



## **Clinical Psychology**

## **Program Manual**

September, 2013

**NOTE:** Although it is realistic to consider this manual a "work in progress," it should be considered the basis for defining and clarifying procedures and policies for the Clinical Program. The manual applies to all current students, except in cases of advanced students who entered the program under different policies and procedures that still apply to them. Please direct questions, comments, or suggestions for revision of the manual to Karen Budd, Director of Clinical Training (DCT). Happy reading!

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# 1. Introduction to the Clinical Psychology Training Program

The Clinical Psychology Program is one of four Ph.D. programs in the Department of Psychology at DePaul University. The other doctoral programs are Experimental, Industrial/Organizational (I/O), and Community Psychology. In May, 2011, the DePaul Board of Trustees approved the creation of a new college, the College of Science and Health (CSH). The Psychology Department is now a part of this college.

The American Psychological Association (APA) first accredited the Clinical Program in 1976, and it has held continuous APA accreditation since then. At its most recent accreditation review in 2010, DePaul's clinical program was reawarded accreditation for the full 7 years.

DePaul University is a private, Catholic, urban educational institution operated in the tradition of St. Vincent de Paul. The University's mission is

“to strengthen the dignity of each individual and to impact societal systems for the betterment of a just and humane community...The Vincentian quality of DePaul opens the heart as well as the mind to the basic dignity of each person and the corresponding duty to respond to the needs of those least able to provide for themselves. DePaul's urban character makes it an active participant in the life of the community of greater Chicago, both drawing from and contributing to this larger community.” (Meister, R. A strategic plan for DePaul University: 1995-2000. DePaul University, 1995, p. 2).

The 2009 edition of the DePaul Graduate Student Handbook articulates the university's continuing commitment to public service in its description of Vincentian Character:

DePaul takes its name from Saint Vincent de Paul, a French priest who lived in the 17<sup>th</sup> century. The "Vincentian" religious community founded by St. Vincent established the university and endowed it with a distinctive spirit: to foster in higher education a deep respect for the God-given dignity of all persons, especially the materially, culturally, and spiritually deprived; and to instill in educated persons a dedication to the service of others. The people of DePaul University have retained this unique spirit as a highly valued heritage and vital influence in every succeeding generation of the university's development.

The Clinical Program trains students within a scientist-practitioner model, emphasizing training in both research and practice. The Clinical Program has four broad program goals. First, we strive to educate students broadly and generally about psychology and instill a commitment to life-long learning. Second, we aim to prepare graduates with knowledge and skills to engage in and shape research and scholarship. Third, we aim to prepare graduates for diverse career paths in the practice of clinical psychology and more in-depth preparation in child and/or community applications and policy. Fourth, we aim to prepare graduates to work in the public sector, in an urban environment, with diverse ethnic and socio-economic populations, and with those who have been traditionally underserved by psychology. Program objectives are for students to acquire understanding and competence in psychological theory, research, and practice, with particular attention to developmental psychopathology, community psychology, evidence-based treatments, dissemination, and program evaluation with children, adolescents, and families of diverse backgrounds. Our program's diversity focus is intended to promote students' understanding about the societal and systemic/ecological forces that have contributed

to current manifestations of inequality for poor, urban, and ethnically diverse populations and on how these conditions influence mental health, family/community processes, and access to adequate mental health services.

Students in both the Child and Community tracks receive training to become clinical psychologists, and they are provided with clinical experiences to develop these skills such as training in testing, assessment, and psychotherapy. However, the two tracks have different emphases. The Community track focuses on prevention, consultation, program development, empowerment, and health promotion. The Child track emphasizes training in developmental psychopathology, in the development of efficacious treatments for low income African American and Latino families, and the delivery of services for youth living in urban settings, including schools and community mental health centers. Applicants select an area of emphasis and are admitted to one of the two tracks. The two areas of emphasis are complementary to one another.

All students in good standing receive funding during the first three years of graduate study. Funding packages include a full tuition waiver plus an academic-year stipend. Students work part-time as research or teaching assistants in return for financial assistance. Advanced (usually fourth year and beyond) students have the opportunity to teach undergraduate courses under faculty supervision. In return for teaching, they receive financial remuneration.

As of the fall of 2013, the Psychology Department has 33 full-time, tenured or tenure-track faculty positions. The Clinical Program has 12 full-time, tenured or tenure-track faculty members, 6 in the Community area and 6 in the Child area. This number includes one full-time, tenured research professor who mentors students in research but does not teach courses. Several adjunct faculty teach courses, supervise students in research and practica, and/or serve on thesis and dissertation committees. The Director of Clinical Training (DCT) provides administrative leadership to the Clinical Program. Much of the practicum training for students in the Clinical Program occurs in the DePaul Family and Community Services (FCS) Center, which is located in the same building as the Psychology Department. Some clinical faculty members, as well as FCS staff, supervise students in the FCS.

The Clinical Program is designed for students to complete all degree requirements in five years, including three years of full-time coursework, one year of dissertation research, and a one-year full-time internship. During the first year, students take basic classes in general psychology, research, and clinical skills. They also begin planning their Master's research. In the second year, students participate in the first of three years of required clinical practica. They also are expected to plan and carry out their Master's research, and they continue their required coursework. Students begin to take courses in Community and Child areas of emphasis in addition to general program requirements. Third year students are expected to complete their required courses, obtain advanced training in research and clinical skills, and, ideally, take comprehensive examinations. Assuming students are moving through the program on schedule, the focus of the fourth year is on completion of the dissertation. In addition, students continue to refine clinical and research skills. Advanced students with Master's degrees may elect to teach undergraduate courses under faculty supervision, both to enhance their teaching skills and as a source of financial support. For students meeting the recommended timeline, the fifth year involves the completion of a full-time paid internship in a setting that has been accredited by the American Psychological Association. Although the timeline allows students to finish all degree requirements in five years, the most common timeframe to complete the program is six years, which allows students to take advantage of additional research, scholarly, and/or practicum experiences. More details on recommended and required timelines of training, as well as the

schedule of activities for the five- and six-year models, are provided in later sections of this manual.

In the fall of their first year, students are assigned a faculty advisor. In the Community track, the faculty member who selected the student for admission to the program serves as both academic and research advisor, whereas in the Child track the faculty jointly select students for admission and assign initial academic and research advisors in an attempt to match students with faculty who share their interests. Students in both tracks typically work with their research advisor in a mentorship model to develop their Master's research. Students often retain the same research advisor throughout their graduate program; however, all students are free to change advisors, based on their interests and compatibility.

It is the policy of the Psychology graduate programs not to accept Ph.D. or Psy.D. applicants who are interested in retraining from one psychological specialty to another.

## **2. Curriculum**

### **Scope of Training**

The curriculum plan for the DePaul Clinical Psychology program adheres to the APA accreditation guidelines for clinical psychology programs, which specify that all students obtain basic training in the breadth of scientific psychology, its history of thought and development, its research methods, and its applications. As one means of achieving this goal, DePaul students are required to take courses in biological aspects of behavior (Physiological Processes), cognitive aspects of behavior (Learning and Cognitive Processes), social aspects of behavior (Advanced Social Psychology), history and systems of psychology, psychological measurement (three-course assessment sequence), research methodology (Advanced Research Methodology), and techniques of data analysis (three courses in statistics and analytic approaches). Students receive required training in affective aspects of behavior through infusion of theories of emotion and affective functioning in several courses. To meet APA guidelines for training in the scientific, methodological, and theoretical foundations of practice in the substantive areas of professional psychology, students are required to take courses in individual differences in behavior (Principles of Human Diversity), human development (Advanced Developmental Psychology), dysfunctional behavior or psychopathology (Advanced Psychopathology), and professional standards and ethics (Professional Ethics). The APA requirement for students to receive training in diagnosis, psychological assessment, and intervention is addressed through required courses in theories (Principles of Psychotherapy and Principles of Community Psychology), methods of assessment and diagnosis (one course in psychopathology and three-course assessment sequence), and interventions (Principles of Psychotherapy and intervention courses specific to the Community and Child tracks). APA's requirement for training in issues of cultural and individual diversity is addressed in the required diversity course as well as by the integration of diversity issues in other courses and activities.

Whereas required coursework provides focused exposure in each of the areas listed above, the DePaul program provides additional training in several of these areas through practicum and research activities. APA's requirement for exposure to consultation and supervision and for students to receive training in evaluating the efficacy of interventions is addressed through topical presentations in courses and experiences in practicum training. The program teaches attitudes essential for life-long learning, scholarly inquiry, and professional

problem solving as psychologists by modeling and promoting continued professional development, participation in professional associations, scholarly presentations and writing, and peer consultation. DePaul ensures that students receive adequate and appropriate practicum experiences by requiring three years of supervised practica, including a structured plan of clinical experiences.

In addition to meeting APA accreditation guidelines, DePaul's Clinical Program requirements are designed to prepare graduates to obtain licensure in Illinois and in many other states. Nonetheless, students planning to seek licensure in states other than Illinois should check licensure requirements in those states to ensure that they take coursework that would prepare them to be licensed.

## **Degrees, Credit Hours, Registration, and Enrollment Requirements**

Students receive a Master of Arts degree and a Doctor of Philosophy degree as part of the clinical doctoral program. The M.A. degree is not considered terminal, and students are not admitted for the M.A. program only. A minimum of 74 quarter hours including 4 quarter hours of thesis credit is required for the M.A. degree. The Ph.D. in Psychology entails a minimum of 106 quarter hours beyond the bachelor's degree. Degree requirements for the M.A. and Ph.D. are listed in the Appendix and at <http://www.depaul.edu/university-catalog/degree-requirements/Pages/default.aspx>. The requirements and process for degree conferral are described at <http://csh.depaul.edu/student-resources/advising-student-services/graduate-advising/graduation/Pages/degree-conferral.aspx>

Beginning in the fall of 2010, the required curriculum for the Clinical Program changed by reducing the number of required hours to complete the Ph.D. program from 122 to 106 quarter-credit hours. In addition, two requirements relating to a prevention and intervention course in the community track and completion of the history and systems requirement) were modified in the spring of 2011. (The changes are detailed in this document and reflected in the Clinical Program Course Schedule by Year as of 2012-2013, available in the Appendix and online at W:\csh\PSY\psy public\Clinical Psychology Prog\Clinical Program Course Schedule). Incoming students will follow the new curriculum; students who matriculated in years prior to the changes may choose to follow the new curriculum or adhere to the requirements when they entered the program. DePaul University is on a quarter system that includes three, 11-week quarters from September to June. No formal coursework is offered during the summer in the Clinical Program. The course load is the heaviest in year one, when students typically carry 16 hours per quarter (18 hours in the fall). Students begin practicum in year two, when they typically carry 12 hours per quarter plus practicum. The course load is the lightest in year three, when the total course load is 16 hours (0-8 hours across quarters) plus practicum. Students continue in practicum in year four and take a required, 0-credit course to support their completion of requirements (Dissertation Seminar). Most courses earn 4 credit hours each. In addition to courses, students complete 4 quarter hours of Master's thesis and 4 hours of dissertation. International students need to obtain information about and consult with the Psychology Department and the DCT regarding any restrictions or requirements relating to their academic and training activities.

In order to access university services and maintain active student status, students must maintain registration **every** Autumn, Winter, Spring, and Summer quarter until the Ph.D. is awarded. In addition, students are required to sign up for several zero-credit courses to document



their involvement in degree-related research, practicum, and internship. The specific zero-credit courses required are as follows:

- Students sign up for Colloquium (PSY 595, 0 credits) **each** quarter, including summers, they are in the program.
- Those who have not completed their thesis need to register in a designated section of Thesis Seminar (PSY 590, 0 credits) each academic quarter (not summers) except when taking Master's Thesis Research (PSY 597) until the MA degree is conferred.
- **Three** quarters of Practicum (PSY 577, 578, and 579, 0 credits) are required in year 2, taken in Autumn, Winter, and Spring, respectively.
- A total of **six** quarters of Practicum (PSY 582, 583, and 584, 0 credits) are required across years 3 and 4, taken in Autumn, Winter, and Spring, respectively.
- Students enroll in Dissertation/Professional Development Seminar (PSY 598, 0 credits) in the three academic quarters (not summer) of from fourth year on until graduation. (The section for clinical program students is 101, 201, or 301, depending on the quarter.)
- Students sign up for Candidacy Continuation (PSY 701, 0 credits) **every** quarter, including summers, from admission to doctoral candidacy until graduation.
- Students on internship register for Internship in Clinical Psychology (PSY 596, 0 credits) in the Autumn, Winter, Spring, **and** in whichever two sessions of Summer coincide with the internship start and end dates, respectively.

In order to take a full load in the Autumn quarter of any year, students must have no more than one incomplete grade in formal coursework (does not include research, fieldwork, or practicum incompletes) from the previous academic year. For each incomplete over one, a student must reduce his or her quarterly course load by one course. The student will have such a reduced load for each subsequent quarter until no more than one incomplete remains. Incompletes are considered completed once the instructor submits a grade. For circumstances beyond a student's control, the instructor may request a waiver on behalf of the student. The waiver request will be made to the DCT, who will present the request to the clinical faculty for review. A majority vote of the clinical faculty will decide the outcome of the request.

Beginning in the fall of 2003, the university instituted a new policy regarding incompletes, which states the following: "At the end of the quarter following the term in which the incomplete grade was assigned, all remaining incompletes will automatically convert to 'F' grades (end of Winter quarter for Autumn quarter incompletes; end of Spring quarter for Winter Quarter incompletes; end of Autumn quarter for Spring quarter and Summer session incompletes)." This policy applies to Clinical Program students. Thus, students need to be vigilant in resolving all incompletes within one quarter of receiving them.

Independent studies are not offered for courses that are currently being taught by DePaul faculty members. Students can take courses from programs outside the Psychology Department in the University as long as the course is offered for graduate credit, and it is determined by the approval of the DCT to fit with the training needs of the student. Students can take courses outside DePaul University, provided the course is not offered at DePaul and both the Department Chair and DCT approve the course in advance. These courses can be considered for transfer credit if no more than eight quarter hours have already been accepted for transfer credit.

### **Guidelines on Accepting Previous Graduate Credit**

All requests for waivers and transfer credit in the Clinical Program must be put in writing and submitted to the DCT. Decisions about waivers and transfer credit must be documented in writing, signed by the DCT, and placed in the student's file.

**Course Transfers.** Students who have obtained a prior M.S. or M.A. degree are expected to begin the Clinical Psychology Program at the first year level. It is possible (although not usual) for a student to be given a maximum of eight quarter hours of transfer credit for previous graduate work that was successfully completed (with a grade of B minus or above) and that is directly related to requirements in the Clinical Program. Transfer credit can only be given for graduate-level work that has not counted toward a degree. Whether or not this credit is allowed depends on a review of the syllabus, texts, and course content of the previously taken course(s). The instructor of DePaul's similar course will complete the review, in conjunction with the DCT. If the course(s) passes this review, the DCT then sends a request to the College of Science and Health (CSH) Graduate Division to review the course(s) for possible transfer credit. Final authority to grant transfer credit rests with the CSH Graduate Division.

**Course Waivers.** The requirement to complete certain courses in the program can be waived if the student has taken similar courses at a recognized university. Before requirements are waived, the instructor of the similar course at DePaul and the DCT will review the syllabus, evaluation methods, course content, and course grade. Waiving a course merely means that the student is not required to take that particular course at DePaul. It does not decrease the credit hours required for graduation; thus, there is no transfer credit. The credit hours from a waived course need to be replaced through an elective course, which can be of the student's choosing after consultation with his/her academic advisor. During the first quarter of the first year, a student may apply to have these courses waived. The student also can apply for a course waiver later; however, it is recommended that students apply for a possible waiver early, in order to facilitate planning for a replacement course if one is waived.

**Master's Thesis Waivers.** The Clinical Program, as well as other DePaul psychology programs, require a data-based, research Master's thesis. If a student has earned a Master's degree elsewhere that included a data-based research project related to the appropriate area of psychology, the student can petition that the Master's thesis requirement be waived. In order for the previous research project to be reviewed, the student will form a research committee of two faculty. These can be of the student's choosing, provided the selected faculty consent. The committee will review the written product of the previously completed research project for its relevance to the psychology area and whether it meets the traditional standards of a Master's thesis in the program. The committee will then recommend to the DCT one of three possibilities: (1) The project is accepted as is, and the requirement for a Master's thesis is waived; (2) A new Master's thesis is not required; however, the student is required to do additional research-related work; or (3) The research project is considered to be inadequate in meeting the research requirements of the program, and the student must complete the required Master's thesis. Students who receive a waiver for their Master's thesis will need to replace the four hours of Master's thesis credit with other coursework or independent study hours.

**Non-degree Seeking Students.** According to the DePaul University Graduate Bulletin, non-degree seeking students in CSH may take graduate level courses after gaining approval from the Dean. Students must secure permission from the graduate class instructor and department chairperson to attend any graduate level class in Psychology. If a student later files for re-classification, the department chairperson can recommend to the Dean that a maximum of eight

credit hours under the non-degree seeking status be counted toward fulfillment of the advanced degree requirement.

## Required Coursework

All clinical students have a set of general clinical courses that are required. Each track has another set of required courses. In addition, students can select from several electives to complete their 106 credit hours. The required courses are listed next. All are four credits, unless otherwise noted. The Clinical Program Course Schedule by Year as of 2012-2013 (see Appendix and W:\csh\PSY\psy public\Clinical Psychology Prog\Clinical Program Course Schedule) lists the courses required for each track and typical years and quarters courses are taken. To maintain active student status, please refer to prior paragraphs about continuing enrollment registration issues.

