



U of SC Aiken

Psychology

**USC Aiken Psychology Department
MS Degree in Applied Clinical Psychology
Graduate Student Handbook**

2020-2021

Contents	Page
A. Mission Statement/Program Goals-----	3
B. Curriculum Requirements	
• Advisement and Orientation-----	3
• Coursework-----	4
• Academic Regulations and Grading-----	7
• Professional Responsibilities-----	9
• Application for Degree-----	11
• Practicum-----	11
• Thesis-----	13
C. Graduate Assistantships/Stipends-----	15
D. Professional Issues	
• Licensing-----	17
• Insurance-----	19
• Professional Development-----	19
E. USC Aiken Psychology Clinic-----	19
F. Departmental Facilities-----	20
G. Faculty-----	21
H. Appendix	
• Student Activities Self Evaluation Report-----	23
• PSYC 798 Enrollment Contract Form-----	27
• PSYC 799 Enrollment Contract Form-----	28
• PSYC 792 Enrollment Contract Form-----	29
• Thesis Committee Approval Page-----	30
• Thesis Title Page-----	31
• PSYC 699 Enrollment Consent Form-----	32
• Thesis Assessment Form-----	33

The University of South Carolina Aiken does not discriminate in educational or employment opportunities or decisions for qualified persons on the basis of race, color, religion, sex, national origin, age, disability, genetics, sexual orientation, or veteran status. The University of South Carolina Aiken has designated as the ADA Title II, Section 504 and Title IX coordinator: the Executive Assistant to the President for Equal Opportunity Programs. The Office of the Executive Assistant to the President for Equal Opportunity Programs is located at 1600 Hampton Street, Columbia, SC; telephone 803-777-3854.

The University of South Carolina Aiken is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the status of the accreditation of the University of South Carolina Aiken.

Any person who feels they qualify for special accommodations due to physical, learning or psychological disability should contact the Office of Disability Services at (803) 641-3609 for a free, confidential interview.

A. Mission Statement/Program Goals

The Master of Science Degree in Applied Clinical Psychology provides graduate study and clinical experience in preparation for careers in applied clinical and counseling settings and as a foundation for students interested in pursuing advanced doctoral studies. Students enrolled in this program are expected to pursue a plan of study to assure increased professional competence and breadth of knowledge in the field of clinical and counseling psychology. The degree objectives are designed to enable the student to:

1. Understand principles of psychology and how they are applied.
2. Understand a diversity of theoretical perspectives.
3. Interpret and apply statistical and research techniques.
4. Understand professional, legal and ethical principles as they pertain to professional conduct and responsibility.
5. Understand and develop skills in assessment procedures and intervention strategies.

The Master of Science Degree in Applied Clinical Psychology is an approved member of the Council of Applied Master's Programs in Psychology (CAMPP). Since the development of the degree program, a strong emphasis has been placed on the need to train students within the tradition of the scientist-practitioner guidelines espoused by CAMPP. It is the belief of faculty that the master's-level practitioner is well-served by participation in this process and that the critical-thinking skills so essential to sound clinical decision-making is enhanced through research experience.

The Master of Science Degree in Applied Clinical Psychology received full accreditation from the Masters in Psychology Accreditation Council (MPAC) in 2004 and was re-accredited in 2014 by Masters in Psychology and Counseling Accreditation Council (MPCAC) for another ten years, the maximum period granted. The mission of MPCAC is to accredit academic programs in Psychology and Counseling, which promote training in the scientific practice of professional Psychology and Counseling at the master's level. Accreditation reflects a commitment to science-based training, with goals of enhancing services to the consumer and the public at large.

B. Curriculum Requirements

Advisement and Orientation

The Director of the Psychology Graduate Program will serve as academic advisor for all graduate students. Students must work with this advisor in order to initiate the process for enrollment in graduate classes. At the beginning of each academic year, all newly admitted students will be invited to attend a graduate program orientation meeting, conducted by the USC Aiken Department of Psychology. During orientation, students will receive information regarding curriculum and program requirements, and will be introduced to the Psychology Department faculty members. All full-time students will be invited to attend part of orientation to meet new students.

As a part of the advisement process, students will be required to complete the Student Activities Self Evaluation Report (SASER). The primary purposes of the SASER are to inform the clinical faculty of the student's progress in the program, to provide a formal

method of giving feedback to the student, and to help the student formulate plans to meet career goals. The process is necessarily an evaluative one, but the emphasis is on the student and faculty working together in setting appropriate goals and evaluating performance in light of those goals.

Regardless of the student's eventual career path, training in the three overlapping domains of Academic, Research, and Clinical/Professional development is seen as crucial. The SASER is an annual listing of the student's activities, accomplishments, and goals in each of these domains. All students are required to complete the SASER twice during their time in the program and submit the completed form to the Graduate Program Director when she makes the request (usually at the end of the students' second and fourth semesters). The clinical faculty will review each student report and will provide the student feedback. This process is designed for the student and faculty to discuss and summarize accomplishments, highlight strengths and weaknesses, and set goals.

- **Coursework**

The MS Degree in Applied Clinical Psychology is a 60-hour degree program. Graduate students in the Master's Degree in Applied Clinical Psychology have a period of six years to complete the degree requirements. Full-time students should be able to complete their degree requirements in two calendar years. However, the curriculum is designed to allow students to pursue their degree as either a part-time or full-time student. In developing the degree requirements, an effort was made to address state licensing (e.g., Licensed Professional Counselor-LPC) requirements and national guidelines recommended by the Council of Applied Master's Programs in Psychology (CAMPP). We suggest that students become familiar with the requirements for licensure in the state(s) in which they may want to become licensed.

Students are required to complete the following courses in order to obtain their degree:

1. Core Courses (All required): (18 credit hours)
 - PSYC 610 Developmental Psychology (3)
 - PSYC 620 Psychopathology (3)
 - PSYC 625 Statistics and Research Design (3)
 - PSYC 640 Social Psychology and Human Diversity (3)
 - PSYC 650 Learning, Cognition, and Behavior (3)
 - PSYC 760 Neuroscience (3)
2. Applied Clinical Courses (All required): (27 credit hours)
 - PSYC 600 Ethical and Professional Issues in the Practice of Psychology (3)
 - PSYC 630 Career and Lifestyle Development (3)
 - PSYC 680 Cognitive Assessment (3)
 - PSYC 701 Theories and Techniques of Counseling and Psychotherapy (3)
 - PSYC 702 Psychotherapy in a Multicultural and Diverse Society (3)
 - PSYC 725 Group Therapy and Counseling (3)
 - PSYC 780 Personality and Pathology Assessment (3)
 - PSYC 790 Practicum in Applied Clinical/Counseling Psychology (2 semesters; 3/3)

3. Advanced Topics (must take at least one course): (3 credit hours)
PSYC 700 Advanced Topics in Applied Psychology (3)
4. Thesis (two semester minimum required): (6 credit hours)
PSYC 798 Thesis Preparation (2)
PSYC 799 Thesis (4)
5. Professional Electives (6 credit hours)
PSYC 699 Independent Research (1-3; may be repeated)
PSYC 700 Advanced Topics in Applied Psychology (3) – on a topic other than the one taken to fill the requirement under #3 above. Topics rotate each summer.
PSYC 791 Advanced Practicum in Applied Clinical/Counseling Psychology (1-3; may be repeated)
PSYC 792 Clinical/Counseling Internship (1-3; may be repeated)

