

Clinical/Community (C/C) Information

Clinical/Community (C/C) Requirements

Required Course Work (34 hours):

PSYC 6050:	Topics in Psychological Treatment (3)
PSYC 6141:	Intellectual Assessment (4)
PSYC 6141L	Intellectual Assessment Laboratory (0)
PSYC 6142:	Personality Assessment (4)
PSYC 6142L	Personality Assessment Laboratory (0)
PSYC 6145:	Applied Research Design and Program Evaluation (3)
PSYC 6150:	Psychological Treatment (4)
PSYC 6150L	Psychological Treatment Laboratory (0)
PSYC 6151:	Behavior Disorders (4)
PSYC 6151L	Behavior Disorders Laboratory (0)
PSYC 6155:	Community Psychology (3)
PSYC 6450:	Practicum in Clinical Psychology (3)
PSYC 6455	Practicum in Community Psychology (3) OR
PSYC 6450	Practicum in Clinical Psychology (3) Elective (3)

Additional courses or more practicum work may be required for an individual student's program of study, as determined by the academic advisor and the appropriate Graduate Committee.

Electives should be selected after consulting with your advisor. They may include other courses within your area (C/C), courses in general psychology areas (e.g., social, developmental, physiological), Topics (PSYC 6099), and graduate courses from other disciplines.

Enrolling in Readings and Research or Thesis

Students enrolling PSYC 6899 (Readings and Research in Psychology) and Thesis must obtain the signature of the faculty supervisor on the registration form.

Possible Course Sequence for Full Time Graduate Students in C/C Psychology

Fall I

Research Design (3)
Behavior Disorders (4)
Intellectual Assessment (4)
Ethics (2)

Spring I

Treatment (4)
Personality Assessment (4)
Clinical Practicum (3)
Applied Research (3) (now or later)

Summer I

General Psyc Option (3)

Comprehensives (*prior to Fall II*)

Fall II

Community (3)
Clinical Practicum (3)
General Psyc Option (3)
Elective (3)

Spring II

Treatment Topics (3)
Clinical Practicum (3) OR
Community Practicum (3) OR
Thesis (3)

Scheduling Notes

Most courses are offered only once per year during the Spring or Fall semesters. Exceptions include one topics course and the C/C practica which are generally offered during the summer. Comprehensive exams are usually taken at the start of the fall semester of the second year, but can be taken in the spring semester of the second year.

Prerequisite sequences for Clinical/Community Students

Some courses must be taken in a fixed order. Delaying enrollment in one of the courses which follows a sequence or is needed prior to Comprehensive Exams or Clinical Practicum will significantly lengthen the time needed to complete the program.

A. Courses with Prerequisites

1. Behavior Disorders (Fall) precedes Treatment (Spring)
2. Intellectual Assessment (Fall) and Behavior Disorders (Fall) precedes Personality Assessment (Spring)
3. Research Design (Fall) precedes Applied Research (Spring)
4. Community Psychology (Fall) precedes Community Practicum

B. Courses needed prior to Comprehensive Exams

1. Research Design (Fall), then Applied Research (Spring)
2. Behavior Disorders (Fall), then Treatment (Spring)
3. Intellectual Assessment (Fall) and Behavior Disorders (Fall), then Personality Assessment (Spring)
4. Ethics (Fall)

C. Courses needed prior to Clinical Practicum

1. Behavior Disorders (Fall) then Treatment (Spring)
2. Intellectual Assessment (Fall) and Behavior Disorders (Fall) then Personality Assessment (Spring)
3. Ethics (Fall)

D. Additional courses needed to complete the MA

1. Topics in General Psych (PSYC 6010, 6015, 6020, 6030, 6200)
2. Another Topics in General Psych (PSYC 6010, 6015, 6020, 6030, 6200)
3. Treatment Topics
4. Community Practicum OR Elective (3 credits)
5. Thesis (after comps)

Hints for Part-time C/C Students

1. Seek advice from the advanced graduate students for information about scheduling. They can also tell you what to expect from your classes and professors. They have a lot of wisdom they are willing to share.
2. For part-time students, scheduling is sometimes difficult because each course is only offered once per year. To plan your schedule you need to be aware of when you want to take comprehensive exams, when you want to be able to do a practicum, and what the prerequisites are for each.

3. Pay attention to the prerequisites listed in the Catalog and on the next page in this Handbook. Also, consult the suggested sequence of courses for full-time students to get an idea of what courses to take when.

