students are evaluated each semester in terms of academic, research, and professional development. At the end of each semester, the Graduate Executive Committee meets to evaluate students who have not been assigned Supervisory Committees. Evaluation is based on successful completion of course work, research progress, and performance of assistantship responsibilities (e.g., Teaching Assistants, Research Assistants). After Supervisory Committees are formed, the student's individual Supervisory Committee assumes responsibility for evaluating student progress towards the Ph.D. degree (note section on Supervisory Committee).

The Clinical Faculty also meets each semester to evaluate student progress in the Clinical Psychology Training Program. When relevant, the Clinical Faculty makes recommendations to the Graduate Executive Committee or to the student's Supervisory Committee regarding progress in clinical training. The Clinical Faculty is responsible for evaluating clinical competency and potential professional ability among the clinical students.

To remain in the clinical program, students must demonstrate the potential to become competent clinicians, and they must show continuous progress in this area. In addition to intervention,

assessment, and consultation skills, our concept of clinical competency includes adherence to the profession's ethical principles and a sensitive awareness of the welfare and needs of others.

Thus, it is important to recognize that there are two arenas of student evaluation. The traditional evaluation of academic and research progress is conducted primarily by the Graduate Executive Committee initially and then the student's Supervisory Committee. Clinical competence is evaluated by the Clinical Faculty and includes professional skills, as well as ethical sensitivity and interpersonal abilities.

In addition to semester evaluations, the second year oral exam and the clinical comprehensive examination are utilized by the Clinical Faculty to evaluate students in the development of their competencies and to approve student's applications for internship.

We accept into our program only the number of first year students we feel we can train to Ph.D. level. All students are expected to be successful. Over the years the vast majority of students entering our program have successfully completed the first year of training and continued on in the program.

Leave requests: Although this is not common, students on occasion find that they desire to request to take a leave from the program (e.g., for a semester or a year) for personal reasons. Students who have an interest in exploring this should speak with their advisor and the DCT who can assist with the process. A student submits a written request (email is fine) requesting a leave, giving a brief rationale for the request, and indicating the time frame of interest (e.g., a semester or year). The request is reviewed for approval by the Clinical faculty and the student is notified of the decision by the DCT. Typically leaves have been approved for up to one year intervals, with an opportunity to request an extension if needed (e.g., for another semester or year).

J. STUDENT PARTICIPATION IN PROGRAM POLICY

Graduate students are encouraged to become involved in the ongoing development of the program. Successful students become colleagues in a common endeavor with the faculty. A Graduate Student Association (GSA) in the Department of Psychology serves as a forum for student participation. The clinical student GSA representative attends clinical faculty meetings, is invited to offer input on all issues related to program policy, and serves as a liaison between the faculty and students. This individual also represents the clinical students in Department faculty meetings. Department and Clinical program policies are significantly influenced by student participation. Students are also involved in the overall evaluation of the program.

We take pride in the collegiality that takes place among the students themselves and between students and faculty. We feel a strength of this program has been the common pride in professional development among students and faculty, and the rapport and sense of relatedness that we share together. It is important to us that this psychological atmosphere continue to be a significant characteristic of the Clinical Psychology Training Program.

K. WEBSITES, BLOGS, EMAIL, EMAIL SIGNATURES, AND VOICEMAIL MESSAGES POLICY*

The Council of University Directors of Clinical Psychology has recently been discussing the implications of trainee information on websites, email signatures, and voicemail greetings. As technology changes, one part of professional training is to become aware of the implications such information might have, including the following:

- Internship programs report conducting web searches on applicants' names before inviting applicants for interviews and before deciding to rank applicants in the match.
- Clients are conducting web-based searches on trainees' names and finding information about therapists (and declining to come to clinics based on what they find).
- Employers are conducting on-line searches of potential employees prior to interviews and job offers.
- Legal authorities are looking at websites for evidence of illegal activities. Some prima facie evidence may be gained from websites such as photographs, but text may also alert authorities to investigate further.
- Postings to a variety of listservs might reflect poorly on oneself and the program.
- Although signature lines are ways of indicating your uniqueness and philosophy, one is not in control of where the emails will ever end up and might affect how others view you as a professional. Quotations on personal philosophy, religious beliefs, and political attitudes might cause unanticipated adverse reactions from other people.
- Voicemail greetings that might be entertaining to your peers, express your individuality, and be indications of your sense of humor may also not portray you in a positive professional manner. If you ever use your cell phone or home telephone for professional purposes (research, teaching, or clinical activities), be sure your greeting is appropriate and professional in demeanor and content.

There are now a number of negative episodes in training programs and at universities where graduate students have been negatively affected by material on websites, emails, and voicemail greetings. (Indeed, there are examples of emails from faculty and students getting published in newspapers that caused people harm.)

Information that seems to be fun, informative, and candid might put the program and the student in a bad light. What might be seen as "private" self-disclosure indicating your perceptions of yourself among friends is actually very public. This includes blogs, personal pages in Facebook and MySpace type of sites (and others). Because anything on the Internet is potentially available to all who seek, students should be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. As such, students should make every effort to minimize material that may be deemed inappropriate for a psychologist in training. To this end, students should set all security settings to "private" and should avoid posting information/photos or using any language that could jeopardize their professional image. Trainees should consider limiting the amount of personal information posted on these sites, and should never include clients as part of their social network, or include any information that might lead to the identification of a client, or compromise client confidentiality in any way. Trainees are reminded that, if you

identify yourself as a graduate student in the program, then we have some interest in how you portray yourself. If you report doing something unethical or illegal, then this information may be used by the program to determine probation or even retention. As a preventive measure, the Program advises that students (and faculty) approach online activities that include personal information carefully.

Is there anything posted that one would not want the program faculty, employers, family, or clients to read or view? Students are advised to engage in “safe” web practices and be concerned now about professional demeanor and presentations.

* Adapted with permission from the University of Kansas Clinical Child Psychology Program

L. POLICY RELATED TO TRAINEES WHO EXPERIENCE CONFLICTS WORKING WITH DIVERSE CLIENTS

The CPTP policy related to trainees who experience conflicts working with diverse clients is taken directly from the recommended policy statement of the APA Board of Educational Affairs.

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

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

M. GRIEVANCE PROCEDURES

The intent of the CPTP is to ensure that all students receive fair and equitable treatment during their time in the program and to provide them with an accessible procedure for resolving grievances. In most instances, grievances among students or between students and faculty or staff can be resolved informally without the involvement of the Grievance Committee. Normally, the informal resolution is accomplished through meetings or discussion between the complainant and the respondent with whom the grievance has developed. This process may involve the DCT or one or more mutually-agreed upon members of the faculty or staff or student body facilitating or mediate the discussion and informal resolution of the issue. If a resolution cannot be reached through informal processes, either party may request that the Departmental Grievance Committee review relevant information and make recommendations to resolve the grievance. Students are referred to the Department

Bylaws for a full explanation of the Department Grievance Committee, including its membership, purpose, power and functions, and procedures for handling complaints. The kinds of problems that are likely to be brought to the Grievance Committee include (but are not limited to):

- a. professional ethics disagreements
- b. appeals by students or faculty concerning decisions made by supervising faculty and committees
- d. authorship disputes
- e. sexual, age, racial/ethnic, or other bases of harassment

(Grade appeals by graduate students are handled by the Executive Graduate Faculty Committee.)

IV. SAMPLE PROGRAM

SAMPLE PROGRAM		
Fall	Spring	Summer
First Year		
Statistics/Methods Assessment I Clinical Proseminar Master's Equiv. (MERP) 2 cr Teaching Methods	Statistics/Methods Clinical Interviewing Psychopathology Master's Equiv. (MERP) 3 cr	Elective or Stats Modules
Second Year		
Clinical Intervention.I Assessment II Psychotherapy Master's Equiv. (MERP) 2 cr	APA content area course Clinical Intervention II History & Philosophy Elective	Clin. Intervention/Practicum Elective or Stats Modules
Third Year		
Practicum Dissertation/Research Ethics in Clinical Psych. Elective and remaining courses	Practicum Dissertation/Research Supervision/Consultation Electives and remaining courses	Practicum Dissertation/Research
Fourth Year		
Practicum Dissertation Electives	Practicum Dissertation Electives Finish Advanced Integrative Knowledge requirement	Practicum Dissertation
Fifth Year		
One year predoctoral internship		

V. SAMPLE MASTER'S DEGREE PROGRAM

(See Option 3, UNL Graduate Bulletin)

Basic Minimal Requirements:

<u>COURSE</u>	<u>CREDIT HOURS</u>
Non-thesis Research (MERP 996)	5
Introduction to Clinical Assessment (955)	3
Clinical Assessment Techniques (956)	3
Psychopathology Proseminar (909)	3
Clinical Proseminar (908)	3
Teaching Methods in Psychology	1
Psychotherapy (983)	3
Evidence-Based Clinical Interviewing (970)	3
Clinical Intervention (981, 982)	6
Psychometrics (941, 942)	6
<u>TOTAL CREDIT HOURS</u>	36

Notes: Program of Study must be completed by the end of the second year in the CPTP. The above program represents minimal requirements. Other courses may be added as long as they can be completed during the first two years of training. Note that advanced Practicum Placement and related stipend funding for the third year and beyond depends on obtaining the master's degree.

In the Spring of your first year a Memorandum of Courses form for the Masters degree will need to be completed. The Director of the CPTP will provide you with a prompt as well as an example when the time comes.

VI. PROGRAM REQUIREMENTS OUTLINE AND GENERAL TIME LINE

A. **NON-THESIS RESEARCH** (Also known as "Masters Equivalence Research Project" or **MERP**)

1. Students are expected to take two hours of Masters Equivalence Research (996) the first semester of the first year in the program. Students must attend at least four research team meetings and are encouraged to attend at least one nonclinical research team. As an option students who already know what area of research they plan to develop may participate solely in that research group or with a faculty mentor. A two page prospectus is required by the end of the semester. Once approved by an advisor, the prospectus must be turned in to the Director of Clinical Training by the last day of the first (fall) semester.
2. During the second semester each student takes 2 additional credit hours of Masters Equivalence Research (996). By the end of the second semester of the first year, students are required to develop a full proposal for their masters equivalency research project that is approved by two faculty members (the chair and the 2nd reader). Students should register for a final 2 credits of MERP during fall of their second year as they continue work on the project. Although it is not a requirement, students aim to complete the masters equivalency research project by the end of their second year. The MERP proposal must be approved before a Supervisory Committee is formed and meets.
3. Students admitted with a master's degree who have completed an empirical master's thesis at another University must have two department faculty read and approve the thesis in order to have the thesis substitute for the MERP requirement.
4. If you entered our program with a master's degree from another institution, you may earn a second one from UNL, but you cannot count prior coursework toward the degree at UNL.

B. MASTER'S DEGREE

All students are expected to obtain a master's degree by the end of the second year. The following steps must be completed to obtain a master's degree:

1. File the Memorandum of Courses form in the Graduate Office during the first year. At least 36 credits are needed for the master's degree. Be sure that a copy of this form is given to the secretary of the CPTP.
<https://www.unl.edu/gradstudies/academics/degrees/masters>
2. A MERP proposal approved and signed off by the chair and a 2nd reader.
3. Satisfactory performance in the Clinical Psychology Training Program through the first two years of training, as determined during the end-of-semester faculty meeting reviews.
4. File an Application for Degree and Final Examination Report during the second semester of the second year. Students should file for the degree early during the second semester of the second year. See Graduate Studies web page for forms and filing dates.
<https://www.unl.edu/gradstudies/academics/degrees/masters>
5. Clinical oral exam (conducted by the Clinical Intervention Instructor and two Clinical Faculty) at end of second semester passed.

Note: Students file Memorandum of Courses during their first year and then file the Application for Degree and Final Examination Report the semester they expect to receive the degree (i.e., the spring semester of the second year.)

Note: Only students with a master's degree will be placed in Community Practicum Placements during their third year and above. Student funding is contingent upon these placements after the second year of training.

C. FORMING A PH.D. SUPERVISORY COMMITTEE: In addition to Graduate Bulletin Requirements:

1. Each student must first be approved by the Graduate Executive Committee to set up a Supervisory Committee. Normally approval is given after the first semester of the second year at the "end-of-semester" student evaluation meeting. Clinical students are expected to complete two statistics courses (or to have the equivalent transfer credit), an approved MERP proposal (or prior thesis), and at least three semesters in the program before setting up a Supervisory Committee. Individuals who enter the program with MA degrees may petition the clinical faculty to form a supervisory committee after two semesters in the program if they wish.
2. The MERP proposal must be approved (i.e., signed off by chair and a 2nd reader) before a student can set up a Supervisory Committee.
3. The Supervisory Committee must be comprised of at least four members. Two of

the members must be clinical faculty members, one member must be from the department, but outside the clinical faculty, and one of the members must be from outside of the Department. It is normally advisable that the Chair be a member of the Clinical Faculty.

