THE SOCIETY FOR CLINICAL NEUROPSYCHOLOGY
Education Advisory Committee

DOCTORAL WORKSHEET FOR EDUCATION & TRAINING IN CLINICAL NEUROPSYCHOLOGY

- You are strongly encouraged to identify and work with a mentor when completing this worksheet. A mentor can help you refine your training and career goals, identify strengths and gaps in your training, and develop your specific training plan.

- You are encouraged to use the worksheet to construct a proactive plan for developing the clinical neuropsychology competencies requisite of entry level practice and ultimately, for achieving success in your pursuit of a career as a clinical neuropsychologist.

- The worksheet is intended to serve as a working document, which should undergo frequent reevaluation and be updated in collaboration with your mentor on at least an annual basis.

- You are encouraged to use the worksheet to:

    - Identify specialty-specific education and training goals
    - Establish specific plans to reach each goal
    - Maintain an accurate record of your educational, training, research, scholarly, and professional activities.

- Doctoral programs differ in the number and intensity of educational and training experiences offered. Due to such differences, not all students will have equivalent opportunities in the sections identified below. This variability in training is expected and should not discourage you. Rather, you are encouraged to use this worksheet to identify other pathways to enhance your education and training experiences.

- It is important to note that students possess different interests and goals. It is expected that such differences will lead students to pursue different types of experiences and/or levels of intensity within each area of training. When completing each of the sections identified below, consider your personal goals, in conjunction with what is necessary to develop the requisite clinical neuropsychology competencies. Identification of broad short- and long-term goals will help guide your selection of more specific goals and choices in training experience.

- This worksheet is one of many resources. Familiarization with other valuable information is recommended, including the following (see Reference section for citations):
    - Houston Conference Guidelines (HCG)
    - Entry Level Competencies in Clinical Neuropsychology
    - Taxonomy for Education and Training in clinical Neuropsychology
    - Resources and support available via the Association of Neuropsychological Students & Trainees (ANST) of SCN (https://www.div40-anst.com)
    - Other relevant student organizations (e.g., The INS Student Liaison Committee)

- Continue to seek guidance and feedback from your training director, mentors, and/or other senior clinical neuropsychologists throughout training years.

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GOALS

Date: _____

Student's Name: _____ Mentor's Name: _____

Relationship to Student: _____

Doctoral Program: _____ Anticipated Degree: _____

Year of Study: _____ Anticipated Date of Graduation: _____

Please refer to the *Taxonomy for Education and Training in Clinical Neuropsychology* to identify your doctoral program's level of training:
https://www.scn40.org/uploads/4/7/2/2/47220679/taxonomy_clin_neuro.pdf

☐ **Major Area of Study** ☐ **Emphasis** ☐ **Experience** ☐ **Exposure**

Immediate Goals (e.g., goals for the upcoming academic year):

Short-Term Goals (e.g., goals for the upcoming 1-2 academic years):

Long-Term Goals (e.g., internship, post-doc, and/or career goals):

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HOUSTON CONFERENCE GUIDELINES COMPETENCIES

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

- An entry level clinical neuropsychologist should possess competency in the essential areas of knowledge and skill outlined in the HCG and listed below.

- It is expected that students/trainees will develop these competencies at different times and via different methods.

- The acquisition of these competencies will occur through multiple pathways, including, but not limited to coursework and other documentable didactic methods.

- In considering the goals you list in the below sections of this worksheet, it is recommended that you take into account the combination of coursework, practica, and other didactic experiences you need in order to fully develop the knowledge and skill competencies requisite of entry level practice as a clinical neuropsychologist.

Knowledge Base

Notes: Per the HCG, clinical neuropsychologists possess knowledge in the below domains. Specific areas of knowledge within these domains are listed in the HCG.

- General Psychology
- Clinical Psychology
- Brain-Behavior Relationships
- Clinical Neuropsychology

Skills

Notes: Per the HCG, clinical neuropsychologists possess the following generic clinical skills and skills in clinical neuropsychology. Specific areas of skills within these domains are listed in the HCG.