Further information about course descriptions and prerequisites is located in the USC Aiken Undergraduate and Graduate Studies Bulletin. Courses are generally held during the afternoon hours in an effort to accommodate students' assistantship schedules and applied clinical experiences. Due to course scheduling limitations, practica, and applied course requirements, students will have to complete portions of their degree requirements during daytime hours. A student may not enroll in more than 12 credit hours during a semester without special permission. Provisionally admitted students may choose to enroll in 9 credit-hours their first and second semesters. A student is classified as a full-time graduate student for academic purposes by enrolling in at least 9 hours during each of the fall and spring terms, and 3 hours during a summer session. In order to be eligible to receive a graduate stipend/assistantship, students must enroll in at least 9 credit hours of Psychology graduate-level courses during each of the fall and spring terms, and in at least 3 credit hours of Psychology graduate-level courses during summer session classes. However, if there is a need at an assistantship site for a student who is not enrolled full-time, special permission may be granted.

While the schedule of course offerings is subject to change, it is generally expected that a full-time student can complete the degree requirements in a minimum of two calendar years. The following sequence of courses is an example of a possible enrollment strategy for those who intend to complete the degree requirements within this timeframe:

1st Semester (Fall) 12 credit-hour load

PSYC 600 (Ethical and Professional Issues in the Practice of Psychology)
PSYC 610 (Developmental Psychology)
PSYC 620 (Psychopathology)
PSYC 701 (Theories and Techniques of Psychotherapy)

2nd Semester (Spring) 12 credit-hour load

PSYC 625 (Statistics and Research Design)
PSYC 640 (Social Psychology and Human Diversity)
PSYC 680 (Cognitive Assessment)
PSYC 702 (Psychotherapy in a Multicultural and Diverse Society)

3rd Semester (Summer) 5 credit-hour load

PSYC 798 (Thesis Preparation - 1 or 2 credits)

PSYC 700 (Advanced Topics)

PSYC 790 (Practicum) – with permission

4th Semester (Fall) 13-14 credit-hour load

PSYC 650 (Learning, Cognition, and Behavior)

PSYC 760 (Neuroscience)

PSYC 780 (Personality and Pathology Assessment)

PSYC 790 (Practicum)

PSYC 798 (Thesis Preparation – 1 credit if needed)

PSYC 799 (Thesis-1 credit)

5th Semester (Spring) 11 credit-hour load

PSYC 630 (Career and Lifestyle Development)

PSYC 725 (Group Therapy and Counseling)

PSYC 790 (Practicum - 3 credits or PSYC 791 Advanced Practicum)

PSYC 799 (Thesis- 2 credits)

6th Semester (Summer) 5-7 credit-hour load

PSYC 700 (Advanced Topics)

PSYC 799 (Thesis- 1 credit)

PSYC 791 (Advanced Practicum-1 to 3 credits)

In an effort to provide students with valuable applied clinical and counseling experiences, several of the Applied Clinical courses will include a requirement of various applied experiences. To fulfill these course requirements, students will be required to devote approximately 3-5 hours per week per course performing specific class-related assignments. On occasion, these assignments can be satisfied by performing certain applied activities within the formal classroom setting, though a major portion of these assignments will include working in applied settings outside of the formal classroom setting. Additionally, completion of a two-semester practicum course is required (PSYC 790). To fulfill the practicum course requirements, students will be required to devote approximately 9 hours per week to applied activities during the fall and spring semesters and 12 during the summer. The student's clinical and counseling activities in these settings will be supervised by USC Aiken's clinical faculty or adjunct supervisors, as well as by select staff members working in these settings, when appropriate. At the completion of their MS Degree, students will have accumulated a minimum of 700 clock-hours of supervised applied experiences, 240 of which need to be direct service, meaning (typically) face-to-face with a client. It is possible that you may need to accumulate more than 700 hours in order to have the minimum of 240 direct service hours. Students will be required to maintain an electronic activity log throughout their graduate experience as a means of documenting their applied clinical experiences. These logs will be kept on the Psychology Clinic server and should be updated weekly. The Program Director will approve all of your hours at the end of each semester and will be checking your spreadsheet periodically

throughout each semester. Documentation of applied clinical experiences will also be made by completion of the SASER, discussed previously.

It should be noted that a graduate class format is generally quite different from what students may be used to at the undergraduate level. Graduate courses are generally taught in a seminar format, and students will be expected to fulfill a much more independent role in their academic experiences. This means that students will be responsible for having completed a comprehensive review of assigned reading materials prior to class and students will have a major responsibility in presenting material and in contributing to the class discussion. Graded assignments will frequently include in-class presentations, paper assignments, applied clinical/counseling assignments when appropriate, and more formal examinations, in addition to in-class participation. As representatives of USC Aiken and as professionals in the field of Psychology, students will be expected to fulfill their professional roles in a manner that is consistent with the ethical guidelines of the American Psychological Association and the American Counseling Association. Students will be expected to present themselves in a highly professional manner in both dress and demeanor.

It is our belief that the curriculum and training requirements for the Master's degree in Applied Clinical Psychology are rigorous and comprehensive. While it is our expectation that all students enrolled in our program will succeed, we must and will maintain high standards of expectation for your performance. Graduate school is a long, difficult journey, with inherent stressors. You will work very hard and be challenged repeatedly, and possibly feel overwhelmed much of the time. Be certain that graduate school is something you really desire, as you will often be expected to do more than what you may feel that you have time for.

- **Academic Regulations and Grading**

Admission into the Master's degree program may be granted at one of two levels:

Full admission status: applications with satisfactory scores on the GRE, satisfactory references, and undergraduate records indicating good academic performance

Provisional status: applicants who intend to seek a graduate degree but who lack sufficient requirements (e.g., strong GPA, high GRE) for full admission status. To be considered for admittance applicants must take the GRE and have a minimum of 15 credits in Psychology. Provisionally admitted students must attain a 3.0 grade point average during their first 12 credit hours to be eligible for full admission. If after the completion of any semester of the provisional enrollment, it is determined that the student will be unable to achieve a 3.0 grade point average during the course of the first 12 credit hours, the student will be removed from the program.

International Student Admission. Students who have earned a degree or taken any courses in countries outside the US must have an official transcript evaluated by a professional evaluation service. This evaluation must be forwarded directly to the USC

Aiken Graduate Admissions Office from the evaluation service. (A list of several professional Evaluation Services can be obtained from the USC Aiken Admissions Office or found on the USC Aiken web site at: www.usca.edu/admissions). Students will not be considered for admission until this evaluation is received.

Admission to the graduate program is valid for one year. If an admission has not been acted upon by a student after one calendar year, the student must reapply for admission. (this does not allow the student to defer admission until the fall of the following year). Students admitted to the program who have not completed any USC Aiken Psychology graduate courses during a period of three or more years are required to fulfill current admission requirements prior to returning to the University for additional graduate work. Such students become subject to the regulations of the graduate program that are in effect at the time of readmission.