### CLINICAL PROGRAM REQUIRED COURSES

#### Basic Science of Psychology

- 404 Learning and Cognitive Processes
- 406 Physiological Processes
- 430 Advanced Social Psychology
- 439 Advanced Developmental Psychology
- 461 History and Systems of Psychology

#### Theoretical Bases of Practice

- 488 Principles of Psychotherapy
- 493 Principles of Community Psychology

#### Research Methods and Data Analysis

- 410 Advanced Statistics I
- 411 Advanced Statistics II
- 418 Multivariate Statistical Analysis  
or
- 419 Factor Analysis and Path Modeling
- 420 Advanced Research Methodology

#### Individual Differences/Psychopathology

- 486 Advanced Psychopathology
- 520 Principles of Human Diversity

#### Diagnostics and Assessment

- 481 Intelligence Testing
- 482 Personality Assessment
- 484 Behavioral Assessment

#### Professional Development and Ethics

- 500 Professional Ethics (2 credits)
- 565 Professional Development Seminar  
(years 2 & 3, 0 credits)

#### Practice of Psychology

- 577, 578, 579 Practicum (3 quarters in  
year 2, 0 credits)
- 582, 583, 584 Practicum (6 quarters  
in years 3 & 4, 0 credits)
- 596 Internship in Clinical Psychology  
(12 months, full-time, 0 credits)

#### Research

- 590 Thesis Seminar (in year 1, 0 credits)
- 597 Master's Thesis Research
- 598 Dissertation Seminar (in  
year 4, 0 credits)
- 599 Dissertation Research

In addition to the requirements shared in common, the Community and Child tracks also have requirements. These are presented here:

#### Community Track Requirements

- 492 Principles of Consultation
- 495 Grant Writing
- 568 Seminar in Prevention and Intervention
- 569 Seminar in Program Evaluation
- 585 Fieldwork ( in year 3, 0 credits)

#### Child Track Requirements

- 454 Behavior Modification
- 491 Treatment Methods with Children
- 562 Seminar in Family Therapy
- 570 Seminar in Psychotherapy Research

The elective courses that are offered on a regular basis include the following:

416	Methods in Qualitative Research
473	Judgment and Decision-making
483	Advanced Psychodiagnostics
489	Group Psychotherapy
511	Health Psychology
550	Teaching Seminar (0 credits)
567	Empowerment

Courses in advanced statistical techniques, courses offered in the Community Program, and courses taught by faculty in the Industrial/ Organizational Program (e.g., courses on group dynamics, leadership, management) and Experimental Program (e.g., on social and emotional development) may also serve as electives. With approval from the DCT, students may fill their electives by taking courses in other departments and schools within the university, including the Master's Program in Social Work, the School of Education (e.g., courses on learning disabilities), the Modern Languages Department (e.g., Spanish), the Sociology Department (e.g., courses on juvenile delinquency), the Masters of Public Health Program (e.g., courses on urban poverty), and the School of Law (e.g., family law course).

In addition to coursework, the Ph.D. program requirements include practica, defense of a Master's proposal and completed thesis, comprehensive examinations, defense of the dissertation proposal and completed dissertation research, and internship. These requirements are explained further under other sections.

### **History and Systems Requirement**

The history and systems requirement is specific to each graduate program in the Psychology Department. In the Clinical program, the requirement is met by completing the graduate level requirements for the Psychology Department's History and Systems course (PSY 461). In the spring of 2011, the Psychology Department unanimously approved guidelines for instructors of the graduate level History and Systems course regarding student expectations and readings to ensure a graduate level experience. These guidelines are available at <W:\csh\PSY\psy public\Clinical Psychology Prog\History and Systems>.

As of the spring of 2011, the clinical faculty voted to eliminate the option for students to take an examination in history and systems in lieu of taking the course. This change applies to any student entering the clinical program beginning in the fall of 2011. Students entering the clinical program prior to fall of 2011 will still have the option of the exam to fulfill the requirement. (The history and systems exam is a 100-plus, multiple choice examination, for which students need to earn 70 percent correct in order to pass. The exam is offered twice yearly, in the fall and spring quarters, approximately two weeks after comprehensive exams. There is a readings list for the history and systems exam available in the Psychology Department. It is described in the departmental history and systems policy, which is available through the Psychology Department.)

### **Recommended Sequence of Study**

The course sequence that students follow in years one, two, and three is summarized in the Clinical Program Course Schedule by Year as of 2012-2013, contained in the Appendix, and

available in the Clinical Psychology Program folder on the DePaul W drive. The sequence of activities for completing Master's and dissertation research projects is described in the next section. A summary of major requirements and projected times of completion in order to move through the program in a timely manner (i.e., 5 years) is provided below. Evaluation procedures, deadlines, and consequences for failing to meet required deadlines are detailed later in the section on Student Evaluation.

<b>Year in Program</b>	<b>Recommended Activities</b>
<b>1</b>	<ul style="list-style-type: none"> <li>• Full course load Autumn, Winter, and Spring quarters</li> <li>• Master's Thesis Seminar (0 credits) in Fall, Winter, and Spring quarters</li> <li>• Graduate assistantship responsibilities</li> <li>• Finalize Master's thesis research proposal in Summer</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Full course load and practicum Autumn, Winter, and Spring quarters</li> <li>• Begin practicum placement in Family and Community Services (FCS)</li> <li>• Master's thesis presentation to 1<sup>st</sup> &amp; 2<sup>nd</sup> year classes and Clinical Program faculty in early Fall</li> <li>• Defend Master's thesis proposal by November 1st</li> <li>• Graduate assistantship responsibilities</li> <li>• Conduct Master's thesis research in Winter, Spring, and Summer</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Full course load and practicum Autumn, Winter, and Spring quarters</li> <li>• Practicum in FCS or an external practicum site</li> <li>• Defend completed Master's thesis by February 1</li> <li>• Take Comprehensive Exams in spring</li> <li>• Graduate assistantship responsibilities</li> <li>• Complete all coursework (and any incompletes) by end of Spring quarter</li> <li>• Begin development of dissertation research project as soon as Master's thesis completed</li> <li>• Begin teaching seminar sequence (if planning to teach)</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• Defend dissertation proposal (provided Comprehensive Exams successfully passed) at least 2 weeks before internship applications due (in order for DCT to write a letter of readiness for internship applications)</li> <li>• Practicum in FCS or an external practicum site</li> <li>• Conduct dissertation research</li> <li>• Optional teaching experiences</li> <li>• Apply for internships for year 5 (provided dissertation proposal approved) -- most applications due October-November</li> <li>• Indicate preferences for internship according to APPIC schedule (match day in February)</li> <li>• Defend completed dissertation before leaving on internship (not required but highly recommended in order to finish program in five years)</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• Full-time 1-year internship at APA-accredited internship site (most sites begin between July 1 and September 1)</li> <li>• Conferral of degree after internship is successfully completed</li> </ul>
<b>6 and beyond</b>	<ul style="list-style-type: none"> <li>• If needed, complete all remaining activities</li> <li>• Register each quarter until graduation</li> </ul>

### **3. Master's and Dissertation Research**

#### **Thesis and Dissertation Research: General Expectations**

A thesis or dissertation is a research report. In many respects it is similar to a research article from a scholarly journal in content, style, and format. It differs in that the thesis, and particularly the dissertation, generally deals with the selected problem area in greater breadth and depth than does a single journal article. For this reason there are some important differences between a research article and thesis or dissertation. The Department of Psychology's Thesis Manual was updated in June, 2013 (available from the main office in the Psychology Department or at W:\csh\PSY\psy public\Graduate Student Handbook and Policies). The Thesis Manual should be studied carefully during the earliest stages of planning a thesis and dissertation, preferably in conjunction with specific proposal examples and journal articles recommended by one or more faculty members. Pertinent sections of the Thesis Manual should subsequently be reviewed at the appropriate stages of planning and drafting the proposal. In addition, since the Master's thesis is often the student's first experience in conducting independent research, students will work on the preparation of a thesis draft during the Spring quarter of their first year during Advanced Research Methodology (PSY 420). In addition, students will attend a Masters Thesis Seminar during the first year of the program to further assist in the formulation of a thesis idea and research plan.

Articles published in the various psychological journals are essentially of two types: the review article and the research report. The review article is generally a summary of a number of research reports and an attempt to synthesize results or to evaluate them in terms of current theories or concepts. The research report is much more limited in scope: it reports the results of one or more empirical studies. The thesis and dissertation are to some extent combinations of these two types, but they more closely resemble the research report. A qualitative literature review and critique, by itself, is inadequate as a graduate master's thesis or doctoral dissertation project. The content and quality of the thesis and dissertation will be agreed upon by the advisor and the thesis or dissertation committee, in conjunction with the student. It may include adventuresome research methods such as meta-analyses. (The decision to allow newer empirical research methods for master's and dissertation projects was made by the Clinical program faculty in March of 2011.)

The finished thesis/dissertation is a formal reflection of the various stages experienced by the student in selecting and exploring the chosen problem. These stages usually include: identification of a problem, review of literature for findings relevant to the problem, development of specific and testable hypotheses and/or research questions, methodology for the investigation, analysis of results of the investigation, and discussion of the implications and limitations of these results. Each of these stages is discussed in detail in the Thesis Manual.

Although the thesis/dissertation is supervised research that is germane to the field of psychology and the student is expected to exhibit considerable independence at this stage of his or her career, thesis/dissertation research may not be undertaken without appropriate, formal approval. The graduate student is required to submit a formal thesis/dissertation proposal as the first official step of the project. Only after the proposal has been approved and Institutional Review Board approval has been obtained should actual research begin. Similarly, the project is not officially completed until the finished thesis/dissertation has been accepted. These procedures are discussed in more detail in the Thesis Manual.

While in some respects the thesis/dissertation project can rightfully be considered an assessment of the student's competence, of equal importance is its function as a learning experience for the student. To a great extent, modern psychology remains a research discipline. Whereas independence is strongly encouraged, students should avail themselves of the experience and special competence of the faculty members selected as supervisors.

The thesis/dissertation project involves two formal stages: approval of the thesis/dissertation project and acceptance of the final thesis/dissertation. Typically there are also a number of informal steps consisting of consultations and discussions with individual faculty members or with the committee. The Thesis Manual details both the formal and informal steps of this process. In addition, students will be guided through the process of developing a research plan in the Advanced Research Methodology course, the Masters Thesis Seminar, and during individual and group consultations with their thesis/dissertation chair. The following sections present an overview from the Thesis Manual related to the development of the research problem and the development of the thesis and/or dissertation proposal. Some of the wording is verbatim, whereas other aspects have been modified to specifically fit the Clinical Program.

**Development of the Research Topic.** There is no specific or standard way in which the general nature of the research problem is determined. Through coursework or through working with a faculty member, the student may become interested in a particular line of research. The student should not ask or expect to be assigned a research problem. On occasion, however, a student may learn about existing data sets from talking to a faculty member or other professionals in the field, and analysis of that data may be appropriate for a Master's thesis project.

Once a general problem has been chosen, the student should begin a preliminary literature search. A recent textbook or review article may be consulted as an aid in defining related areas or problems. The student should attempt to categorize the problem in a way that will facilitate the preliminary literature search. One way of doing this is to conduct some preliminary literature searches using the library's databases (the library's databases can be accessed through computers in the Psychology Department at: <http://www.lib.depaul.edu/>), noting those topics that appear to be relevant to the problem area. Another way is to locate a few recent articles dealing with the problem area. A comprehensive literature review is premature at this stage. The objective is to develop a fairly general understanding of the nature of theory and research in the problem area.

Having accomplished this, the student may attempt a more specific statement of the problem of interest, formulate specific hypotheses or research questions, and begin to consider methodological approaches. Due consideration should be given to needs for special equipment, availability of participants, time limitations, and cost requirements. Research is always limited by considerations of practicality; ideas that are impractical should be reconsidered or modified.

If the student remains convinced of the feasibility of investigating the problem area, he or she should consult informally with a faculty member likely to be experienced in the same general area. Here again practicality must be considered: if the problem lies outside the competence of any faculty member, the project cannot adequately be supervised, in which case the idea should not be pursued.

The tentatively selected problem should be outlined either orally or in writing to the faculty member, and the outline should demonstrate an awareness of appropriate methodological

approaches. Requirements for facilities and participants should be specified as completely as possible. The purpose of this consultation is to obtain advice from the faculty member with respect to (1) basic acceptability of the problem, (2) practicality of the proposed research, and (3) recommendations for further literature search and refinements of hypotheses and methodology. A number of such consultations may be required to accomplish that purpose. Expression of interest, encouragement, or approval at this point in no way constitutes acceptance of the student's ideas.

**Development of the Proposal.** A proposal is actually a useful preliminary step in any research program. Although the student may find the preparation of the proposal difficult, this process establishes the "rules of the game," the limits of what will and must be done, and what will not or may not be done. The proposal also protects the student from needing to make major revisions in the project due to changes in an advisor's view or to other events. Many of the problems students experience in their thesis and dissertation projects can be traced to lack of specification in proposals. The proposal accepted by the committee details the minimum requirements for the completion of the project, but it is the student's ultimate responsibility to ensure that the proposal leads to an acceptable thesis or dissertation. Therefore, a meticulously planned and prepared proposal will save the student and his or her committee later time and effort.

The proposal is a detailed statement of the concepts and aims of the research and of the methodology to be employed. The organizational plan of the proposal is very similar to that of the thesis or dissertation itself, and, indeed, large sections of the proposal will subsequently be incorporated virtually verbatim into the thesis or dissertation. Like the thesis or dissertation, the proposal is to be divided into a series of chapters. Consult the Thesis Manual for specific guidelines regarding the sections that should be included in the thesis and dissertation proposals.

### **Faculty Responsibilities for Theses and Dissertations**

The thesis or dissertation chair's role is to help the student focus in on a practical, yet scientifically sound, research area. Since the Master's thesis is regarded as a learning experience, Master's thesis projects should be "doable" and not overly grandiose. The doctoral dissertation is regarded as a much more independent research project in which the student should require much less structure and assistance from the research committee. The student should feel free to ask for guidance from his/her thesis/dissertation chair, and this faculty member should be helpful in suggesting relevant ideas of literature to examine. In those cases in which the student will be using a pre-existing data set, the chair shall be helpful in identifying possible data sources/samples. When necessary, the chair can help the student access a population of interest. Thus, the thesis/dissertation project is a cooperative effort between the student and the faculty chair. To make this relationship work most effectively, chairs need to make themselves accessible to students, and students need to allow chairs (and committee members when applicable) sufficient time to read various drafts of the research proposal. The following table details the responsibilities of the thesis/dissertation chair.

<b>STUDENT STEPS</b>	<b>FACULTY RESPONSIBILITIES</b>
Approach psychology faculty members to discuss and narrow down research topics for thesis or dissertation	Be available to meet with students to discuss initial research topics and issues of the viability of the research as a thesis or dissertation



STUDENT STEPS	FACULTY RESPONSIBILITIES
Approach psychology faculty members to identify a chair/advisor	<ul style="list-style-type: none"> <li>a. Respond to the student's ideas by clarifying your interest, availability, and expertise in their area of interest</li> <li>b. Discuss your expectations of the student (e.g., regular meetings, proposed schedule of progress) and potential problems (e.g., reliance on data from a third party, scheduling conflicts)</li> <li>c. Encourage students to read the department's thesis manual and latest edition of the APA Publication Manual</li> </ul>
Conduct literature search, formulate research questions, and begin to develop thesis/dissertation proposal	<ul style="list-style-type: none"> <li>a. Meet regularly with student to flesh out research ideas and methods and review drafts of student written work</li> <li>b. Provide written and verbal feedback on the student's drafts within two weeks of receiving them (or inform students in advance if more time is needed)</li> </ul>
Approach psychology faculty members to serve as committee members; one plus chair for Master's thesis or two plus chair for dissertation	<ul style="list-style-type: none"> <li>a. Discuss with students possible nominees for committee member(s)</li> <li>b. Know that adjunct faculty members can serve as one of the departmental dissertation readers</li> </ul>
Enroll in Master's or dissertation hours across quarters	Provide student with a grade of R for thesis or dissertation hours until the final version of the write-up is completed and turned in
Defend thesis/dissertation proposal	<ul style="list-style-type: none"> <li>a. Serve as gatekeeper between student and other committee member(s), ensuring that all sections of the proposal are in place. Some committee members may wish to be involved in a project early on, but others assume the advisor will handle everything prior to a finished draft of the proposal.</li> <li>b. Review with the student any concerns raised by committee members prior to the proposal defense.</li> <li>c. Guide the student through any required rewrites. It is the advisor's role to help the student resolve disagreements with the reader(s). In rare cases, the advisor may recommend replacement of a particular reader if agreement cannot be reached.</li> <li>d. Discuss with the student what will take place during the proposal defense and how to prepare for it.</li> </ul>
Get approval for research from Departmental Local Review Board (LRB) and University Institutional Review Board (IRB)	Co-sign student's LRB/IRB applications, and ensure that the study is approved prior to beginning data collection
Begin data collection	<ul style="list-style-type: none"> <li>a. Encourage student to begin data collection immediately. Help student to review, and revise if necessary, the schedule of completion.</li> <li>b. Have student keep committee members informed of progress, and obtain their approval (in writing and, if necessary, in another committee meeting) of any major changes in procedures. If changes are approved, the</li> </ul>

STUDENT STEPS	FACULTY RESPONSIBILITIES
	written changes with the committee’s signatures should be attached to the original proposal approval form.
Prepare study results and discussion, and convert proposal into final thesis/dissertation manuscript	<ul style="list-style-type: none"> <li>a. Meet periodically with student, as needed, to review progress on data summarization, analysis, and write-up of findings and discussion.</li> <li>b. Review drafts of manuscript to ensure student appropriately converts proposal into final manuscript.</li> </ul>
Defend thesis/dissertation	<ul style="list-style-type: none"> <li>a. Again serve as gatekeeper for completion of finished draft of thesis/dissertation before it is distributed by the student to committee member(s).</li> <li>b. For dissertation, help student select two additional committee members outside the department to serve as readers.</li> <li>c. Discuss with the student what will take place during the defense and how to prepare for it</li> </ul>
<p>Complete final revisions on thesis/dissertation</p> <p>Submit the signed final report form. (Remind advisor to change grade). Copies of the form will be made and sent to CSH Graduate Division, as well as distributed to department committee members and placed in student’s file.</p> <p>Upon final approval of revisions, submit final manuscript to the CSH Graduate Division.</p>	<ul style="list-style-type: none"> <li>a. If orals were successful but written revisions are required, withhold signing the final written report form and keep the form until the revisions are made.</li> <li>b. Change the student’s grade for thesis/dissertation hours from an “R” to an “A,” “B,” or “C.”</li> </ul>

### Approval to Conduct Research: LRB/IRB Process

All research conducted or analyzed as part of the Master’s thesis or doctoral dissertation that involves humans (or records gathered on humans) must be approved by both the Psychology Department’s Local Review Board (LRB) and the DePaul University Institutional Review Board (IRB) for the Protection of Human Research Participants. This includes research conducted independently by the student or in collaboration with a faculty member/external researcher/community member, regardless of where the study is conducted (research conducted at other institutions or agencies must be approved by both the LRB and IRB at DePaul University, even if it has been approved by another Institutional Review Board), as well as the analysis of secondary data obtained from either internal or external sources. The University IRB regulations clearly specify that any research on humans that satisfies a requirement imposed by the University for the award of a degree (M.A./Ph.D.) must be approved by the DePaul University IRB for the Protection of Human Research Participants. In situations in which graduate students are using data already collected by a faculty member (that has been previously approved by the DePaul IRB), the following steps should be followed. If the data are going to be analyzed in a manner consistent with the faculty member’s original plans, then students only need to submit an amendment to the IRB that adds them to the approved research protocol. Prior to submitting an amendment, students are required to complete human subjects training (Collaborative Institutional Training Initiative –CITI). If the data are going to be analyzed in a

manner that is not consistent with the original faculty member's plan (that was approved by the IRB), then the student/faculty team need to submit an amendment to the approved project, describing how the analysis will differ from what was originally proposed. Committee members at a thesis or dissertation proposal meeting will evaluate whether IRB approval has already been obtained or will need to be obtained for the project. With a new project, IRB approval should not be sought until after the committee has approved the thesis/dissertation proposal. With an existing project, the training certificate/amendment should be on file prior to student access to the data.