4. Clinical Practicum sites and times are not very flexible. You will be expected to do at least two clinical practica for a minimum of 15 hours per week for 15 weeks each. The practicum sites may be located at considerable distances from UNCC. The community practicum is more flexible than the clinical practicum and may be worked around employment more easily.

C/C Calendar of Events for Academic Progression

(for those planning to complete the program in two years)

****Some of the following dates may be subject to change. Please check with the Graduate School and/or your program's director for the current deadlines.*

Fall I

- Make sure department is notified of current address and telephone number
- Remove conditions of admission. If admission was conditional, notify your advisor when conditions have been satisfied

Spring I

- Students receive evaluation feedback. Consult with advisors.
- Obtain practicum insurance. You can download an application at www.apa.org (It costs \$35.)
- Apply to take practicum. (Clinical see p. 21; Community see p. 22)
- Sign up for summer/fall practicum.
- Register for a Summer Topics course.
- Start exploring ideas for thesis
- Obtain comps guidelines / past exams.

Summer I

- Study for Comprehensives (see pp. 11-17)
- File an ***Application to Take the Comprehensives*** at least one month prior. (Form available from Grad. Coordinator or in front office – Colvard 4018).

*** Must have already completed or have in progress the following courses:*

6102 Research Design	6107 Ethics	6151 Behavior Disorders
6141 Intellectual Assessment	6142 Personality Assessment	
6145 Applied Research	6150 Treatment	

- Take summer Topics course (optional).
- Think seriously about thesis and thesis committee.

Fall II

- Pass comprehensive examinations (Good luck! ☺)
- Identify Thesis Committee.
- File ***Thesis Committee Record form*** after passing comps. (available in the depart. office)
- File ***Admission to Candidacy form*** after passing comps, but by the first day of graduation term. This must be checked and signed by the Graduate Coordinator or the Department Chair as it serves as the basis for degree clearance. Please see coordinator for instructions.
- File ***Application for a Degree form*** by the date given in the current Schedule of Classes.

Spring II

- Enroll in Thesis;
- Prepare and defend thesis proposal
- Turn in ***Topic Approval form*** to Graduate School
- Prepare Thesis using most recent guidelines published by the Graduate School.
- Defend final thesis at least 4 weeks before thesis is due to Graduate School.
- Complete 48 hours and earn overall GPA of 3.00 with no more than 6 hours of C.
- Submit: ***Thesis Defense Form, and Request of Grade Change*** (if you previously received an incomplete) and **3 signed copies of thesis** before deadline (one week prior to the first day of final exams of the graduation term).

Checklist for Clinical/Community Psychology Graduate Students

Name _____ Date of Entry _____ Advisor _____

Core Coursework

- _____ Research Design (6102) (3)
- _____ Ethics (6107) (2)
- _____ General Psychology course (Specify _____) (3)
- _____ General Psychology course (Specify _____) (3)
- _____ Thesis (6999) (3)

Specialty Coursework

- _____ Applied Research (6145) (3)
- _____ Intellectual Assessment (6141) (4)
- _____ Personality Assessment (6142) (4)
- _____ Behavior Disorders (6151) (4)
- _____ Psychological Treatment (6150) (4)
- _____ Topics in Treatment (6050) (3)
- _____ Community (6155) (3)
- _____ Practicum in Clinical* (6450) (3)
- _____ Practicum in Clinical or Community* (3)
- _____ Elective (3)
- _____ Elective (3)
- _____ Elective (3)

Additional courses or more practicum work may be required for an individual student's program of study as determined by the academic advisor and the graduate committee.

*File applications for practicum by the end of the drop/add period of the preceding semester.

Electives

_____	_____
_____	_____
_____	_____
_____	_____

Comprehensive Examinations – Guidelines for Clinical / Community Graduate Students

Each student must successfully complete a comprehensive examination in order to receive the Master's Degree. The comprehensive examination will be an integrated examination testing knowledge in the student's specific area of specialization (clinical/community or industrial/organizational psychology) as well as research design and ethics.

Comprehensive Examination. After admission to candidacy, each student must successfully complete a comprehensive examination. The examination may be written, oral, or both, depending upon the student's specific program requirements. Students must be enrolled during the semester in which they take the comprehensive examination.