A maximum of 12 hours of equivalent graduate coursework completed at other accredited institutions with a grade of B or better may transfer to the USC Aiken M.S. Psychology degree. However, thesis and practicum work from institutions other than USC Aiken will not transfer into the program. The Department of Psychology will make final determination of transferability of all coursework.

The University reserves the right to decline admission, to suspend, or to require the withdrawal of a student when, for any reason, such action is deemed to be in the best interest of the University.

Graduate students are restricted in the choice of graduation requirements of one specific bulletin. According to USC Aiken regulations, graduate students in master's degree programs have a period of six years inclusive and continuous in which to claim the rights of a specific bulletin. Students are advised that unforeseen circumstances may interfere with the scheduling of any given course or degree offering. Students will be required to take such developments into account as they arise, even if doing so means a delay in the fulfillment of some of their academic goals, or a modification of these goals. The Department of Psychology will work closely with students facing such problems, in an effort to resolve them with a minimum of difficulty.

Graduate students in the Master's Degree in Applied Clinical Psychology have a period of six years to complete the degree requirements. Students who have not completed the degree requirements by the completion of their sixth year will be removed from the program.

After the completion of 9 hours of coursework in the USC Aiken M.S. Psychology program, a minimum grade point average of 3.0 must be maintained to remain in good standing in the degree program. If the overall grade point average falls below a 3.0 in any semester, a probationary period will begin in which a student must raise this average to at least a 3.0 within the next 9 credit hours of coursework. Failure to attain a 3.0 in this period will result in the student's termination from the degree program. Students may not enroll in

practica, thesis, or independent research during the probationary period; students will not be eligible for placement in graduate assistantships during the probationary period.

Required courses other than Psychopathology and the Applied Core Courses may be passed for degree credit with a grade as low as a C, but the student's average on all courses attempted for graduate credit must be at least a 3.0. If the student earns a grade below a C on any course, that course must be repeated in order to earn degree credit (C or better). Psychopathology and the Applied Core Courses must be passed with a grade of B or better. If the student earns a grade below a B, that course must be repeated in order to earn degree credit (B or better). If the student earns a grade lower than a B during his or her practicum coursework (PSYC 790), that course must be repeated in order to earn degree credit. All registrations will appear on the student's permanent record and all grades will be computed in the student's grade point average. Course credit for graduation will be given only once unless otherwise stipulated in the course description. Students must have a minimum grade point average of 3.0 in order to graduate from the degree program. Grades earned on credits transferred from other universities do not count in the grade point average. PSYC 792, PSYC 798, and PSYC 799 are graded on a pass-fail basis, and these grades are not included in the overall grade point average (see below for more information about thesis requirements). Students must obtain a minimum grade of B on all applied courses that serve as prerequisites for the practicum course prior to enrollment in PSYC 790. Graduate courses may not be audited nor taken on a Pass/Fail basis (except 792, 798, 799).

Appeals and petitions related to programs, regulations, or other academic matters will be reviewed first by the academic unit, then by the USCA Graduate Advisory Council, and finally by the USCA Executive Vice Chancellor for Academic Affairs. Please refer to the USCA Undergraduate and Graduate Programs Bulletin and the USCA Student Handbook for further information regarding appeals and grievances.

- **Professional Responsibilities**

Students preparing for careers in mental health services must meet both the academic qualifications and level of personal adjustment (e.g., emotional stability, maturity, understanding of appropriate interpersonal boundaries) and self-awareness deemed necessary to function effectively as professional mental health service providers. The self-awareness includes being aware of needing to speak to the graduate program director and your clinical supervisors because you are unable to complete or handle your clinical responsibilities (or non-clinical assistantship responsibilities) in a professional manner for any reason. In these discussions we can help identify a course of action that needs to be taken until you can resume these responsibilities. Students may be removed from the Program if they do not uphold their professional responsibilities, particularly if they do not address issues that arise with the graduate program director. We will also attempt to provide remediation when possible however there are circumstances in which a student could be terminated immediately – if the behavior or pattern of behavior is egregious (e.g., academic dishonesty, unethical or illegal behavior). Graduate students in the Applied Clinical Psychology program are expected to adhere to the ethical and professional standards required by the American Psychological Association and the

American Counseling Association, in addition to the standards of the USC Aiken code of conduct.

Graduate student performance in the Applied Clinical Psychology program is monitored, in part, by means of semester grades and behavioral evidence of appropriate adjustment and professional conduct. Students conduct a regular formal self-evaluation of various performance criteria by completing the Student Activity Self-Evaluation Report (SASER) each year. If satisfactory progress is not being made, the department will inform the student and suggest possible steps toward remediation as well as necessary criteria to regain good standing in the program. Unethical behavior as defined in the American Psychological Association Ethical Principles of Psychologists and Code of Conduct is considered grounds for immediate dismissal from the graduate program in Applied Clinical Psychology.

- **Social Networking**

The information presented below was generated by the Council of University Directors of Clinical Psychology to assist you in considering the implications of various forms of electronic information that might be easily accessible to the public. You should seek to identify and manage various forms of unintentional self-disclosure.

- Never post anything about counseling sessions on a social networking site even if personally identifiable information is concealed. Such posts undermine the public's trust in psychologists/counselors and the belief that psychologists/counselors respect their clients' dignity and confidentiality.
- Some employers report conducting web searches on applicants' names before inviting applicants for interviews or giving job offers.
- Clients and potential clients sometimes conduct web-based searches on counselors' names (and, sometimes declining to come to clinics based on what they find).
- Postings to certain listservs, blogs, Twitter, Facebook, etc. might reflect poorly on oneself, the program, and mental health professionals in general. Anything on the World Wide Web is potentially available to all who seek, particularly if someone decides to forward it on to others.
- Although signature lines in emails are ways of indicating your uniqueness and philosophy, one is not in control of where the emails could end up and might affect how others view you as a professional. Quotations on personal philosophy, religious beliefs, and political attitudes might elicit adverse reactions from others.
- Answering machine messages might also be entertaining to your peers, express your individuality, and be cute indications of your sense of humor. Nevertheless, greetings on voicemail services and answering machines should be thoughtfully constructed. Be thoughtful about your greetings if your cell phone or home telephone might be used for professional purposes (including calls from potential employers or supervisors).
- Trainees are reminded that, if you identify yourself as a graduate student associated with our program, then we have some interest in how you portray yourself. As a preventive measure, be very careful about how you utilize online blogs and websites that include personal information. Before posting

something, consider whether there is anything posted that you would not want the program faculty, current/future employers, family, or clients to read or view. Students are advised to be concerned now about professional demeanor and presentations. Thus, we strongly suggest that you review content that you have posted in the past and delete anything you would not want program faculty, current/future employers, family, or clients to read or view.