To begin the IRB process, students should consult the IRB website ([http://research.depaul.edu/IRB/IRB\\_Home.html](http://research.depaul.edu/IRB/IRB_Home.html) ). In order to obtain University IRB approval, the student must first obtain approval to conduct the research from the Psychology Department's Local Review Board (LRB). The Psychology LRB consists of faculty member reviewers and an appointed Chair from the Department. If there are questions about the process, the student should consult the LRB &/or IRB websites and the faculty advisor. If there are further questions, the student may contact the LRB Chair with questions. The LRB reviews all research conducted by, or in conjunction with, members of the Psychology Department (including faculty, students, and staff) for scientific merit and protection of human subjects as the first step in obtaining IRB approval. The use of research data obtained from secondary sources (i.e., research conducted by persons other than the student or conducted by the student at a previous institution or organization) also must be approved by the LRB prior to obtaining IRB approval, even activities that qualify for exempt status. The LRB typically does not review protocols during winter and summer break, so you may proceed directly to the IRB during these time periods.

Once applications have received final approval by the LRB, you forward your materials to the University IRB for review and approval. The IRB is a University-wide committee composed of a diverse group of DePaul faculty (with representatives from each participating college) and staff and local community members, who review all research activities involving human participants that are conducted by DePaul faculty, staff, and students. The purpose of the IRB is to ensure maximal protection of the rights and welfare of research participants. IRB approval affirms that the research project is consistent with university and federal guidelines.

DePaul University requires that all individuals engaged in research on humans complete an on-line training course in the protection of human participants. Completion of the CITI training is required, and training certificates need to be renewed every three years (to access the training, go to [http://research.depaul.edu/IRB/Mandatory\\_Training.html](http://research.depaul.edu/IRB/Mandatory_Training.html)). When you complete your training, your certification will be on file automatically with the IRB. If you completed CITI training at another institution, it is your responsibility to update your profile to include DePaul University. If you have questions about this, contact the Director of Human Subjects Research Protections.

### **Thesis/Dissertation Proposal Approval**

A committee of two, both of whom must be full-time departmental members, approves the thesis proposal. A departmental adjunct faculty member, or someone outside the department may serve only as a third member of the thesis committee. For the dissertation committee, an additional departmental member, who in this case may be an affiliated or adjunct faculty member, is required, for a total of three. (See section below on Thesis/Dissertation Final Oral Examination for specifics on the requirements for an affiliated or adjunct faculty member to serve as a member of the dissertation committee.) If a student would like to invite someone

outside the department or university to serve on the dissertation proposal committee, that outside reader serves in addition to the three departmental members.

The student will work with the chair and other committee member(s) to reach a consensus regarding when the proposal is ready to defend. With the chair's approval, the student will distribute a final copy of the proposal to each member of the committee at least two weeks prior to the scheduled proposal defense. The student should assume responsibility for establishing and notifying the committee of the date and room location of the proposal defense. Each committee will establish its own working rules and procedures, but in all cases, the student is required to defend and discuss the proposal before the committee. It is the student's responsibility to bring to the defense the appropriate Approval of Proposal for Final Project form, available on the CSH Graduate Academic Advising website (<http://csh.depaul.edu/student-resources/advising-student-services/graduate-advising/forms/Pages/default.aspx>).

At the scheduled proposal defense, there are three possible outcomes: (1) the proposal may be approved without substantive change; (2) the proposal may require some revision; (3) the proposal may be rejected.

- Approval may be granted despite the need for minor changes or corrections. The need for such changes will be noted on the Proposal Approval form, and the student will be held strictly accountable for them.
- If changes required by the committee are significant enough to require revision and resubmission of portions of the proposal, it will be the student's responsibility to make note of such revisions. The student will be expected to take prompt action on revising the proposal. Until required changes have been made, the proposal is to be regarded as suspended - that is, neither approved nor disapproved. The student will make the required changes and resubmit the proposal. The chairperson and other member(s) of the committee will have made notations on their own copies of the original proposal, and it will be the student's responsibility to ensure that resubmitted proposals comply with the changes noted by each member of the committee. Failure by the student to ensure such compliance may necessitate still further resubmissions.
- If the proposal is rejected, the student shall be notified in writing by the chairperson of the committee setting forth in brief the reasons for disapproval. Copies will be distributed to the other committee member(s) and placed in the student's departmental file.

Assuming the committee totally or substantially approves the proposal, the committee chair and member(s) will sign the Proposal Approval form and submit it to the Department of Psychology. Receipt by the student of the Proposal Approval form signed by all committee members constitutes formal and official approval to undertake the project described in the proposal. Following approval of the proposal, students must obtain approval to conduct the research from both the Department's Local Review Board and the University's Institutional Review Board. Refer to the "Approval to Conduct Research: LRB/IRB Process" section of this document (above) for more specific details on this process.

The student may not institute methodological changes other than those noted on the approval form without the written permission of all committee members. Failure to obtain such permission will invalidate the official approval of the committee. Similarly, while the committee may subsequently require data analyses not described in the proposal, the student cannot be

required to perform data collections other than those established in the approved proposal. These restrictions are necessitated by the nature of research: even the most carefully designed study may lead to unforeseeable difficulties, requiring deviations from the original plan. All involved parties must acknowledge such deviations.

### **Thesis/Dissertation Final Oral Examination**

According to the Psychology Department Thesis Manual (June, 2013), the master's thesis committee includes two faculty members, both of whom must be full-time department members. A departmental adjunct or affiliated faculty member, or someone outside the department, may serve as a third (optional) member of the master's thesis committee. Any deviations from the above should be approved by both the thesis chair and the student's program director (unless the program director is the thesis chair, then approval will need to be obtained from the department chair as well).

According to the Department's new Thesis Manual, the dissertation committee must consist of three "core" members at the proposal stage and two additional outside readers at the final stage. For the dissertation proposal committee, the chair and at least one more member of the core committee (for a total of two out of three members) must be tenured/tenure-track faculty within the Psychology Department. The third member of the core committee can be an affiliated or adjunct Psychology faculty member as long as he/she has a Ph.D. in Psychology. The two outside readers must be DePaul University faculty members or staff with doctoral degrees (Ph.D., Ed.D., etc). Their primary affiliation must be outside the Psychology Department but they may be adjunct or affiliated Psychology faculty or staff members. Any deviations from the above should be approved by both the thesis chair and the student's program director (unless the program director is the thesis chair, then approval will need to be obtained from the department chair as well).

The clinical faculty decided in the spring of 2013 to articulate guidelines around possible continued involvement of a departing clinical faculty member on a student's thesis or dissertation committee. The faculty agreed to the following considerations, which will be evaluated again in two years: In rare cases, such as when a primary advisor leaves DePaul, the chair of the thesis or dissertation may continue to be the primary advisor even if they are no longer affiliated with DePaul University. Both the student and departed faculty would need to agree that such a role would be in the best interest of the student and departed faculty; thus, such a situation would not be automatic and should be carefully considered by the student and faculty member. In such cases, the student, departed advisor, and at least one other psychology committee member need to draft a plan to clarify the expectations and roles of all involved, such as by clarifying who will provide primary mentorship and oversight and who needs to give approval at various stages of the process. This plan should be signed by the student, chair, and the one other psychology committee member and should be sent to the DCT and a copy placed in the student's file. Departed faculty members also may serve as a general committee member for previous students, though similar clarification of expectations would be needed.

Faculty members who serve as chairs and readers on theses and dissertations typically follow a progression of steps in fulfilling these roles to assure that they have gained appropriate experience and expertise. The typical sequence for internal faculty members who wish to serve as chairs or readers is as follows: faculty members first serve as a thesis reader, then they serve as a thesis chair, then they serve as a dissertation reader, then they serve as a dissertation chair. If a faculty member has an area of expertise that is of value on a student's dissertation committee,

that faculty member may serve as a reader on the student's dissertation committee prior to serving as a reader or chair on a thesis committee. In extenuating circumstances, faculty members who have an area of expertise commensurate with the student's dissertation project that have not served as a reader on prior committees, may serve as a chair under the guidance of a more senior faculty member who has experience chairing dissertation committees. Faculty members who have experience serving on thesis and dissertation committees at other academic institutions prior to their employment at DePaul University are eligible to serve as thesis and dissertation chairs and readers.

The date for the student's oral examination is set by the student in consultation with the committee chairperson and other members of the committee. All members of the committee must attend this meeting, and other faculty members and graduate students may also attend if they wish. The student should give copies of a draft of the thesis/dissertation to committee members at least two weeks before the scheduled oral examination. In cases in which the student is up against a deadline, permission must be obtained from each committee member for any time less than two weeks. In addition to the graduation deadline, there are also important deadlines for fall and spring comprehensive exams.

The student is responsible for making certain that each member of the committee has a copy of the thesis/dissertation to serve as a guide in conducting the oral examination. The student should also bring to the examination a copy of the Final Requirements Report Form. This form can be obtained on the CSH Graduate Academic Advising website (<http://csh.depaul.edu/student-resources/advising-student-services/graduate-advising/forms/Pages/default.aspx>). The student is not to offer refreshments to the committee during the examination or engage in any other activity that detracts from the purpose of the examination. All such activities must occur after the examination is complete.

The student should be prepared to answer fully any question dealing with the thesis/dissertation project, but the committee may ask the student questions dealing with other areas. At the end of the examination period the student is asked to leave the room while the committee discusses his or her performance on the thesis/dissertation project and the oral examination. If the committee has approved the student's performance, the chairperson proceeds immediately to complete the Final Requirements Report Form, which is signed by all members of the committee and delivered to the Psychology Department office. The thesis/dissertation is considered completed when the signed form is delivered to the Psychology Department office. The office staff will see that the form is subsequently delivered to the Graduate Division. At this time, the thesis/dissertation chair should also change the student's grade, replacing the "R" previously assigned for thesis/ dissertation credit hours, to an actual grade.

If the committee has approved the thesis/dissertation contingent on some further revisions of the manuscript, the committee members may withhold their signatures until final revisions are completed, or they may sign and leave the form in the hands of the thesis/dissertation chair until revisions are completed and approved by the chair. The method of handling final changes depends on individual committee members' discretion and extent of changes to be made. *The chair will withhold signing the Final Requirements Report Form and keep the form until the revisions are made.*

### **Approved Alternative to the Traditional Thesis Format**

In addition to the traditional thesis format, the Clinical Faculty approved (4/17/2006) an optional alternative format. The goal of this alternative format is to facilitate the process of submitting a thesis for publication. In the alternative format, the format of the thesis proposal is identical to the traditional thesis proposal format. But, the final document will be prepared in a condensed style, consistent with page limits in typical peer-reviewed journals in the field of Clinical Psychology. In addition to this streamlined manuscript, the final document should have an appendix which includes the original proposal (in its traditional format) and a brief discussion of the results of any analyses originally proposed but not included in the final manuscript. Students who opt to prepare their thesis using this alternative format must actually submit the manuscript for publication (after it has officially been approved) *prior* to receiving a grade for their thesis requirement.

### **Submitting the Thesis or Dissertation to the CSH Graduate Division**

The last step of the thesis/dissertation project involves preparing the final version of the thesis/dissertation and submitting it to the CSH Graduate Division. Once the thesis/dissertation document is in its final form – fully approved, purged of all errors, and in the correct format – you must submit an electronic PDF copy of the thesis, an Author Submission Agreement, and an Abstract & Keyword Form to the Graduate Student Services Office. The Graduate Student Services Office will arrange for the electronic archival of your thesis with the library and your department. In addition, the student should submit a PDF of the thesis or dissertation for binding. A form is available on the Psychology Department website under Student Resources (at [http://education.depaul.edu/\\_downloads/forms/COE\\_MA\\_Thesis\\_Bindin.pdf](http://education.depaul.edu/_downloads/forms/COE_MA_Thesis_Bindin.pdf)) that details instructions for submission. After binding, one copy each goes to the Department of Psychology, the chairperson of the committee, and the student. Binding fees vary depending on the total number of pages to be bound. The student may request and pay for extra copies.

### **Master's Thesis: Specific Guidelines**

**Master's Thesis Deadlines and Consequences.** Students should have successfully defended their Masters thesis proposal and have the signatures of the faculty thesis committee on the Thesis Proposal Form by November 1<sup>st</sup> of the second year. In the event that a student does not meet this deadline, the following consequences apply:

- If the thesis proposal is not formally approved by November 1<sup>st</sup> of the second year, the student's grade for thesis credits will be reduced by one letter grade (e.g., a student earning an "A" will receive a "B," and a student earning a "B" will receive a "C"). This grade cannot be upgraded regardless of the ultimate quality of the thesis project.
- If the thesis proposal is not formally approved by the last day of final exams during the Fall quarter, the student will not be allowed to register for more than eight quarter hours of coursework during the Winter quarter of the second year. This reduced load of courses will allow for more time to be available for completing the proposal.
- If the student does not have the thesis proposal formally approved by the last day of classes (not counting final exams period) in the Winter quarter of the second year, the clinical faculty will meet to determine whether the student shall continue in the program. If the student is allowed to remain in the program, a very specific contract will be drawn up among the DCT, chair of the thesis, and the student, which covers expectations for work to be done on the thesis during Spring quarter, culminating in a proposal defense meeting as soon as feasible. The

student will not be allowed to register for coursework in the third year until the thesis proposal is formally approved.

- The clinical faculty will use flexibility in handling exceptional circumstances that may arise for a specific student who does not meet the expected timeline. It is recognized that there are events that occur out of the student's control, such as significant health problems, which might necessitate exceptions to the procedures that generally apply. In such cases, the clinical faculty will be informed of the circumstances and vote on any alternative plan. The DCT will be responsible for monitoring any exceptions to the above procedures.

**Thesis Research Seminar (PSY 590).** The first year class will meet in a seminar format with one of the clinical faculty. Students sign up for PSY 590, a no-credit course, in the Fall, Winter, and Spring quarters of the first year. The faculty member responsible for this first-year seminar will coordinate with the instructor of PSY 420 (Advanced Research Methodology), which is offered in the Spring quarter of the first year, in order to ensure that these courses work together to help students move forward with their own research. The specific goal of the seminar is to provide structures that prompt students to complete their thesis in a timely manner.

**Master's Thesis Presentations.** During the second year in the graduate program, the entire second year class will make oral presentations of their proposed thesis research to the faculty and other students. These presentations will occur on a Monday in early fall, and students will be cleared of all other responsibilities so that they are free to attend these presentations. It is the responsibility of the research advisor to help the student prepare for this presentation. The goals of these presentations are: (1) to provide students experience with making an oral research presentation in a comfortable, noncompetitive environment, (2) to provide constructive feedback on the proposed project (which might be used to finalize one's proposal), (3) to expose first year students to samples of thesis research and prompt them to think about their own research project, (4) to give greater exposure within the program to the variety of research projects that are conducted each year, (5) to involve second year students in thinking critically about the research of their fellow classmates, and (6) to encourage and support the timely completion of a thesis proposal. These presentations serve to unite the clinical program around its research agenda. Because many students' Master's theses are related to faculty projects, it is likely that through these presentations everyone will be further exposed to ongoing faculty research as well.

All first and second year clinical students are required to attend these presentations, and students in the third year and beyond are welcome to attend. Also in attendance at a student's presentation will be the entire clinical faculty, and, when feasible, other members of the student's thesis committee if they are not clinical faculty members. A randomly selected second year student will be responsible for providing feedback about the oral presentation and the written research proposal. All second year students will be expected to serve in this capacity for another second year student. This process encourages critical thinking about research other than one's own. In order for the thesis committee members and the student providing feedback to have enough time to read the proposal before the presentation occurs, the presenting student will give a written proposal to these three individuals two weeks prior to the student presentations. Once students have made this presentation and received feedback on the oral presentation and the written draft, students and their advisors will jointly determine how best to incorporate the feedback into a final draft of the thesis proposal, if the proposal has not already been defended prior to the presentation.

Students do not need to wait for this particular timeline in order to proceed on a thesis proposal. It is quite acceptable and even encouraged for a student to obtain formal approval of



the thesis proposal before November 1st of the second year. All second year students will present their thesis during the early fall presentation series. Students who have already received formal approval of their thesis proposals will present their project as proposed, and, as available, report on any data collection and analyses or conclusions.

For those students who enter the program having completed a satisfactory Master's thesis at another university, the faculty (on 7/23/09) approved several options for what students may present. These include (1) their MA thesis, which could focus on the original analyses or a publication version of thesis data; (2) a pre-dissertation project currently underway, providing it reflects the student's ideas and is sufficiently well developed conceptually to represent a substantive research plan; or (3) an alternative comprehensive review paper, again providing it is sufficiently well developed conceptually. The decision about selecting one of these options rests with the student in collaboration with the advisor, given that individual situations are likely to differ.

For students who have already completed their thesis proposal or who entered the program with a completed thesis that was accepted from another university, constructive feedback can be provided to inform the writing of the final thesis (for students who have already defended the proposal but not the final product), preparation of a manuscript to be submitted for publication, formulation of a dissertation project, or formulation of an alternative comprehensive review paper. In addition, these presentations provide additional information to all students about research methodology and relevant issues encountered in conducting research.

**Professional Development Seminar.** During the second and third years of the program, students enroll in a zero-credit course (PSY 565 Professional Development Seminar) to support their work on the thesis and to provide structure, encouragement, and mentoring on professional development issues (e.g., external practicum opportunities, principles and methods of consultation and supervision, planning regarding internship, career opportunities, balancing professional and personal priorities). The faculty instructor and students meet monthly and engage in structured assignments and discussion to foster strategic planning and progress toward degree completion.