4. The Committee must be approved and the "Program of Studies" filed with Graduate Studies **before** one-half of the total credit hours toward the Ph.D. degree are completed. (It is advisable that most committees meet and approve programs during the second semester of the second year.)
5. A copy of the official "Program of Courses" **must** be filed in the CPTP secretary's office in the student file.

D. COMPREHENSIVE EXAM:

The Comprehensive exam consists of two components. The first component is supervised by the Clinical Faculty. The official Ph.D. component is under the jurisdiction of the student's Supervisory Committee.

1. The Clinical Comprehensive exam is a process which consists of the following elements:
 - a. The Clinical Oral Exam given at the end of the second year. (This exam also serves as the master's degree oral exam and the final exam of the Clinical Intervention courses.)
 - b. A Clinical Ethics course taken prior to the student's departure for internship.
 - c. A review by the Clinical Faculty of all clinical, academic, and research training at the time the student requests approval to apply for internship. The Clinical Faculty has the option at this time to require a second advanced oral exam to further evaluate clinical competency, if necessary.
2. The Ph.D. comprehensive exam is overseen by the student's Supervisory Committee. Usually this exam will consist of the above Clinical Comprehensive components and the Clinical Psychology Doctoral Portfolio (see Appendix H). The requirements in the doctoral portfolio guidelines are based on the goals and competencies of the UNL Clinical Psychology Training Program (CPTP).

The portfolio serves multiple purposes. It provides an opportunity for students to review and reflect on their progress at meeting the required competencies of the program, with the opportunity to review their progress and additional training needs with their Supervisory Committee. The portfolio is also intended to help students in the process of preparing for applying for the predoctoral internship. Finally, the portfolio will provide the

program an opportunity to evaluate and document achievement of these competencies, which will aid in future program self-studies for accreditation.

It is expected that completion of the portfolio serves as meeting the doctoral comprehensive exam requirements for CPTP students. Supervisory Committees may choose to require additional comprehensive exam requirements if it is determined that documentation of additional competencies is necessary for evaluation of the student's appropriateness for doctoral candidacy.

Completion of this portfolio is required of all Clinical students entering the CPTP as of August, 2015. Students who entered in previous years may choose to complete the portfolio for the doctoral comprehensive exam with permission of their Supervisory Committee.

The completed portfolio is to be reviewed by at least two members of the Supervisory Committee. The two reviewers must each complete the Portfolio Evaluation Form, included at the end of this document. Following faculty review of the portfolio, the student arranges for a meeting with the reviewers (and any other Supervisory Committee members, depending on expectations of the committee). The committee members discuss these competencies and additional training needs and priorities with the student.

Students must complete the portfolio to the satisfaction of their supervisory committee prior to applying for internship. The deadline for turning in the portfolio for review is the Friday of 15th Week of the spring semester (aka "dead week").

E. APPROVAL FOR INTERNSHIP

1. A student must have progressed in practicum to a point that, in the judgment of the Clinical Faculty, the student is ready for internship.
2. The Comprehensive Examination process must be completed and passed prior to the student requesting approval to apply for the internship. This includes the Clinical Comprehensive Exam and the entire Ph.D. Comprehensive Exam.
3. The Dissertation Proposal must be approved by the student's Supervisory Committee prior to the student requesting approval to apply for the internship.
4. All courses in the program of studies must be completed prior to the start of internship.

Note: Normally students apply for approval to apply for an internship the year prior to their internship year. This date is typically set at the beginning of the fourth year (typically it is the 1st or 2nd week of October) for fifth year internships.

F. INTERNSHIP

Successful completion of a one year, full time, APA accredited predoctoral internship is required for the Ph.D. degree. Students may not graduate prior to completing their internship. Completion of internship will be determined by individual internship sites such that students must provide a certificate of completion by their internship director if they want to graduate prior to the end date of their internship.

Note to international students: There is some paperwork related to visa status that you may need to complete as a function of accepting any type of paid off-campus work (e.g., internship). Therefore, as soon as you are accepted to an internship, you should contact the UNL international affairs office in order to complete the necessary paperwork.

*See Internship Application Information and the internship Gold Card at the back of the manual for additional information regarding the internship process.

G. ADMISSION TO PH.D. CANDIDACY

1. The student applies for Ph.D. Candidacy after passing the Comprehensive exam or the exam options. A candidacy form must be filed in the Graduate Office.
2. Candidacy must be filed at least seven months before final Ph.D. orals following completion of the dissertation. Term of candidacy is a maximum of three years within which the student is expected to complete all Ph.D. requirements (i.e., three years after the comprehensive exam is passed). Otherwise the Ph.D. comprehensive exam must be retaken (see Graduate College Bulletin).

H. DISSERTATION SUPERVISORY COMMITTEE

Functionally, within the CPTP there are in effect two Supervisory Committees: a Program of Studies Committee followed by a Dissertation committee. (As far as the Graduate College is concerned, however, there is only one Committee: the Ph.D. Supervisory Committee.) The Program of Studies Committee is the one formed initially during the second year that oversees the academic program of studies through the Comprehensive examination. After the Comprehensive exam is passed, the Dissertation Committee oversees the completion of the dissertation. The initial committee has faculty members that make sense from the point of view of the courses and exam the student wishes to take. However, by the time of the dissertation the student needs faculty members that serve primarily as dissertation readers. Thus it is common for a student to request changes in his or her committee as needs change. The Committee Chair or research supervisor can serve as an advisor for these changes as they occur. Once an initial committee is approved, changing membership is relatively common and simple.

I. THE DISSERTATION

All students are required to complete an empirical dissertation that is approved by their Supervisory Committee and the final copy must be submitted to and accepted by the Office of Graduate Studies.

1. The Supervisory Committee must approve a dissertation proposal.
2. The Dissertation Chair advises the student until an acceptable draft of the full dissertation is completed.
3. After the Chair approves the dissertation draft, two Supervisory Committee "readers" must read and approve the draft.
4. The revised draft is then approved by the entire committee.
5. A final Ph.D. oral exam is scheduled and announced to the Department.
6. It is critical that the student carefully follow all Graduate College guidelines and deadlines, and file all necessary forms required by the Graduate College. In particular the student should *file for graduation at the beginning of the semester when the student expects to graduate* and contact the Graduate Office for instructions during the semester.

J. POST GRADUATION AND STUDENT RECORDS

It is very important that students who complete their Ph.D. training help us to maintain necessary records. Please let us know address/email changes and job changes!

The program maintains records of each student's education and training experiences for documentation of student progression through the program and for future reference and credentialing purposes. The records are maintained in the office of the staff member who oversees graduate records (i.e., Jamie Longwell). Program records are maintained for a minimum of 10 years post graduation. Of course, the university continue to maintain the transcript with grades and degree completion.

VII. HANDOUT FOR FIRST YEAR CLINICAL STUDENTS

A. RESEARCH MILESTONES

All students are expected to be actively involved in research throughout their tenure at UNL. In keeping with the Boulder model of training, both research and clinical training should be adequately addressed in students' programs of study, regardless of students' ultimate career goals. However, since research often lacks the structure inherent in classes or practica, students sometimes find it difficult to devote adequate time and energy to research. The following time line will help students move through the program without delays caused by not completing research requirements. Although some of the deadlines noted below are rigid, it is most appropriate to think of this as a guideline for your research activities at UNL.

1. Fall Semester, first year

RESEARCH GOAL: BECOME FAMILIAR WITH ONGOING RESEARCH AT UNL AND BEGIN TO DEVELOP A TOPIC FOR YOUR MASTERS EQUIVALENCE RESEARCH PROJECT (MERP).

Register for two hours of research (Psyc 996) with your advisor. Attend at least four research team meetings (or meet individually with faculty members if they do not have a regular team meeting) and develop a two page pre-proposal including five references for the research you are considering for your MERP. To receive a Passing grade for Psyc 996 you must submit the two page proposal and faculty signatures indicating that you have attended the team meetings. You may get signatures from 2, 3 or 4 different faculty or 4 from the same person (if you have already found someone to supervise your research).

This is required for all students, regardless of whether they enter with a masters. However, masters students who do not need to complete a MERP project would be proposing other research, possibly pre-dissertation ideas.

2. Spring Semester, first year

RESEARCH GOAL: DEVELOP MERP PROPOSAL

Register for three hours of Psyc 996. Conduct library background research and meet regularly with the faculty member who is supervising your MERP. Initial drafts of the proposal should be finished about the time of spring break in order to have a final draft done by the end of the semester. To receive a passing grade for Psyc 996 you must have your proposal approved and signed off by your chair and a 2nd reader by the last day of regular classes on the spring semester of your second year. Failure to do this may result in a letter of concern from the Director or being placed on probation.

3. Summer after first year, Fall semester second year

RESEARCH GOAL: COLLECT MERP DATA

Register for two hours of Psyc 996 for the Fall. (These two hours may be deferred until spring if desired. You do not need to register for summer MERP hours.) By the end of Fall semester, you should have your MERP data collected and entered, ready for analyses.

4. Spring semester, second year

RESEARCH GOAL: ANALYZE DATA AND WRITE UP MERP

Register for two hours of Psyc 996 if you did not do so in the Fall. Set aside a minimum of 3-4 hours per week to analyze your data, aiming to have the analyses finished by about March 15th. Remember data analyses almost always take twice as long as anticipated. When you need a break from the computer, begin to revise and update the introduction and method from your proposal. Set your goal to have your MERP written up before you start your third year placement (usually about June 1st).

5. Summer, after second year, and Fall, third year

RESEARCH GOAL: PUBLISH MERP (if appropriate) AND GET INVOLVED IN OTHER RESEARCH PROJECTS

If you have not already done so, look for research in which you can collaborate with others or develop one or more projects on your own. For some students, this will be peripheral involvement. For others, it may be taking primary responsibility to follow a line of research that interests them (often the next logical study after your MERP).

6. Spring, third year through Fall, fourth year

RESEARCH GOAL: CONTINUE WORKING ON ONGOING RESEARCH PROJECT(S) AND DEVELOP DISSERTATION PROPOSAL

In the spring of your third year, begin to discuss dissertation topics with your dissertation chair. Aim to have the proposal approved by the middle of fall semester of your fourth year. This will allow spring semester and whatever part of summer you are around before leaving for internship to begin data collection or complete your proposal (if you took longer than expected). Remember, you must have your dissertation proposal approved before you can apply for internship. This places in you a good position to analyze your data, write up, and defend a completed dissertation prior to beginning internship. If this is not feasible, at a minimum it is best to try and get your data collected before internship. This will allow you to work on your dissertation during that year (difficult but not impossible) or finish up quickly after internship if necessary.

YOU SHOULD END UP WITH A TOTAL OF 7 CREDITS IN Psyc 996.

B. RECORD OF ATTENDANCE FOR RESEARCH TEAM MEETINGS AND COMPLETION OF MERP PRE-PROPOSAL

NOTE: This form is due at the end of the Fall Semester of the First-Year in the Program

Student _____

As described in the handout for research training for first year students in the UNL clinical training program, all new students (with and without masters degrees) are expected to attend at least four research team meetings during fall semester of the first year. You may attend four meetings of the same team or 2, 3 or 4 different teams. If a faculty member does not have a regular research team meeting, schedule individual appointments.

DATE	RESEARCH TEAM/AREA	FACULTY SIGNATURE
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

CERTIFICATION OF COMPLETION OF MERP PRE-PROPOSAL

This student has completed a 2-page pre-proposal including five references which describes research he/she is considering for his/her Masters Equivalency Research Project (MERP). (For students entering with a masters who do not need to complete a MERP, the proposal will be for other research.)

Advisor Signature

Date

Give completed form to the Director of Clinical Training.

C. RECORD OF COMPLETION OF MERP PROPOSAL

NOTE: This form is due at the end of the Spring Semester of the First-Year in the Program

Student _____

A completed Masters Equivalency Research Project (MERP) proposal describes an empirical research project. It is prepared according to APA publication style and includes title page, introduction, methods, data analysis plans, and references. Tables, figures, and/or appendices may be included if helpful in describing the research plans.

____ *Does Not Meet Criteria* ____ *Meets Criteria* ____ *Exceeds Criteria*

Advisor/Primary Reader Signature

Date

____ *Does Not Meet Criteria* ____ *Meets Criteria* ____ *Exceeds Criteria*

Secondary Reader Signature

Date

Give completed form to the Director of Clinical Training.

D. RECORD OF COMPLETION OF MERP REQUIREMENT

NOTE: This form is due at when the MERP is completed. (There isn't a specific due date.)

Student _____

A completed Masters Equivalency Research Project (MERP) is a full manuscript that describes an empirical research project. It is prepared according to APA publication style and includes title page, abstract, introduction, methods, results, discussion, and references, with tables and figures as appropriate for the study. The quality of the study, writing, data analyses, and manuscript preparation reflect an appropriate level of competence for a student at the master's degree level of training.

____ *Does Not Meet Criteria* ____ *Meets Criteria* ____ *Exceeds Criteria*

Advisor/Primary Reader Signature

Date

____ *Does Not Meet Criteria* ____ *Meets Criteria* ____ *Exceeds Criteria*

Secondary Reader Signature

Date

For students using a prior graduate thesis from another institution to waive the MERP requirement, indicate below the university and year that the thesis was completed and have two faculty readers sign this form.