- **Application for Degree**

All candidates for degree must file a formal application with the USCA Office of the Registrar six months prior graduation (the Office of the Registrar will send out emails with deadlines for application). Students are also required to complete a graduate exit survey, two forms related to the publication of your thesis on Scholar Commons, and to email the Graduate Program Director and the Administrative Assistant a copy of the final draft of their thesis before graduation. In addition, a Clearance Recommendation for Graduate Degree Application must also be submitted by the Program Director. Deadlines for application are indicated in the Master Schedule of Classes for each term. Diplomas are not awarded retroactively. Additional USC Aiken regulations and procedures are printed in the USC Aiken Undergraduate and Graduate Programs Bulletin and the USC Aiken Student Handbook.

- **Hooding and Graduation Ceremony**

A Master's degree hooding ceremony is held each May and may also be held in December depending on the number of individuals receiving Master's degrees in December. Given that our students typically are not eligible to graduate until August, they may participate in the May hooding ceremony if they have proposed their thesis. If students have not proposed their thesis by this time they will be able to graduate in August thus are not eligible to participate in the May hooding ceremony. There are graduation ceremonies held in May and December every year. Graduate students may also participate in these ceremonies. There are no ceremonies held in August at USC Aiken but students may participate in the ceremony held at USC Columbia if they desire.

- **Practicum**

At the end of the first two-three semesters of the degree program (after the completion of approximately 21-24 credit-hours) students should enroll in PSYC 790 if they have completed all pre-requisites. Enrollment in PSYC 790 requires approval by the Psychology Graduate Program Director and the Psychology Department Chair. Students enrolled in this course will be expected to participate in a minimum of 9 hours per week, on average, of applied clinical/counseling experiences, under the supervision of USCA's clinical faculty, adjunct clinical faculty, and/or appropriate community agency staff. This time will sometimes be divided among participating clinical/counseling settings. A portion of this weekly contact will include group and individual supervision meetings. Practicum experiences will generally be obtained through ongoing clinical activities being conducted

in the USC Aiken Psychology Clinic, contact with local community mental health agencies and practitioners, and ongoing USC Aiken programs. Students will be exposed to various clinical/counseling populations during their practicum experiences.

The nature of counseling and clinical experiences is such that the total weekly time spent on a particular practicum experience may vary greatly. Students engaged in these practicum experiences must be prepared to remain flexible about their time schedules in order to be able to address a particular clinical need in a professional and ethical manner. As representatives of USC Aiken and as professionals in the field of Psychology, students will be expected to fulfill their professional roles in a manner that is consistent with the ethical guidelines of the American Psychological Association and the American Counseling Association. Students will be expected to present themselves in a highly professional manner in both dress and demeanor. Students should recognize that the clinical supervision process is critical not only to their individual professional development, but also an integral part of the success of their efforts in working with clients. Students may be required to complete several assignments outside of their clinical activities (e.g., library research) in preparation for these activities, and will be expected to be prepared for their supervision sessions (which includes watching videos of the session they've conducted since the last supervision). In order to maintain continuity of services for clients that are being served by the graduate clinical program, students will be required to engage in clinical activities during semester breaks as course preparations are being made for the next semester.

At the appropriate time during their graduate training, graduate students will be provided with a copy of the *USC Aiken Psychology Clinic Manual of Clinic Procedures and Policies*. It is the responsibility of all students to become familiar with this Manual and to follow all Clinic procedures that are documented in this Manual.

Testing/assessment materials and selected reference materials are available for USC Aiken Psychology graduate students and are housed in the USC Aiken Psychology Clinic. These materials are to be used for assessment/treatment and research purposes only. Students who lose or damage materials will be held responsible for replacing these materials. No unauthorized persons are to borrow or to remove materials from the Psychology Clinic. Access to the Clinic and Clinic materials is limited to student trainees contingent upon approval from their clinical supervisor. All assessment materials must remain in the Psychology Clinic unless approval by a clinical faculty supervisor (e.g., to use them at an assistantship site).

After completion of the two-semester practicum requirement students may continue to work with clients while under the supervision of appropriate clinical faculty beyond their practicum requirements. In order to do so, students must be in good academic standing, and currently enrolled in the graduate program and enrolled in PSYC 791 (Advanced Practicum). Enrollment in PSYC 791 requires approval by the Psychology Graduate Program Director and the Psychology Department Chair.

Students will be required to complete 700 hours of applied clinical/counseling activities prior to graduation, 240 of which must be direct service with clients or consumers. If a student has not met this requirement by the completion of the applied clinical coursework, continuing enrollment in PSYC 791 will be necessary until the 700/240-hour requirement is met.

- **Master’s Thesis (see “The Origin of Thesis” on K-drive for additional information and direction)**

A major foundation of Psychology, and particularly the field of Clinical Psychology, involves formal research. Practicing professionals who are engaged in counseling and clinical activities must have the appropriate training and experience that allows them to critically evaluate their professional activities and guides them toward selecting intervention techniques that are empirically validated. Toward this end, students will be required to successfully complete a master’s thesis prior to graduating from the USC Aiken Graduate Program in Applied Clinical Psychology. Completion of the master's thesis experience includes the completion of two courses: PSYC 798 and PSYC 799.

PSYC 798 (Thesis Preparation) is a two credit-hour course, during which the student will be expected to develop a formal thesis proposal. If a student does not propose their thesis while taking PSYC 798 they must continue to enroll in PSYC 798 in subsequent semesters until they do. Students will not be allowed to take PSYC 799 (Thesis) until they have successfully proposed their thesis or if the chair of the thesis believes they will be propose their thesis early in the semester (i.e., prior to the drop deadline). If the student does not propose by the time the drop deadline approaches, they must drop PSYC 799 for that semester. If a student does not do so, they will get an Unsatisfactory grade on their transcript as they cannot receive credit for working on their thesis if they have not yet proposed their thesis.

PSYC 799 (Thesis) comprises a total of four credit hours, during which the student is expected to complete the independent research project, to successfully complete the thesis defense under the direction and evaluation of the thesis committee, and to complete the final written product as approved by the thesis committee. Generally, students will enroll in PSYC 799 for two to three semesters. If a student has not successfully completed the thesis defense and/or final written product at the completion of 4 credit hours, continued enrollment in PSYC 799 is necessary until all thesis requirements are met. Students are required to enroll in at least one hour of PSYC 799 in any semester (including summer) that the student will be using university facilities or receiving faculty supervision and involvement in the thesis project.

In summary, completion of the thesis requirement involves the following activities:

Completion of PSYC 798:

- Selection of a thesis chair and two additional graduate Psychology faculty to serve with the thesis chair on the thesis committee

- ❑ Development of an independent research proposal, in consultation with the thesis chair and committee members, presentation and defense of the proposal, and formal approval of the written research proposal by the thesis committee

Completion of PSYC 799:

- ❑ Completion of the independent research project
- ❑ Completion of the written product of the research project
- ❑ Successful defense of the thesis as determined by the thesis committee
- ❑ Completion of final written product of the research project, incorporating any changes required by the committee
- ❑ Submission of one copy of the final written product, (printed on bond paper) signed by the thesis committee members to the Chair of the Department of Psychology

Students should plan on enrolling in PSYC 798 as soon as allowed (e.g., the summer session of their first year of graduate school), after successful completion of PSYC 625. Students should plan on enrolling in PSYC 799 soon after completing PSYC 798. The prerequisite for PSYC 798 is completion of PSYC 625 and consent of the Department of Psychology, and the prerequisite for PSYC 799 is successful defense of thesis proposal and consent of the Department of Psychology. In order to gain departmental consent to enroll in PSYC 798 and PSYC 799, the appropriate forms must be completed (798 Enrollment Consent Form, 799 Thesis Enrollment Contract Form).