Procedures for the Comprehensive Examination

- (a) Students may attempt the comprehensive examination twice only. Failure to pass the comprehensive examination after two attempts will result in termination from the Graduate Program in Psychology.
- (b) The comprehensive examination will be scheduled prior to fall semester (August) and during the spring semester (February).
- (c) The comprehensive examination will be developed and graded on a "pass-fail" basis by at least two faculty members with expertise in the tested areas. Under normal circumstances, six faculty members will be involved in developing and grading the examination: (i) Two C/C faculty will develop and grade the C/C examination. (ii) Two I/O faculty will develop and grade the I/O examination. (iii) Two additional faculty (generalists) will work with C/C and I/O faculty in development of their respective examinations.
- (d) Role of the generalists: The key issue to be addressed by the generalists is comparability between the I/O and C/C exams. Thus, the generalists will be called upon to advise regarding the comparability of question difficulty and grading standards for the two exams. The generalists will also check to be sure that each exam includes coverage of ethical and methodological issues.
- (e) Writing the exam: Each specialist group (I.E., I/O and C/C) will develop the questions for the exam. (Past participants in the process have suggested that it may be helpful for the specialists to consult with those faculty who teach relevant graduate courses before finalizing exam questions. Also, specialists may consider developing outlines of the elements of a successful answer at this stage.) The two generalists should be given the exam questions for both exams at least one week before the exam is given, to insure that there is time enough to discuss and/or implement any changes necessary to achieve comparability.

- (f) Students will be provided access to study guides (for I/O), and questions from previous examinations (both groups) to aid their preparation for the comprehensive examination. Selected study materials will be available on reserve in Atkins Library under "PSYC 6000" and your coordinator's name (currently, Terry).
- (g) The comprehensive examination will be administered during a single, five-hour testing period. Students are encouraged to type their exams, although a hand written is permissible. Students will use departmental computers, either desktop PCs in the Methods' lab rooms, or lap top PCs placed in other individual rooms in the department. (Macintosh lap tops may be available.) Students writing the examination by hand will write on every other line and will be given an opportunity, during the next working day after the examination and under faculty supervision, to clarify instances of unclear handwriting.
- (h) Examinations will be graded "blindly" so students' identities will be unknown to graders. Completed examinations are the property of the Psychology Department and will not be returned to students for any reason.
- (i) Grading: After the exams are given, they will be graded by the specialist groups. In the event of a lack of agreement between the specialists, or in the event of a failing grade for any student, the specialists are encouraged to (i) consult with other faculty in the specialist group; (ii) consult with the generalists, and (iii) if the matter remains unresolved, consult with the graduate committee before a final decision is rendered. The other readers should be given information regarding pass/fail rates for both groups, and should be given the opportunity to read failing and "borderline" exams from each group. Grades should be finished in a timely fashion; the specialist groups should make every effort to have their grades within 2 weeks after they receive copies of the exam, and additional time may be needed if some exams are read by others faculty or the generalists.
- (j) Comprehensive examinations will normally be graded within one month of the date on which they are attempted. Students will be notified of the outcome by letter sent to the address contained in their departmental student record.
- (k) Students who fail their first attempt at the comprehensive examination are expected to develop a remedial course of study based on consultation with their advisor. The department does not have a formal policy of reviewing individual exams with students. The decision to review a failed exam with a student is up to the individual faculty involved from year to year.

Restrictions relative to the Comprehensive Examination:

- (a) The coordinator will distribute an Application to Take Comps form, usually in late spring semester. Students wishing to attempt the comprehensive examination must return the form to the Graduate Coordinator at least one month prior to the exam date. (Once a student has applied to attempt the examination, the student can be excused from the examination only by permission of the Graduate Coordinator.) A similar procedure occurs during late fall semester for February exams.
- (b) Students must have the following courses completed or in progress when the comprehensive examination is attempted.

All Students:

PSYC 6102 (Research Design) and 6107 (Ethics).

Clinical/Community Students:

PSYC 6141 (Intellectual Assessment),
6142 (Personality Assessment), 6145 (Applied Research),
6150 (Treatment), and 6151 (Behavior Disorders).

- (c) Students are expected to write coherent and grammatical answers to comprehensive examination questions.
- (d) Students must pass the comprehensive examination before enrolling in PSYC 6999 (Thesis).

Preparing for Comprehensive Exams: Some Advice

Following are some simple suggestions from the faculty to students preparing for the comprehensive examinations. While these are, for the most part, things students already know, it may be useful to be reminded of them.