## **Dissertation: Specific Guidelines**

**Timeline for Completing the Dissertation.** The Curriculum section of this manual provides a recommended sequence of study, which includes a general timeline for when to complete the dissertation. Completing steps at or ahead of this schedule is strongly encouraged, except where regulations prohibit it. In particular, students who enter with a Master's degree and a completed thesis should function approximately one year ahead of this schedule with regard to planning their dissertation research. Generally, we strongly encourage students to be in the Chicago area while completing their dissertation. Although long-distance research is possible, it poses many more difficulties.

**Exception to Timeline for Students with a Master's Thesis Waiver.** Students must pass all parts of the doctoral Comprehensive Exams before they can officially defend their dissertation proposal. For students who enter the program with a confirmed Master's degree and whose Master's thesis has been reviewed and judged to fulfill the Master's thesis requirement, there is a procedure whereby they can initiate dissertation research prior to admission to doctoral candidacy. Students must complete at least one year of the training program before proceeding with these steps. Following are the steps for this process:

- Obtain approval of major advisor.
- Constitute dissertation committee (formal composition may not take place until doctoral candidacy has been awarded) and obtain approval from these committee members to proceed with Pre-proposal.
- Prepare a Pre-proposal document utilizing the same criteria and procedures established for a formal dissertation proposal (as outlined in the Thesis Manual).
- Schedule and complete a Pre-proposal meeting with full committee using the same expectations for preparation and evaluation as are applied to formal dissertation proposal meetings.
- Obtain approval of the LRB and IRB prior to initiating data collection.
- On a quarterly basis, provide a written or oral update to committee members on progress being made and/or issues/concerns that have arisen during data collection.

Once admission to doctoral candidacy has been awarded:

- Formally constitute dissertation committee (typically the same faculty serving informally on the dissertation committee).
- Schedule dissertation proposal meeting. The student will provide a written summary of the progress to date and provide this summary to committee members at least 10 working days preceding the formal proposal meeting.
- Complete formal proposal meeting. Discuss progress on dissertation and discuss if methods should continue as approved in Pre-proposal meeting. Data collected following Pre-proposal meeting may be considered as archival data for the purpose of inclusion into data collection that takes place after the formal proposal meeting. The dissertation committee has the option to request changes in the research protocol at the time of the formal proposal meeting. (There is no guarantee that what was approved at Pre-proposal will continue without changes at the formal proposal meeting.)

**NOTE:** The formal proposal meeting that occurs following a Pre-proposal may not serve as the final defense of the dissertation project. The final dissertation document should not be prepared until after the formal proposal meeting. A separate defense must be scheduled after official approval of the project has been obtained. University regulations state that at least eight months must pass between admission to doctoral candidacy (upon passing all parts of the comprehensive exams) and the final doctoral oral examination.

**Dissertation Seminar.** In order to better support students following the first three years of coursework, we have created a Dissertation Seminar (PSY 598) to provide support and structure for advanced students. This Seminar offers a forum for students to discuss their dissertation progress, prepare for internship, and prepare for careers beyond graduate school. The seminar includes both in-class and on-line components. (Students continue to sign up for PSY 598 every year thereafter until graduation, in order to maintain access to financial aid when not taking classes.)

- **All students in their fourth year who have completed their theses** will enroll in PSY 598. Students who have completed their theses by the beginning of their fourth year and plan to take their comprehensive exams the fall of their fourth year should enroll in the fall. Students who have not defended their theses prior to the beginning of their fourth year should enroll in Thesis Seminar (PSY 590) until Thesis completion, and then contact the instructor as soon as they have defended their theses and passed their comprehensive exams (so that they can join 598 as soon as possible).

- All students are expected to participate in at least one year of this seminar.
- Once students have completed a year of the advanced professional development, additional participation in the professional development series would be optional for students who are on track (as determined by annual evaluations). Students who fall behind may be required to attend additional years of the professional development seminar.
- The seminar meets 4 times during the course of the academic year (September through May). Students are expected to attend all 4 in-person class sessions. If one class is missed due to an excused absence, students may request to make up the class by doing additional assignments, as arranged with the instructor. If more than 1 class is missed, the student will be required to participate in the course the following the year. In addition to the 4 in-person meetings, there are online assignments that are required throughout the year, as this is a hybrid course. All online work is conducted through the course website in Blackboard, and completion of all assignments is required to pass the course.
- Students who do not live in the Chicagoland area OR are currently on internship are not required to attend the in-person meetings, but they are required to complete the online assignments.

**Dissertation Deadlines and Consequences.** University regulations indicate that no more than five years can pass between the completion of doctoral comprehensive examinations (i.e., at admission to doctoral candidacy) and the completion of the dissertation. In addition, the Clinical Program has instituted the following deadlines.

- Those students who do not have an approved dissertation proposal as of September of their sixth year (this is calculated from the date on which the student enters DePaul University as a graduate degree seeking student) must:
  - Successfully defend the dissertation proposal by June 1<sup>st</sup> of their sixth year or earlier.
  - Successfully defend the final dissertation, complete internship (except the final summer months of internship), and complete any remaining requirements for graduation by June 1<sup>st</sup> of the eighth year.

Consequences for failure to complete these requirements are as follows:

- Failure to defend the dissertation proposal by June 1<sup>st</sup> of the sixth year will result in placement on academic probation until the defense of the proposal.
  - Failure to defend the dissertation proposal by June 1<sup>st</sup> of the seventh year will result in dismissal from the program.
  - Failure to defend the final dissertation by June 1<sup>st</sup> of the eighth year will result in dismissal from the program.
  - Failure to complete all requirements for graduation (except the final summer months of internship) by June 1<sup>st</sup> of the ninth year will result in dismissal from the program.
- Those students who have an approved dissertation proposal as of September of their sixth year must:
    - Complete their final dissertation defense, internship (except the final summer months of internship), and all remaining requirements for graduation June of their seventh year.

Consequences for failure to complete these requirements are as follows:

- Failure to defend the dissertation and complete internship (except the final summer months of internship) by June of their seventh year will result in placement on academic probation.
- Failure to defend the dissertation and complete internship (except the final summer months of internship) by June of their eighth year will result in dismissal from the program.
- The Clinical Psychology faculty are committed to assisting students with their dissertation proposal and final project so they are able to meet all of the stated deadlines. In rare instances when extenuating circumstances arise, the student (with approval of the dissertation chair) may petition the clinical faculty for a one-time extension. This must be in the form of a written request that is signed by the dissertation chair and is submitted to the DCT. The entire clinical faculty will discuss the requested extension and give the student a written reply.

**Dissertation Credit Hours.** Students cannot take dissertation credits until they have passed their Comprehensive Examinations and been admitted to doctoral candidacy. Therefore, the sooner students take their Comprehensive Exams, the sooner they will be able to take dissertation credits. A student must sign up for a total of 4 dissertation hours by way of an independent study form in order to fulfill the requirements for the Ph.D. Students can register for 1 to 4 hours per quarter.

#### **4. Clinical Practica, Internship, and Outside Employment**

##### **General Practicum Issues**

The following are the general guidelines for clinical practicum for a student in the DePaul program:

- All students are required to engage in three academic years (a minimum of 9 months) of clinical practica.
- Students need to register for practicum hours (PSY 577, 578, and 579 in year 2 and 582, 583, and 584 in years 3 and 4, 0 credits) **each quarter during years 2 through 4**. These courses provide documentation on students' transcripts of the completed practicum activities.
- Second year students are required to participate in the practicum provided in DePaul Family and Community Services (FCS). This fulfills the first year of the three years of required practica.
- During the student's third and fourth year, it is expected that a Ph.D./Psy.D. licensed clinical psychologist serves as the primary supervisor. Any exceptions to this should be cleared with the DCT and the student's advisor, who may choose to consult with the entire clinical faculty if needed.
- It is recommended that second, third, and fourth year students do a *minimum* of two complete testing batteries (including administration of tests, scoring and interpretation, and write-up of a report) each year.
- One hour a week of individualized supervision is considered the minimum amount of

supervision when a student is working with clients. Additional group or individual supervision is customary.

- A variety of activities should be available on practicum. These might include psychotherapy, assessments, interviewing, intakes, consultation, and psychoeducational groups. Therapy can be conducted with children, adults, and groups, and it can include, for example, early intervention and behavioral programming.
- Students should participate in professional training and didactic activities (e.g., in-service, workshops, staffings) on a regular basis while on practicum.
- Students are expected to document their work with clients in accordance with agency regulations and professional ethics.
- Students are required to undergo a criminal background check prior to being accepted for practicum at FCS and many other sites.
- Students and agency personnel are expected to follow all APA Ethical Guidelines and the Illinois Mental Health Code. All students are covered for malpractice insurance by DePaul University when taking a required practicum (within years 2 through 4) (also see below for coverage during later practicum activities).
- Students may request a certificate of insurance from DePaul, if their externship site requires it, by filling out the request form (titled “Certificate of Insurance Request Form”) on the Risk Management website at <http://rmehs.depaul.edu/MasterPage/insurancerequest.html>. At the bottom of the page, click on "continue to form" and complete the top info on yourself. (It’s okay for you to complete it instead of the DCT, as Brian Henson in Risk Management is familiar with our requests.) On the section on Certificate Holder, that is your practicum site, so they will need all of the site’s contact information. For the Event section, make clear that it is for a practicum as part of your doctoral clinical training. This way Risk Management will have all of the necessary information to send out the request (it is sent directly from DePaul's insurance broker to the requesting party).
- Fifth year or later year externships traditionally have not been covered by DePaul’s malpractice policy. However, beginning in 2012-2013, students can be covered by DePaul’s policy if they enroll in practicum (PSY 582, 583, and 584, 0 credits), in Autumn, Winter, and Spring quarters, respectively, during the practicum. If students want to receive malpractice insurance through DePaul during these optional practicum experiences, they can do so by requesting a certificate of insurance in the manner described above. Otherwise, students must arrange for coverage at their site or purchase individual coverage. A low-cost policy is available through APA. Students are covered by DePaul's malpractice policy while on internship, as internship is required for their degree.
- Written evaluations of the student by the supervisor are required at least twice yearly (mid-year, end of year). The Practicum Evaluation form (included in the appendix and on the W drive) must be completed by the student’s supervisor, cosigned by the supervisor and student, and returned to the DCT. Students are expected to receive a rating of Meets Expectations or Exceeds Expectations on the preponderance of items and broad domains covered in the Practicum Evaluation form. If students are rated as Below Expectations on a domain or item, they are expected to demonstrate growth during the practicum year in all areas that fall below

expectations, in order to be considered meeting minimally acceptable performance. A plan for improvement should be developed between the student and supervisor for any student receiving a rating of Below Expectations in a domain. Students are expected to improve to a rating of Meets Expectations or above in all domains by the end of the practicum year in order to be considered meeting minimally acceptable performance in practicum.

- Students should not function or be expected to function at a level for which they are not prepared unless they are provided with very close supervision. This guideline is intended to protect the student and the client, as well as the practicum setting.
- In January of each year, students enrolled in practica at both FCS and external sites will be asked by the DCT to complete the Clinical Practicum Site Survey Form in the Appendix and on the "W" drive under Clinical Psychology Program.

### **Practicum Requirements**

Students are expected, while performing a practicum, to function within the limits of their training, and where they are learning new skills, there must be very close supervision. As students are not expected to know all there is to know about functioning as a clinician, there will be many times, however, in which the student is attempting new techniques or performing unfamiliar activities. These should be done with close, careful supervision.

Students should get a copy of the Application Form for Psychology Internship early in their graduate career. The form is available online from the Association of Psychology Postdoctoral and Internship Centers (APPIC) website: [www.appic.org](http://www.appic.org). Perusal of the form will alert students to the types of documentation of their various clinical activities that will be required in order that the internship application form can be accurately completed in later years. It is highly recommended that students keep a detailed log of their clinical activities as they go through the various practicum experiences.

Beginning in the summer of 2013, APPIC made the MyPsychTrack.com tool available to clinical psychology doctoral students free of charge. The coupon code for DePaul doctoral students is **bdd46339-8004-4962-bbfd-71ba26483527**. Once activated, the unique code for DePaul's program will enable students to track hours to be used for internship and later for psychology licensure.

All students complete their first year of practicum (in their second year) in DePaul Family and Community Services (FCS). Many students spend one or more of the following years also at FCS. Other students elect to do an organized practicum at a site other than FCS. These external practica are called externships. Both the practicum experiences in FCS and externships are described in more detail below. Students register for practicum hours each quarter during years 2 through 4, whether the practicum is in FCS or in an external site. While the practicum course is zero credits and is graded pass/fail, it is necessary to document that one has completed these various clinical activities on one's transcript.

### **Practicum in DePaul Family and Community Services (FCS) Center**

All second year students are required to participate in the Practicum provided in the DePaul FCS, located on the third floor of Byrne Hall. Third and fourth year students are invited to remain in FCS for additional training. Although many students do so, it is possible to apply for

and, if accepted, attend an external practicum (externship) at another mental health site in the Chicagoland area. There is no application process necessary if a student wishes to remain in FCS for third or fourth year practica, other than to notify the Coordinator of Training in FCS of one's intention to do so by the spring of each year.

The training experience in FCS is adapted to meet the needs of students with varying degrees of experience and attempts to meet the interests of students, within the constraints of service needs. FCS is both a training site supporting the clinical psychology program at DePaul and a state-funded community mental health center that serves children under the age of 17 years and their families. Detailed information on the nature and activities of the FCS practicum experience is included in the Training Section of the DePaul Family and Community Services Center's Policies and Procedures Manual. This Manual, along with a Practicum Calendar specific to a particular year, is provided to all students upon entering the FCS practicum. A general description of the center's services is available on the FCS website at <http://csh.depaul.edu/centers-and-institutes/dfcs/Pages/default.aspx>.

Students in the FCS practicum are evaluated by each of their supervisors every January and June using the Practicum Evaluation form (see Appendix). In turn, students evaluate the practicum training by completing an FCS center evaluation form. The evaluation process is spelled out in depth in the FCS training manual.

### **Practicum in Externship Sites**

Students who have specialized interests that cannot be well met in the FCS practicum may apply for an externship during their third or fourth year. In addition, students in their fifth year and beyond who are not on internship might elect to do an externship while they are completing other program requirements. Externships that meet program requirements (as one of three required years of practicum) and those that are elective (those in the fifth year and beyond) are discussed here. International students should check the conditions of their visa to be certain that they can meet the conditions of externship sites (e.g., in terms of number of hours, etc.).

The Chicagoland area has many organized clinical practicum experiences that are available to serve as an externship. A listing of the most widely used sites is available on the "W" drive in the folder entitled Clinical Psychology Program. Additionally, the DCT and other clinical faculty are glad to talk with specific students about their particular training interests and what sites might be most appropriate. However, it is the student's responsibility to contact sites to determine the application requirements (these vary greatly across sites), specific training opportunities available, time commitments, etc. On rare occasions, externships provide a stipend. The typical externship requires approximately 20 hours/week for 9-12 months. As graduate courses are primarily offered on Tuesdays and Thursdays, outside practica schedules need to be arranged accordingly. Below is a rough chronology of events and responsibilities for a student seeking an outside practicum (externship).

- In the mid fall, students are encouraged to review the list of practicum sites for the current year on the Clinical program website (W:\csh\PSY\psy public\Clinical Psychology Prog\Practicum Opportunity Info 13-14) to begin familiarizing themselves with various practicum placements in the Chicagoland area. Between November and January of each year, the clinical program assistant will update the list with any new information received about externships available for the upcoming year and the processes for applying to them.

- Students contact sites of interest to get specific information about application requirements, deadlines, training experiences offered, etc.
- In January, students send applications and go on interviews where requested. Dates of application have been moved up from prior years, so check the websites for places of potential interest to identify the application deadlines for the current year. Letters of reference should be solicited well in advance (4 weeks advance of due date) of the deadline. If work samples are required, the FCS has a specific set of procedures to follow that is designed to protect the confidentiality of clients. See the Office Staff in FCS for assistance with this. **DO NOT COPY MATERIALS FROM CLIENT FILES YOURSELF!** Decisions regarding offers are typically given to students by March (or possibly earlier) of each year. Unlike admission to graduate school or offers for internship, there is no uniform date on which externships make their offers. Although some schools (mainly Psy.D. programs) in the Chicagoland area follow the Association of Chicagoland Externship and Practicum Training Sites (ACEPT) guidelines regarding dates of application and offers for externships, DePaul students are not required to adhere to those guidelines.
- No later than 2 weeks after the start of the externship, the student should have negotiated the practicum contract with his/her site supervisor and have given this contract to the DCT for approval. The contract should contain the name of the primary supervisor, site address, and phone number/email address of this supervisor. Verification of liability coverage is required at this time for students who are doing a practicum not covered by DePaul University's policy. A copy of the DePaul University Clinical Psychology Training Program Practicum Agreement is in the Appendix and on the "W" drive under W:\csh\PSY\psy public\Clinical Psychology Prog\Practicum Forms - FCS and Externships. The practicum agreement was updated to conform to University policies for protecting students involved in fieldwork activities.
- Written evaluations are required at mid-year and end-of year periods. Students should take the initiative to obtain these evaluations by providing their practicum supervisors with a copy of the Practicum Evaluation form (in the Appendix and on the "W" drive under W:\csh\PSY\psy public\Clinical Psychology Prog\Practicum Forms - FCS and Externships) in January and May or June.

In selecting externship sites to which to apply, several things should be considered:

- All externship sites are expected to provide supervision by a licensed clinical psychologist. When this is not the case, the student must arrange for such supervision, and this arrangement must meet the approval of the DCT.
- All externship sites are expected to follow the existing laws and ethical and professional standards of operation specific to the State of Illinois, the Illinois Mental Health Code, and the American Psychological Association.
- Students are discouraged from doing externships at private practice settings.
- Students must not misrepresent themselves in terms of their expertise and, when engaged in practices for which they do not yet have developed skills, must be provided close supervision and guidance.
- The externship site must agree to regular communications (both written and oral) with the program about the status of the student's training. As noted above, written evaluations are required at mid-year and end-of year periods.
- A practicum contract is required which joins the student, the clinical program at DePaul, and the externship site in clarifying the expectations for the practicum year.