Successful research tends to be a time-consuming venture that requires considerable planning and preparation. Accordingly, students should meet with the Psychology faculty early on in their academic career to learn about various faculty research areas and possible thesis topics and may want to volunteer their time to participate in ongoing research activities. Students should spend this preparation time doing background reading in their field of interest, meeting with select faculty to discuss these readings, and upon enrollment in PSYC 798, formally developing a research design under the direction/supervision of a faculty member with expertise in that research area. After the completion of PSYC 798, it is expected that it will take at least 2 full semesters to complete the data collection and defense/written portions of the thesis requirements. Accordingly, upon completion of PSYC 798, students must have already completed their research proposal and have received formal approval of this proposal from their thesis committee. Performance in PSYC 798 is graded on a pass/fail basis.

Students may enroll in 1-4 hours of PSYC 799 within a given semester. As noted, it is expected that it will take at least two semesters to fulfill all the requirements of the thesis. Students may allocate their thesis hours across more than two semesters if desired. PSYC 799 is graded on a pass-fail basis and is not included in the overall grade point average. Students will receive a 'T' letter grade, signifying satisfactory performance for each semester that they are enrolled in PSYC 799 or a 'U' letter grade, signifying unsatisfactory performance, and will not count toward degree requirements. If, at the completion of 4 hours, the student has still not completed the thesis requirements, that student will be required to maintain enrollment in PSYC 799 during subsequent semesters until the thesis

requirements are met. Any student who continues to use University facilities or wishes to confer with faculty on thesis work must be officially enrolled in at least one hour of thesis credit.

Before enrollment in PSYC 798, the student must find a faculty member who will function as the director of that student's thesis project. The director of the thesis committee must be a full-time faculty member in the Department of Psychology. The student must also select two additional faculty members who will function as thesis committee members. Committee members may be any full-time faculty within the Department of Psychology. Under some circumstances, it may be appropriate to include a fourth committee member from outside the Psychology Department. Inclusion of committee members from outside the Psychology Department is subject to approval by the director of the thesis committee, the director of the graduate program, and the department chair. The thesis committee will have the role of providing formal approval of the student's research idea, supervising the student's research activity, and providing formal approval of the defense and final written product. All students will be evaluated on 10 performance measures regarding the final thesis project and will be given a final score based on these performance measures. A copy of the USCA Thesis Assessment Form is included in the Appendix.

As noted, the student is required to complete the Thesis Enrollment Contract Form prior to the initial enrollment in PSYC 799 (see Appendix), and during each subsequent semester of enrollment in PSYC 799, the student is required to complete the Thesis Enrollment Contract Form. This form is completed with the student's thesis chair and details the exact requirements that must be fulfilled during any semester in order for the student to receive a 'T' letter grade, signifying satisfactory performance. Failure to meet these course requirements will result in a 'U' letter grade. The student will not receive course credit for any 'U' graded hours. The thesis must be written in APA style, with an approved title page (see Appendix), and contain appropriate committee approval.

C. Graduate Assistantships/Stipends

In an effort to enhance the student's opportunity to gain important practical experiences while at the same time providing a degree of financial support, USC Aiken has agreed to provide stipend support for selected students when available. Each available stipend will be provided on a semester basis. A student receiving a stipend for a 15-hour/week assistantship will be required to enroll in a minimum of 9 credit hours for fall and spring semesters and 5 credit hours for the summer, must be in good academic standing in the Department, and will be required to work in a selected setting for a maximum of 15 hours per week for a full-time assistantship. The total amount of weekly work time will be determined by the amount of funding that is available for the student. Generally, the student's work placement will be in a community agency, in an applied setting at USC Aiken (e.g., Student Counseling Center, Career Services), or a research setting at USC Aiken. In addition to the direct financial support that is gained through the stipend, USC Aiken has also agreed to provide tuition assistance (usually around \$1300 for a 15 hour/week assistantship) for all students receiving an assistantship stipend. Stipends are

generally provided to students during the 9-month academic year. The stipend for a full-time assistantship pays \$2,500 for both the fall and spring semesters. Some assistantships are also available in the summer months. The stipend pays \$1,667 for the summer. In an effort to increase the number of assistantships available and student preference, we often offer ½-time assistantships in which the student works 7.5 hour per week and receives half the pay and tuition reduction.

While an effort will be made to provide stipend opportunities for all interested and qualified degree-seeking students, available funding is limited. Accordingly, eligibility for stipends will be determined by an evaluation by the Department of the admission criteria for new entering students, and by an evaluation of existing performance criteria for advanced students currently enrolled in the degree program. For eligible students, ongoing participation in this assistantship program will be contingent upon satisfactory performance within the setting, as evaluated by USC Aiken’s clinical faculty and appropriate agency staff (when applicable), in addition to satisfactory performance within the degree program. Due to limited funding opportunities, not all students enrolled in the graduate program may be eligible for stipends. Receiving a stipend during a particular academic period does not guarantee continued funding during subsequent academic periods.

Graduate Assistantship Selection Procedures: When assistantship opportunities are available, all degree-seeking students, with good academic standing, will be eligible for graduate assistantships. Every effort will be made to ‘match’ student interest and professional goals with assistantship placement. Students will be responsible for communicating their interests and professional goals to their graduate faculty advisor. It should be noted that while students may be approved to participate in assistantships by meeting our selection criteria, that does not guarantee assignment to an assistantship. Some assistantship sites may require an interview and subsequent approval by the personnel at the assistantship site before officially beginning their assistantship. Further, assistantship sites frequently have specific needs that may restrict the selection process. Students participating at particular assistantship sites may be required to purchase additional liability insurance beyond what the university provides (see below) and also may be required to complete a criminal background check and/or a drug screening by the agency. Any student who receives an assistantship or sees clients in our Clinic (e.g., through PSYC 790) will be required to undergo a criminal background check conducted by USC Aiken. If something is found that puts the student’s judgment/behavior into question the student may be terminated from their assistantship and required to withdraw from courses requiring them to work with clients.

The following selection process will be used by the Department to determine awarding of graduate assistantships:

Selection criteria: [order of priority]

1. Second-Year/Advanced Graduate Students: Advanced students who are currently placed at an assistantship site will have priority for assistantship sites and will be selected on the basis of the following criteria:

Current academic standing

Obtained ratings on their supervisor's evaluation form
 Documented professional growth and faculty ratings on
 the semi-annual SASER form in all areas

2. Second-Year/Advanced Graduate Students: Advanced students who are not currently placed at an assistantship will receive priority for assistantship sites based upon the following criteria:

Current academic standing

Documented professional growth and faculty ratings on the SASER form in all areas

3. First-Year Graduate Students: First-year graduate students will receive priority for assistantship sites based upon the following criteria:

Overall/Psychology Undergraduate GPA

Admission Letters of Recommendation

GRE scores

Undergraduate experience

Outstanding first-year graduate students may receive placement priority over second-year/advanced graduate students when admission criteria for first-year students are outstanding, or when advanced students have not demonstrated an acceptable degree of professional and academic growth in the program, as measured by the SASER.