1. Cooperate with fellow students in developing topic outlines, reviews, study groups, etc.
2. Practice by answering the questions from prior comps.
3. Review notes and underlined sections of texts and readings from your courses.
4. Review the old exams and study guides that are available on Reserve in the Library.
5. Make your answers clear, well organized, and cite relevant sources when you can (e.g., Shelby (1986) found that...).
6. After you have spent some time reviewing your course material, get together with colleagues and give yourselves a mock comp in the same environment in which you are going to take the real comps. Go over each other's exam "answers" and evaluate them.
7. Talk to faculty members whose opinion you value. Ask them for advice.
8. Don't try to cram the night before the exam. Relax with a book, movie, TV and get plenty of sleep.

Clinical/Community Comprehensive Exam

Copies of previous exams are on reserve in the library under "PSYC 6000." New questions are prepared by subgroups of the faculty for each exam, so there will be variability as to style and focus depending on who prepares the questions. For example, whereas one year there will be a separate question about research design the next year may find research design included in a more general question about clinical or

community issues. Nevertheless, although the general look and shape of exams may differ, the domain sample will still be the courses you have taken.

While the gifted prognosticators amongst you may be able to predict the specific content of questions on the exam, as a faculty we tend to regard all the areas as important. Consequently, you should prepare yourself to answer questions in all areas of the specified domain, broad though it is. Due to the length of the test, we will seldom be able to test you equally well on all areas.

The one-day, five-hour format will dictate one or more questions in which you will be asked to bring the above knowledge to bear on an applied clinical or research situation, one that you might encounter in your professional work. Such questions would ask you to integrate knowledge from various areas.

Practicum in Clinical Psychology (PSYC 6450)

Application: Students must apply for this during the semester preceding the practicum work. Applications are found in the forms drawer in the department office. On the application the student is asked to specify the courses which they have taken in preparation for practicum, other professional and non-professional experiences which may have prepared them for the practicum experience, judgments about strengths and weaknesses, and preferences for placement and supervision. This information will be considered in assignment of practicum sites.

During the spring semester of your first year in the program, the clinical faculty (often one of your course instructors) will present information about practicum sites and coordinators.

Coursework Preparation: The student should have completed the following courses in preparation for the practicum: Ethics and Professional Issues, Intellectual Assessment, Personality Assessment, Behavior Disorders, and Introduction to Treatment.

Practicum Sites: Sites are selected by faculty in order to assure that the student will have optimum supervision and enter a professional role suitable for the student's experience level, interests, and abilities. Since training concerns are foremost and faculty have been evaluating student performance in previous course work in order to determine ability and training needs, students should not seek to find potential sites for themselves. Students should also expect to have to travel some distance to a practicum site since these sites are not chosen simply for convenience but to provide the best training available within the region.

Requirements: Students will work 15 to 20 hours per week for 15 weeks at the practicum site. Additional time will frequently be required in order for the student to become fully integrated into the agency, to serve client needs, and receive full educational benefits of the placement. In addition to supervision in the field, they will attend supervision meetings on campus with their faculty supervisor as well. Any time missed will be made up according to arrangements made with the field supervisor. Field and faculty supervisors will give specific assignments during the semester which will orient students to the sites, enhance their functioning in professional activities practiced at the sites, and continue their professional development beyond the introductory course work which has been completed.

Insurance: Currently, the University does not provide malpractice insurance for psychology students. We strongly recommend and some agencies require that practicum students purchase professional liability insurance. Several agencies provide insurance through mail applications. One is the North American Association of Masters in Psychology (see graduate coordinator; 1-800-421-6694). For some, students must join APA as student affiliates before they can be issued insurance. Information about liability insurance is available from the practicum supervisors. There can be long delays in processing application, and some agencies require that insurance be in place before students can begin practicum. Therefore, it is important to submit insurance paperwork as early as possible. Call the APA Insurance Trust at 1-800-477-1200 for an application or download one from the Internet at ww.apa.org

Evaluation of Students: Successful performance in practicum will depend upon the degree to which students perform professional responsibilities in a thorough and ethical fashion, become proficient in the various skills related to the practice of psychotherapy and assessment, and maintain good professional relationships with supervisors and other staff. To the extent that students remain deficient in any of these areas, grades will be lower, and students will be required to improve performance through additional practicum experience beyond the minimum of two required semesters.

Practicum in Community Psychology (PSYC 6455)

Application: Students must apply for this course by the end of the drop period of the semester preceding the practicum work. Applications are found in the forms drawer in the department office. On the application the student is asked to specify the courses which they have taken in preparation for practicum, other professional and non-professional experiences which may have prepared them for the practicum experience, judgments about strengths and weaknesses, and preferences for placement and supervision.