University: _____

Year Completed: _____

Give completed form to the Director of Clinical Training.

VII. REFERENCES

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APPENDICES

APPENDIX A:

Brief Overview of Paperwork Due and Time Table

(See Grad Studies website to download forms as needed:

<https://www.unl.edu/gradstudies/academics/degrees>)

Fall Semester, First Year:

1. Record of Attendance for Research Team Meetings and Completion of Pre-Proposal - Due at end of semester; turned in to Director of Clinical Training
2. Graduate Student Activity Report – Due at end of semester. Completed on-line.

Spring Semester, First Year:

1. Memorandum of Courses Required for Candidacy for MA - Due before completion of the semester. Signed by Advisor and Graduate Chair
2. Graduate Student Activity Report - Due at end of semester.
Complete On-Line
3. Completion of MERP Proposal - Signed by two readers and turned into the Director of Clinical Training. Due on final day of regular classes.
4. **For those students with a MA degree:**
Appointment of Supervisory Committee for Doctoral Degree discuss with your advisor during this semester; typically turned in at end of second semester, first year. Signed by Graduate Chair

Fall Semester, Second Year:

1. Graduate Student Activity Report
Completed on-line
2. **For those students with a MA degree:**
Program of Studies for the Doctoral Degree - typically program of studies meeting held and form turned in by end of this semester

Spring Semester, Second Year:

1. Application for Degree (for those not coming in with MA degrees)-Due early February; be on look-out for paperwork
2. Graduate Student Activity Report
Completed on-line
3. **For those students without a MA degree:**

Appointment of Supervisory Committee for Doctoral Degree organized approximately one month prior to end of semester and typically turned in at end of first semester, second year. Signed by Graduate Chair

4. Final Examination Report for MA Degree (for those not coming in with MA degrees)-Due early February; be on look-out for paperwork. Signed by Advisor and Graduate Chair

5. **For those students without a MA degree:**

Program of Studies for the Doctoral Degree - typically program of studies meeting held and form turned in by end of this semester.

Other Paperwork:

1. Graduate Student Activity Report
Completed on-line each semester.

2. Application for Candidacy for Ph.D. - Completed once Doctoral Comprehensive Exam Portfolio is passed and must be 7 months prior to dissertation defense.

2. Request to Clinical Faculty to Apply for Internship - Early October the year preceding internship.

****Other paperwork related to completion of your dissertation, doctoral degree, and internship will be discussed during the internship advising process.**

APPENDIX B:

OPTIONS FOR APA REQUIREMENTS FOR BASIC CONTENT AREAS IN SCIENTIFIC PSYCHOLOGY

Training Areas	Options	Semester / Year
Affective Aspects of Behavior	<input type="checkbox"/> Option 1 Social Behavior Seminar: Emotion and Motivation (929) OR Development of Emotion and Emotion Regulation (921)	
	<input type="checkbox"/> Option 2 Undergraduate Course Title & Institution: _____ Date Taken: _____ Approved By: _____ Check Elective Course: <input type="checkbox"/> PSY 902b (Soc. Emo. Dev.)	
Biological Aspects of Behavior	<input type="checkbox"/> Option 1 Proseminar in Physiological Psychology (904)	
	<input type="checkbox"/> Option 2 Undergraduate Course Title & Institution: _____ Date Taken: _____ Approved By: _____ Check Elective Course: <input type="checkbox"/> PSY 920 (Psychopharm) <input type="checkbox"/> PSY 929 (Neuro)	
Cognitive Aspects of Behavior	<input type="checkbox"/> Option 1 Proseminar in Cognitive Psychology (907)	
	<input type="checkbox"/> Option 2 Undergraduate Course Title & Institution: _____ Date Taken: _____ Approved By: _____ Check Elective Course: <input type="checkbox"/> EDPS 961(Cog. Dev.)	
Developmental Aspects of Behavior	<input type="checkbox"/> Option 1 Seminar in Lifespan Development (PSYC 921) or Lifespan Development (EDPS 988)	
	<input type="checkbox"/> Option 2 Undergraduate Course Title & Institution: _____ Date Taken: _____ Approved By: _____ Check Elective Course: <input type="checkbox"/> PSY 921 (Dev. Sem.) <input type="checkbox"/> PSY 902a (Cog. Bio. Dev.) <input type="checkbox"/> PSY 902b (Soc. Emo. Dev.)	
Social Aspects of Behavior	<input type="checkbox"/> Option 1 Proseminar in Social Psychology (906)	
	<input type="checkbox"/> Option 2 Undergraduate Course Title & Institution: _____ Date Taken: _____ Approved By: _____ Check Elective Course: <input type="checkbox"/> PSY 929 (Applied Social) <input type="checkbox"/> PSY 929 (Social Cog.) <input type="checkbox"/> PSY 976 (Race & Ethn.) <input type="checkbox"/> PSY 979 (Cultural Div.)	
If using Option 2, turn in completed form(s) to the CPTP Director. DCT Signature: _____ Date: _____		

MEETING APA REQUIREMENTS FOR DISCIPLINE SPECIFIC KNOWLEDGE COURSE REQUIREMENTS

As an APA-accredited program, we require that all students complete a curriculum plan that allows them to acquire and demonstrate substantial understanding of and competence in the following areas: 1) History and systems; 2) Biological aspects of behavior; 3) Cognitive and affective aspects of behavior; 4) Social aspects of behavior; 5) Individual behavior; and 6) Human development. Two main options are available for meeting requirements in each of the above areas. Both options allow students to obtain breadth of training both across and within multiple areas in the field of psychology.

Option 1:

Complete coursework in a required area. The course must provide broad coverage of the domain at the graduate level. The Department of Psychology offers proseminars that program faculty have determined meet this requirement for certain APA domains. These courses are listed below:

Area	Department Courses
History and Systems	Proseminar in History & Philosophy (910) History and Systems of Psychology (EDPS 991)
Affective Aspects of Behavior	Social Behavior Seminar: Emotion and Motivation (929) OR Development of Emotion and Emotion Regulation (921)
Biological Aspects of Behavior	Proseminar in Physiological (904)
Cognitive Aspects of Behavior	Proseminar in Cognitive Psychology (907)
Developmental Aspects of Behavior	Lifespan Development (921) Lifespan Development (EDPS 991)
Social Aspects of Behavior	Proseminar in Social Psychology (906)

Note: Clinical courses that address these areas primarily within an applied context *do not* satisfy these requirements. For example, a course in cognitive-behavioral therapy does not satisfy the cognitive requirement.

Option 2:

Students may also meet an area requirement through a combination of prior educational experiences and more focused graduate instruction. Specifically, students who have performed sufficiently well in undergraduate coursework with adequate coverage of an APA content area may count that coursework toward partial fulfillment of that domain. For prior undergraduate coursework to count toward partially satisfying an APA area requirement, the following criteria must be met:

1. The course must have been completed within the past five (5) years.
2. The student must have earned an "A-" or better (or equivalent) in the course.
3. The course syllabus must be reviewed by a UNL faculty member with relevant expertise and approved as covering the current body of knowledge in that area. (See below for sample email requesting approval of prior coursework.)

Students meeting the above requirements for a given content area may combine this prior coursework with more focused instruction in the relevant area to fully satisfy that requirement. Students choosing among the more focused elective course offerings should select courses that are consistent in their training goals and objectives. These elective courses include:

Area	Elective Courses
Affective Aspects of	Proseminar in Development; Social, Emotional,

Behavior	and Personality (902b)
Biological Aspects of Behavior	Seminar in Pharmaceuticals and Clinical Psychology (920) Seminar in Social, Cognitive, Affective Neuroscience (929)
Cognitive Aspects of Behavior	Cognitive Development (EDPS 961)
Developmental Aspects of Behavior	Proseminar in Development: Cognitive and Biological (PSYC 902a) Proseminar in Development; Social, Emotional, and Personality (PSYC 902b) Developmental Seminar: Temperament, Executive Function, and Self-Regulation (PSYC 921)
Social Aspects of Behavior	Applied Social Psychology (929) Social Cognition (929) Psychology of Race and Ethnicity (976) Cultural Diversity in Psychology (979)

Sample Email Requesting Approval of Prior Coursework

The following text can be used when requesting approval from UNL faculty to count prior graduate or undergraduate coursework toward Discipline Specific Knowledge requirements.

Dear Dr. ____:

I am a graduate student in the Clinical program here at UNL. My advisor, Dr. ____, suggested that I contact you to ask whether a course I took as an undergraduate/graduate student at ____ [insert name of university] can count toward meeting the APA requirement for discipline specific knowledge training in ____ [insert name of domain]. The Commission on Accreditation requires that I have “current knowledge” in this area and that the course covers: [insert appropriate paragraph from below].

I am attaching the syllabus from my prior class. Can you please review it and let me know whether you feel it meets the above requirements? [If you are proposing to count an undergraduate course, add the following:] I took this course as an undergraduate. If approved by you as providing sufficient breadth of coverage, I will also take a more focused graduate class at UNL for added depth in this domain.

Thank you for taking the time to review this syllabus. Please let me know if I can answer any questions.

Sincerely,

Insert Appropriate Text for Each Domain Above (these descriptions are from the APA Implementing Regulations)

Affective Aspects of Behavior, including topics such as affect, mood, and emotion. Psychopathology and mood disorders do not by themselves fulfill this category.

Biological Aspects of Behavior, including multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior. Although neuropsychological assessment and psychopharmacology can be included in this category, they do not, by themselves, fulfill this category.

Cognitive Aspects of Behavior, including topics such as learning, memory, thought processes, and decision-making. Cognitive testing and cognitive therapy do not, by themselves, fulfill this category.

Developmental Aspects of Behavior, including transitions, growth, and development across an individual's life. A coverage limited to one developmental period (e.g., infancy, childhood, adolescence, adulthood, or late life) is not sufficient.

Social Aspects of Behavior, including topics such as group processes, attributions, discrimination, and attitudes. Individual and cultural diversity and group or family therapy do not, by themselves, fulfill this category.

APPENDIX C:

Child and Family Concentration

The purpose of the child and family concentration is to provide specialized didactic, clinical, and research training to those students with interests in this area within the context of the broader general clinical training program. The structure of the concentration is designed to give students the opportunity for more in-depth study and practical application of key child/family concepts and skills that form the foundation for evidence-based practice within this specialty area.

The child and family concentration includes required coursework and practicum experience. As detailed below, students in the child and family concentration must complete a minimum of 15 credit hours of child- and family-focused graduate-level courses, including both required and elective courses. Students must also complete at least 1000 hours of practicum activity at one or more sites involving services (e.g., assessment, treatment, consultation) to children and/or families. Finally, students in the child and family concentration are encouraged to pursue research projects that are relevant to children and/or families during their graduate training.

Required Courses (*On top of ALL the regular CPTP Program Requirements*)

- Child Psychopathology and Assessment (PSYC 986)
- Child Therapy (PSYC 987)
- Marriage and Family Therapy (PSYC 922) **or** Marriage and Family Counseling (EDPS 985) **or** Couples and Family Therapy readings course (Psyc 971)

One additional developmental course from the following possibilities:

Developmental Proseminar (PSYC 902a or 902b)
 Seminar in Developmental Psychology (PSYC 921)
 Cognitive Development (EDPS 961)
 Developmental Psychobiology (EDPS 963)
 Developmental Pediatrics readings course (PSYC 971)

In addition, students are expected to gain clinical experience working with children and families. This may be in their clinical work in the PCC (e.g., through Clinical Intervention, Advanced Supervision, or Specialty Clinics) and/or a community practicum placement. Students are also expected to participate in research on topics that address children and families. In most cases this includes the MERP and Dissertation, though students should consult their advisor and supervisory committees for guidance on a sufficient amount and type of research experience.

APPENDIX D:

Neuropsychology Concentration

Students interested in the academic and clinical study of brain- behavior relationships are able to pursue neuropsychology as a concentrated area of study.

Clinical Neuropsychology is a specialty in professional psychology that applies principles of assessment and intervention based upon the scientific study of human behavior as it relates to normal and abnormal functioning of the central nervous system. The specialty is dedicated to enhancing the understanding of brain-behavior relationships and the application of such knowledge to human problems (APA, 2010).

In addition to completing all of the core competency requirements of the clinical program, students choosing to specialize in this area will be expected to complete additional coursework, clinical practica, and research in the area of neuropsychology that conform to the education and training practices set forth by the Houston Conference Guidelines

(https://www.scn40.org/uploads/4/7/2/2/47220679/houston_conference.pdf).

Coursework in neuropsychology and neuroscience are offered through the Department of Psychology and others on campus or within the University of Nebraska system. Clinical practica are made possible through close partnerships with local area hospitals and providers (e.g., Madonna Rehabilitation Hospital). An abundance of invaluable resources at the Center for Brain, Biology and Behavior (CB3) such as advanced neuroimaging equipment, provide an enriched setting to conduct neuropsychological research. Currently research labs in the Department focus on the neuropsychology of traumatic brain injury; however, collaborations that branch out to other areas of psychological study are greatly encouraged.