Students are advised to seek practica that provide a balance of experiences rather than specialize in a focused area. Therefore, over the three years, students should have practica experiences that include assessment (including psychological testing) and various methods of interventions. A mixture of clientele, modalities, and theoretical perspectives is also encouraged.

Occasionally a student might confront problems on an externship placement. In such cases, the DCT should be notified of any difficulties, so that (if necessary) she can advocate for the student with regard to the externship site. The DCT can be particularly helpful in getting expectations clarified and establishing a remediation contract if necessary. Three years of successfully completed clinical practica are required for the degree and are to be completed prior to going on internship. Where a student has not been successful at completing a year's practicum, another year will be required to make up for the lost year. A "year" is defined as a 9-month or 12-month experience that is continuous in time. That is, one may not put together three, 3-month experiences to equal one year of practicum.

### **Pre-doctoral Internship**

Students completing the program in five years typically go on internship during the fifth year. Students on the six-year plan typically go on internship in their sixth year. Students applying for internship must have successfully completed the following program requirements before the DCT will sign off on their internship application:

- **All required course work.** No incompletes in required courses (other than "R's" in research). The History and Systems requirement must also have been met.
- **Master's Thesis.** Successfully defended, with grade and final copies submitted to the CSH Graduate Division.
- **Comprehensive Exams.** All parts of the comprehensive exams must have been successfully completed.
- **Approved Dissertation Proposal.** The dissertation proposal must have been successfully defended at least two weeks before the date application materials are to be mailed for internships.

APPIC, which is the national organization that monitors the internship application process, uses a standardized online application form. A copy of the signed Approval of Dissertation Proposal form must be submitted to the DCT at least two weeks prior to the earliest date the application materials are to be submitted. Most internship application deadlines are in October and November of each year. As the application process is time-consuming, the student needs to plan ahead, allowing several months to complete the application process.

Although it may vary slightly from year to year, the typical calendar of important events for internship is as follows:

- **Summer before internship applications.** Download internship materials from web sites and determine to which sites to apply.
- **Summer before internship applications.** Verify completion of all requirements with Psychology Office staff.
- **Late Summer or Early September.** Ask supervisors/professors and others that you will be using as references for their consent to serve as a referee and write a letter.
- **Late Summer or Early September.** Start working on completing the standardized online internship form. This will require securing writing samples (note that FCS has a specific

procedure to follow when requesting client documents), computing hours of various types of professional activities, and getting the DCT to complete the verification of eligibility and readiness portion of the application.

- **Mid to Late September.** Provide those who will write letters of reference with a list of sites, including name of site, name of internship director, a brief description of the nature of the internship, and deadline for application. Recommenders will submit their letters online.
- **October and November.** Deadlines for various sites will occur.
- **December and January.** Student will be invited to interview on site with internship personnel.
- **Late January/Early February.** The student and internship sites submit their computerized ranking of preferences through the APPIC procedures.
- **Mid February.** Students will learn with which site they have been matched. If a student submits a computer ranking list and does not withdraw before the specified date, the student is making a commitment to abide by the match process.
- **July-September.** Internships begin.

### **Employment Outside the Program**

Students are strongly discouraged from accepting employment outside the program as such experiences can interfere substantially with timely completion of program requirements. In addition, there are important rules that govern outside employment by students who are in the clinical program. Students can work a maximum of 25 hours per week (including assistantship hours, grants, or outside employment) in order to maintain their standing as a full-time student.

Students are required to keep the DCT informed if they are engaged in outside employment, whether of a non-psychological or psychological nature, by sending a written memo or email to the DCT. At a minimum, the student should inform the DCT at the beginning of the academic school year and whenever their job status changes on the Outside Employment Form (in Appendix). For those work activities that are non-psychological in nature, a student only needs to inform the DCT of the outside employment. For those work activities that are psychologically-oriented (research, consultation, testing, therapy, counseling, or other interventions), not only must the student inform the DCT about the employment, but the student must provide specific information to the DCT regarding:

- Name, address, phone number of site of employment.
- Specific nature of activities performed on the job.
- Name, address, phone number of primary supervisor.
- Credential and licensure of supervisor.
- Frequency and type of supervision.
- Arrangements for liability coverage.

Students engaged in psychologically oriented activities for which they get paid and that are not required for the degree are not covered by DePaul University's liability policy. Therefore, the student must ensure that the employer has made arrangements to cover the student under the agency's policy or purchase their own insurance through APA. Students must not engage in work activities of a psychological nature for which they are not properly trained, unless there is an adequate supervision process in place.

Notification of the DCT regarding outside work activities is necessary because, while a student is registered, the Clinical Program is responsible for how this student represents him/herself in the field of psychology. All clinical students are expected to conduct themselves at all times in accordance with APA ethical standards and in compliance with the Illinois Licensing Act. Furthermore, employers of clinical students are expected to comply with these standards as well.

Notification allows the DCT to monitor the quality of supervision that students receive, ensure that students are not expected to practice or are practicing in ways that are inappropriate for their level of training, ensure that practice is consistent with state licensing regulations and APA ethical standards, and help the program avoid potential legal liability actions. As with other program activities, international students should check on the restrictions or conditions for outside employment allowed by their visa.

Consistent with Illinois licensing standards, it is illegal for anyone to practice independently as a clinical psychologist without being licensed in the state. Therefore, no student should be offering independent psychological services. Employers should provide appropriate supervision and recognize the limitations of a student in training. Students who are found to be in violation of ethical and legal standards are subject to sanction by the clinical faculty and/or the Psychology faculty. Serious infractions could lead to dismissal from the program.

The clinical faculty have endorsed the following statement of the Chicago Association of Academic Training Directors:

It is incumbent upon graduate level psychology training programs to ensure the optimum training experience for their students and to provide this training in a way that protects the best interests of the consumer. Expectations of students that are consistent with the ethical principles and legal obligations of professional psychologists are also the purview of graduate level psychology training programs. Consistent with training program goals, it is deemed inappropriate for doctoral students to engage in professional activities that may infringe upon a primary commitment to training, impact negatively on quality of consumer mental health services, or are inconsistent with ethical and legal standards. Students' participation in outside work activities should also uphold and be consistent with the ethical and legal standards of the profession. Engaging in independent practice in psychology is viewed as inconsistent with these training objectives and thus is viewed as inappropriate for doctoral level students.

Participation in a doctoral level training program indicates commitment to the development of more advanced professional practice skills. Even for students with prior training and experience, this requires acquisition of further knowledge and skills as well as integration of new information with previously held abilities. This development occurs over time through participation in courses and closely supervised clinical experiences. Course attendance in and of itself does not ensure competence in any particular skill, nor does a single supervised practicum experience. During this period of integration, previously held skills are necessarily re-evaluated and modified. Supervision is essential to ensure successful integration, and one's ability to function as an independent professional is thus necessarily limited.

The Illinois Clinical Psychology Licensing Act prohibits independent practice in clinical psychology by nonlicensed individuals. Whatever previous credentials are held, participation in a psychology training program indicates that the student is committed to developing a professional identity as a psychologist and to shaping his/her professional skills within a psychological framework. The process of developing this identity is an ongoing one throughout the course of graduate level training. It is appropriate for graduate students, whatever their previous experience, to view themselves as psychologists-in-training and their work as psychological in nature. Engagement in any related professional activities should be done in such a way that reflects and respects the above outlined commitments and integration. Thus, graduate students in clinical psychology should not be involved in independent practice.

## **5. Comprehensive Examinations**

The purpose of doctoral comprehensive examinations is to evaluate the student's ability to integrate research and theory in addressing relevant questions across the various areas of the profession of clinical psychology. Preparing for the examinations provides an opportunity to consolidate and refine information learned in the program, as well as to build depth in the general knowledge base of clinical psychology and the emphasis area. These examinations must be successfully completed before the student can hold a dissertation proposal meeting. Students in some other psychology doctoral programs take comprehensive examinations, and many of the procedures are identical across programs. The information described below articulates how the process works for students in the Clinical Program. Students with logistical questions about a particular comprehensive examination should direct them to the Psychology Department faculty member who serves as Comprehensive Examination Coordinator.

### **General and Emphasis Areas**

The general comprehensive examination, which all doctoral students in the Clinical Program must take, is based primarily on the readings and course content of the clinical core courses: Intelligence Testing, Personality Assessment, Behavioral Assessment, Advanced Psychopathology, Professional Ethics, Principles of Human Diversity, Principles of Psychotherapy, and Principles of Community Psychology. The exam consists of four essay questions, of which the student must answer three. The clinical faculty compose original questions for each examination date, based on material covered in the reading lists from syllabi for required core courses.

In addition, students are examined on either the Child or Community area of emphasis. The Child and Community faculty construct and grade the respective area examinations. In the case of the Child track, the examination is based primarily on the readings and course content of required clinical courses in the Child track: Treatment Methods with Children, Behavior Modification, Seminar in Psychotherapy Research, and Seminar in Family Therapy. In the case of the Community track, the examination is based primarily on the readings and course content of the required courses in the Community track: Principles of Consultation, Fieldwork in Community Settings, Seminar in Program Evaluation, Grant Writing, and Prevention and Intervention.

### **Eligibility and Deadlines**

Although it is recommended that students take all required courses prior to this examination, students have the option of taking the examination prior to completing all required courses. Comprehensive exams must be taken within four years of admission to the doctoral program in order to maintain good standing

Final orals for the Master's thesis must be successfully completed and the application for comprehensive exams must be submitted by the following dates:

- Fall comps deadline: July 15
- Spring comps deadline: February 1

Extensions typically will not be granted beyond these deadlines. In extraordinary circumstances (e.g., advisor's foreign travel, death in family, severe illness), requests for extensions may be submitted for formal review and possible approval by the clinical faculty.

## **Exam Dates**

The fall exam typically is given on the Wednesday and Friday mornings of the week immediately preceding the first week of the Autumn quarter. This schedule is subject to change to accommodate religious holidays or other scheduling issues. If so, candidates will be notified shortly after the final application date for the exam. The spring exam is scheduled to start the Monday immediately following the first Friday of the Spring quarter. The Psychology Department's Comprehensive Examination Coordinator supervises the examination process. The specific examination schedule is as follows:

- First morning                      General Major Exam
- Second morning                  Emphasis Area Exam

## **Application Process**

In order to apply, the student completes an application form from the Psychology Department office. The student must photocopy the completed and signed "Final Requirements Form" for the Master's thesis and attach it to the comprehensive examination application form. The application should be signed by the DCT and submitted to the departmental Comprehensive Examination Coordinator.

## **Special Accommodations**

When the student applies for the comprehensive exam, the student should consider whether he/she intends to request special accommodations for taking the exam. Special accommodations could be requested due to visual or health conditions, learning disabilities, or for other reasons. Students are encouraged to contact the DCT and/or the Office of Students with Disabilities when applying for the comprehensive exam to discuss potential areas for accommodations and strategies for addressing them. Students who believe they cannot take the exam in the computer lab must request permission for a change of venue from the DCT. Students are responsible for arranging the availability of an alternative location and must notify the Comprehensive Examination Coordinator at least four weeks before the exam date. Planning for special accommodations well in advance (i.e., several weeks before) the exam is wise, to avoid the extra pressure of dealing with such issues while studying for the exam.

## **Withdrawal**

Students who have submitted an application and later decide not to take the exams must notify, in writing, the DCT as well as the Comprehensive Examination Coordinator. Notification of withdrawal must occur at least three weeks prior to the scheduled exam date.

## **Reading Lists**

Copies of recent syllabi for required courses are available on the "W" drive under Clinical Psychology Graduate Syllabi.

## **Testing Location and Distribution**

Depending on how many students are taking the exam, the Comprehensive Exams may be held in one of the computer labs in Byrne (Room 358 or Room 602), the computer lab in the 990 Fullerton Building (Room 3100), or another computer lab on campus. Candidates will be notified which room will be used for the exam they will be taking. Students should arrive 10 minutes before the scheduled starting time, find a functioning computer, and bring up MS Word. The Comprehensive Examination Coordinator will distribute the examination questions and proctor the exam. At the end of the exam period, students will e-mail their answers to the Comprehensive Examination Coordinator.

## **Grading and Notification of Results**

A minimum of three Clinical faculty members is assigned by the DCT to grade each question. Students receive a score from 1 to 5 (1=very poor, 5=excellent) for each question. An average score across all readers of 3.3 is needed to pass the exam. In evaluating the examination, the following areas are considered: accuracy of information, comprehensiveness of answer, integration and synthesis of material, organization and clarity of writing. The most crucial criterion is that students address the important points of the questions. In addition, well organized and well written answers with appropriate reference citations are evaluated more positively. A sample of the Comprehensive Examination Evaluation Form is included in the Appendix and on the “W” drive in the folder labeled Clinical Comps.

Once all the grading is complete, the DCT will contact all of the students who took the exam individually to ask whether they would prefer to receive the news about whether or not they passed the exam in person, via telephone, or via e-mail. The DCT will then notify each student of his/ her results. Notification takes place three weeks after the exams have been completed. Following notification about whether or not students passed, the Assistant to the DCT will type up all faculty comments, so that these will be available for students to review and/or keep if they would like.

## **Retakes**

Students who are retaking all or part of the exams need to submit only the application form to the Comprehensive Examination Coordinator. Students retake the exam on the regularly scheduled day and time for the spring or fall Comprehensive Exams, and retakes should occur within one year. (Exceptions to these procedures must be approved by the DCT.) A student is allowed one retake of the general and one retake of the emphasis-area exam. A second failure is likely to lead to dismissal from the program.

## **Alternative Project**

Graduate students in the doctoral program in Clinical Psychology at DePaul may elect to complete an Alternative Project to meet the Comprehensive Exam degree requirement. The Alternative Project consists of an APA-style major comprehensive review paper based on the literature within an area relevant to the field of Clinical Psychology. The review paper cannot constitute the introduction to the student’s thesis or dissertation but may be in an area related to the dissertation work, and the student may choose to have his/ her Thesis or Dissertation Chair as the chairperson of the committee that will evaluate the project. The focus of the review, however, should be large enough in scope that completion of the review will demonstrate

comprehensive understanding of a significant area within the field (e.g., the effects of stressors on child and adolescent mental health). In addition, the review should provide a significant contribution to the field. Thus, students should not select a topic that has recently been reviewed in the literature (unless that review was deficient). This major work must be submitted for publication in a peer-reviewed Clinical Psychology journal (e.g., *Psychological Bulletin*, *Clinical Psychology Review*). Copies of Alternative Project proposals and completed papers are available at W:\csh\psy\psy public\Clinical Psychology Prog.

Before choosing the Alternative Project, the student should consider carefully the strengths and weaknesses of this assignment with particular attention to his/ her career goals. The Alternative Project represents a more time-consuming option than the traditional comprehensive exam and does not offer as effective a method for consolidating the learning done in program coursework. On the other hand, it can provide the foundation for a research agenda, and might be the ideal option for someone considering an academic career.

To be eligible for the Alternative Project, the following conditions must be met: 1) the student is in good standing in the program, 2) the student has successfully completed the master's thesis by June 1<sup>st</sup> of his/her second year, 3) the student has discussed this option with his/her advisor and both agree the alternative project would be the best choice for his/her professional development goals, 4) the student is able to secure a chairperson for the topic of interest and at least one other program faculty as reader to form a Comprehensive Committee; and 4) the Comprehensive Committee (and DCT) approve the proposal.

Within three months of defending the Master's Thesis, the student must inform the DCT whether he/she plans to complete the Alternative Project. The student then selects a project chair and at least one other program faculty as reader. The student writes a 3-5 page proposal for this project, which he/she submits, to the committee and the DCT. The proposal should include: 1) a rationale for why this review is needed and its expected contribution to the field, 2) the specific research questions the review will address, 3) the inclusion criteria that will be used to select articles for the review and the number of articles that are expected to meet these criteria. Note: Students should consult methods sections of review articles published in journals such as *Psychological Bulletin* and *Clinical Psychology Review* to inform the methods they include in their proposals. The comprehensive project proposal must be submitted to the student's Comprehensive Committee and the DCT within three months after defending the Master's Thesis, and by September 15th of the student's third year at the latest.

Within two weeks of receiving the proposal, the Comprehensive Committee and DCT will approve/not approve the Alternative Project or ask for additional information in order to make a unanimous decision. Once approved, the Comprehensive Exam Alternative Project Form – Proposal must be signed by the student, project chair, reader, and DCT and placed in the student's file. The student is responsible for ensuring that the form is signed and given to the DCT or Graduate Student Coordinator to be placed in his/ her file.

The student has until June 1st of the end of his/her third year, or up to one year after the proposal was submitted, whichever comes later, to complete the Alternative Project by satisfactory approval of the faculty chair and project reader. If the student does not complete the Alternative Project by that date, the student then generally will be required to complete the traditional Comprehensive Examination. If, however, the student encounters a delay and foresees that it will not be possible to meet this deadline, s/he may petition the faculty for an extension. Petitions will be considered if the student is making good progress in all areas and if the

student's Comprehensive Committee supports the extension. The petition, which should be submitted *before the deadline for completion*, should describe the student's progress to date, the reasons for a request for extension, the tasks left to be accomplished, and a timeline with concrete steps for completing the project. As part of the request, students should indicate how the revised timeline will affect their plan for completing the doctoral program in a timely fashion. The petition should be submitted in writing to the DCT, with copies to the student's Comprehensive Committee, and be accompanied by written documentation of the committee members' support for the extension.

*The review paper must be submitted for publication prior to being considered complete and receiving a "pass."* It is the student's responsibility to have the committee (chair and reader) as well as the DCT sign the form demonstrating approval of the final project (see Comprehensive Exam Alternative Project Form - Completion in the Appendix). The student will turn in signed copies to the DCT and Graduate Student Coordinator to place in his/her file. The student should also forward the DCT and Graduate Student Coordinator an email or other notification that the manuscript has been received by the journal for consideration for publication.

## **6. Student Evaluations**

Evaluation of student performance occurs throughout the clinical program. The major times and methods of evaluation are described below.

