**RESEARCH ACTIVITY REPORT: CLINICAL PSYCHOLOGY**

NAME: SEMESTER, YEAR:

Using the format indicated on this page, describe all of your research activities **since starting at Kent State, but please boldface or otherwise mark clearly the activities you have done since last year’s evaluations**, including work on assistantships, thesis/dissertation, and any additional research. Be sure to provide information for every listed category; indicate "none" or N/A where appropriate.

* 1. **CURRENT CURRICLUM VITAE:** Provide a current CV that is cumulative, but **please boldface the activities you have done since last year’s evaluations**. Include these categories:
* **RESEARCH AWARDS, DISTINCTIONS, AFFILIATIONS.** Include memberships in professional organizations.
* **PUBLICATIONS.** List all publications that have appeared in print or that are currently in press. Do not include published abstracts for paper/poster presentations at scientific meetings.
* **MANUSCRIPTS UNDER REVIEW.** List all manuscripts, including title & authors, that have been submitted for publication.
* **MANUSCRIPTS IN PREPARATION.** List manuscripts you are currently preparing or are helping to prepare for publication by giving the tentative title of the paper and a list of the authors of the paper. In a few sentences, describe your contribution to the writing that has been accomplished this semester, including a brief list of the major sections of the paper that are completed or are near completion.
* **PRESENTATIONS AT REGIONAL, NATIONAL, OR INTERNATIONAL CONFERENCES.** Give complete APA citation. Include abstracts already submitted for future meetings.
* **OTHER PRESENTATIONS.** These should include presentations of your research for brown bags, the APC, the KSU Graduate Research Conference, etc.
  1. **OTHER RESEARCH ACTIVITY.** Describe all other research activities not listed above, including, for example, 1) studies you designed or helped design, 2) data you collected, 3) materials, apparatus, software, etc. which you prepared, 4) data analyses you conducted, 5) supervision of undergraduate assistants or other administrative activities related to research, 6) literature searches/reviews, 7) writing not described above, and 8) any other research-related activities, 9) course waivers requested and their status.
  2. **COURSE WAIVERS.** Requested and their status.
  3. **GRANTS.** List all grant proposals you submitted or grants you were awarded **since last year’s evaluations** (e.g., Sigma Xi Dissertation Grant). For each, list the following information:

Title:

Granting Agency/Organization:

Status (pending, funded, etc.):

Title:

Granting Agency/Organization:

Status (pending, funded, etc.):

* 1. **COMMENTS ON RESEARCH OPPORTUNITIES AND OBSTACLES.** If you wish, describe any factors that have facilitated or hindered your research progress this semester. Your comments might be especially appropriate if 1) unusual circumstances have impeded your progress or 2) you have ideas that might improve research opportunities for yourself or other students.

**TEACHING ACTIVITY**

If you taught this year, please email the pdf of your teaching evaluations (including the quantitative and qualitative feedback) along with this word document.  You should send evaluations from ALL the courses you have taught. If there is anything else you would like to share about your teaching, you can enter it here.

**CANDIDACY PAPER GRADING**

**Name: \_**

**Date:\_ \_ Version:** First Submission Revision

Vote: Pass, Pass pending revisions, Revise and resubmit, or Fail.

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|  | **Competency Not Present** | **Competency Emerging** | **Competency Present** | **Competency Exemplary** |
| 1. Writing is concise, clear, and adheres to APA publication standards. |  |  |  |  |
| 2. Literature review is thorough and inclusive. |  |  |  |  |
| 3. Paper used structured review procedures (e.g., PRISMA guidelines) |  |  |  |  |
| 4. Paper demonstrates advanced graduate level synthesis of body of literature. |  |  |  |  |
| 5. Combines and integrates theories and/or empirical findings to generate new integrative ideas and directions; goes well beyond simply listing and reviewing studies. |  |  |  |  |
| 6. Provides an in-depth and accurate critique of existing literature, including an understanding of ambiguities and limitations. |  |  |  |  |
| 7. Paper makes a methodological or conceptual/theoretical contribution. |  |  |  |  |
| 8. Paper demonstrates an advanced graduate level of understanding of the topic. |  |  |  |  |

**References**

American Psychological Association. (2012). *Education and training guidelines: A taxonomy for education and training in professional psychology health service specialties*. Retrieved from <http://www.apa.org/ed/graduate/specialize/taxonomy.pdf>

Bell, D. J., Bieschke, K. J., Zlotlow, S., Paternite, C. E., Illfelder-Kaye, J., McCutcheon, S., ... & Wall, J. (2017). New standards of accreditation in health service psychology: Rationale, opportunities, and challenges. Training and Education in Professional Psychology, 11(4), 207.

Hannay, H. J., Bieliauskas, L. A., Crosson, B., A., Hammeke, T. A., Hamsher, K. deS., & Koffler, S. P. (1998). The Houston Conference on Specialty Education and Training in Clinical Neuropsychology [Special issue]. Archives of Clinical Neuropsychology, 13(2).

Hatcher, R. L., Fouad, N. A., Campbell, L. F., McCutcheon, S. R., Grus, C. L., & Leahy, K. L. (2013). Competency-based education for professional psychology: Moving from concept to practice. Training and Education in Professional Psychology, 7(4), 225.