Involvement in the stipend program at USC Aiken is completely voluntary and independent of the degree-program requirements. While this involvement can be both financially and professionally beneficial, it does represent a major time and professional commitment, above and beyond course and applied clinical/counseling requirements. While participation in the stipend program is voluntary, once a student agrees to participate, the student is committed to fulfilling the responsibilities associated with the assistantship position. Each student should evaluate this commitment carefully before accepting this responsibility. As indicated above, students will be supervised by USC Aiken clinical faculty and community staff when appropriate. As representatives of USC Aiken and as professionals in the field of Psychology, students will be expected to fulfill their professional roles in their stipend/assistantship activities in a manner that is consistent with the ethical guidelines of the American Psychological Association and the American Counseling Association. Students will be expected to present themselves in a highly professional manner in both dress and demeanor. Students will be required to complete a contract at the beginning of their assistantship period, which explains their commitment and responsibilities. Some assistantships may require attendance at training workshops or orientation sessions that will be required of the student accepting that assistantship. Unsatisfactory performance will result in termination from the assistantship setting, and may result in termination from the degree program if certain professional/ethical standards are violated.

D. Professional Issues

Licensing

Students should be aware that licensing regulations are independent of the USC Aiken degree requirements. State law dictates the criteria that must be successfully met before an individual is eligible to receive a particular license. Licensing law determines what title a professional may use when presenting himself/herself to potential consumers of psychological/counseling services, and in most cases determines what type of professional activity the individual may engage in. It is the student's responsibility to be fully aware of existing state licensing regulations. Such regulations usually dictate: a) degree and curriculum requirements; b) performance criteria for demonstration of knowledge in one's field (e.g., successful completion of a standardized examination); and c) requirements for supervision of post-degree professional activity. Students should be aware that specific license requirements may vary considerably from state to state. This is the webpage for SC licensure <https://llr.sc.gov/cou/>.

Many states require as much as 60 graduate credit hours and additional requirements such as credits from a Practicum and an Internship for licensure. While not required for our program, we've added a course that you can take to get formal credit for a clinical assistantship (PSCY 792 Clinical/Counseling Internship). If this is of interest to you, please see the Graduate Program Director for details.

The American Psychological Association (APA) has not approved the provision of a license for masters-level practitioners in the field of Psychology. Most state licensing boards in Psychology, including the South Carolina licensing board in Psychology, have remained in agreement and do not provide for a license for masters-level practitioners in Psychology. However, South Carolina does provide a license for masters degree-level professional counselors (known as the LPC, for Licensed Professional Counselor). South Carolina state law does dictate certain criteria that must be satisfied before the professional is able to gain the LPC license. All of these criteria must be satisfied prior to receiving the license:

Degree and Curriculum Requirements for SC: The student must graduate from a master's-level degree program that includes a curriculum that addresses the following major areas of academic training (each number indicates the content area along with the USC Aiken course that addresses that content):

Human Growth and Development (PSYC 610)
 Social and Cultural Foundations (PSYC 640)
 The Helping Relationship (PSYC 701 and 702)
 Group Dynamics, Processing, Counseling (PSYC 725)
 Lifestyle and Career Development (PSYC 630)
 Appraisal of Individuals (PSYC 680)
 Research and Evaluation (PSYC 625)
 Professional Orientation (PSYC 600)
 Psychopathology (PSYC 620) **OR** Diagnostics of Psychopathology (PSYC 780)

Each academic program must also have one course that covers Counseling Theories and Techniques (PSYC 701 and 702), which may be included in category #3, and a supervised Counseling Practicum (PSYC 790).

Demonstration of Knowledge in the Field: Following successful completion of the master's degree, a student must demonstrate a knowledge base of content areas by successful completion of the National Counseling Examination (NCE) or the National Clinical Mental Health Counseling Examination (NCMHCE). See <https://www.nbcc.org/Exams> for additional information.

Post-Degree Supervision of Professional Activity: The license applicant must receive 1380 hours of supervised clinical experience of direct counseling client contact. Supervision must be done by a qualified supervisor (pre-approved by the South Carolina LPC board of examiners) and consist of a minimum of 120 hours.

Insurance Coverage

Students and faculty at USC Aiken receive minimal coverage associated with professional liability insurance and workers compensation insurance, as long as they are following University policy and engaging in appropriate professional activities as approved by USC Aiken. It is highly recommended that students purchase additional liability insurance, beyond what the university is able to provide. **Certain assistantship sites may also require that the student purchase additional insurance in order to satisfy the professional requirements at that site.** Liability insurance is available through the American Psychological Association Insurance Trust for as little as \$35 a year. Information and an application can be found at: <https://www.trustinsurance.com/products-services/student-liability>

Professional Development

Periodically each semester you may be asked to attend a graduate student event. This gathering will be in the form of either a town meeting, or a professional colloquium presentation. The town-meeting format will generally involve a discussion of various professional issues, in addition to providing students an opportunity to express any needs or concerns that they may have about the graduate program. At various times, professional clinicians from the community will be invited to present research and/or clinical information within their specialty fields. Students will be expected to attend these meetings. The graduate program director will also make students aware of professional development workshops in the community and/or webinars that they may attend often for minimal or no cost.

Students are also encouraged to attend regional/national conferences, either to present data or to participate in the professional activities of peers and colleagues. Attendance at professional conferences is also a great way to develop and refine thesis projects. The Department also has a chapter of Psi Chi, the National Honor Society in Psychology, and graduate students are encouraged to join and participate.

E. USC Aiken Psychology Clinic

As a part of the graduate training program, the Psychology Department has developed the USC Aiken Psychology Clinic. This setting provides an opportunity for graduate students to receive important clinical/counseling experiences, under the supervision of licensed mental health professionals. Students are required to be familiar with the *USC Aiken Psychology Clinic Manual* and are required to follow all clinic procedures documented in this manual.

The USC Aiken Psychology Clinic will be utilized as a training site for applied clinical course requirements, including practicum training requirements, in addition to providing support for select course, stipend, and research activities. Graduate students may engage in supervised clinical/counseling activities within the Clinic as a part of their course requirements. Eligible students may also elect to continue their supervised Clinic activities in order to enhance further their professional skills outside of formal course requirements. In order to be eligible, graduate students must be in good academic standing and maintain enrollment in the graduate program by being enrolled in PSYC 791.

F. Departmental Facilities

Psychology Research Laboratory. The Psychology Department Laboratory is used by faculty and students for research and teaching. The Laboratory includes an animal vivarium and supporting animal research equipment, in addition to a human laboratory that supports physiological, neuroscience, and cognitive research. There is also space that allows for small groups, observational, and survey research. Penland 205 is a larger research room that contains 10 computers available for research projects as well as group testing.