### **Admission Procedures**

The evaluation process begins with careful consideration of applicants for admission to the program. The following steps govern that process:

- It is the responsibility of the applicant to ensure timely submission of a complete application, which includes completed forms, college transcripts, reports of Graduate Record Examination results, personal statement, and three letters of reference. Incomplete applications will not be reviewed except under extraordinary circumstances. If the applicant notifies the Clinical Program of extenuating circumstances that have delayed completion of the application, the faculty may, at its discretion, evaluate the available materials. Students must indicate to which track (Child or Community) they are applying when submitting their application materials.
- Applicants with previous graduate credit must submit the usual application materials.
- Clinical Child faculty review applicants to the Child track. Clinical Community faculty review applicants to the Community track.
- Clinical faculty initially evaluates all applicants to determine whether or not they are acceptable for the program. Evaluations by the Clinical faculty that an applicant is acceptable may result in an invitation to the applicant to be interviewed. Although not absolutely necessary, the in-person interview is a highly desirable part of the admissions process and is conducted by at least one faculty member of the Clinical Program. Applicants deemed unacceptable are notified that their application has been denied.
- Upon the completion of the interviews with invited applicants, the clinical faculty in each track meet to review the applications of those whose credentials were deemed acceptable. Recommendations then are made as to whether the applicant can be accepted, deferred, or



denied admission. Final decisions regarding accepting an applicant rest with the CSH Graduate Division.

## **Annual Evaluation**

The full Clinical faculty evaluates each student at least once annually, on a schedule to be announced by the DCT several weeks or months in advance. Faculty consider information from course grades, practica evaluations, supervisors of graduate assistantship activities, course instructors, and comments of clinical faculty. The annual evaluation considers the student's performance in the following areas:

- Academic coursework (grades, incompletes, current registration in expected number of hours; a 3.2 average is the minimal expectation for good standing in the program, and no grade below a "B minus," i.e., below a 2.5, in accordance with the Psychology Department's new Grade Policy, which went into effect in Fall 2013)
- Clinical practica (evaluations by supervisors and others familiar with student's work)
- Master's thesis or dissertation (progress on research)
- Graduate assistantship/Advanced research responsibilities (may include research, teaching, or service activities)
- Professional and ethical conduct (collegial relationships, ethical behavior, tolerance for divergent perspectives, evidence of professional commitment)
- Progression through program requirements

Four additional categories, "teaching or training", "scholarly activity" "service (leadership/involvement)," and "documented attendance at one clinical area colloquium per quarter or equivalent or, if not feasible, other professional development activity" have been added over the past several years ago. During the 2012-13 academic year, the faculty refined the guidelines it uses for rating students in these categories, and they are summarized on the most recent version of the Annual Evaluation Form (see Appendix and at W:\csh\PSY\psy public\Clinical Psychology Prog\Annual Student Evaluation -Forms).

In addition, the following explanation accompanies students' feedback on their annual evaluation:

To help you decipher our ratings, I will briefly explain that we consider an "S" (Satisfactory) to be a very good rating, in which the student appears to be on target for successful completion of the program. In order to get an "O" (Outstanding) for Academic Coursework, we expect that a student would have a cumulative GPA of 3.75 or above and no incompletes in courses. Ratings in Master's Research or Dissertation are based on the student's progress in relation to the year in the program. For example, to receive an "S," 2<sup>nd</sup> year students are expected to defend their thesis proposal by November 1<sup>st</sup>. Students expecting to go on internship their 5<sup>th</sup> year, will need to have defended their thesis by February 1<sup>st</sup> of their 3<sup>rd</sup> year and defended their dissertation proposal by the fall of their 4<sup>th</sup> year. Students who will take 6 years to graduate must have defended their thesis by the end of spring quarter of their 3<sup>rd</sup> year, made progress on their dissertation proposal by the end of their 4<sup>th</sup> year, and defended their dissertation proposal by fall of their 5<sup>th</sup> year. Ratings for Clinical Practica/Internship and Graduate Assistantship/Advance Research Responsibilities are based primarily on ratings and comments by supervisors for the current year; students not currently involved

in these activities are rated Not Applicable (“NA”). The maximum rating students typically could receive for Professional and Ethical Conduct is an “S,” because often issues of concern regarding this category are not known until after-the-fact. Thus, a rating of “S” in this area means that faculty believe that the student is performing in an ethical and professional manner. These two categories may be rated separately if appropriate. On the category of Progression through Program Requirements, students receive an “S” if they are on time in relation to their status when they entered the program. Faculty take into account special circumstances (e.g., health problems, data collection difficulties, challenges faced by the student) in the ratings. Areas of performance below Satisfactory could be rated either Marginal (“M”) or Unsatisfactory (“US”), depending on the severity of the discrepancy and the existence of mitigating factors. “M” is used when there have been efforts to remediate the problem, whereas “US” is given when problems are more significant or when little or no attempt appears to have been made to address them. Faculty may assign a plus or minus to some ratings to indicate levels of performance within a rating. With regard to #7 “teaching or training,” #8 “scholarly activity,” and #9 “service/leadership/involvement,” we have listed criteria on the ratings form as a guide for evaluation. For #10 “documented attendance at colloquium,” students receive an “S” for fulfilling the requirement or an N/A if on internship.

The student is asked to complete an Annual Student Record of Progress Form (see Appendix) summarizing his/her activities in the major areas to be evaluated. Copies of this form, individualized to first year, second year, and advanced students are available in the Appendix and on the “W” drive in the folder labeled Clinical Psychology Program. The student’s faculty advisor reviews this form, the student’s transcript and other evaluative materials in the student’s file, and requests information from graduate assistant supervisors. The faculty member brings these materials and tentative ratings to the faculty meeting for discussion. After review and discussion on a student, the faculty collectively rate the student on the Annual Evaluation Form – Faculty Form (see Appendix and “W” drive under Clinical Psychology Program) in each of the areas using the following ratings:

- Outstanding (reserved for the unusual student who is making exceptional progress for his/her level of training)
- Satisfactory (given to students who are making good progress and seem to be on target for successful completion of the program. The majority of competent students receive this rating)
- Marginal/Unsatisfactory (given to students who are showing significant problems that must be addressed, such as a rating of Below Expectations on a domain of the Practicum Evaluation form, have failed one or more parts of the comprehensive examinations, or have one or more academic classes that must be repeated in order to obtain the minimal acceptable grade; “M” is used when the concerns are of moderate severity, there are extenuating circumstances, or when there have been efforts to remediate the problem. “US” is given when problems are more significant or little or no attempt appears to have been made to address them).
- Not Applicable (given to students for whom an area is not relevant, for instance because they may have been on internship or have completed their academic coursework but have not yet obtained their degrees)

Following the written evaluation, the DCT cosigns the ratings form, and the student's faculty advisor summarizes each student's review in a letter that includes notification of the ratings and specific feedback on the student's performance in the nine areas outlined above. For students with at least satisfactory ratings in all areas, the advisor provides students with a copy of the ratings form and letter, and a copy is placed in the student's departmental file. For students receiving anything less than a satisfactory rating on an individual area, the letter also includes specific feedback on the areas of concern and recommendations for addressing the concerns. . For students receiving anything less than a satisfactory rating on an individual area, the DCT and advisor jointly meet with the student to discuss the evaluation and develop a plan for remediation. Students who disagree with their evaluations can use the appeal procedures described in the Rights and Responsibilities section, under Appeal Procedures.

Once the remediation meeting has been conducted, the advisor prepares a written remediation plan, which includes a timeline for completion of all remediation activities/actions with target dates and specific expectations. This plan is given to the student, the DCT is given a copy, and a copy is put in the student's departmental file. The advisor then monitors the student's progress on the remediation plan, and follow-up meetings are held between the student and advisor to assure that the timeline is being met. Upon completion of the activities/actions specified in the remediation plan, the advisor drafts a completion report, which details the extent to which corrective actions were or were not successful in addressing the issues of concern. This report is shared with the student and the DCT, and a copy is placed in the student's file.

At the student's next annual program evaluation, the advisor is responsible for reviewing and updating the full clinical faculty on the student's progress on the remediation plan. If the remediation plan has not been completed by the time of the student's next annual review, the advisor drafts a remediation plan progress report, which details the extent to which corrective actions were or were not successful in addressing the issues of concern. This progress report is shared with the clinical faculty members during the annual evaluation. Based on the updated evaluation, the faculty members collectively decide on whether or not to make alterations to the remediation plan. The student receives a copy of the remediation plan progress report after the annual evaluation, along with the letter and ratings on the Annual Evaluation form, and a copy is placed in the student's department file. For students receiving anything less than a satisfactory rating on an individual area in this evaluation, the DCT and advisor again jointly meet with the student to discuss the evaluation and develop another plan for remediation, as described above. It is the student's responsibility to follow through on developing and completing activities on the remediation plan to remain in good standing in the program.

### **Required Sequence and Timeline for Progression in the Program**

Students are expected to complete program steps within a defined timeframe and sequence. Five to six years is usually the desired length of time to complete the program, although some students take more time. Major steps are listed below, along with the deadlines and requirements associated with each point.

**Admission to Doctoral Program and Maintenance of Good Standing.** Students offered acceptance are admitted into the doctoral program upon entry in graduate study. Students are evaluated annually by the clinical program faculty, and maintenance of good standing is dependent upon satisfactory evaluations in each of the areas described above for the annual evaluation.

**Master's Thesis Proposal.** As described earlier in the section titled Master's and Dissertation, the program has established a structured sequence of activities to support students in timely completion of the Master's thesis. One aspect of the timeline involves having the thesis proposal approved by November 1<sup>st</sup> of the second year of graduate school.

**Doctoral Comprehensive Examinations.** The comprehensive examinations, described above, usually are taken in either the fall or spring of the student's third year, or in the fall of the student's fourth year. (However, the latter schedule or any additional delay postpones graduation beyond the five-year model.) The examinations must be taken within four years of the student's admission to the doctoral program (i.e., in the Winter quarter of the second year). In order to sit for the exams, the student must have completed the final orals for the Master's thesis, submitted final copies to the CSH Graduate Division, and submitted the application for comprehensive exams by the following dates:

- For fall comps deadline: July 15
- For spring comps deadline: February 1

**Admission to Doctoral Candidacy and Permission to Defend Dissertation Proposal.** Upon successful completion of the comprehensive exams, the student is admitted to doctoral candidacy. Students cannot formally defend their dissertation proposal or take dissertation credits until they have passed their Comprehensive Examinations and been admitted to doctoral candidacy. Students denied candidacy will be required to withdraw from the program or withdraw after completion of the M.A. For students who enter the program with a Master's degree and have their Master's thesis requirement waived due to having conducted a Master's thesis in their prior program, the option exists to begin work on the dissertation prior to taking Comprehensive Examinations. This procedure is described in the section on Master's and Dissertation, in the subsection titled Dissertation: Specific Guidelines, Exception to Timeline for Students with a Master's Thesis Waiver.

**Internship Application.** Students applying for internship must have successfully completed the following program requirements before the DCT will verify their eligibility and readiness for internship, which is required as part of their internship applications:

- All required coursework (including the history and systems requirement), with a GPA of 3.2 or above, no grades below "B minus," and no incompletes in required courses other than research (revised according to the Psychology Department's Grade Policy in effect as of Fall 2013)
- Master's thesis successfully defended, with grade and final copies submitted to the CSH Graduate Division
- Comprehensive examination passed for both general and emphasis areas (or Alternative Comprehensive Project completed).
- Dissertation proposal approved by the student's dissertation committee.

**Time Limitations on Completion of Ph.D. Program.** CSH Graduate Division policies state that (1) there may be no more than four years between a student's admission to the doctoral program and admission to doctoral candidacy, and (2) there may not be less than eight months and no more than five years between admission to candidacy and the final doctoral oral examination. More time than specified above can result in dismissal from the program.

## **Completion of Program Requirements**

The Ph.D. is not formally granted until the student completes all program requirements (including the predoctoral internship). A student may participate in June commencement ceremonies only after successfully completing all requirements except the last three months of internship. This includes completing all coursework, practica, the history and systems requirement, the dissertation orals, and all final revisions to the dissertation. All requirements must be completed by the grading deadline of the degree conferral quarter. Clinical students who are on internship are allowed to participate in the commencement ceremony if they have completed the above dissertation requirements in the following circumstances: a) internship completion July 1 – student may participate in the ceremony and apply for June degree conferral; or b) internship completion by August 31 – student may participate in the ceremony and apply for August degree conferral. However, the Ph.D. degree will not be formally granted until the student successfully completes the internship and this fact is verified by the DCT. Upon notification through formal written documentation of internship completion, the DCT will inform the CSH Graduate Division that all requirements are completed. The degree will then be awarded.

**Important Note:** For both the Master's and the Ph.D. degrees, students are responsible for ensuring that all requirements have been met, including ensuring that any necessary grade changes are made (e.g., changing the "R" grade for research in progress for thesis and dissertation research courses), securing a degree audit, applying for conferral, and confirming that the degree has been confirmed. Faculty and staff will assist with these processes, as needed, but students are ultimately responsible for ensuring that they occur.

## **Discipline and Discontinuance**

Violation of university or Clinical Program regulations can result in disciplinary action ranging anywhere from restrictions on registration to termination of the student's graduate status.

Restriction on registration simply means that the student is not allowed to register for a full load of courses until he or she has cleared up the problem. This may occur, for example, if:

- The student has more than one incomplete in coursework (except research, fieldwork, or practicum) from the previous academic year, as described under the section on Curriculum, subsection on Credit Hours, Registration, and Enrollment Requirements.
- The student has not had the Master's thesis proposal formally approved by the last day of final exams during the Winter quarter of the student's second year.
- A reduced course load or specific restrictions on registration has been specified as part of a remedial plan following a Marginal/Unsatisfactory rating in a student's annual evaluation, or as part of a plan developed in response to an individual student concern.

Other forms of disciplinary action can include lowered grades in coursework, removal of financial assistance, or, in severe cases, recommendation for termination from the graduate program. The action taken is based on the stated policies of the university and the Clinical Program, the severity of the student behavior, and current and prior evaluations of student performance.

Discontinuance from the program may occur if the student:

- Receives a Marginal/Unsatisfactory rating in one or more areas of the annual evaluation and is unable or unwilling to comply with the conditions for remediation outlined by the Clinical Program.
- Fails to meet what the Clinical Program, Psychology Department, CSH, or university deems to be satisfactory progress toward a graduate degree.
- Fails a final oral examination (defense of Master's thesis or doctoral dissertation)
- Fails the Comprehensive Examinations twice in one or both areas.
- Violates the University standards of conduct as specified in the Student Handbook.
- Violates professional ethics as stated in the APA ethics code or the Illinois Mental Health Code.

Students subject to disciplinary action by the Clinical Program can use the appeal procedures described in the section on Rights and Responsibilities, Grievance Policy.

## **7. Rights and Responsibilities**

### **Code of Student Responsibility**

A student, by voluntarily joining the university community, assumes the responsibility for abiding by the standards that have been instituted by DePaul University. Students are advised to read this code carefully so all are aware of the policies that guide the University in its dealings with them. The full Code is available in the DePaul University Student Handbook and can be accessed online at <http://www.depaul.edu/university-catalog/academic-handbooks/graduate/university-information/Pages/about-this-handbook.aspx>. The Code of Student Responsibility was developed by the Student Affairs Office to give formal recognition to the rights and responsibilities of students at DePaul University and is based on the following principles:

1. The intrinsic value of the person stands above other values. The personal rights and dignity of individuals are to be held inviolate. They take precedence over any academic goal set forth by the university.
2. The student is respected as a responsible person. He or she is, therefore, encouraged to make informed decisions with respect to his or her own education and to be involved in university decisions to the fullest extent possible.
3. The university is by definition a corporation. Just as the individual student has his or her own personal rights, so the university, as a corporate person, has an obligation to exercise its rights and privileges in conformity with the laws and procedures governing its actions.
4. DePaul University recognizes that freedom to teach and freedom to learn depend upon opportunities and conditions in the classroom, on the campus, and in the larger community. The responsibility to secure and respect general conditions conducive to learning is shared by all members of the academic community. Freedom is meaningless unless responsibility is also present.

The Code of Student Responsibility lists the rights of all students at DePaul. Some of these rights include the right to their own ideas, beliefs, and political associations; the right to ask

questions and express their opinions without that affecting their academic evaluations, as long as they do not interfere with normal operations of their classes or infringe on the rights of other students; the right to receive a clear and concise written statement concerning academic and nonacademic regulations and commitments made by the university; and rights with respect to their educational records as contained in the Family Educational Rights and Privacy Act of 1974. In addition, students have the right to a hearing within the established university procedures, in all matters that can result in the imposition of sanctions for misconduct. The code spells out students' rights with the disciplinary process, procedures for disciplinary hearings, and disciplinary appeal procedures. (This disciplinary process relates to student misconduct in relation to the Code of Student Responsibility, rather than disciplinary issues relating to a student's progress within a specific academic program, unless the student's progress also involves potential violations of the Student Handbook.)

The code protects students' rights by making explicit all university-wide disciplinary procedures so that no student may be disciplined except in strict adherence to proscribed policies. As an academic and religious institution, DePaul has a vested interest in both the safety and well-being of the members of its campus community. As a result of the high caliber of men and women DePaul University attracts, the Code of Student Responsibility reflects the emphasis on responsibility in both the academic and nonacademic areas of university life. It is the intent of the code to provide the necessary guidelines to support and advance the educational and religious aims of the university without unduly restricting or diminishing the university experience.

The code outlines the minimum acceptable level of conduct expected of every student at DePaul. The policies and procedures outlined are those that students, faculty, and administrators at the university have designed to further the educational aims of the institution and to assist all students in the pursuit of their educational, personal, and social development. The Vice President for Student Affairs, or his/her designee, maintains exclusive authority for imposing sanctions for behaviors that violate the Code of Student Responsibility. The Vice President is also responsible for interpreting and/or implementing university procedures or policies to address issues that are not specifically covered by the various parts of this code.

The university's adjudication of any violation of this code may proceed independently of any action taken by state, federal, or municipal agencies. The university reserves the right to refer incidents of misconduct to civil or criminal authorities. This code is designed to protect the rights of all members of the university community so they can prosper academically, socially and personally. In order for this code to work effectively, however, students must take responsibility for confronting behaviors exhibited by their peers that negatively impact their experiences and violate established standards of behavior. It is imperative that students work in partnership with university faculty and staff members to protect the rights that have been afforded them.

In addition to the Student Handbook, the DePaul Graduate Course Catalog (<http://www.depaul.edu/university-catalog/Pages/default.aspx>) describes regulations and resources specific to graduate students. Students also should become familiar with the policies of the Department of Psychology, which are available at W:\csh\PSY\psy public\Graduate Student Handbook and Policies.

Finally, as long as the student is enrolled in the Clinical Psychology Program, he/she is required to provide faculty with up to date contact information. DePaul e-mail accounts are the most efficient means for faculty to contact students. If that method is not available to the

student, for whatever reason, the student is responsible for providing faculty with alternative contact information.