APPENDIX E:

Training in Clinical Psychology and Law

Updated 8/11

The UNL Clinical Psychology program collaborates with the UNL Law Psychology program to prepare students for careers in research and clinical practice that combine behavioral science, mental health and legal scholarship. This may include earning the **Master of Legal Studies (M.L.S.)** degree as well as the Ph.D. in clinical psychology. Areas of study within clinical psychology and law include mental health law and policy, therapeutic jurisprudence (using the law for therapeutic purposes) and forensic psychology. Students interested in forensic psychology should consider the **Ph.D.-M.L.S. track** and forensic concentration options. Students interested in mental health law, policy, therapeutic jurisprudence or other applications of law in clinical psychology should contact clinical faculty with interests similar to their own. Faculty interests are described at <http://www.unl.edu/psypage/grad/clinical.shtml>.

The Master of Legal Studies Degree Program

The Master of Legal Studies (M.L.S.) Degree Program is designed for individuals who are interested in developing a formal understanding of the law as it affects their research and practice in psychology. It is not for individuals preparing to practice law. Students enrolled in the program are required to complete 33 credit hours of coursework in the College of Law, including three hours of Legal Research and Writing and six hours of Contracts, Property or Torts. The M.L.S. Degree is conferred upon the successful completion of the 33 credit hours and an oral final examination.

Clinical Ph.D./M.L.S. applicants must apply to the College of Law for the M.L.S. degree after admission to the Clinical Program.

Clinical Ph.D./M.L.S. students should expect an extra year duration for their graduate training compared to other graduate students. Their law coursework will be completed in the second year of graduate school, although their involvement in law psychology research and practicum training extends throughout their Ph.D. program of studies.

MLS students are required to participate in the Law/Psychology research seminar and other related activities. In addition, MLS students will be required to perform relevant psycholegal research related to Masters-level and Dissertation research projects.

Clinical Ph.D./M.L.S Track

Training in Forensic Psychology at the University of Nebraska-Lincoln includes the Ph.D. in clinical psychology and Masters of Legal Studies (M.L.S.). Students are admitted to both the Clinical and Law/Psychology Programs. The goal of training is specialization in forensic practice and research. Individuals with such training are expected to perform legally-informed research and clinical practice related to forensic mental health issues.

Forensic training at UNL is designed to prepare students for careers in research and clinical practice related to forensic and legal processes. The Ph.D./M.L.S. track is operated jointly by the Clinical Psychology and Law Psychology programs. Both programs strive to train scientist practitioners who engage in legally sensitive clinical and research activity. This program best suits the applicant who

desires to engage in active research and clinical activity. The Clinical Ph.D./M.L.S track is not intended for individuals who desire training in “behavioral profiling” or “criminal investigative analysis”.

Consistent with many faculty within the Department of Psychology, Dr. Scalora and other forensic training faculty strive to integrate research activity within a multiple clinical and other applied contexts. Graduates who have obtained extensive forensic training have subsequently been employed in a wide range of settings, including:

- academia
- correctional settings
- federal threat assessment settings
- forensic hospitals
- policy settings
- public sector mental health settings

Clinical training is an important component of the Clinical Ph.D./M.L.S track. Forensic students receive at least 1000 hours of practicum experience involving assessment or services to legally-involved populations. Forensic students also have access to other practicum opportunities in the Clinical Psychology Training Program. Graduates of the Clinical Ph.D./M.L.S track have proved very competitive for prestigious internships, where solid clinical preparation is prerequisite.

Forensic Psychology Concentration

Students who desire specialized forensic psychology training but choose not to complete the MLS can complete a Forensic Psychology Concentration.

For Forensic Concentration training status, the following courses are required in addition to the core clinical training requirements (there may be some overlap of these requirements in some students' program of studies):

- Forensic Assessment
- Law & Behavioral Sciences Prosem or Topics in Law and Psychology
- Mental Health Law

At least one of the following law courses for at least three credits after the above courses:

- Criminal Law
- Criminal Procedure
- Family Law
- Juvenile Law
- Torts

(Other related legal coursework with the approval of supervisory committee)

The **Forensic Concentration** also requires that at least 1000 hours of practicum activity be performed at a site involving assessment or services to legally-involved populations. If such experiences are unavailable, a set of relevant alternatives can be considered.

Forensic Concentration students are required to participate in the Law/Psychology research seminar and other related activities.

APPENDIX F:

Quantitative Methods Concentration

The purpose of the quantitative methods concentration is to provide advanced training in quantitative methods to students within the context of the broader general clinical training program.

The structure of the quantitative methods concentration is designed to give students not only the opportunity for in-depth study of advanced statistical models for psychological data in a classroom setting, but also to provide experience utilizing those skills within the student's own research. Through these avenues the student will be able to provide demonstrable evidence of their quantitative skills that will be useful in securing future positions. (Please see the next page for additional detail.)

CONCENTRATION IN QUANTITATIVE METHODS

Quantitative Methods

Department of Psychology

University of Nebraska-Lincoln



Known informally as the “quant minor,” this is an opportunity for graduate students to document specific training in statistics and methodology. This is *not* an official university minor and should not be listed as such on the doctoral program of studies.

REQUIREMENTS

- ➔ **Notify Supervisory Committee.** When you meet with your supervisory committee to develop your program of studies, specify that you plan to complete the concentration in quantitative methods. The committee must be notified of your intention to pursue the concentration in quantitative methods prior to approval of the dissertation proposal.
- ➔ **Complete 18 Credit Hours of Statistics and Methodology.** See <http://psych.unl.edu/psycrs/> for course offerings in the department. There are also several courses offered outside of the psychology department, and workshops can count toward the total credits (1 credit per workshop). See Dr. Brock or Dr. Garbin to discuss course planning.
- ➔ **Complete a Comprehensive Exam.** There are several options for completing the comprehensive exam (see examples in the right panel). The key requirements are (a) demonstration of professional level acquisition of a complex, nonstandard model* and (b) approval by the supervisory committee of the approach to the exam.

*Your supervisory committee will determine what constitutes a *complex, nonstandard* model.

For more information, contact:

Rebecca L. Brock
220 Burnett Hall
rebecca.brock@unl.edu
(402) 472-7779

Calvin P. Garbin
218 Burnett Hall
cgarbin1@unl.edu
(402) 472-3721

EXAMPLE COMPS*

SIT-DOWN TEST

In collaboration with Dr. Brock and Dr. Garbin, your committee will compile a set of questions (with a set of relevant readings) for you to answer during a designated period of time.

PAPER

Submit a paper demonstrating the use of an advanced data analytic approach. The paper might include a comparison of the advanced approach to a classic analysis, highlighting what was gained by the novel approach. Often, this paper is presented at a conference or submitted to a journal.

DISSERTATION

If you incorporate a non-standard, advanced approach to data analysis in your dissertation, this may meet the requirement for comps.

ANNOTATED ANALYSIS

Complete an analysis that would be considered advanced in nature, and submit (a) a statement detailing the approach, justification for choices that were made during the analysis, and a detailed interpretation of the results, and (b) relevant printouts/output.

TEACHING

If you TA for a statistics or methodology course, you may submit a reflection statement at the end of the semester explaining what you learned about teaching quantitative methods.

**The final comps requirement must be approved by the supervisory committee, and is not limited to these examples.*

APPENDIX G:

Diversity Concentration in Graduate Study in Psychology

Approved 1/07 by the Graduate Executive Committee

Concept: Create an informal “minor” akin to the quant minor that would allow students to document some expertise in cultural diversity, sexual minorities, and gender studies. The diversity concentration is open across program areas and specific coursework is individually determined by supervisory committees within the guidelines set forth for the concentration. The list of courses will be updated regularly by the Sarata Committee on Diversity or changes can be recommended to that committee by any graduate student or faculty member.

Goals:

1. Promote diversity training and research among faculty and graduate students,
2. Attract a wider range of students into the applicant pools for the graduate programs.
3. Allow students to document their work on their CV to make them more competitive for post-docs, jobs and clinical internship.

The Diversity Concentration consists of extended study in areas of psychology and related fields dealing with cultural diversity, gender, and/or sexual orientation. It is expected that students primarily focus on one of these three areas but it is possible to combine areas such as focusing on ethnic minority women. Students are expected to complete 15 credit hours and a comprehensive exam. The 15 credit hours would be drawn from the courses on the attached list. Occasionally, courses not on the list can be used, at the discretion of the supervisory committee. Usually this will occur when a special topics course is offered. (Please alert the chair of the Sarata Committee on Diversity if a course not on the list is used to determine whether it should be added.) At least 6 hours must be from outside of the Department of Psychology and at least 6 hours must be inside the Department of Psychology. No more than 6 hours can be readings courses. No more than 6 hours can be at less than the 900 level. The student’s proposed list of courses must be approved by the student’s supervisory committee with consultation from the chair of the Sarata Committee on Diversity and form a meaningful plan of study. Typically this will occur as part of the supervisory committee meeting in which the doctoral plan of studies is approved.

The comprehensive exam consists of an oral presentation, such as a colloquium, or brown bag presentation. The format and content of the presentation should be consistent with the student’s overall educational program (e.g., a research talk for psychologists, a lecture/teaching demonstration for an advanced undergraduate class, a clinical workshop). Details of the presentation must be approved by the supervisory committee within the following guidelines:

1. The presentation must demonstrate breadth and depth of knowledge in the area of the minor.
2. The presentation must demonstrate integrative or creative work appropriate for the doctoral level. This could include presentation of original research, critical analyses of an important theory or problem, or synthesis and integration of the existing literature, for example.
3. The presentation must be open to the entire faculty and graduate students of the Department and be widely advertised in the Department.
4. The student must provide a written record of the presentation (e.g., annotated PowerPoint slides) to the faculty evaluating the comprehensive exam.
5. At least 2 members of the supervisory committee (or 2 faculty in the Department of Psychology that they designate) must be present for the entire presentation and provide a brief written evaluation

to the student and the supervisory committee that includes a recommendation of whether the comprehensive exam is passed. These two faculty members may seek the input of other faculty who are present. At the discretion of the supervisory committee, a paper of appropriate depth and scope can be substituted for the presentation.

Worksheet for Diversity Concentration in Graduate Study in Psychology

The Diversity Concentration was developed as a mechanism by which graduate students can develop and document extended study in one of the following three areas: cultural diversity, sexual minorities, and/or gender studies, in addition to their regular program of studies. It is similar to the “quant minor” in that it is not a formal university program but is recognized within our department and can be documented on CV’s and in letters of recommendation in a meaningful way.

It is recommended that the following worksheet be used to develop the list of courses and plan the comprehensive exam. It should be discussed with the chair of your supervisory committee and be presented at the supervisory committee at which the doctoral program of studies is approved.

A. Course Requirements – 15 hours drawn from the attached list (occasional courses not on the attached list can be used, at the discretion of the supervisory committee. If you wish to use a course not on the list, please alert the chair of the Sarata Committee on Diversity to see whether the course should be added to the list.)

6 hours from the Department of Psychology

6 hours from outside the Department of Psychology

3 hours either inside or outside the Department

How many hours are less than 900? _____ (No more than 6 hours can be at less than the 900-level)

How many hours are readings courses? _____ (No more than 6 hours can be readings courses -- Psyc 971 or 972 or equivalent).

On what date did you consult with the chair of the Sarata Committee on Diversity to discuss the plan of study? _____ (the chair’s role is advisory and does not represent approval of a specific plan).

B. Coherent Program of Study - Describe briefly how this series of courses forms a coherent program of study that is appropriate for the doctoral level and meets your educational or career goals?

C. Describe the Plan for the Comprehensive Exam

The preferred comprehensive exam is an oral presentation, such as a colloquium, or brown bag presentation. A paper meeting the same goals can be substituted at the discretion of the supervisory committee. The format and content of the presentation should be consistent with the student’s overall educational program (e.g., a research talk for psychologists, a lecture/teaching demonstration for an advanced undergraduate class, a clinical workshop). Details of the presentation or paper must be approved by the supervisory committee within the following guidelines.

1. The presentation must demonstrate breadth and depth of knowledge in the area of the minor.
2. The presentation must demonstrate integrative or creative work appropriate for the doctoral level. This could include presentation of original research, critical analyses of an important theory or

problem, or synthesis and integration of the existing literature, for example.

3. The presentation must be open to the entire faculty and graduate students of the Department and be widely advertised in the Department. (Not applicable for the paper.)
4. The student must provide a written record of the presentation (e.g., annotated PowerPoint slides) to the faculty evaluating the comprehensive exam.
5. At least 2 members of the supervisory committee (or 2 faculty in the Department of Psychology that they designate) must be present for the entire presentation and provide a brief written evaluation to the student and the supervisory committee that includes a recommendation of whether the comprehensive exam is passed. These two faculty members may seek the input of other faculty who are present.