- Assessment
- Treatment and Interventions
- Consultation
- Research
- Teaching and Supervision

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FORMAL EDUCATION & CLINICAL TRAINING

Coursework

Notes: To be a neuropsychology course, the content must prominently address areas outlined in the HCG sections VI.3 and VI.4 (*see below*). Courses are 3 credit hours each, with a semester system.

Generic Psychology/Clinical Core	*Neuropsychology Core*
General Psychology	VI.3 Brain-Behavior Relationships
Clinical Psychology	VI.4 Practice of Clinical Neuropsychology

Aspirational Goal: Completion of three neuropsychology core courses before internship.

Student Goals:

_____

_____

_____

Plan/Progress:

Done?	Course	Mn/Yr Expected	Areas of Knowledge VI.3	Areas of Knowledge VI.4	Domains of Skill VII

HCG V1.3: Areas of Knowledge

A. Functional neuroanatomy
B. Neurological and related disorders including their etiology, pathology, course and treatment
C. Non-neurologic conditions affecting CNS functioning
D. Neuroimaging and other neurodiagnostic techniques
E. Neurochemistry of behavior (e.g., psychopharmacology)
F. Neuropsychology of behavior

HCG VI.4: Areas of Knowledge

A. Specialized neuropsychological assessment techniques
B. Specialized neuropsychological intervention techniques
C. Research design and analysis in neuropsychology
D. Professional issues and ethics in neuropsychology
E. Practical implications of neuropsychological conditions

HCG VII: Domains of Skills

A. Assessment
B. Treatment and Interventions
C. Consultation
D. Research
E. Teaching and Supervision

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Educational Enhancement Opportunities

Notes: Additional didactic experiences in clinical neuropsychology can include, but are not limited to, lab meetings, brown bags, lecture/colloquia, grand rounds, etc. that address the essential areas of knowledge and skill outlined in the HCG.

Aspirational Goal: Participation in additional training experiences in clinical neuropsychology.

Student Goals:

_____

_____

_____

Plan/Progress:

Done?	Type of Experience	Mn/Yr Expected	Areas of Knowledge VI.3	Areas of Knowledge VI.4	Domains of Skill VII

HCG VI.3: Areas of Knowledge

A. Functional neuroanatomy
B. Neurological and related disorders including their etiology, pathology, course and treatment
C. Non-neurologic conditions affecting CNS functioning
D. Neuroimaging and other neurodiagnostic techniques
E. Neurochemistry of behavior (e.g., psychopharmacology)
F. Neuropsychology of behavior

HCG VI.4: Areas of Knowledge

A. Specialized neuropsychological assessment techniques
B. Specialized neuropsychological intervention techniques
C. Research design and analysis in neuropsychology
D. Professional issues and ethics in neuropsychology
E. Practical implications of neuropsychological conditions

HCG VII: Domains of Skills

A. Assessment
B. Treatment and Interventions
C. Consultation
D. Research
E. Teaching and Supervision

Practica

Notes: A clinical neuropsychology practicum is defined by the equivalent of one academic year (e.g. 9 months, in semester or quarter systems) of supervised training for at least 8 hours per week, with at least 50% clinical contact with patients in the provision of neuropsychological services.

Aspirational Goal: Completion of two clinical neuropsychology practica.

Student Goals:

_____

_____

_____

Plan/Progress:

Done?	Mn/Yr Expected	Institution / Setting	Patient Population(s)	Supervisor(s)	Domains of Skill VII

HCG VII: Domains of Skills

A. Assessment
B. Treatment and Interventions
C. Consultation
D. Research
E. Teaching and Supervision

Specific Clinical Neuropsychology Skills:

Clinical Interviews

- Are you observing clinical interviews conducted by your supervisor? (Y / N)
- Are you conducting clinical interviews collaboratively with a supervisor? (Y / N)
- Are you independently conducting clinical interviews? (Y / N)