Psychology Computer Lab. The Psychology Department also houses a computer classroom (Penland 214). Both undergraduate and graduate students have access to computers that allow for statistical analyses, data management and internet access, in addition to other essential computing capabilities. The Department standard statistical package, SPSS, is installed on a subset of the computers in the computer lab.

Graduate Student Mailboxes/Email Addresses. Each graduate student will be assigned a mailbox in the Administrative Assistant's Office (Penland 226). These boxes may be used for any activities related to the graduate program and university activities. On occasion, important announcements regarding class requirements, thesis defenses, colloquium presentations, graduate student town meetings, or graduate program materials may be placed in these mailboxes. It is important that students check their boxes on a regular basis. Students may have access to their mailboxes during normal business hours. In addition to the use of the mailbox for important Department communication, students are also assigned a university email address. This address will be used to communicate both individual class, and general program information. Accordingly, students should access their email *at least once* daily and respond to emails in which they are asked a question within 24 hours or immediately if possible.

Graduate Student Offices. One graduate student office (Penland 237B) is available for all Psychology graduate students. A phone and computer is available in each office for student use. Students will be assigned a key to this office from the Department Administrative Assistant. A student office is also available in the Psychology Clinic, and its use is generally limited to students enrolled in Practica (PSYC 790; PSYC 791).

G. Faculty

The USC Aiken Psychology Department is comprised of nine full-time faculty members and 4 clinical associates:

Professors:

Edward Callen, Ph.D. (Psychology Department Chair)
Area: Experimental Psychology (Learning and Motivation)

Maureen Carrigan, Ph.D.
Area: Clinical Psychology

Jane Stafford, Ph.D. (Director of USC Aiken Master's Degree Program in Applied Clinical Psychology).
Area: Clinical Psychology

Associate Professors:

Phyllis Anne Ellison, Ed.D.
Area: School Psychology

Alexandra Roach, Ph.D.
Area: Experimental Psychology (Neuroscience)

Laura Jelsone-Swain, Ph.D.
Area: Experimental Psychology (Neuroscience)

Assistant Professors:

Bridget Cho, Ph.D.
Area: Clinical Psychology

Adam Pazda, Ph.D.
Area: Social Psychology

Clinical Associates:

Lonnie 'Todd' Bain, M.S.
Area: Clinical Psychology

Mercedes 'Sadie' Fabio, M.S.
Area: Clinical Psychology

David Green, M.S.
Area: Clinical Psychology

Jennifer Whitford, Ph.D.
Area: Counseling Psychology

Our faculty members are actively involved in teaching, research, and supervision of students. Ongoing research interests of the Psychology faculty include fear and avoidance models of psychopathology, addictive behaviors, parenting and attachment, childhood disorders, interpersonal relationships, post-traumatic stress disorder, mindfulness, social perceptions, and cognitive aging. There are many opportunities for students to become actively involved in research, and it is recommended that students consider volunteering early in their academic career as a preparation for their thesis requirement. Students may receive course credit for engaging in formal research activities by enrolling in PSYC 699 (Independent Research). Students who are interested in pursuing an academic experience beyond their Master's degree are particularly encouraged to gain valuable research experience beyond their thesis requirements. Students must complete the PSYC 699 Enrollment Consent Form prior to enrollment in PSYC 699 (see Appendix). Students may be involved in research without enrolling in PSYC 699. Often students in their first-year assist students in their second year collect data for their thesis as a way of becoming more familiar with the research process.

STUDENT ACTIVITIES SELF EVALUATION REPORT

Inclusive Dates: _____

Name: _____ Year in program: _____

I. ACADEMIC DEVELOPMENT:

Semester:

Course (Dept & Number)	Title	Grade
------------------------	-------	-------

Summer:

Course (Dept & Number)	Title	Grade
------------------------	-------	-------

GPA for All Courses Completed
Cumulative GPA at USC Aiken

List Courses Waived Based on Work Completed Elsewhere:

Student comments/Goals:

Overall Academic Rating: Needs Improvement; Meeting Expectations; Meritorious

II. RESEARCH DEVELOPMENT

A. Thesis

Enter your year in the program and the dates of any proposal meetings or final defense for the thesis.

Thesis	Proposal		Final Defense	
	Year in Program	Date of Proposal	Year in Program	Date of Defense

B. Additional Research Activities (beyond thesis):

1. Attendance at colloquia/guest speaker presentations:
2. Regional/national conferences/conventions attended:
3. Completed progress on thesis:
4. Any additional research activity (e.g., involvement in faculty research):
5. Conference presentations submitted or presented: (give full APA citation and indicate date submitted and/or presented). Specify type of submission/presentation (i.e., poster, paper, etc.):
6. Papers submitted for publication/published: (give full APA citation and date submitted):

C. Quality/Scope/Initiative/Programmatic Nature of Research Project(s):

The student and has the opportunity to comment on the quality, comprehensiveness and/or scope of the thesis and other independent research projects. Initiative in developing and completing projects or involvement in multiple projects will be noted.

Student Comments/Goals:

Overall Research Development Rating: Needs Improvement; Meeting Expectations; Meritorious

III. CLINICAL and PROFESSIONAL DEVELOPMENT

List practicum/applied clinical activity experiences, and supervisors and briefly describe responsibilities:

Semester	Supervisor	Activities	Responsibilities
----------	------------	------------	------------------

1. Describe assistantship duties and, if obtained, any feedback received from supervisor):

2. List any other professional activity:

Student Comments/Goals:

Overall Professional Development Rating: Needs Improvement; Meeting Expectations; Meritorious

Additional Activities and Comments:

List and describe any activities that were not mentioned in categories I-V above that you feel should be considered:

Describe if and how this semester's activities achieved your plans/goals as stated in the previous semester's Student Activities Self Evaluation Report (1st year students can discuss this item in terms of goals set with advisor in beginning of the year). If goals were modified (added, subtracted, changed, etc.) over the course of the year, explain rationale for the modification:

State plans and goals for the current or upcoming semester:

Overall Faculty Comments:

Academic:

Research:

Clinical/Professional:

Overall Student Rating: Needs Improvement; Meeting Expectations; Meritorious

Program Director's Signature

Date

Student's Signature

Date

**Master's Degree Program in Applied Clinical Psychology
Psychology Department
USC Aiken**

Thesis Preparation (PSYC 798) Enrollment Consent Form

Student's Name (print): _____ Local Phone: _____

Student VIP Number: _____ Term taking 798: _____

1. Total Graduate Program Hours: Completed _____

2. Tentative thesis area: _____

3. Thesis chair/PSYC798 Faculty Supervisor: _____

4. PSYC 798 Requirements:

-
- Complete a formal research proposal
 - Obtain a thesis committee (thesis chair and two full-time Psychology Department faculty members)
 - Obtain formal committee approval of research proposal
-

Student's signature: _____ Date: _____

Thesis chair: _____ Date: _____

Director of Graduate Program: _____ Date: _____

Department Chair: _____ Date: _____

**Master's Degree Program in Applied Clinical Psychology
Psychology Department
USC Aiken**

Thesis Contract (PSYC 799)

Student's Name (print): _____ Local Phone: _____
Student VIP Number: _____ PSYC 799 Hours Previously Completed: _____
Current 799 Term: _____ Credit Hours (1-4): _____
PSYC 798 completion semester: _____

Thesis chair: _____

The following section is to be completed by the *thesis chair*, who will supervise the thesis project:

Thesis title: _____

Committee Membership: _____

Goals and objectives of current enrollment:

Method of evaluation:

Student's signature: _____ Date: _____

Thesis chair: _____ Date: _____

Director of Graduate Program: _____ Date: _____

Department Chair: _____ Date: _____

**Master's Degree Program in Applied Clinical Psychology
Psychology Department
USC Aiken**

**PSYC 792 Enrollment Consent Form
Clinical/Counseling Internship (APSY N792)**

Student's Name (print): _____

VIP ID Number: _____ Term of 792 Enrollment: _____

Credit Hours (1-3): _____

Site of internship: _____

Goals and objectives of current enrollment:

To gain additional supervised experience in a clinical setting.