APPENDIX H:
Clinical Psychology Doctoral Portfolio Guidelines

Clinical Psychology Training Program (CPTP) University of Nebraska-Lincoln

Clinical Psychology Doctoral Portfolio Guidelines

Background and Rationale:

The requirements in these doctoral portfolio guidelines are based on the aims and competencies of the UNL Clinical Psychology Training Program (CPTP), as outlined in the most recent APA Accreditation Self-Study (2019).

This portfolio serves multiple purposes. It provides an opportunity for students to review and reflect on their progress at meeting the required competencies of the program, with the opportunity to review their progress and additional training needs with their Supervisory Committee. The portfolio is also intended to help students in the process of preparing for applying for the pre-doctoral internship. Finally, the portfolio will provide the program an opportunity to evaluate and document achievement of these competencies, which will aid in future program self-studies for accreditation.

It is expected that completion of this portfolio serves as meeting the doctoral comprehensive exam requirements for CPTP students. Supervisory Committees may choose to require additional comprehensive exam requirements if it is determined that documentation of additional competencies is necessary for evaluation of the student's appropriateness for doctoral candidacy.

Completion of this version of portfolio is required of all Clinical students entering the CPTP as of August, 2017. Students who entered in previous years may choose to complete this version of the portfolio or the previous version that was in place when they entered the program.

The completed portfolio is to be reviewed by at least two members of the Supervisory Committee who are Clinical faculty. The two reviewers must each complete the Portfolio Evaluation Form, included at the end of this document. Following faculty review of the portfolio, the student arranges for a meeting with the reviewers (and any other Supervisory Committee members, depending on expectations of the committee). The committee members discuss these competencies and additional training needs and priorities with the student.

Students must complete the portfolio to the satisfaction of their supervisory committee prior to applying for internship. The deadline for turning in the portfolio for review is the Friday of 15th Week of the spring semester (aka "dead week").

To aid completion and review, two additional documents are available. These are the *Student Worksheet* and the *Faculty Scoring Sheet*. If you need Word copies of these files, please contact the Director of Clinical Training or the Clinical Program's administrative assistant.

When the entire process is done, the completed Portfolio and the Faculty Scoring Sheets (from both faculty reviewers) must be submitted to the Director of Clinical Training. The Portfolio materials will be kept in the student's file.

Aim #1: Understanding and Competence in the Breadth of Scientific Psychology

Objective 1.1: Students will gain knowledge of and competency in the foundational areas of scientific psychology.

Competencies Expected for Objective 1.1:

1. Student demonstrates substantial knowledge of and competence in each of the following domains: biological aspects of behavior, cognitive and affective aspects of behavior, social aspects of behavior, lifespan development, and history and systems of psychology. This is demonstrated by a B- or better in courses that meet CPTP requirements for coursework in these domains.

Date of approved Doctoral Program of Studies that details a curriculum plan meeting CPTP requirements for coursework in these domains: _____

Please attach a copy of your transcript to the end of this document to show grades and courses completed to date. (An unofficial copy downloaded from MyRed is acceptable.)

Objective 1.2: Students will gain knowledge and competency in integration of two or more of the foundational areas of scientific psychology (i.e., affective, biological, cognitive, social, or developmental aspects of behavior).

Competencies Expected for Objective 1.2:

1. Student demonstrates scientific knowledge that entails integration of at least two of the following content areas: affective, biological, cognitive, social, or developmental aspects of behavior.

Identify a project that involved integration of two or more of the following content areas: affective, biological, cognitive, developmental, or social aspects of behavior. This could be a research project (e.g., MERP, dissertation proposal, or other research projects on which you are lead author) or a paper for a course. This project must be completed after you have learned about the two (or more) relevant content areas in prior graduate courses.

Please provide information about this project in the following format: (a) note the two (or more) relevant content areas addressed (i.e., affective, biological, cognitive, developmental, or social); (b) indicate which of your courses addressed the relevant content areas and when those courses were completed; (c) provide an abstract describing the project; (d) briefly describe how the project represents integration of two (or more) of the content areas (e.g., three to four sentences); (e) indicate when the project was or will be completed; (f) briefly describe how the project was or will be evaluated (e.g., by advisor and/or supervisory committee, course instructor).

If the project has not yet been completed and evaluated you will be asked to provide this information with your "Request to Apply for Internship" which is submitted in the semester you apply for internship.

Other Achievements related to Understanding and Competence in the Breadth of Scientific Psychology.

List other activities you care to note (if any) that are not included above.

Aim #2: Understanding and Competence in Planning, Conducting, Evaluating, and Disseminating Research

Objective 2.1: Students will acquire competence in research design, data analysis, data interpretation, as well as in the ability to critically evaluate and review the psychological research literature.

Competencies Expected for Objective 2.1:

1. Student demonstrates substantial knowledge of and competence in research methods and quantitative data analysis and interpretation. This is demonstrated by a B- or better in 9 credits of quantitative coursework meeting CPTP requirements and approved by their Supervisory Committee.

Date of approved Doctoral Program of Studies that details a curriculum plan meeting CPTP requirements for coursework in these domains: _____

2. Students will successfully complete an empirical MERP (or prior thesis) that is reviewed and approved by two Psychology faculty.

Date of completion of approved MERP (or prior thesis): _____

3. Students will successfully complete an empirical dissertation that is approved by their UNL appointed Supervisory Committee and accepted by Graduate Studies.

Provide a brief summary (250 words or less) of current dissertation plans and time line for completion.

4. Student demonstrates the ability to critically evaluate and review current literature, and to identify gaps and directions for future research.

Briefly describe research activities (other than MERP and dissertation) where you evaluated and reviewed the literature and identified directions for future research. For example, this may include grant proposals, critical review papers, manuscript co-reviews for journals, or other manuscripts/publications.

Objective 2.2: Students will demonstrate the ability to generate original research and scholarship and to disseminate that research.

Competencies Expected for Objective 2.2:

1. Student successfully completed an empirical MERP that is reviewed and approved by two Psychology faculty.

This competency is addressed above.

2. Student will successfully complete an empirical dissertation that is approved by their UNL appointed Supervisory Committee and accepted by Graduate Studies.

This competency is addressed above.

3. Student is involved in at least one research project *other than* MERP and dissertation. This will include any of the following activities: research conceptualization and design, data collection, data analysis, manuscript writing, publication, and/or presentation of the research at a professional conference.

List research activity (other than MERP and dissertation), including title of project and role in project.

4. Student presents at least two research projects at one or more conferences and/or co-authors at least one published research project.

List *all* conference presentations and publications (including chapters and literature reviews). Use APA format.

Objective 2.3: Students will demonstrate knowledge of and competence in the ethical conduct of research.

Competencies Expected for Objective 2.3:

1. Student demonstrates knowledge of relevant ethical principles related to research (e.g., APA's Ethical Standards). This is demonstrated by a B- or better in the course Ethics in Clinical Psychology (922).

Date course taken (or planned): _____

2. Student demonstrates competence in applying established ethical principles and practices in their research activities. This is demonstrated by completion of CITI training in research ethics and p Office of Research, and preparation of IRB proposals, and IRB approved data collection.

Date of most recent completion of CITI training: _____

List IRB proposals submitted as a primary or secondary investigator. Indicate dates of approval, title of project, and role (e.g., primary or secondary investigator).

List data collection activities that followed IRB approved protocols. Indicate dates, title of project, and activity (e.g., obtained informed consent, completed assessments).

Other Achievements related to Understanding and Competence in the Breadth of Scientific Psychology and Research Methods.

List other activities you care to note (if any) that are not included above.

Self-Reflective Essay for Aim #2:

Briefly describe your research skills, experiences and interests. (500 word maximum.)

Also describe areas in which you are need of further development. (250 word maximum.)

Aim #3: Understanding and Competence in the Practice of Clinical Psychology

Objective 3.1: Students will gain knowledge of and competence in the core areas of clinical psychology.

Competencies Expected for Objective 3.1:

1. Students demonstrate knowledge of and competence in the areas of assessment, diagnosis, treatment, and supervision and consultation. This is demonstrated by a B- or better in the following core clinical courses: Proseminar in Clinical Psychology (908), Psychopathology (909), Evidence Based Clinical Interviewing (970), Psychotherapy (983), Introduction to Clinical Assessment I (955), Introduction to Clinical Assessment II (956), Supervision and Consultation (922), and Ethics in Clinical Psychology (922).

Date of approved Doctoral Program of Studies that details a curriculum plan meeting CPTP requirements for coursework in these domains: _____

Please attach a copy of your transcript to the end of this document to show grades and courses completed to date.

Objective 3.2: Students are knowledgeable of and competent in the area of assessment.

Competencies Expected for Objective 3.2:

1. Students demonstrate knowledge of test construction and importance of reliability, validity, and standardization.
2. Students demonstrate knowledge of and clinical competence in test selection and administration, scoring and interpretation.
3. Students demonstrate competence in report writing and the integration of assessment data into comprehensive case conceptualizations and treatment planning.

These competencies are, in part, demonstrated by earning a B- or better in the following courses relevant to assessment: Introduction to Clinical Assessment I and Introduction to Clinical Assessment II (955 & 956).

This competency is addressed above.

These competencies are also demonstrated by passing the Clinical Comprehensive Exam with a mean score of 3 or greater (*expected for this level of training*) on the grading criteria.

Date of completion of Clinical Comprehensive Exam: _____

These competencies are also demonstrated by achieving supervisor evaluations of at least a 3 (*good skills for this level of training*) on the Assessment Skills section of the Practicum Evaluation Form.

List relevant supervised clinical experiences where this was achieved (dates, agency, supervisor).

Objective 3.3: Students will demonstrate knowledge of and competence in an evidence based approach to psychological treatment.

Competencies Expected for Objective 3.3:

1. Students demonstrate knowledge of and competence in the use of empirical research to inform clinical practice.
2. Students demonstrate knowledge of and competence in the appropriate use of empirically supported interventions.
3. Students demonstrate sensitivity to and competence in the consideration of individual client characteristics in the use of evidence-based interventions.
4. Students demonstrate foundational knowledge and initial competence in clinical supervision and professional consultation.

These competencies are, in part, demonstrated by earning a B- or better in the following core clinical courses: Proseminar in Clinical Psychology (908), Psychopathology (909), Evidence Based Clinical Interviewing (970), Psychotherapy (983), Introduction to Clinical Assessment I & II (955 & 956), Supervision and Consultation in Clinical Psychology (922), and Ethics in Clinical Psychology (922).

This competency is addressed above.

These competencies are also demonstrated by achieving a B- or better in Clinical Intervention I & II (981 & 982).

List semesters that these courses were completed.

These competencies are also demonstrated by passing the clinical Comprehensive Exam with a mean score of 3 or greater (*expected for this level of training*) on the grading criteria.

This competency is addressed above.

This is also demonstrated by achieving supervisor performance ratings of at least a 3 (*good skills for this level of training*) on the case conceptualization and psychotherapy skills sections of the Practicum Evaluation Form.

List relevant supervised clinical experiences where this was achieved (dates, agency, supervisor).

Objective 3.4: Students will demonstrate an understanding of and competence in the practice of professional ethics in clinical practice.

Competencies Expected for Objective 3.4:

1. Students will demonstrate knowledge of the ethical principles relevant to clinical practice and be able to apply those principles to clinical situations.

This is demonstrated by earning a B- or better in Ethics in Clinical psychology (922).

This competency is addressed above.

This is also demonstrated by achieving supervisor performance ratings of at least a 3 (*good skills for this level of training*) on “Demonstrates Commitment to APA Code of Ethics” item on the Practicum Evaluation Form.

List relevant supervised clinical experiences where this was achieved (dates, agency, supervisor).

Other Achievements related to Understanding and Competence in the Practice of Clinical Psychology.

List peer supervision activities and other activities you care to note (if any) that are not included above.

Self-Reflective Essay for Aim #3:

Describe your theoretical orientation and how this influences your approach to case conceptualization and intervention. This should include how evidence-based practice guides your clinical work. You may use de-identified case material to illustrate your points if you choose. (500 word maximum.)

Also describe areas strength and areas in need of potential further development in your understanding and competence in the practice of clinical psychology. (250 word maximum).

Aim #4: Understanding and Competence in Issues of Cultural and Individual Diversity

Objective 4.1: Students demonstrate knowledge of and competence in delivering psychological services to diverse client populations.

Competencies Expected for Objective 4.1:

1. Students demonstrate understanding of cultural and individual diversity issues (e.g., culture, gender, sexual orientation, disability, etc.).

This is demonstrated by earning a B- or better in at least one diversity course as part of their program of studies. The course must address cultural and individual diversity, such as Psychology of Race and Ethnicity (976), and Multicultural Counseling (EDPS 868).

Date course taken (or planned): _____

2. Students conceptualize cases considering contextual and diversity issues and apply this conceptualization in their assessments, treatment planning, and interventions with diverse clients.

This is demonstrated by earning a B- or better in the following core clinical courses that address issues of cultural and individual diversity: Proseminar in Clinical Psychology (908), Psychopathology (909), Evidence Based Clinical Interviewing (970), Psychotherapy (983), Introduction to Clinical Assessment I & II (955 & 956), and Ethics in Clinical Psychology (922).

This competency is addressed above.