Administration and Scoring of Tests

❖ *We recommend that you keep a log of measures that you are proficient in administering.*

- Are you administering and scoring neuropsychological tests with patients? (Y / N)
- If so, on average how many patients do you assess per week? _____

Report Writing

❖ *We recommend that you keep a log of the number of clinical neuropsychological assessment reports that you have written.*

- Are you writing comprehensive neuropsychological assessment reports? (Y / N)
- If so, on average how many reports do you write per week? _____

Feedback

- Are you conducting face-to-face feedback with patients, collaboratively with a supervisor? (Y / N)
- Are you independently conducting face-to-face feedback with patients? (Y / N)

Clinical Neuropsychology Supervision

Type of Supervision	*Frequency of Supervision*
❑Direct in-room observation	_____
❑Review of video/audio tapes	_____
❑Individual	_____
❑Group	_____

RESEARCH

Thesis

Aspirational Goal: Successful defense of a thesis in neuropsychology.

Student Goals:

_____
_____
_____

Thesis Title and Chair:

_____
_____
_____

Brief Description of Thesis:

_____
_____
_____

Plan/Progress:

Done?	Mn/Yr Expected	Stage of Thesis
		Proposal defended
		Thesis defended
		Identified specific research question
		Literature review completed
		Identified study design
		Data collection completed
		Statistical analyses completed
		Introduction written
		Methods written
		Results written
		Discussion written

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Dissertation

Aspirational Goal: Successful defense of a dissertation in neuropsychology.

Student Goals:

_____
_____
_____

Dissertation Title and Chair:

_____
_____
_____

Brief Description of Dissertation:

_____
_____
_____

Plan/Progress:

Done?	Mn/Yr Expected	Stage of Dissertation
		Proposal defended
		Dissertation defended
		Identified specific research question
		Literature review completed
		Identified study design
		Data collection completed
		Statistical analyses completed
		Introduction written
		Methods written
		Results written
		Discussion written

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Neuropsychology Research and Scholarly Activities

Aspirational Goal: Evidence of scholarly productivity related to research activities in neuropsychology.

Student Goals:

_____

_____

_____

Plan/Progress: Neuropsychology Research

Done?	Mn/Yr Expected	Supervisor/PI	Institution	Project	Duties

Duties

A. Data input
B. Data collection
C. Statistical analysis
D. Study conceptualization and/or design
E. Interpretation of data
F. Writing results

Scholarly Activities

Peer-reviewed, first authored publications:

- Goal: _____ ❑Accomplished?
- Number accepted to date? _____
- Number in progress? _____
  - Expected date of submission(s)? _____

Peer-reviewed publications (total):

- Goal: _____ ❑Accomplished?
- Number accepted to date? _____
- Number in progress? _____
  - Expected date of submission(s)? _____

Peer-reviewed, first authored abstracts (poster presentations):

- Goal: _____ ❑Accomplished?
- Number accepted to date? _____
- Number presented: _____
- Number in progress? _____
  - Expecting to submit when (year) and for which conference(s)? _____

Peer-reviewed abstracts (poster presentations; total):

- Goal: _____ ❑Accomplished?
- Number accepted to date? _____
- Number presented: _____
- Number in progress? _____
    - Expecting to submit when (year) and for which conference(s)? _____

Peer-reviewed, first authored abstracts (paper presentations)

- Goal: _____ ❑Accomplished?
- Number accepted to date? _____
- Number presented: _____
- Number in progress? _____
    - Expecting to submit when (year) and for which conference(s)? _____

Peer-reviewed, abstracts (paper presentations; total)

- Goal: _____ ❑Accomplished?
- Number accepted to date? _____
- Number presented: _____
- Number in progress? _____
    - Expecting to submit when (year) and for which conference(s)? _____

Non-peer reviewed work

- Total number of publications printed to date? _____
- Total number of posters presented to date? _____
- Total number of papers/talks given to date? _____

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HONORS & AWARDS

Honors & Awards

Aspirational Goal: Attainment of professional/academic recognition, honors, or awards.