Coursework Preparation: The student should have completed the following courses in preparation for the practicum: Ethics and Professional Issues, Applied Research Design and Program Evaluation, and Community Psychology.

Practicum Sites: Sites are selected based on the particular needs of the students. Since there are not particular, recurring sites that are used for the community practicum, it is important for the student to discuss interests in the practicum with the community practicum supervisor as early as possible to ensure a match between the student's educational needs and community needs.

Requirements: Students will work an average of 15 hours per week for 15 weeks. Additional time will frequently be required in order for the student to become fully integrated into the agency, to serve community needs, and receive full educational benefits of the placement. They will also attend supervision meetings on campus with their faculty supervisor. In close consultation with the faculty supervisor, the student will develop a contract that defines the practicum, subject to the approval of the faculty supervisor and the site supervisor.

Evaluation of Students: Successful performance in practicum will depend upon the degree to which students perform professional responsibilities in a thorough and ethical fashion, become proficient in the various skills related to the practice of community psychology, and maintain good professional relationships with supervisors and other relevant community members.

The Thesis Clinical/Community (C/C) Requirements

Formal Considerations

Three hours of thesis credit (i.e., you must sign up for the course) will be required toward the completion of the master's thesis. The thesis involves a major project, usually a research project. It is expected that the thesis will be coordinated with the student's interests and practical experience to allow the development of an area of specialization.

The thesis is accomplished in stages. The steps and possible schedule in doing a thesis are listed below:

1. Begin thinking about possible thesis topics. (Fall, Year I)
2. Begin reading on topics of interest and discuss ideas with faculty interested in similar topics. Collaborating with faculty can be helpful to both parties. (Spring, Year I)
3. Focus on a specific topic and make tentative arrangements with a faculty chair. I/O students should consider taking Readings and Research. (Summer Year I)
4. Pass comprehensive exams. (Sept., Year II)
5. Officially form a Thesis Committee. (Fall, Year II)
6. Develop and defend a thesis proposal. (Late Fall, Year II)
7. Carry out the proposed project. (Early Spring, Year II)
8. Finally present and defend the formal written thesis (The University guidelines for master's thesis are available from the Graduate School) before the Committee. (Late Spring, Year II)

The choosing of a Thesis Committee by the student is a very important process that should be based upon a careful consideration of the student's interests and the research expertise of the faculty members. After gaining some familiarity with the issues in the field and with the faculty members' areas of expertise, the student will be encouraged to begin development of a thesis topic, no later than 30 semester hours into the student's course of study, so that the thesis becomes the final step in an integrated learning experience. The Thesis Committee will be composed of three members of the graduate faculty, one of whom may be from outside the Department of Psychology. The Committee chairperson must be a full-time member of the faculty of the Psychology Department. The I/O Program allows a maximum of two industrial psychology faculty to serve on a committee. The membership of the thesis Committee will be approved by the Graduate Coordinator after successful completion of comprehensive exams. Any work done to prepare for the thesis (e.g., PSYC 6899 Readings and Research or PSYC 6477

Projects) may or may not be acceptable to the Thesis Committee as work towards a thesis.

Students in Master's programs at UNCC are required to maintain continuous registration (each fall and spring semester) for Thesis until work is completed, after they have defended their proposal. You must be registered during the semester you will graduate. If you will graduate in August, you must be registered for a summer session. Otherwise, you do not need to register during the summer. Students exceeding the required number of hours without completing work must register for

"Thesis with 0 credit/Graduate Residence" (PSYC 7999) until such time as the thesis/project/directed study is completed.

General Policies about Theses in the Psychology Department:

1. Thesis Committee chairpersons will be full-time psychology faculty.
2. The committee will be composed of at least three members of the graduate faculty, and at least two members will be from psychology.
3. Once a thesis committee has been formed any change in committee membership should be discussed with all involved parties.
4. File a Psychology Department ***Thesis Committee Record*** form with the Graduate Coordinator. The composition of Thesis Committees will be approved only after successful completion of comprehensive exams.
5. Faculty reserves the right to decline to serve on Thesis Committees. If a student has difficulty finding faculty to serve or must replace a committee member, the Graduate Coordinator will provide assistance.
6. Any work done to prepare for the thesis (e.g., PSYC 6899) may or may not be acceptable to the Committee.
7. Thesis defenses are expected to be:
 - a. Announced (time & place) to Psychology faculty and graduate students one week ahead of time. Notify the Graduate Coordinator, the Graduate Secretary and post a notice in the main office and the graduate lounge. Make a copy of thesis available for review
 - b. Open to all faculty and graduate students;
 - c. Held when the student is enrolled in PSYC 6999 or 7999;
 - d. Judged according to a reasonable standard of rigor;
 - e. Evaluated on a pass/fail vote by the Thesis Committee members and the letter grade will be assigned by the Thesis Chairperson;