This is also demonstrated by achieving supervisor performance ratings of at least a 3 (*good skills for this level of training*) on the following Practicum Evaluation items:

- “Integrates understanding of client’s cultural diversity in assessment, administration, interpretation, and report writing”
- “Integrates understanding of client’s diversity in case conceptualization”
- “Communicates sensitivity and respect for cultural, sex role, and ethnic issues”
- “Seeks knowledge and skill in related to cultures different from own”

List relevant supervised clinical experiences where this was achieved (dates, agency, supervisor).

Objective 4.2: Students will gain exposure to diverse client populations and demonstrate sensitivity to issues of cultural and individual diversity in clinical practice.

Competencies Expected for Objective 4.2:

1. Students will gain intervention and assessment experience with diverse clients.

Provide a list of your clinical experiences (including dates, agency, supervisor) and for each experience indicate (a) the type(s) of diversity encountered, (b) an estimate of the total number of hours of diversity experience, and (c) an estimate of the percentage your clients that were diverse.

2. Students will demonstrate understanding and integration of client’s diversity in assessment, case conceptualization, and psychotherapy.

This is also demonstrated by achieving supervisor performance ratings of at least a 3 (*good skills for this level of training*) on the following Practicum Evaluation items:

- “Integrates understanding of client’s cultural diversity in assessment, administration,

- interpretation, and report writing”
- “Integrates understanding of client’s diversity in case conceptualization”
- “Communicates sensitivity and respect for cultural, sex role, and ethnic issues”
- “Seeks knowledge and skill in related to cultures different from own”
- “Demonstrates sensitivity to cultural diversity issues in relationships with community professionals, faculty staff, and peers”

List relevant supervised clinical experiences where this was achieved (dates, agency, supervisor).

Objective 4.3: Students will demonstrate attention to issues of diversity in original research.

Competencies Expected for Objective 4.3:

1. Students will demonstrate knowledge of issues of diversity and individual differences in the context of clinical psychology research.
2. Students will address issues of cultural and individual diversity in original research.

This is demonstrated by earning a B- or better in Ethics in Clinical psychology (922).

This competency is addressed above.

This is also demonstrated by research that addresses issues of cultural and individual differences (e.g., providing detailed descriptions of sample characteristics, addressing issues of generalizability of findings, discussing other issues of cultural and individual diversity).

List publications and presentations that address cultural and individual differences. For each, provide a very brief description of how diversity was addressed.

If your MERP is not already represented in the above list, indicate whether it addressed diversity, and if so, how.

Provide a brief summary of how your dissertation research, based on your knowledge of the study at this time, may address issues of cultural and individual differences. (150 word maximum.)

Other Achievements related to Knowledge of and Competence in Issues of Cultural and Individual Diversity.

List other activities you care to note (if any) that are not included above. This may include workshops attended, additional training received, etc.

Self-Reflective Essay for Aim #4:

Briefly describe your experience and training in work with diverse populations, including clinical and research activity. Your discussion should display explicitly the manner in which multicultural/diversity issues influence your clinical practice and case conceptualization. (500 word maximum.)

What further training and experience do you need to facilitate your knowledge of and competence in issues of cultural and individual diversity. (250 word maximum.)

Aim #5: Development of an Identity as a Professional Psychologist and Scientist-Practitioner

Objective 5.1: Students demonstrate the development of professional identities as psychologists.

Competencies Expected for Objective 5.1:

1. Students demonstrate knowledge of relevant ethical and legal codes (e.g., APA's Ethical Standards). This is demonstrated by a grade of B- or better in Ethics in Clinical Psychology (922).

This competency is addressed in Aim 3.

2. Students demonstrate the ability to collaborate in training and in their professional development across settings. This is demonstrated by achieving supervisor performance ratings of at least a 3 (*good skills for this level of training*) on the Practicum Evaluation items reflecting Professional Role.

List relevant supervised clinical experiences where this was achieved (dates, agency, supervisor).

3. Students participate in non-required professional development activities (e.g., workshops, departmental colloquium and/or symposia).

List workshops, colloquia, and symposia attended (date, speaker and title, sponsor/location)

Objective 5.2: Participation in non-required professional activities outside of the department and university

Competencies Expected for Objective 5.2:

1. Students will be members of one or more professional organizations relevant to their career.

List all current memberships in professional organizations.

2. Students will attend one or more professional conferences relevant to their career.

List all professional conferences attended (include dates and location).

Other Achievements related to Development of an Identity as a Professional Psychologist and Scientist-Practitioner.

List other activities you care to note (if any) that are not included above. Include other professional service not listed above (e.g., student service/leadership positions for professional organizations).

Self-Reflective Essay for Aim #5:

Briefly describe your current career plans as a scientist-practitioner and reflect on how you have prepared, and will continue to prepare, yourself for that career. (500 word maximum).

Also describe any additional training and experiences (not described in earlier essays) needed as you continue your development. (250 word maximum).

Clinical Psychology Training Program (CPTP)
University of Nebraska-Lincoln

Clinical Psychology Doctoral Portfolio Guidelines

STUDENT WORKSHEET

Name of Student: _____

Date: _____

Instructions for Students

While working on your portfolio, you will want to have two documents available in addition to this one. These are the Clinical Psychology Doctoral Portfolio Guidelines and the Faculty Scoring Sheet for the Portfolio. The Student Worksheet is intended to guide you through the portfolio to create a non-redundant document that will be easily scored. The other two documents will help you understand the criteria so you can present your information in the best manner. Use the Student Worksheet as the starting document and fill in your information in each section. Note the Tips for Internship Essays on the last page.

This provides opportunity for student self-reflection. The intent is that this is a student endeavor that does not require much input from faculty until it is submitted. You may talk with your advisor or others about completing this, including how you are approaching the essays, but there will not be rounds of feedback before it is submitted. The parts of the essays that are also used for the internship application can undergo additional rounds of editing/feedback (as much as you want) when you are working on the internship process.

The deadline for turning in the portfolio for review is the Friday of 15th Week of the spring semester (aka “dead week”) during the year you plan to apply for internship.

When the entire process is done, you must submit the completed Portfolio and the Faculty Scoring Sheet (from both faculty reviewers) to the Director of Clinical Training. The Portfolio materials will be kept in your student file.

Aim #1: Understanding and Competence in the Breadth of Scientific Psychology

Objective 1.1: Students will gain knowledge of and competency in the foundational areas of scientific psychology.

Objective 1.2: Students will gain knowledge and competency in integration of two or more of the foundational areas of scientific psychology (i.e., affective, biological, cognitive, social, or developmental aspects of behavior).

This is largely met by coursework so give the date your doctoral program of studies was approved and a recent transcript. If you met a program requirement by transferring in a course or by utilizing an undergraduate course and a specialized graduate course, please note which graduate course meets which program requirement.

Date of approved Doctoral Program of Studies _____

Attach most recent transcript (unofficial transcript from MyRed is acceptable).

Advanced integrative knowledge:

Identify a project that involved integration of two or more of the following content areas: affective, biological, cognitive, developmental, or social aspects of behavior. This could be a research project (e.g., MERP, dissertation proposal, or other research projects on which you are lead author) or a paper for a course. This project must be completed after you have learned about the two (or more) relevant content areas in prior graduate courses.

Please provide information about this project in the following format: (a) note the two (or more) relevant content areas addressed (i.e., affective, biological, cognitive, developmental, or social); (b) indicate which of your courses addressed the relevant content areas and when those courses were completed; (c) provide an abstract describing the project; (d) briefly describe how the project represents integration of two (or more) of the content areas (e.g., three to four sentences); (e) indicate when the project was or will be completed; (f) briefly describe how the project was or will be evaluated (e.g., by advisor and/or supervisory committee, course instructor).

If the project has not yet been completed and evaluated you will be asked to provide this information with your "Request to Apply for Internship" which is submitted in the semester you apply for internship.

List other activities you care to note (if any) that are not included above that are related to understanding and competence in the breadth of scientific psychology. If none, indicate "no additional activities."

Aim #2: Understanding and Competence in Planning, Conducting, Evaluating, and Disseminating Research

Objective 2.1: Students will acquire competence in research design, data analysis, data interpretation, as well as in the ability to critically evaluate and review the psychological research literature.

Objective 2.2: Students will demonstrate the ability to generate original research and scholarship and to disseminate that research.

Objective 2.3: Students will demonstrate knowledge of and competence in the ethical conduct of research.

Several of these are met by coursework so you just have to give the date your doctoral program of studies was approved and a recent transcript. If you met a program requirement by transferring in a course or by utilizing an undergraduate course and a specialized graduate course, please note which graduate course meets which program requirement.

Date of approved Doctoral Program of Studies – Provided in Aim #1.

Most recent transcript (unofficial transcript from MyRed is acceptable) – Provided in Aim #1.

Date of approved MERP final project (or prior thesis approved for MERP requirement) _____

Provide a brief summary (250 words or less) of current dissertation plans and time line for completion.

List *all* conference presentations and posters and publications (including chapters and literature reviews). Use APA format.

Briefly describe in 1-2 sentences each research activity (other than MERP and dissertation) where you evaluated and reviewed the literature and identified directions for future research. For example, this may include grant proposals, critical review papers, manuscript co-reviews for journals, or other manuscripts/publications. If you have more than 3, just describe the 3 most significant ones and indicate the number of other activities of this sort (e.g., 4 journal co-reviews; 2 co-authored publications).

List any other research activity (other than MERP and dissertation), including title of project and role in project that has not already been noted.

Date of most recent completion of CITI training: _____

List IRB proposals submitted as a primary or secondary investigator. Indicate dates of approval, title of project, and role (e.g., primary or secondary investigator).

List data collection activities that followed IRB approved protocols. Indicate dates, title of project, and activity (e.g., obtained informed consent, completed assessments). If you have more than 3, just give details on 3 most significant projects and list the number of other projects in which you collected data that followed IRB approved protocols.

List other activities you care to note (if any) that are not included above that are related to understanding and competence in the understanding and competence in planning, conducting, evaluating, and disseminating research. If none, indicate “no additional activities.”

Self-Reflective Essay for Aim #2:

Briefly describe your research skills, experiences and interests. (500 word maximum.)

Also describe areas in which you are need of further development. (250 word maximum.)

Aim #3: Understanding and Competence in the Practice of Clinical Psychology

Objective 3.1: Students will gain knowledge of and competence in the core areas of clinical psychology.

Objective 3.2: Students are knowledgeable of and competent in the area of assessment.

Objective 3.3: Students will demonstrate knowledge of and competence in an evidence based approach to psychological treatment.

Objective 3.4: Students will demonstrate an understanding of and competence in the practice of professional ethics in clinical practice.

Several of these are met by coursework so you just have to give the date your doctoral program of studies was approved and a recent transcript, which was already included in the last section. If you met a program requirement by transferring in a course, please explain here, since it may not appear on your transcript.

Date of completion of Clinical Comprehensive Exam: _____

Several of these competencies are demonstrated by achieving supervisory evaluations of at least a 3 (good skills for this level of training) on various sections of the Practicum Evaluation Form. You should not attach the evaluation forms but you should review them to complete this section. (The graduate secretary can provide you with a copy of the forms if you do not have them.) If all competencies were met at the same time at the same agencies, you should indicate this and only provide one list. If you are missing evaluation forms or have some ratings of 1 or 2 on the forms, you should meet with the DCT to determine how to handle that in this document.

Achievement of a 3 or higher on the Assessment Skills section of the Practicum Evaluation Form.

- List relevant supervised clinical experiences, including Clinical Intervention I and II, where this was achieved (dates, agency, supervisor).

Achievement of a 3 or higher on the case conceptualization and psychotherapy skills sections of the Practicum Evaluation Form.

- List relevant supervised clinical experiences, including Clinical Intervention I and II, where this was achieved (dates, agency, supervisor).

List peer supervision activities and other activities you care to note (if any) that are not included above and are related to understanding and competence in the practice of clinical psychology. If none, indicate “no additional activities.”

Self-Reflective Essay for Aim #3:

Describe your theoretical orientation and how this influences your approach to case conceptualization and intervention. This should include how evidence-based practice guides your clinical work. You may use de-identified case material to illustrate your points if you choose. (500 word maximum.)

Also describe areas strength and areas in need of potential further development in your understanding and competence in the practice of clinical psychology. (250 word maximum).

Aim #4: Understanding and Competence in Issues of Cultural and Individual Diversity

Objective 4.1: Students demonstrate knowledge of and competence in delivering psychological services to diverse client populations.

Objective 4.2: Students will gain exposure to diverse client populations and demonstrate sensitivity to issues of cultural and individual diversity in clinical practice.

Objective 4.3: Students will demonstrate attention to issues of diversity in original research.

Several of these are met by coursework so you just have to give the date your doctoral program of studies was approved and a recent transcript, which was already included in the last section. If you met a program requirement by transferring in a course, please explain here, since it may not appear on your transcript.