## **General Expectations for Ethical and Professional Conduct**

The Clinical Psychology training program views the entire period of a student's matriculation in the graduate program as a continual professional development experience. Students and faculty in the program are expected to be knowledgeable about and to maintain behavior consistent with current and evolving professional standards for both research and clinical activities. Students are expected to behave during their time in the program in a manner that is consistent with accepted standards of professional and ethical behavior of the Clinical Program, the Psychology Department, DePaul University (as outlined in the DePaul University Student Handbook), the American Psychological Association (as outlined in the American Psychological Association's most recent version of the Ethical Principles of Psychologists and Code of Conduct), and the Illinois Mental Health Code. Some examples of ethical and professional conduct are described below; others are mentioned elsewhere in this manual.

Any research involving human participants (or records gathered on humans), must be approved by both the Psychology Department's Local Review Board (LRB) and the DePaul University Institutional Review Board (IRB) for the Protection of Human Research Participants (see Approval To Conduct Research: LRB/IRB Process subsection under the Masters Thesis and Dissertation section of this document, and the websites of the LRB and IRB cited therein). This includes research conducted independently by the student or in collaboration with a faculty member/external researcher/community member, regardless of where the study is conducted (research conducted at other institutions or agencies must be approved by both the LRB and IRB at DePaul University even if it has been approved by another Institutional Review Board), as well as the analysis of secondary data obtained from either internal or external sources. Any deviation from these standards will be reviewed by the members of the clinical faculty for a recommendation of appropriate disciplinary action and/or dismissal from the program.

Students are expected to be informed about and practice regulations regarding confidentiality in all clinical, community, and research related activities as outlined in the American Psychological Association's most recent Ethical Principles of Psychologists and Code of Conduct and the Illinois Mental Health Code.

Psychological assessment materials have been designed for specific and restricted professional purposes. Students should take care to follow ethical and professional guidelines in using and reporting psychological assessment information. In addition, psychological testing materials belonging to the Department of Psychology should be used by clinical graduate students only as part of assignments in psychological assessment courses. Under extenuating circumstances, clinical graduate students may receive permission from the DCT to use the departmental testing materials. Students can only check out psychological testing materials with permission of the instructor for one of the assessment courses, the teaching assistant for these courses, or the DCT. Once permission has been granted, students should obtain the testing materials from the main psychology office or the teaching assistant of the assessment courses. All materials have to be signed out in writing. Materials should be returned immediately after they have been used for assessment purposes. Failure to return the materials will result in an incomplete in the course.



DePaul's Clinical Psychology doctoral program has also adopted the Council of Chairs of Training Councils' model policy (approved by the Council of Chairs of Training Councils in March, 2004) regarding the comprehensive evaluation of student-trainee competence in professional psychology. See below.

**The Comprehensive Evaluation of Student-Trainee Competence in  
Professional Psychology Programs' Model Policy**  
(approved by the Council of Chairs of Training Councils in March, 2004)

Students and trainees in professional psychology programs (at the doctoral, internship or postdoctoral level) should know—prior to program entry, and at the outset of training—that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

Although the purpose of this policy is to inform students and trainees that evaluation will occur in these areas, it should also be emphasized that a program's evaluation processes and content should typically include: (a) information regarding evaluation processes and standards (e.g., procedures should be consistent and content verifiable); (b) information regarding the primary purpose of evaluation (e.g., to facilitate student or trainee development; to enhance self-awareness, self-reflection, and self-assessment; to emphasize strengths as well as areas for improvement; to assist in the development of remediation plans when necessary); (c) more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and setting); and (d) opportunities for remediation, provided that faculty, training staff, or supervisors conclude that satisfactory remediation is possible for a given student-trainee. Finally, the criteria, methods, and processes through which student-trainees will be evaluated should be clearly specified in a program's handbook, which should also include information regarding due process policies and procedures (e.g., including, but not limited to, review of a program's evaluation processes and decisions).

## **Commitment to Diversity**

DePaul University has in its history and mission a deep and abiding respect for the dignity of individuals and their cultures. The University is committed to action that supports such diversity and enables all members of the university community to build and enhance relationships in a safe environment. DePaul University is committed to providing and maintaining a healthy learning and working environment for all students, staff, and faculty members, free of harassment, discrimination and/or assault behavior of any kind against any person or group of individuals based on race, gender, sexual orientation, age, national origin, religion, marital status or disability. The DePaul community is a welcoming one, marked by its inclusivity, diversity, and openness to a wide range of students, faculty and staff.

In the Spring of 2002, the clinical faculty adopted the following Diversity Mission Statement developed by its Diversity Committee:

Consistent with APA's code of ethics regarding respect for people's rights and dignity, we, the clinical program faculty, students, and staff, value diversity. We respect and celebrate the diversity of our program and the people with whom we have contact in our research, teaching, supervision, and clinical and community work. We strive for a socially just society in which all human beings are treated with dignity and respect. Further, we envision a society in which there exists

absolute intolerance for the degradation or abuse of individuals and groups on account of a dimension of their humanity. As a program, we object to overt and subtle discrimination based on human diversity elements (e.g., racism, sexism, heterosexism, classism, xenophobia). Faculty, students, and staff are encouraged to challenge oppressive social systems, practices, and structures.

We acknowledge that there are multiple realities and that individuals with whom we interact come from diverse life experiences and histories. As part of professional and personal development, which are inextricable, we expect that every member of the clinical program will engage in an ongoing and honest self-exploration of his/her own biases and assumptions. We strive to provide a safe space for transformation in which individuals can examine and inform their value systems and biases. In this exploration and discovery, we strongly encourage a movement toward acceptance and celebration of human differences that is based in compassion, justice and equity. We value beliefs and perspectives that are not degrading and abusive. Also, acceptance and celebration of human diversity should be distinguished from simple tolerance, which often implies a reluctant and limited acceptance of people. Often this limited acceptance of those who are different is contingent on “good” or “appropriate” behavior defined as such by those who possess varying levels of power.

What do we mean by diversity? Diversity is the coexistence of various groups of people who possess different cultural and human characteristics. In our understanding and exploration of diversity, we refer to all aspects of cultural and human differences, including but not limited to:

Race	Socioeconomic status
Ethnicity	Family structure
Nationality (including language)	Size
Physical & Mental ability/disability	Physical Appearance
Generational status	Age
Sex/Gender	Skin Color
Sexual Orientation	Religion/Spirituality

## **Academic Integrity**

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others, and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students’ own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations of academic integrity include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university’s academic resources—alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Copies of the Academic Integrity Policy and the procedures for addressing violations of the policy can be found on the DePaul University web page at <http://academicintegrity.depaul.edu/> and in the DePaul University Student Handbook. All members of the university community share

the responsibility for creating conditions in which violations of academic integrity are curtailed. In particular:

1. Students must abstain from any violations of academic integrity and set examples for each other by assuming full responsibility for their academic and personal development, including informing themselves about and following the university's academic policy.
2. Faculty members must foster a climate that is conducive to the development of student responsibility—they should provide guidance as to what constitutes violations of the Academic Integrity Policy and educate students about the ethical and educational implications of their actions. Syllabi should call attention to the Academic Integrity Policy.
3. Faculty members, furthermore, have the authority and the responsibility to make the initial judgment regarding violations of academic integrity in the context of the courses that they teach. They may impose sanctions up to and including failure of a course at their own discretion in cases involving a violation of academic integrity policies. In cases such as alleged plagiarism, it is important that faculty members distinguish between an intentional violation of the Academic Integrity Policy and a technical error or careless work.
4. Deans of the various colleges are responsible for ensuring that their faculty, particularly new faculty and part-time faculty, are aware of the university's Academic Integrity Policy and of their responsibilities in this regard. The deans should monitor periodically the number and disposition of cases involving students in their college to ensure that their faculty are both fair and rigorous in enforcing the university's Academic Integrity Policy.

These efforts are supported by detailed guidelines and procedures that are designed to deal with violations, to maintain the integrity of the institution and to ensure that university standards are upheld.

Because of the serious nature of academic integrity violations, students found to have engaged in such actions jeopardize their status in the Clinical Program as well as the university. The Clinical Program will consider the student's behavior with regard to the ethical and professional standards of psychology and may recommend procedures up to and including permanent dismissal from the program.

## **Sexual Harassment**

DePaul University is committed to providing and maintaining a healthy learning and working environment for all students, staff, faculty and other members of the University's community, free of discrimination and all forms of sexual and gender harassment, which diminish the dignity or impede the academic freedom of any member of the University community. In accordance with DePaul's Vincentian values, its role as an educational institution, and both federal and state law, the University condemns any form of sexual or gender harassment or assault and is committed to taking action to prevent and eliminate all forms of them, including coercive sexual behavior. These types of harassment also may constitute unethical conduct. Any staff member, faculty member or student found to have engaged in such conduct is subject to disciplinary action, up to and including discharge and/or expulsion.

Further, the University condemns any acts in violation of this policy involving any third parties, including visitors, guests and agents, representatives and employees of suppliers or contractors, and will take violations of this policy by such parties into consideration in the awarding of contracts and the future conduct of business. Sexual and gender harassment are not only repugnant to the DePaul community and a violation of this policy, but may be criminal offenses according to Illinois or federal law. Members of the university's community who have been found in violation of statutes related to sexual harassment and/or assault may be subject to additional University disciplinary action.

The Director of DePaul's Sexual Harassment Policy Office offers confidential advising and resolution concerning sexual harassment issues within the university community. Three complaint advisors are available at all times for consultation at either the Lincoln Park or the Loop campus. The Sexual Harassment Policy Office website (<http://condor.depaul.edu/~harass/>) contains the University's Sexual Harassment Policy and Procedures and information regarding who to contact if students or others have sexual harassment related concerns and or questions.

## **Appeal Procedures**

The university has established policies for students who wish to appeal disciplinary actions regarding alleged student misconduct or academic integrity, as well as to challenge grades received in courses. These policies are described below and in the Student Handbook.

A student may appeal a decision of the Clinical Program faculty by preparing a statement (this can be delivered in person, but it also must be delivered in writing) giving the grounds and rationale for the appeal. This statement should be presented to the DCT, who then will arrange a meeting with the clinical faculty. The student can be present at this meeting to present the appeal, or he/she can opt to have him/herself represented by the written statement or a faculty member familiar with the situation. If the student chooses to be present at this meeting, he/she can be asked to leave the meeting after making the presentation, in order to allow for faculty discussion and decision-making. The clinical faculty as a group will then consider the appeal, and its decision will be communicated to the student.

If the student feels that this is still unsatisfactory, the next level of appeal is to the Department Chairperson. The Department Chair will review the situation, with input both from the student and the Clinical Program faculty. The Department Chair will then communicate a decision.

If the student is dissatisfied with the Chair's decision, the student has a right to appeal the Chair's decision to the entire Psychology Department faculty. Again, the student must present the case in writing, and he/she is free to also be present at the faculty meeting at which the appeal is discussed to make his/her case. The student can be asked to leave the room at the point at which the faculty discuss and vote on the issue. The Psychology Department's decision regarding the appeal will be communicated to the student.

In addition to this university-wide appeal process, the Clinical Program has developed its own grievance process (described below). Students have the option of choosing whichever process they believe would be most beneficial to them.

## **Grievance Policy**

During the 2001/2002 and 2002/2003 academic years, the Clinical Program's Quality of Life Committee developed a grievance policy and procedures for implementing this policy within the Clinical Program. In June, 2003, the clinical faculty voted to approve this policy and implement it beginning in the fall of 2003. The policy was reviewed at the end of the 2003/2004 academic year, and a decision was made to retain the policy. A minor revision to the policy regarding records was made in September, 2011, to comply with APA policies, which require that records of all investigations be made available to site visitors at periodic accreditation reviews. The current policy is printed below.

### **Clinical Psychology Program Grievance Policy**

**Acknowledgements:** This proposal is based in large part on documents prepared by students (Chad Balz, Angela Burch, Deborah Hanna, Fumiko Itaya, Kristen Langheld, Zachary Nelson, Debbie Zetic, Kana Waugh) in partial fulfillment of course requirements for Dr. Alice Stuhlmacher's seminar in I/O psychology on organizations and conflict.

#### **General Guidelines**

The Clinical Psychology Program Grievance Policy encompasses any undergraduate or graduate student concern not covered by the University grade challenge policy or the University sexual harassment policy that is not of a criminal nature. Concerns covered by the grievance policy may include, but are not limited to, concerns about student credit for research; working relationships between students and faculty members; review of comprehensive exam grading; review of dissertation committee decisions, etc. In sum, any non-criminal issue (not covered by existing university grade challenge and sexual harassment policies) that arises during the course of a student's career that is not resolvable through direct communication with the involved parties may be channeled through the grievance process of the program. All inquiries and complaints will be treated confidentially.

#### **The Procedure**

If a student believes that he/she has been subject to an incident(s) meriting filing a grievance, the first steps are to pursue informal resolution of the conflict. The grievant should first:

- Discuss his/her concerns directly and immediately with the party(ies) causing the grievance; and/ or
- Consult with the Director of Clinical Training about the incident for suggestions about how best to proceed; and/ or
- Consult with his/her faculty advisor about the incident for suggestions about how best to proceed; and/ or
- Consult with the Clinical Psychology Program Grievance Ombudsperson about the incident for suggestions about how best to proceed (see below).

#### **The Clinical Psychology Program Grievance Ombudsperson:**

An ombudsperson is available to the complainant to provide consultation regarding both 1) informal strategies for resolving conflict with the party(ies) causing the grievance and 2) the process for filing a formal grievance. The DePaul

University ombudsperson has been trained in negotiation and conflict resolution skills, and has agreed to serve in this role for our program. The role of the ombudsperson is to serve as an advisor and resource to the grievant. The grievant may choose to meet with the ombudsperson before filing a formal grievance. The ombudsperson is responsible for:

- Exploring informal means of resolving the grievance;
- Explaining the grievance policy to the complainant;
- Assisting the complainant with the process of filing a formal complaint if needed;
- Providing training to the grievance committee on best practice procedures for the resolution of grievance complaints;
- Explaining the committees' decision to the complainant.

#### Informal Resolution Process

Complainants may be able to resolve the grievance by immediately and directly expressing their concerns to the responsible party(ies) about such an incident. The ombudsperson can act as a mediator between the complainant and the party(ies) involved in the incident to work toward informal problem resolution. If this mediation is successful, a written settlement agreement will be prepared by the ombudsperson. This mediation agreement will generally include:

- Pledge by the parties involved not to engage in any behavior that could result in the reinstatement of the grievance;
- Promise by the respondent not to retaliate against the complainant;
- Procedures for monitoring the grievance agreement.
  - The settlement must be in writing, signed by both parties, and approved by the ombudsperson. If the complaint cannot be resolved informally, the ombudsperson will assist the complainant in filing a written grievance with the Clinical Psychology Program Grievance Committee.

#### If informal resolution of the conflict is not possible,

- The complainant should file a formal complaint by:
  - Making a written record of the date, time, and nature of the incident(s) and the names of any witnesses (see Grievance Report form in the Appendix and on the "W" drive under Clinical Psychology Program); and
  - Reporting, in writing, the incident to the Chairperson of the Clinical Psychology Grievance Committee (see Grievance Report form).

Both the complainant and the accused party(ies) have the options of a) appearing before the Committee to present their cases and/ or b) presenting their cases to the Committee in writing only.

#### Clinical Psychology Program Grievance Committee:

The Clinical Psychology Program Grievance Committee will seek to deal expeditiously, confidentially and fairly with the grievance expressed. This committee includes three faculty members and three graduate students. Two faculty members and two graduate students will come from the Clinical Psychology program as these people would be most familiar with the intricacies

of the program. The other two members (one faculty member and one graduate student) will come from the Community, Experimental, or Industrial-Organizational programs. All of the committee members will be randomly selected by the Director of Clinical Training and appointed for two years (the initial terms will be staggered to ensure continuity). The Committee will select a chairperson from among its members to oversee the completion of its responsibilities. Alternate committee members (selected by the Director of Clinical Training) will step in as needed. The Director of Clinical Training will work to ensure equity in the committee with regard to race/ethnicity, gender, and level of experience (i.e. tenure and non-tenure faculty, first year and advanced graduate students), to name a few.

Note: Both the complainant and the respondent will be provided with a list of the six members on the grievance committee. If either the complainant and/or respondent believe that a committee member(s) could not be impartial, the complainant and/or respondent must provide evidence to support the claim. If the claim is supported, this individual(s) should not participate on the panel for this particular case. In addition, all the committee members should be provided with the names of the complainant and respondent so that a member(s) may excuse him or herself due to an inability to be impartial.

The Grievance Committee will not consider evidence outside the parameters of the grievance (e.g., grade records of students, publication records of faculty members will not be examined unless they are pertinent to assessing the merit of the case). A goal of the grievance process will be a conciliatory tone with an expectation of a learning outcome.

The Committee will:

- Meet to discuss the grievance within 30 business days during the academic year and within 45 business days during the summer hiatus;
- Ensure that grievances not covered by the Clinical Psychology Program Grievance Policy are referred to the appropriate governing body (e.g. the Grade Challenge Committee; the Sexual Harassment Ombudsperson; DePaul Security or the Chicago Police Department);
- (May) request additional written information to clarify the concern;
- Conduct an investigation of the incident. The grievance committee will decide who will conduct the investigation and interview all relevant parties. Each interview will be documented in writing.
- Provide a written record of proceedings/ decisions/ recommendations within 15 days after the investigation.
- Formally notify all parties (i.e. complainant, respondent, Director of Clinical Training, and the Chair of the Psychology Department) about the decision and corrective action that will be taken.
- Meet with the respondent to explain the decision and to implement or explain any corrective action that is necessitated.
- Ensure the university ombudsperson is made aware of every grievance case that goes before the grievance committee as well as its outcomes by sending copies of the grievance reports and results to the ombudsperson.



The Clinical Psychology Program Grievance Ombudsperson will meet with the complainant to explain the decision.

## **Records**

All inquiries, complaints, and investigations will be treated confidentially. The Psychology Department Business Manager will keep a copy of the grievance report in the Clinical Psychology Program Grievance Committee files in the Psychology Department. As required by APA's accrediting body, the Psychology Department Business Manager will also keep a copy of information and records on all formal complaints and grievances, of which it is aware, filed against the program and/or against individuals associated with the program since clinical program's the last accreditation visit. If the investigation does not result in support of the grievance, these files will be destroyed after the accreditation review. No record of the complaint will be kept in the complainant's or the respondent's file. The Clinical Psychology Program Grievance Committee may refer to previous (precedent setting) case files when investigating a current case to aid in grievance resolution. However, all cases are unique and are treated as distinct.