- f. Restricted to a maximum of two occasions. A second failure results in termination from the program.
8. After a successful defense, the student should get all forms signed and submitted. It is the student's responsibility to bring to the thesis defense the following forms to avoid delays in securing signatures:
 - a. **Report of Comprehensive Examination, Project or Thesis Defense** All committee members must sign the form. Dates for passing Comps and Thesis Defense must be shown.
 - b. **Request for Change of Grade**, if you have received incompletes in Thesis.
 - c. At least 3 copies of Thesis title page on special paper for committee members to sign. Faculty are often willing to sign these even if there are minor changes before typing the final copies.

Leave copies of forms in the psychology office and have other copies delivered across campus to the Registrar and Graduate School.
 9. Three copies of approved, signed thesis must be submitted 2 weeks before graduation to Registrar's Office.
 10. Specific guidelines on the typing, layout, and deadlines for presenting the final copies of the thesis to the Graduate School are available in the Graduate School. Bring a draft to the Graduate School to have them check format before final copies are typed. *The Manual of Basic Requirements for Theses and Dissertations (January 2000)* is available from the graduate school, and on their web site.

The Thesis: Practical Considerations

1. *"Thesis" is broadly defined.* Faculty are willing to consider a wide range of options for a thesis. Projects such as meta-analyses, organizational interventions, case studies, experimental laboratory work, theoretical papers, etc. could all be considered appropriate. The thesis should make a new and distinctive contribution to psychological knowledge or practice.
2. *Students should begin talking about their research ideas early.* As early as the first or second semester, students should begin to think about potential thesis topics. Approach faculty members with interests similar to yours to learn more about their research. Begin to review related literature. Students can tentatively select a committee, solicit feedback from potential committee members, and gain informal approval of a specific topic even before comps are passed. Faculty are generally happy to talk with you about thesis ideas, even when the ideas are rather vague and undefined. You may wish to do an independent research under a faculty member to help you focus.
3. *Use care in selecting a thesis committee.* Participation by faculty throughout the department is encouraged. Students should draw on faculty with backgrounds in areas other than I/O or C/C. If the faculty in C/C or I/O begin to feel over-committed to thesis work, they may require students to make such selections. The I/O Program allows a maximum of two industrial psychology faculty to serve on a committee.

Students typically find a thesis chair in one of several ways. One way is to develop a thesis out of research that you have done with a faculty member and have that person serve as chair. Another way is to develop a relatively more independent idea of thesis and find a

faculty member who has similar interests (see *Faculty Research Interests* in this Handbook) who may agree to be chair. A third way is to have the thesis evolve from a project in a prior class. If this is the case, then the person supervising you on the project often is willing to become chair.

Do not get too far along with the thesis idea before contacting other potential committee members. Members want to have input, and if the thesis is already designed, or worse, data are collected, their input is precluded. Check with potential members to see what role they wish to play during the process.

Faculty members are not required to serve on committees when they are asked. If a faculty member chooses not to serve on your committee because of other time commitments, low interest in the topic or other reasons, don't take it personally. Find someone else.

If you want a faculty member to be on your committee, make your wishes clear. Make sure you get a definite answer before you assume that the person will serve on your committee. One way to get a definite answer is to ask the faculty member to sign the *Committee Record Form*. Some faculty do not wish to commit to serve on a committee until a written draft of your idea is presented.

To select a committee, it is good to talk to several faculty about your ideas to see if they can be helpful and have any interest in your ideas. Then ask a faculty member that you know and trust to serve as your chair. Seek the chair's advice before you ask other faculty members to serve on your committee to make sure that the committee is compatible. You don't want your thesis to be stuck in the middle of a philosophical debate about how research should be conducted.