Several of these competencies are demonstrated by achieving supervisory evaluations of at least a 3 (good skills for this level of training) on various items of the Practicum Evaluation Form. You should not attach the evaluation forms but you should review them to complete this section. (The graduate secretary can provide you with a copy of the forms if you do not have them.) If all competencies were met at the same time at the same agencies, you should indicate this and only provide one list. If you are missing evaluation forms or have some ratings of 1 or 2 on the forms, you should meet with the DCT to determine how to handle that in this document.

Achievement of supervisor performance ratings of at least a 3 (*good skills for this level of training*) on the following Practicum Evaluation items:

- “Integrates understanding of client’s cultural diversity in assessment, administration, interpretation, and report writing”
- “Integrates understanding of client’s diversity in case conceptualization”
- “Communicates sensitivity and respect for cultural, sex role, and ethnic issues”
- “Seeks knowledge and skill in related to cultures different from own”
- List relevant supervised clinical experiences, including Clinical Intervention I and II, where this was achieved (dates, agency, supervisor).

Achievement of supervisor performance ratings of at least a 3 (*good skills for this level of training*) on the following Practicum Evaluation items:

- “Integrates understanding of client’s cultural diversity in assessment, administration, interpretation, and report writing”
- “Integrates understanding of client’s diversity in case conceptualization”
- “Communicates sensitivity and respect for cultural, sex role, and ethnic issues”
- “Seeks knowledge and skill in related to cultures different from own”
- “Demonstrates sensitivity to cultural diversity issues in relationships with community professionals, faculty staff, and peers”
- List relevant supervised clinical experiences, including Clinical Intervention I and II, where this was achieved (dates, agency, supervisor).

Provide a list or table of your clinical experiences (including dates, agency, supervisor) and for each experience indicate (a) the type(s) of diversity encountered, (b) an estimate of the total number of hours of diversity experience, and (c) an estimate of the percentage your clients that were diverse. Diversity here includes race/ethnic minority, SES, sexual orientation, gender identity, immigrants, physical disability, geriatric, neurological differences, veterans, rural, homeless, chronic illness, HIV/AIDS, etc.

List publications and presentations that address cultural and individual differences. This may be research in which cultural or individual differences were the primary focus. However, it is also demonstrated by research

that addresses issues of cultural and individual differences (e.g., providing detailed descriptions of sample characteristics, addressing issues of generalizability of findings, discussing other issues of cultural and individual diversity).

- For the best 3 examples, provide a very brief description of how diversity was addressed. If you have more than 3, just list the publications or presentations in APA style.

If your MERP is not already represented in the above list, indicate whether it addressed diversity, and if so, how.

Provide a brief summary of how your dissertation research, based on your knowledge of the study at this time, may address issues of cultural and individual differences. (150 word maximum.)

List other activities you care to note (if any) that are not included above that demonstrate knowledge and competence in issues of cultural and individual diversity. This may include workshops attended, additional training received, etc. If none, indicate “no additional activities.”

Self-Reflective Essay for Aim #4:

Briefly describe your experience and training in work with diverse populations, including clinical and research activity. Your discussion should display explicitly the manner in which multicultural/diversity issues influence your clinical practice and case conceptualization. (500 word maximum.)

What further training and experience do you need to facilitate your knowledge of and competence in issues of cultural and individual diversity. (250 word maximum.)

Aim #5: Development of an Identity as a Professional Psychologist and Scientist-Practitioner

Objective 5.1: Students demonstrate the development of professional identities as psychologists.

Objective 5.2: Participation in non-required professional activities outside of the department and university

Several of these are met by coursework so you just have to give the date your doctoral program of studies was approved and a recent transcript, which was already included in the last section. If you met a program requirement by transferring in a course, please explain here, since it may not appear on your transcript.

Several of these competencies are demonstrated by achieving supervisory evaluations of at least a 3 (good skills for this level of training) on various items of the Practicum Evaluation Form. You should not attach the evaluation forms but you should review them to complete this section. (The graduate secretary can provide you with a copy of the forms if you do not have them.) If all competencies were met at the same time at the same agencies, you should indicate this and only provide one list. If you are missing evaluation forms or have some ratings of 1 or 2 on the forms, you should meet with the DCT to determine how to handle that in this document.

Achievement of supervisor performance ratings of at least a 3 (*good skills for this level of training*) on the Practicum Evaluation items reflecting Professional Role.

- List relevant supervised clinical experiences where this was achieved (dates, agency, supervisor).

List all non-required workshops, colloquia, symposia (including Nebraska Symposium on Motivation) attended including date, speaker and title and sponsor/location.

List all current memberships in professional organizations.

List all professional conferences attended (include dates and location).

List other activities you care to note (if any) that are not included above that demonstrate the development of your identity as a professional psychologist and scientist practitioner. Include other professional service not listed above (e.g., student service/leadership positions for professional organizations). If none, indicate “no other activities.”

Self-Reflective Essay for Aim #5:

Briefly describe your current career plans as a scientist-practitioner and reflect on how you have prepared yourself for that career. (500 word maximum).

Also describe any additional training and experiences (not described in earlier essays) needed as you continue your development. (250 word maximum).

Tips for Essays in Preparation for Internship Application Essays

The initial prompts for Self-Reflective Essays for Aims 2, 3, and 4 directly correspond with essays required in internship applications. You are encouraged to write them as you would for your internship application. With that in mind, we have included some tips below that may help in preparing those essays. The second prompt for the essays (areas of further development) is not part of the internship application.

Tips for Essay for Aim #2:

As you prepare this, consider including the following:

- Describe your research as a “program of research.” Often there are themes that tie together projects you have completed and have in progress
- Consider connecting your research experience with your training as a scientist-practitioner (e.g., connecting to evidence-based practice and clinical experiences, where possible).

Tips for Essay for Aim #3:

As you prepare this, consider including the following:

- Training and experience in evidence-based practice (EBP), and how that is reflected in your clinical work
- Efforts to monitor treatment outcomes and use of that information to inform your treatment
- The importance of therapeutic alliance
- Openness to learning about other orientations and approaches.

Tips for Essay for Aim #4:

As you prepare this, consider including the following:

- Ways that diversity broadly-defined has been valued/emphasized throughout your training (coursework, supervision, specialized training/workshops, etc.)
- Description of your *application* of multicultural/diversity expertise (vs. just describing a general philosophy).

PLEASE NOTE:

When the entire process is done, you must submit the completed Portfolio and the Faculty Scoring Sheet (from both faculty reviewers) to the Director of Clinical Training.

**Clinical Psychology Training Program (CPTP)
University of Nebraska-Lincoln**

Clinical Psychology Doctoral Portfolio Guidelines

FACULTY SCORING SHEET

Name of Faculty Evaluator: _____

Date: _____

Several items are documented on the Program of Studies and Transcript. For ease of evaluation, first check Program of Studies and transcript are attached and all grades are a B- or better.

**Aim #1: Understanding and Competence in the Breadth of
Scientific Psychology**

Objective 1.1: Students will gain knowledge of and competency in the foundational areas of scientific psychology.

Competencies Expected for Objective 1.1:

1. Student demonstrates substantial knowledge of and competence in each of the following domains: biological aspects of behavior, cognitive and affective aspects of behavior, social aspects of behavior, lifespan development, and history and systems of psychology. This is demonstrated by a B- or better in courses that meet CPTP requirements for coursework in these domains.

___ Check here if transcript and Program of Studies looked OK.

Objective 1.2: Students will gain knowledge and competency in integration of two or more of the foundational areas of scientific psychology (i.e., affective, biological, cognitive, social, or developmental aspects of behavior).

Competencies Expected for Objective 1.2:

1. Student demonstrates scientific knowledge that entails integration of at least two of the following content areas: affective, biological, cognitive, social, or developmental aspects of behavior.

Student describes a project that demonstrates integration of two or more of the following content areas: affective, biological, cognitive, developmental, or social aspects of behavior. This could be a research project (e.g., MERP, dissertation proposal, or other research projects on which the student is lead author) or a paper for a course. This project must be completed after the student has learned about the two (or more) relevant content areas in prior graduate courses.

___ Does Not Meet Criteria ___ Meets Criteria ___ Exceeds Criteria

___ Check here if the Advance Integrative Requirement is *has not yet been met*. The student will be required to submit this material with their "Request to Apply for Internship."

Other Achievements related to Understanding and Competence in the Breadth of Scientific Psychology.

Check here if other OPTIONAL activities were listed.

OVERALL RATING FOR Aim #1: Understanding and Competence in the Breadth of Scientific Psychology

1.....2.....3.....4.....5
 Unsatisfactory Satisfactory Exceptional

Note: Ratings of 3 and above are expected for passing the comprehensive exam requirement. It is expected that most students will receive 3's on most ratings. *Ratings of 1, 2 or 5 must include written explanations.*

Comments:

Aim #2: Understanding and Competence in Planning, Conducting, Evaluating, and Disseminating Research

Objective 2.1: Students will acquire competence in research design, data analysis, data interpretation, as well as in the ability to critically evaluate and review the psychological research literature.

Competencies Expected for Objective 2.1:

1. Student demonstrates substantial knowledge of and competence in research methods and quantitative data analysis and interpretation. This is demonstrated by a B- or better in 9 credits of quantitative coursework meeting CPTP requirements and approved by their Supervisory Committee.

☐ Check here if transcript and Program of Studies looked OK.

2. Students will successfully complete an empirical MERP (or prior thesis) that is reviewed and approved by two Psychology faculty.

☐ Check here if MERP or thesis was done.

3. Students will successfully complete an empirical dissertation that is approved by their UNL appointed Supervisory Committee and accepted by Graduate Studies.

An empirical dissertation is planned and timeline seems appropriate.

☐ Does Not Meet Criteria ☐ Meets Criteria ☐ Exceeds Criteria

4. Student demonstrates the ability to critically evaluate and review current literature, and to identify gaps and directions for future research.

Student describes some activities outside of the MERP and dissertation that involve these activities including review papers, publications, co-reviewing journals, grant writing, etc.

☐ Does Not Meet Criteria ☐ Meets Criteria ☐ Exceeds Criteria

Objective 2.2: Students will demonstrate the ability to generate original research and scholarship and to disseminate that research.

Competencies Expected for Objective 2.2:

1. Student successfully completed an empirical MERP that is reviewed and approved by two Psychology faculty.

☐ Check here if MERP or thesis was done.

2. Student will successfully complete an empirical dissertation that is approved by their UNL appointed Supervisory Committee and accepted by Graduate Studies.

An empirical dissertation is planned and timeline seems appropriate.

☐ Does Not Meet Criteria ☐ Meets Criteria ☐ Exceeds Criteria

3. Student is involved in at least one research project *other than* MERP and dissertation. This will

include any of the following activities: research conceptualization and design, data collection, data analysis, manuscript writing, publication, and/or presentation of the research at a professional conference.

Student engaged in research other than MERP and dissertation.

☐ Does Not Meet Criteria ☐ Meets Criteria ☐ Exceeds Criteria

4. Student presents at least one research project at a conference and/or co-author at least one published research project.

☐ Check here if student has at least 1 conference presentation.

☐ Check here if student has authored or co-authored at least one published research project.

Overall: ☐ Does Not Meet Criteria ☐ Meets Criteria ☐ Exceeds Criteria

Objective 2.3: Students will demonstrate knowledge of and competence in the ethical conduct of research.

Competencies Expected for Objective 2.3:

1. Student demonstrates knowledge of relevant ethical principles related to research (e.g., APA's Ethical Standards). This is demonstrated by a B- or better in the course Ethics in Clinical Psychology (922).

☐ Check here if transcript and Program of Studies looked OK.

2. Student demonstrates competence in applying established ethical principles and practices in their research activities. This is demonstrated by completion of CITI training in research ethics and p Office of Research, and preparation of IRB proposals, and IRB approved data collection.

☐ Check here if CITI training has been completed.

☐ Check here if student has been primary or secondary investigator on at least one IRB proposal.

☐ Check here if student has collected data that followed an IRB protocol.

Overall: ☐ Does Not Meet Criteria ☐ Meets Criteria ☐ Exceeds Criteria

Other Achievements related to Understanding and Competence in the Breadth of Scientific Psychology and Research Methods.

☐ Check here if other OPTIONAL activities were listed.

Self-Reflective Essay for Aim #2:

Instructions for Essay for Aim #2:

Briefly describe your research skills, experiences and interests. (500 word maximum.)

Also describe areas in which you are need of further development. (250 word maximum.)

Essay provided for Aim #2

____ Does Not Meet Criteria ____ Meets Criteria ____ Exceeds Criteria

Provide comments on essays, including feedback that may be useful as these are adapted for the internship application essays.

OVERALL RATING FOR Aim #2: Understanding and Competence in Planning, Conducting, Evaluating, and Disseminating Research

1.....2.....3.....4.....5
 Unsatisfactory Satisfactory Exceptional

Note: Ratings of 3 and above are expected for passing the comprehensive exam requirement. It is expected that most students will receive 3's on most ratings. *Ratings of 1, 2 or 5 must include written explanations.*

Comments:

Aim #3: Understanding and Competence in the Practice of Clinical Psychology

Objective 3.1: Students will gain knowledge of and competence in the core areas of clinical psychology.