Method of evaluation:

Regular supervision with onsite and with faculty supervisors in which clinical work will be discussed and recommendations made.

Student's signature _____

Date _____

Director of Graduate Program _____

Date _____

Department Chair _____

Date _____

Title of Thesis

Student's Name

Approved:

Committee Chair

Date

Committee Member

Date

Committee Member

Date

Chair, Department of Psychology

Date

Title of Thesis

A Thesis

Presented to

the Faculty of the Department of Psychology

University of South Carolina Aiken

In Partial Fulfillment

of the Requirements for the Degree

Master of Science

By

Name

Month and Year of Graduation

**Master's Degree Program in Applied Clinical Psychology
Psychology Department
USC Aiken**

**PSYC 699 Enrollment Consent Form
Independent Research Contract (PSYC 699)**

Student's Name (print): _____ Local Phone: _____

Student VIP Number: _____ Current Term: _____

Credit Hours (1-3): _____

Faculty Research Director: _____

Research Topic (provide a brief description of planned research area/topic):

Goals and objectives of current enrollment:

Method of evaluation:

Student's signature _____ Date _____

Research Director _____ Date _____

Director of Graduate Program _____ Date _____

Department Chair _____ Date _____

Graduate Thesis Assessment

Rate each of the following items on a scale from 0 to 10, using the following guidelines:

- 0 - complete absence of the item
- 1 – 3 - limited attention to or understanding of item
- 4 – 6 - adequate coverage of item
- 7 – 9 - in depth analysis and clear understanding
- 10 - Outstanding achievement on the item with no room for improvement

Be sure to consider both the quality and comprehensiveness of the student's efforts. Items 1 through 8 should be considered with respect to evidence manifest in both students' written manuscript and oral presentation. Numerical ratings will be used to assign overall ratings of unsatisfactory (0 – 50), satisfactory (50 – 75), and notable (75 and above). P = important for thesis proposal; D = important for thesis defense

<p>1. Theoretical foundation</p> <ul style="list-style-type: none"> • Clearly describes theory (e.g., learning, psychoanalytic, cognitive) being investigated (P&D) • Compares and contrasts theoretical perspectives (P&D) • Research design addresses theoretical questions (P&D) • Integrates thesis findings with theory (D) • Understands alternative theoretical interpretations of findings (D) • Addresses theory-based questions (P&D) 	
<p>2. Literature review</p> <ul style="list-style-type: none"> • Literature review is detailed, covering the major and significant findings directly related to field of study (P&D) • Literature review is comprehensive, covering the significant findings that are indirectly related to field of study (P&D) • Demonstrates ability to summarize relevant findings in the literature, providing sufficient detail on relevant designs and outcomes (P&D) • Demonstrates ability to critically evaluate existing literature, discussing limits to internal and external validity of findings (P&D) • Demonstrates ability to generate hypotheses from existing findings in literature (P&D) 	
<p>3. Development of hypotheses</p> <ul style="list-style-type: none"> • Hypotheses are testable and appropriately conceptualized (P) • Hypotheses are logically developed from theory (P) • A sufficient number of hypotheses are identified to adequately test the proposed theory (P) • Demonstrates an ability to provide a link between theory and practical application of hypotheses (P&D) 	
<p>4. Internal validity of methodology</p> <ul style="list-style-type: none"> • Research design appropriate for hypotheses (P) • Appropriate controls are provided in design (control groups or statistical controls) (P) • Threats to validity (e.g., confounding, extraneous variable) are acknowledged and addressed as applicable (P&D) • Direction of effect is clear from research findings (D) 	

<ul style="list-style-type: none"> • Understands alternative explanations for findings (D) • Able to discuss alternative designs to provide better controls (P&D) 	
<p>5. External validity of methodology</p> <ul style="list-style-type: none"> • Sampling method is appropriate (e.g., random, representative) (P&D) • Sufficient power to provide meaningful effects (e.g., sufficient number of subjects) (P&D) • Able to discuss ways to enhance generalizability of findings (P&D) 	
<p>6. Statistics</p> <ul style="list-style-type: none"> • Demonstrates an ability to understand the statistical procedures used (P&D) • Utilizes appropriate statistical procedures to analyze data (P&D) • Presents results in a clear and appropriate manner (D) • Understands appropriate conclusions that may be drawn from the data (P&D) • Able to discuss alternative statistical procedures for future research (D) 	
<p>7. Significance to field</p> <ul style="list-style-type: none"> • Demonstrates an ability to discuss the contributions of selected constructs to proposed study (P&D) • Demonstrates an understanding of study's specific and overall contributions to the field (P&D) • Able to distinguish and discuss the statistical and clinical significance of the study to the field (D) • Able to discuss alternative contributions to populations other than the presently identified (P&D) 	
<p>8. Synthesis</p> <ul style="list-style-type: none"> • Appropriately integrates theory and results in discussion section (D) • Demonstrates ability to discuss connection between internal and external validity (P&D) • Thesis (written product) evidences appropriate connections throughout (lit review, hypotheses, methods, results, discussion) (P&D) • Demonstrates ability to adequately answer questions concerning all sections of thesis (P&D) • Demonstrates a deep understanding of problem and issue (P&D) 	
<p>9. Professionalism in conducting thesis</p> <ul style="list-style-type: none"> • Progression in a timely manner (e.g., met deadlines associated with development and completion of thesis) (P&D) • Conscientiousness (P&D) • Understood and complied with ethical treatment of human and animal participants (P&D) 	
<p>10. Oral presentation</p> <ul style="list-style-type: none"> • Organization: well-structured – theory, hypotheses, design & methodology, potential stats, etc. (P&D) • Clarity: communication style (ability to articulate coherently) (P&D) • Flow: structural and communicative (P&D) • Responsiveness: thoughtful and precise response to questions posed during and after presentation (P&D) 	

Process:

- Each committee member independently completes assessment prior to or during the thesis thesis defense meeting.
- Following presentation by student, the committee reviews individual responses to arrive at a group consensus. Qualitative judgments of unsatisfactory, satisfactory, and notable will be derived based on quantitative assessments