4. *There are no fixed roles for committee members.* Some faculty prefer that the chair be primarily responsible for reading and revising drafts while others desire more active participation from the full committee.
5. *Clear communication of expectations about roles, scope, content, etc. is important.* Students, chairs, and committee members need to define expectations thoroughly, starting with early discussions of thesis.
6. *Consensus should be built before major meetings.* Before a proposal meeting or a defense, make sure that your chair has seen and made comments on one or several drafts and agrees that it is time for a meeting. Arrange a time, making sure that your committee has ample opportunity to carefully read your paper before the meeting. Allow time to make an appointment with each committee member to discuss the paper before the meeting. Find out if there are any concerns that they have or things that need to be cleared up. Be prepared to address these at the meeting. If there are significant concerns, delay the meeting until they can be resolved. The proposal meeting is the final opportunity to reach consensus, and in some cases more than one meeting may be necessary to do so.
7. *After comps are passed, students should gain formal approval of the thesis proposal.* Formal approval of the proposal by the entire committee should be obtained before data is collected. Students also need to submit appropriate paperwork:
 - *File a *Thesis Committee Record Form* with the Graduate Coordinator.
 - *File an *Admission to Candidacy Form* with the Graduate School.
(Deadline: 1 week before the end of semester preceding graduation.)
 - *File an *Application for Degree with Registrar*. (Deadline: Same).
8. *Approval of the proposal is an implicit contract.* The faculty are agreeing that if the student diligently and professionally completes the work in the proposal and satisfactorily analyzes

the results and conclusions, that they will consider the project to be an adequate thesis. The student is agreeing to carry out the work as proposed. Both parties agree that there should be no major changes after approval of the proposal.

9. *Students should keep committee members informed of progress.* Some chairs and committee members expect to follow the progress of the thesis very closely. Others, particularly non-chair members, do not expect intermediate reports. Clarify expectations, and tailor the frequency of meetings with individuals or the whole committee to student and faculty needs.

If you wish to receive feedback from committee members regarding something you have written, don't expect it for two weeks (sometimes, e.g. summers, people may need even more time). You may get it back sooner, but plan for two weeks. This includes "last-minute" revisions when you are fighting deadlines. Plan ahead.

Before you turn in something to be read, go over it thoroughly for typos and grammatical errors. That way the committee member can focus on content without being distracted. Print it with a fresh ribbon.

When you make revisions and would like your committee to read them, provide the previous copy upon such comments were made. This helps speed up review.

Try very hard to accept comments about your work gracefully, since they are meant to help you produce a better thesis. Use the feedback as an opportunity to take a fresh look at your work rather than see it as a personal attack.

If more than a week passes since the last time you have talked with committee members about your thesis, begin the discussion by briefly telling what the thesis is about and recapping what was discussed at the last meeting. It is much more "present" on your mind than on theirs.

If you begin work on a thesis and then foresee a period of time (say, a month or more) during which you are not going to be working on it, let your committee know (especially your chair and anyone who has been especially helpful). This helps them plan their time and may help sustain their interest.

10. *Watch deadlines.* Many students find themselves fighting deadlines, wanting to get their thesis completed just in time for graduation. Make note of the deadlines for submitting the finished thesis to the graduate school. Then plan on a defense allowing plenty of time for last-minute revisions. Trying to rush things through is generally not a good idea. At the end of the semester faculty also tend to be busy and may not be able to respond quickly. Allow yourself plenty of time, and recognize that doing it well is more important than doing it quickly. Even with valiant efforts, you may miss a deadline and have to take more time.

Assume that your printer will jam and your disks will self-destruct, especially when you are in a time crunch. Make contingency plans and back up your disks.

11. *After gaining the chair's approval of the final draft, students should schedule a defense.* Give a copy to the committee members 3 weeks before the date of the defense. Publicly announce the defense which should occur at least one week before the beginning of the final exam period. Submit 3 signed copies of the thesis to the Graduate School. The Committee chair must notify the Registrar of completion of the thesis.

12. *Check with your committee chair about bringing food to your proposal and defense meetings.* Some believe that it helps set a positive tone. Others strongly believe you should not bring food, because it can detract from an independent evaluation of your work and compromise the integrity of the process of judging your work on its merit--not your hospitality skills. After you've passed is clearly a good time to celebrate and show appreciation.
13. *Faculty may not be available during summers.* There is no formal expectation that faculty will remain involved in thesis work at times when they are not under contract. Clarify with the chair and committee members their availability during the summer. If faculty are willing to help during the summer, remember that they are doing it as a favor (they do not get paid for this during the summer).

STATE LICENSING BOARD

Licensing Exam

North Carolina licenses people with a MA as Psychological Associates. You must have completed all degree requirements before you can apply to take the licensing exam. The exam is given twice a year in April and October.