Competencies Expected for Objective 3.1:

1. Students demonstrate knowledge of and competence in the areas of assessment, diagnosis, treatment, and supervision and consultation. This is demonstrated by a B- or better in the following core clinical courses: Proseminar in Clinical Psychology (908), Psychopathology (909), Evidence Based Clinical Interviewing (970), Psychotherapy (983), Introduction to Clinical Assessment I (955), Introduction to Clinical Assessment II (956), Supervision and Consultation (922), and Ethics in Clinical Psychology (922).

Check here if Program of Studies and Transcript looked OK.

Objective 3.2: Students are knowledgeable of and competent in the area of assessment.

Competencies Expected for Objective 3.2:

1. Students demonstrate knowledge of test construction and importance of reliability, validity, and standardization.
2. Students demonstrate knowledge of and clinical competence in test selection and administration, scoring and interpretation.
3. Students demonstrate competence in report writing and the integration of assessment data into comprehensive case conceptualizations and treatment planning.

These competencies are, in part, demonstrated by earning a B- or better in the following courses relevant to assessment: Introduction to Clinical Assessment I and Introduction to Clinical Assessment II (955 & 956).

Check here if Program of Studies and transcript looked OK.

These competencies are also demonstrated by passing the clinical Comprehensive Exam with a mean score of 3 or greater (*expected for this level of training*) on the grading criteria.

Check here if student indicated they passed their clinical Comprehensive Exam.

These competencies are also demonstrated by achieving supervisor evaluations of at least a 3 (*good skills for this level of training*) on the Assessment Skills section of the Practicum Evaluation Form.

Check here if student listed at least one supervisor and practicum experience in this section.

Objective 3.3: Students will demonstrate knowledge of and competence in an evidence based approach to psychological treatment.

Competencies Expected for Objective 3.3:

1. Students demonstrate knowledge of and competence in the use of empirical research to inform clinical practice.

2. Students demonstrate knowledge of and competence in the appropriate use of empirically supported interventions.
3. Students demonstrate sensitivity to and competence in the consideration of individual client characteristics in the use of evidence-based interventions.
4. Students demonstrate foundational knowledge and initial competence in clinical supervision and professional consultation.

These competencies are, in part, demonstrated by earning a B- or better in the following core clinical courses: Proseminar in Clinical Psychology (908), Psychopathology (909), Evidence Based Clinical Interviewing (970), Psychotherapy (983), Introduction to Clinical Assessment I & II (955 & 956), Supervision and Consultation in Clinical Psychology (922), and Ethics in Clinical Psychology (922).

☐ Check here if Program of Studies and transcript looked OK.

These competencies are also demonstrated by achieving a B- or better in Clinical Intervention I & II (981 & 982).

☐ Check here if Program of Studies and transcript looked OK.

These competencies are also demonstrated by passing the clinical Comprehensive Exam with a mean score of 3 or greater (*expected for this level of training*) on the grading criteria.

☐ Check here if student indicated they passed the clinical Comprehensive Exam.

This is also demonstrated by achieving supervisor performance ratings of at least a 3 (*good skills for this level of training*) on the case conceptualization and psychotherapy skills sections of the Practicum Evaluation Form.

☐ Check here if student listed at least one supervisor and practicum experience in this section.

Objective 3.4: Students will demonstrate an understanding of and competence in the practice of professional ethics in clinical practice.

Competencies Expected for Objective 3.4:

1. Students will demonstrate knowledge of the ethical principles relevant to clinical practice and be able to apply those principles to clinical situations.

This is demonstrated by earning a B- or better in Ethics in Clinical psychology (922).

☐ Check here if Program of Studies and transcript looked OK.

This is also demonstrated by achieving supervisor performance ratings of at least a 3 (*good skills for this level of training*) on “Demonstrates Commitment to APA Code of Ethics” item on the Practicum Evaluation Form.

☐ Check here if student listed at least one supervisor and practicum experience in this section.

Other Achievements related to Understanding and Competence in the Practice of Clinical Psychology.

☐ Check here if student listed any peer supervision activities and other activities that are not included above. These items are optional.

Self-Reflective Essay for Aim #3:

Instructions for Essay for Aim #3:

Describe your theoretical orientation and how this influences your approach to case conceptualization and intervention. This should include how evidence-based practice guides your clinical work. You may use de-identified case material to illustrate your points if you choose. (500 word maximum.)

Also describe areas strength and areas in need of potential further development in your understanding and competence in the practice of clinical psychology. (250 word maximum).

☐ Essay provided for Aim #3

☐ Does Not Meet Criteria ☐ Meets Criteria ☐ Exceeds Criteria

Provide comments on essays, including feedback that may be useful as these are adapted for the internship application essays.

OVERALL RATING FOR Aim #3: Understanding and Competence in the Practice of Clinical Psychology

1.....2.....3.....4.....5
Unsatisfactory Satisfactory Exceptional

Note: Ratings of 3 and above are expected for passing the comprehensive exam requirement. It is expected that most students will receive 3's on most ratings. *Ratings of 1, 2 or 5 must include written explanations.*

Comments:

Aim #4: Understanding and Competence in Issues of Cultural and Individual Diversity

Objective 4.1: Students demonstrate knowledge of and competence in delivering psychological services to diverse client populations.

Competencies Expected for Objective 4.1:

1. Students demonstrate understanding of cultural and individual diversity issues (e.g., culture, gender, sexual orientation, disability, etc.).

This is demonstrated by earning a B- or better in at least one diversity course as part of their program of studies. The course must address cultural and individual diversity, such as Psychology of Race and Ethnicity (976), and Multicultural Counseling (EDPS 868).

☐ Check here if Program of Studies and transcript are OK.

2. Students conceptualize cases considering contextual and diversity issues and apply this conceptualization in their assessments, treatment planning, and interventions with diverse clients.

This is demonstrated by earning a B- or better in the following core clinical courses that address issues of cultural and individual diversity: Proseminar in Clinical Psychology (908), Psychopathology (909), Evidence Based Clinical Interviewing (970), Psychotherapy (983), Introduction to Clinical Assessment I & II (955 & 956), and Ethics in Clinical Psychology (922).

☐ Check here if Program of Studies and transcript are OK.

This is also demonstrated by achieving supervisor performance ratings of at least a 3 (*good skills for this level of training*) on the following Practicum Evaluation items:

- “Integrates understanding of client’s cultural diversity in assessment, administration, interpretation, and report writing”
- “Integrates understanding of client’s diversity in case conceptualization”
- “Communicates sensitivity and respect for cultural, sex role, and ethnic issues”
- “Seeks knowledge and skill in related to cultures different from own”

☐ Check here if student listed at least one supervisor and practicum experience in this section.

Objective 4.2: Students will gain exposure to diverse client populations and demonstrate sensitivity to issues of cultural and individual diversity in clinical practice.

Competencies Expected for Objective 4.2:

1. Students will gain intervention and assessment experience with diverse clients.

Students will provide a list of their clinical experiences (including dates, agency, supervisor) and for each experience indicate (a) the type(s) of diversity encountered, (b) an estimate of the total number of hours of diversity experience, and (c) an estimate of the percentage their clients that were diverse.

At least 20% of their clients should be diverse to achieve “meets criteria.”

☐ Does Not Meet Criteria ☐ Meets Criteria ☐ Exceeds Criteria

2. Students will demonstrate understanding and integration of client’s diversity in assessment, case conceptualization, and psychotherapy.

This is also demonstrated by achieving supervisor performance ratings of at least a 3 (*good skills for this level of training*) on the following Practicum Evaluation items:

- “Integrates understanding of client’s cultural diversity in assessment, administration, interpretation, and report writing”
- “Integrates understanding of client’s diversity in case conceptualization”
- “Communicates sensitivity and respect for cultural, sex role, and ethnic issues”
- “Seeks knowledge and skill in related to cultures different from own”
- “Demonstrates sensitivity to cultural diversity issues in relationships with community professionals, faculty staff, and peers”

☐ Check here if student listed at least one supervisor and practicum experience in this section.

Objective 4.3: Students will demonstrate attention to issues of diversity in original research.

Competencies Expected for Objective 4.3:

1. Students will demonstrate knowledge of issues of diversity and individual differences in the context of clinical psychology research.
2. Students will address issues of cultural and individual diversity in original research.

This is demonstrated by earning a B- or better in Ethics in Clinical psychology (922).

☐ Check here if Program of Studies and transcript are OK.

This is also demonstrated by research that addresses issues of cultural and individual differences (e.g., providing detailed descriptions of sample characteristics, addressing issues of generalizability of findings, discussing other issues of cultural and individual diversity).

Here are the instructions for students: List publications and presentations that address cultural and individual differences. For each, provide a very brief description of how diversity was addressed. If your MERP is not already represented in the above list, indicate whether it addressed diversity, and if so, how.

Provide a brief summary of how your dissertation research, based on your knowledge of the study at this time, may address issues of cultural and individual differences. (150 word maximum.)

☐ Does Not Meet Criteria ☐ Meets Criteria ☐ Exceeds Criteria

Other Achievements related to Knowledge of and Competence in Issues of Cultural and Individual Diversity.

☐ Check here if students lists other optional items such as workshops attended, additional training received, etc.

Self-Reflective Essay for Aim #4: Knowledge of and Competence in Issues of Cultural and Individual Diversity

Instructions to Students for Essay for Aim #3: Briefly describe your experience and training in work with diverse populations, including clinical and research activity. Your discussion should display explicitly the manner in which multicultural/diversity issues influence your clinical practice and case conceptualization. (500 word maximum.)

What further training and experience do you need to facilitate your knowledge of and competence in issues of cultural and individual diversity. (250 word maximum.)

Essay provided for Aim #4

☐ Does Not Meet Criteria ☐ Meets Criteria ☐ Exceeds Criteria

Provide comments on essays, including feedback that may be useful as these are adapted for the internship application essays.

OVERALL RATING FOR Aim #4: Knowledge of and Competence in Issues of Cultural and Individual Diversity

1.....2.....3.....4.....5
 Unsatisfactory Satisfactory Exceptional

Note: Ratings of 3 and above are expected for passing the comprehensive exam requirement. It is expected that most students will receive 3's on most ratings. *Ratings of 1, 2 or 5 must include written explanations.*

Comments:

Aim #5: Development of an Identity as a Professional Psychologist and Scientist-Practitioner

Objective 5.1: Students demonstrate the development of professional identities as psychologists.

Competencies Expected for Objective 5.1:

1. Students demonstrate knowledge of relevant ethical and legal codes (e.g., APA's Ethical Standards). This is demonstrated by a grade of B- or better in Ethics in Clinical Psychology (922).

☐ Check here if Program of Studies and transcript are OK.

2. Students demonstrate the ability to collaborate in training and in their professional development across settings. This is demonstrated by achieving supervisor performance ratings of at least a 3 (*good skills for this level of training*) on the Practicum Evaluation items reflecting Professional Role.

☐ Check here if student listed at least one supervisor and practicum experience in this section.

3. Students participate in non-required professional development activities (e.g., workshops, departmental colloquium and/or symposia).

☐ Does Not Meet Criteria ☐ Meets Criteria ☐ Exceeds Criteria

Objective 5.2: Participation in non-required professional activities outside of the department and university

Competencies Expected for Objective 5.2:

1. Students will be members of one or more professional organizations relevant to their career.

☐ Does Not Meet Criteria ☐ Meets Criteria ☐ Exceeds Criteria

2. Students will attend one or more professional conferences relevant to their career.

☐ Does Not Meet Criteria ☐ Meets Criteria ☐ Exceeds Criteria

Other Achievements related to Development of an Identity as a Professional Psychologist and Scientist-Practitioner.

☐ Check here if students lists other option activities such as student service/leadership positions for professional organizations.

Self-Reflective Essay for Aim #5

Instructions for students for essay for Aim #5: Briefly describe your current career plans as a scientist-practitioner and reflect on how you have prepared yourself for that career. (500 word maximum).

Also describe any additional training and experiences (not described in earlier essays) needed as you continue your development. (250 word maximum).

☐ Essay provided for Aim #5

☐ Does Not Meet Criteria ☐ Meets Criteria ☐ Exceeds Criteria

Provide comments on essays, including feedback that may be useful as these are adapted for the internship application essays.

OVERALL RATING FOR Aim #5: Development of an Identity as a Professional Psychologist and Scientist-Practitioner

For this rating, consider whether the student has (a) behaved in ways that reflect the values and attitudes of psychology, (b) engaged in valuable self-reflection regarding professional functioning; (c) engages in professional development activities; and (d) responded professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

1.....2.....3.....4.....5
 Unsatisfactory Satisfactory Exceptional

Note: Ratings of 3 and above are expected for passing the comprehensive exam requirement. It is expected that most students will receive 3's on most ratings. *Ratings of 1, 2 or 5 must include written explanations.*

Comments:

PLEASE NOTE:

When the entire process is done, the completed Portfolio and the Faculty Scoring Sheet (from both faculty reviewers) are submitted to the Director of Clinical Training. The Portfolio materials will be kept in the student's file.