Student Goals:

_____

_____

_____

Progress:

Award	Organization	Description of award

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PROFESSIONAL ACTIVITY

Leadership/Community Service

Aspirational Goal: Attainment of a formal leadership role in a neuropsychology or related professional organization.

Student Goals:

_____

_____

_____

Plan/Progress:

Done?	Mn/Yr Expected	Position/Role	Organization / Committee	Duties

Professional Memberships

Aspirational Goal: Active membership and engagement in professional neuropsychology organizations.

Student Goals:

_____

_____

_____

Plan/Progress:

❑APA • mn/yr (expected/joined):_____ • Evidence of Engagement ❑A ❑B ❑C ❑D
❑SCN (D40) • mn/yr (expected/joined):_____ • Evidence of Engagement ❑A ❑B ❑C ❑D
❑AACN • mn/yr (expected/joined):_____ • Evidence of Engagement ❑A ❑B ❑C ❑D
❑INS • mn/yr (expected/joined):_____ • Evidence of Engagement ❑A ❑B ❑C ❑D
❑NAN • mn/yr (expected/joined):_____ • Evidence of Engagement ❑A ❑B ❑C ❑D
❑State org. • mn/yr (expected/joined):_____ • Evidence of Engagement ❑A ❑B ❑C ❑D
❑_____ • mn/yr (expected/joined):_____ • Evidence of Engagement ❑A ❑B ❑C ❑D
❑_____ • mn/yr (expected/joined):_____ • Evidence of Engagement ❑A ❑B ❑C ❑D
❑_____ • mn/yr (expected/joined):_____ • Evidence of Engagement ❑A ❑B ❑C ❑D

Evidence of Engagement

A. Conference/Meeting attendance
B. Committee member
C. Volunteer work
D. Participation in workshops/CEs/webinars/etc.

Resources

- Houston Conference Guidelines
  https://www.scn40.org/uploads/4/7/2/2/47220679/houston_conference.pdf

- Entry Level Competencies in Clinical Neuropsychology
  https://www.scn40.org/uploads/4/7/2/2/47220679/entry-level_competencies_in_clinical_np.pdf

- Taxonomy for Education and Training in clinical Neuropsychology
  https://www.scn40.org/uploads/4/7/2/2/47220679/taxonomy_clin_neuro.pdf

- Education Advisory Committee (EAC) of the Society for Clinical Neuropsychology
  https://www.scn40.org/eac.html

- Association of Neuropsychological Students & Trainees (ANST)
  https://www.div40-anst.com/

- American Academy of Clinical Neuropsychology (AACN) Student Mentorship Program
  https://theaacn.org/student-mentorship-program/

- Nelson, A. P., Roper, B. L., Slomine, B. S., Morrsion, C., Greher, M. R., Janusz, J.,…Wodushek, T. R. (2016). Official Position of the American Academy of Clinical Neuropsychology (AACN): Guidelines for Practicum Training in Clinical Neuropsychology. *The Clinical Neuropsychologist*, *29*(7), 879-904, DOI: 10.1080/13854046.2015.1117658

- Rey-Casserly, C., Roper, B. L., & Bauer, R. M. (2012). Application of a competency model to clinical neuropsychology. *Professional Psychology: Research and Practice, 43*(5), 422-431, DOI: http://dx.doi.org/10.1037/a0028721

- Ritchie, D., Odland, A. P., Ritchie, A. S., & Mittenberg, W. (2012). Selection criteria for internships in clinical neuropsychology. *The Clinical Neuropsychologist*, *26*(8), 1245-1254, DOI: 10.1080/13854046.2012.727871

- Sperling, S. A., Cimino, C. R., Stricker, N. H., Heffelfinger, A. K., Gess, J. L., Osborn, K. E., & Roper, B. L. (2017). *Taxonomy for Education and Training in Clinical Neuropsychology*: past, present, and future. *The Clinical Neuropsychologist*, *31*(5), 817-828, DOI: 10.1080/13854046.2017.1314017