Application forms are available by writing:

N.C. Psychology Board
895 State Farm Road
Suite 62
Boone, N.C. 28607

Attention: Martha Storie or Debbie Hartley Phone: (828) 262-2258

When you receive the materials, make a note of the deadlines. Your application must be completed and in the Board's hands by that date (usually months prior to the exam) or you will have to wait another 6 months to take the exam. Be sure to talk to all the people who are references and supervisors, and make them aware of the deadlines. The material your references receive from the State does not make any reference to deadlines, and you cannot take the exam until all references are received.

The Exam

The examination has two parts. The morning section is a 200 item multiple choice exam and is the same one that is given around the entire country. It is very similar to the Graduate Record Exam in Psychology. It covers all areas of Psychology: Behavior Theory, Learning, Developmental, Sensation & Perception, Personality theory, Physio, Assessment (both tests and theory), Ethics, Psychopathology, Treatment, DSM-IV, Selection theory and process, Research Design, Program Evaluation and Statistics. Because the test covers a broad range of topics, the number of questions from any one area will not be too great.

The afternoon exam is specific to North Carolina licensure. It is very detailed. It consists of 50 questions almost entirely from the state law but also from the letter the state board sends you and anything else they write down. There were approximately 5 ethics questions. Study the law very carefully.

Hints on Studying for the Exam

Begin early. Leave yourself a minimum of two months of study time so that you do not feel pressured at the end. Borrow professionally prepared study materials if you can. Copies of one set of these are on reserve in the library. Ask for "PSYC 1066B, Vol. 1-6." If you do not have access to them, a comprehensive Introductory Psychology Textbook will be a good place to begin, and add ethics and research design to the general material. It is probably not a good idea to try to learn new material; you will waste valuable time. Concentrate your energy on material with which you are already familiar.

The developmental, personality, and behavior theory questions tend to stick with major theories such as Freud, Piaget, Erikson, etc. There are some DSM-IV questions about areas such as Schizophrenia and Mental Retardation. It helps to review the diagnostic criteria, but don't spend a huge amount of time here. There are a number of "recent studies" questions about studies that you may or may not have known about. A good strategy is to use "previous studies" and common sense. There are approximately 20 strictly I/O questions about selection theory and test construction. Just remember when you are taking the test that you are not expected to know everything about every topic area, and don't get hung up on the questions that you don't know. Chances are that you will know more than enough to pass the test.

Taking the Test

Since the test is not given in Charlotte, it is a good idea to plan to go up the night before and get a good night's sleep before the test. Be sure you take #2 pencils, and any other supplies you might need while in the testing room. They supply water, and you are allowed to take bathroom breaks. There is plenty of time to complete the test, and a break now and then could be very beneficial.

Licensing Board Guidelines on Employment of C/C Graduate Students

The state licensing board has released a memo (5/18/92) clarifying conditions for the employment of graduate students. These guidelines are noteworthy because they provide a relatively narrow interpretation of which employment activities of graduate students are permitted under the state licensing law. There is also the implication that supervisors and faculty advisors bear some responsibility in violations involving inappropriate employment of graduate students.

For copies of the full memo, check with the clinical/community faculty members or the state board.

"...exemption [from the Licensing Act] extends only to those activities and services constituting a part of the student's course of study," and employment is not exempt, "even if the activities were undertaken to broaden the student's experience or knowledge."

The exemption of "counselors, clergy, social workers, and other similar professions...does not extend to persons trained in psychology but who simply choose to refer to themselves by [the above terms]."

"The actions of a psychology graduate student (or graduate) employed in positions requiring, for instance, 'a master's degree or its equivalent in one of the human service fields' constitute the practice of psychology, and are, therefore, in violation of the

Licensing Act, despite the fact that the person does not hold himself or herself out as a psychological associate or practicing psychologist. [Note: This does not prohibit the employment of graduate students in helping positions which legitimately and uniformly are filled by a person with a bachelor's degree (or less), provided that the job duties and responsibilities do not increase in complexity.]"

"In some instances, it is the actions of the advisor, employer, or supervisor which are in violation...One example of this type of violation is the situation in which a student completes a formal practicum or internship experience---and then remains at the site in the same or equivalent role but under a different job title, with the advisor's, employer's, or supervisor's knowledge and concurrence."

"Although the interpretation of test results and the writing of reports are prohibited since such would constitute the rendering of psychological services, the employment of psychology graduate students as "technicians" for test administration alone is not prohibited under the Licensing Act."