## **8. Student Supports and Representation in Governance**

### **Departmental and Campus Resources**

DePaul University, the Psychology Department, and the Clinical Program provide students with various resources to support them during their doctoral training. The Student Handbook (available at W:\csh\PSY\psy public\Graduate Student Handbook and Policies) contains information on numerous university programs and services available to students (e.g., library facilities, computer centers, photocopying facilities, email accounts, health services and insurance, handicapped student services, and international student services), as well as many community resources (e.g., banks, transportation facilities, restaurants, cultural establishments) of potential interest to students. In addition, the Psychology Department's graduate student orientation, prior to the first day of school, provides incoming students with information about space, facilities, parking, security, discounts at the bookstore, and other services available to students. All graduate students have access to the following resources:

- A shared office with their own desk and file cabinet.
- Telephone, including voice mailbox and access codes.
- Keys to Byrne Hall, offices, photocopying room, computer lab, etc.
- ID cards for building access, photocopying, library, computer labs, check cashing, etc.
- Personal mailboxes.
- Refrigerators, microwave ovens, and vending machines in Byrne Hall.

All students are assigned their own computer accounts. They receive network and web training during orientation, and they have opportunities for advanced training from the

department and the university throughout their graduate careers. Statistics and research courses include exposure to different computer applications.

## **Funding**

The Clinical Program has a policy to fund students for their first three years of graduate school, which is the timeframe in which students are expected to complete all formal coursework. Funding offers typically include a \$16,500 stipend and a full tuition waiver. As long as students remain in good standing, this funding package is renewable for each of the three years in which they are taking full-time coursework. During the fourth year, students fund themselves in various ways, including teaching, working in FCS, on funded research projects, and/or in paid clinical positions in Chicago (which the DCT can help arrange).

The Psychology Department established Graduate Assistantship guidelines as follows:

- Graduate Assistants (both RA and TA) are expected to work 22 hours per week (770 total hours) for 35 weeks, which is typically three 11-week quarters (10 weeks, plus finals week), and 2 additional weeks following the end of the fall quarter (after the Thanksgiving holiday), but can be negotiated. (In the Fall 2013, the Psychology Department is piloting a plan of 20 hours of GA assignments per week.)
- Graduate Assistants are not expected to work the Wednesday through Sunday of Thanksgiving week, between mid-December and New Year's, or during Spring Break.
- FCS trainees, the Web master, and the Subject Pool coordinator will complete some of their GA hours during the summer.

To the extent feasible, the Clinical Program attempts to match students for assistantships with faculty who have similar interests. However, some assistantships are designated for particular roles (e.g., teaching assistant for a particular course), and thus students may have responsibilities that are out of their professional interest area. In the spring of each academic year, students are welcome to approach particular faculty about their interest in working with them, and students are welcome to communicate preferences to the DCT, who will consider it when drafting the Clinical Program's Assistantship Proposal to the department. Final assistantship decisions are made at the departmental level.

The DePaul Family and Community Services Center (FCS) has employed clinical students as FCS trainees for over 30 years. These traineeships extend over 12 months and have different expected time commitments than the assistantships described above. Students apply for positions at the FCS and are selected based on their relevant experience and expertise.

All active doctoral students in good standing will receive \$1,000 per year to be used toward health insurance or health costs. The decision on how the funds will be used is up to the individual student.

## **Teaching Opportunities**

Students who have an interest in university teaching have the opportunity to gain experience serving as an instructor for one or more undergraduate Psychology course(s) as part of their graduate training. The Clinical Program strongly encourages students to gain supervised teaching experience; however, this is not a requirement of the Clinical Program. Students who

have completed their Master's degree, are in good standing in the Clinical Program as verified by the DCT, and who have attended the Psychology Department's Teaching Seminar are eligible to teach an undergraduate class on their own. The Teaching Seminar meets for one hour a week and is directed by a psychology faculty member. Students in the seminar attend sessions with guest speakers who are experienced instructors, attend an institute on the teaching of psychology, and do academic presentations and class simulations.

There are usually ample teaching opportunities for students to serve as instructors for undergraduate Psychology courses. In addition, students have the opportunity to teach LAS general education classes. Class schedules are developed one year in advance, and graduate students are asked to volunteer to teach sections originally listed as being taught by "staff." Graduate students who are eligible to teach are assigned a specific course and a mentor who can help them with course preparation and organization. Ideally, the mentor is a faculty member who has taught the same course. Graduate students are paid for teaching these courses.

### **Travel Funds**

Funds to support graduate student travel are quite limited, in that the Psychology Department has no budget for student travel. The CSH Dean's office provides limited assistance for travel or dissertation expenses up to \$500 per trip. The main criteria for funding are that the student is currently enrolled, has completed a Master's degree, and is presenting a single-author or first-author, peer-reviewed paper at a major conference in his/her professional field. In addition, students may have access to travel funds through a faculty member, who has funding through an external grant. An application form for travel funding is provided on the CSH website.

### **Student Participation in Governance**

Graduate students are encouraged to take an active role in departmental and Clinical Program meetings and decision-making. Department-wide faculty meetings are held once a month. Graduate students receive email correspondence about the agenda and minutes of monthly departmental faculty meetings, and they are welcome to attend. Clinical Program meetings are also held once a month, and students are encouraged to attend those as well. In fact, at least one representative from each of the first three years in the program is required to attend the Clinical Program meetings to ensure that student views are represented. The only exception is when meetings are devoted to evaluating students or related issues.

Students often are asked to join committees so their views can be identified and addressed. Examples of recent or current committees in which students have played an active role are the History and Systems Committee, the Course Overlap Committee, and the Culture of Research Enhancement Committee.

The Clinical Program requests that students elect a representative from each of the first, second, and third year classes to participate in clinical faculty meetings, in order to facilitate communication and student involvement in program decisions. Clinical students are notified in advance of the monthly clinical faculty meetings, and, whether or not serving as student representatives, they are invited to attend and contribute to discussions. Students participate in committees and/or discussions relating to many topics, such as program administration, curriculum development, and faculty recruitment and hiring. The students have one vote on issues of personnel in clinical program matters.

Students also play an active and important role in the recruitment of potential Clinical Program students. Each year, current graduate students are invited to participate in planning and implementing two group interviewing days for top candidates for the Child and Community tracks. Potential roles for students include contacting their alma maters to recruit promising candidates, hosting social functions before or during the interview days, hosting candidates for overnight stays around interview days, providing tours and sharing information with candidates during interview days, interviewing candidates, providing feedback to faculty on candidates, and informally mentoring incoming students. Student participation is noted by candidates as one of the most significant factors affecting their decision to come to DePaul, and faculty recognize it as a valuable recruitment activity. Faculty coordinating the admissions process will contact students early in Winter quarter to request and encourage (but not require) student involvement.

Students are eligible to vote on some department decisions, as spelled out in the Psychology Department's Constitution (most recent version is June, 2011):

- a) For the Election of the Chairperson, the students get one vote. This vote is jointly cast by graduate student representatives and the undergraduate representative.
- b) For tenure and promotion decisions, the students get one vote. This vote is jointly cast by graduate student representatives, including the graduate student named to represent the faculty member being evaluated, and the undergraduate representative named to represent the faculty member being evaluated.
- c) On all other Departmental matters, students do not get a vote, unless specifically authorized by the faculty in attendance at the meeting.

## **9. Appendices**

--see following pages--

# Clinical Psychology M.A. Degree Requirements

## Course Requirements

The Clinical MA is a Non-Terminal Degree, which is earned only by students who have been admitted to the PhD program. Students are not admitted for the MA program only. The MA requires a minimum of 74 quarter hours including four quarter hours of thesis credit.

### Core Courses

- PSY 404 LEARNING AND COGNITIVE PROCESSES
- PSY 406 PHYSIOLOGICAL PROCESSES
- PSY 430 ADVANCED SOCIAL PSYCHOLOGY
- PSY 439 ADVANCED DEVELOPMENTAL PSYCHOLOGY

### Statistics and Methodology Courses

- PSY 410 ADVANCED STATISTICS I
- PSY 411 ADVANCED STATISTICS II
- One course from the following list:
  - PSY 418 MULTIVARIATE STATISTICAL ANALYSIS
  - PSY 419 FACTOR ANALYSIS AND PATH MODELING
- PSY 420 ADVANCED RESEARCH METHODOLOGY

### Additional Courses

- PSY 481 INDIVIDUAL INTELLIGENCE TESTING I
- A&S 491 PSY 482 PERSONALITY ASSESSMENT
- PSY 484 BEHAVIORAL ASSESSMENT
- PSY 486 ADVANCED PSYCHOPATHOLOGY
- PSY 488 PRINCIPLES OF PSYCHOTHERAPY
- PSY 493 ADVANCED COMMUNITY PSYCHOLOGY
- PSY 500 PROFESSIONAL ETHICS (2 credit hours)
- PSY 520 PRINCIPLES OF HUMAN DIVERSITY
- PSY 565 PROFESSIONAL DEVELOPMENT SEMINAR (3 quarters, 0 credit hours)
- PSY 577 PRACTICUM IN CLINICAL ASSESSMENT , PSY 578 PRACTICUM IN CLINICAL PSYCHOLOGY, PSY 579 PRACTICUM IN CHILD CLINICAL PROCEDURES (3 quarters, 0 credit hours)
- PSY 590 THESIS SEMINAR (0 credit hours)
- PSY 597 MASTER'S THESIS RESEARCH
- Two Additional 4 credit hour courses

## Degree Candidacy

Each student is evaluated on his or her progress in the program each year of graduate study. Only those students who have given evidence of satisfactory academic performance as graduate students will be advanced. After M.A. conferral and passing of comprehensive exam, students will be matriculated into the Ph.D. program and admitted to doctoral candidacy. Students denied candidacy will be required to withdraw from the program or withdraw after completion of the M.A.

## Research Thesis

Complete a thesis on a topic approved by the department.

## Thesis Examination

The examination, in the field of the graduate student, may be, but is not necessarily, limited to a defense of the student's thesis.

## Clinical Practicum

Three quarters of clinical practicum need to be successfully completed. The director of clinical training must approve the practicum placement in advance.

# Clinical Psychology Ph.D. Degree Requirements

## Course Requirements

Minimum of 106 quarter hours beyond the bachelor's degree, including the following:

### Core Courses

- PSY 404 LEARNING AND COGNITIVE PROCESSES
- PSY 406 PHYSIOLOGICAL PROCESSES
- PSY 430 ADVANCED SOCIAL PSYCHOLOGY
- PSY 439 ADVANCED DEVELOPMENTAL PSYCHOLOGY
- PSY 461 HISTORY AND SYSTEMS OF PSYCHOLOGY
- PSY 481 INDIVIDUAL INTELLIGENCE TESTING I
- PSY 482 PERSONALITY ASSESSMENT
- PSY 484 BEHAVIORAL ASSESSMENT
- PSY 486 ADVANCED PSYCHOPATHOLOGY
- PSY 488 PRINCIPLES OF PSYCHOTHERAPY
- PSY 493 ADVANCED COMMUNITY PSYCHOLOGY
- PSY 500 PROFESSIONAL ETHICS(2 credit hours)
- PSY 520 PRINCIPLES OF HUMAN DIVERSITY
- PSY 565 PROFESSIONAL DEVELOPMENT SEMINAR(6 quarters, 0 credit hours)
- PSY 577 PRACTICUM IN CLINICAL ASSESSMENT, PSY 578 PRACTICUM IN CLINICAL PSYCHOLOGY, and PSY 579 PRACTICUM IN CHILD CLINICAL PROCEDURES (3 quarters, 0 credit hours)
- PSY 583 PRACTICUM IN COMMUNITY MENTAL HEALTH, PSY 584 PRACTICUM IN SPECIAL AREAS IN PSYCHOLOGY, and PSY 585 FIELDWORK IN COMMUNITY SETTINGS (6 quarters, 0 credit hours)
- PSY 590 THESIS SEMINAR(3 quarters, 0 credit hours)
- PSY 596 INTERNSHIP IN CLINICAL PSYCHOLOGY(5 quarters, 0 credit hours)
- PSY 597 MASTER'S THESIS RESEARCH
- PSY 598 DISSERTATION RESEARCH SEMINAR(0 credit hours)
- PSY 599 DISSERTATION RESEARCH

### Statistics and Methodology Courses

- PSY 410 ADVANCED STATISTICS I
- PSY 411 ADVANCED STATISTICS II
- One from the following list:
  - PSY 418 MULTIVARIATE STATISTICAL ANALYSIS
  - PSY 419 FACTOR ANALYSIS AND PATH MODELING
- PSY 420 ADVANCED RESEARCH METHODOLOGY

### Area of Emphasis

The student is required to take additional courses consistent with an area of emphasis.

### Clinical Child Additional Required Courses/Clinical Community Electives

- PSY 454 BEHAVIOR MODIFICATION
- PSY 491 TREATMENT METHODS WITH CHILDREN
- PSY 562 SEMINAR IN FAMILY THERAPY

- PSY 570 SEMINAR IN PSYCHOTHERAPY RESEARCH

#### Clinical Community Additional Required Courses/Clinical Child Electives

- PSY 492 PRINCIPLES OF CONSULTATION
- PSY 495 GRANT WRITING IN PSYCHOLOGY
- PSY 568 SEMINAR IN COMMUNITY PSYCHOLOGY
- PSY 569 SEMINAR IN PROGRAM EVALUATION
- PSY 585 FIELDWORK IN COMMUNITY SETTINGS(0 credit hours)

#### General Electives

- PSY 416 METHODS IN QUALITATIVE RESEARCH
- PSY 473 THE PSYCHOLOGY OF JUDGMENT AND DECISION-MAKING
- PSY 483 ADVANCED PSYCHODIAGNOSTICS
- PSY 489 GROUP PSYCHOTHERAPY
- PSY 511 HEALTH PSYCHOLOGY
- PSY 550 SEMINAR IN TEACHING PSYCHOLOGY(0 credit hours)
- PSY 561 ADVANCED PSYCHOLOGY OF WOMEN AND GENDER
- PSY 567 SPECIAL TOPICS IN COMMUNITY PSYCHOLOGY

## Other Program Requirements

#### Clinical Practica

Nine quarters of clinical practicum need to be completed. The director of clinical training must approve the practicum placement in advance.

#### Doctoral Candidacy Examination

Designed to assess the student's general knowledge of clinical psychology and the student's area of emphasis (child or community). The examination is given in two sections. One section consists of an examination in the areas represented by the required courses in Clinical Psychology. A second section consists of an examination in the student's area of clinical child or clinical community emphasis. An alternative to the Doctoral Candidacy Examination is to complete a major comprehensive review paper based on the literature within an area relevant to the field of Clinical Psychology. This paper must be submitted for publication in a peer-reviewed Clinical Psychology journal.

#### Admission to Doctoral Candidacy

Formally given to the student who has successfully passed the Doctoral Candidacy Examination; the student has no more than five years from this date to complete requirements for the doctorate or they will be dismissed from the program.

#### Candidacy Continuation

Registration in course(s) or candidacy continuation required each quarter between admission to candidacy and graduation.

#### Internship

One-year internship in a facility approved by the director of clinical training. Student's fifth or sixth year in the program is usually the internship year.



## Dissertation

Departmental committee approval and acceptance of topic and outline of dissertation given only after admission to candidacy approved.

## Oral Examination

Student to defend his or her dissertation and to show competence in the general field of psychology and in the area of specialization of the dissertation.

## Time Limitations

1. Between admission to the doctoral program and admission to doctoral candidacy: not more than four years
2. Between admission to candidacy and the final doctoral oral examination: not less than eight months and not more than five years, or dismissal from program ensues.

## DePaul Clinical Program Course Schedule by Year as of 2012-13

Total of 106 credit hours required		
<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
<b>First Year (50 credit hrs):</b>		
<b><u>18 hrs</u></b>	<b><u>16 hrs</u></b>	<b><u>16 hrs</u></b>
410, Statistics I	406, Physiological Processes	420, Adv Research Methods
439, Adv Developmental	411, Statistics II	430, Adv Social Psych
484, Behav Asst	481, Indiv Intell Testing	482, Personality Assessment
486, Adv Psychopath	493, Prins of Community Psy	418, Multivar (even*) OR
500, Prof Ethics (2 credits)		419, Factor Anal (odd*)
590, Master's Thesis Sem (register 590 each quarter for the whole 1st year, 0 credits)		
<p>* "Even" or "odd" refers to the beginning of the academic year in which courses are offered, if offered only every other year (e.g., "even" are courses offered 2012-2013 &amp; 2014-15, odd if courses offered 2013-2014 &amp; 2015-16).</p>		
<b>Other Requirements -- <u>Applies to All Years</u></b>		
461, History & Systems (or test for those entering before 2011) must be completed prior to applying for internship.		
595, Colloquium (0 credits) -- must register <b>every</b> quarter including summer terms from entry until graduation.		
<b>Second Year (36 credit hrs):</b>		
<b><u>12 hrs</u></b>	<b><u>12 hrs</u></b>	<b><u>12 hrs</u></b>
404, Learning and Cog Procs**	578, Practicum (0 credits)	418, Multivar (even) OR
488, Prins of Psychother	_____	419, Factor Anal (odd)
577, Practicum (0 credits)	_____	520, Principles of Diversity
_____	_____	579, Practicum (0 credits)
_____	_____	_____
<b><u>CHILD CLINICAL REQUIRED/COMMUNITY CLINICAL ELECTIVES:</u></b>		
454, Behavior Mod (odd)	491, Treat Methods with Children	562, Family Therapy (odd)
	570, Sem in Psycho Res (even)	
<b><u>COMMUNITY CLINICAL REQUIRED/CHILD CLINICAL ELECTIVES:</u></b>		
492, Prins of Consultation	569, Sem in Prog Eval	495, Grant Writing
568, Sem in Comm Psy-Prev/Interv (even)-required for those entering after 2010		
<p>**404, Learning and Cog Procs can be taken in the fall of second OR third year; second is highly preferred.</p>		
565, Prof Development Seminar (register each quarter for the whole 2nd year, 0 credits).		
597, Master's thesis research (4 credits) can be taken any quarter in years 2 or 3.		
590, Thesis Seminar (0 credits) -- enroll every academic quarter (not summer) except when taking PSY 597 until MA conferred. Master's degree is not conferred until the quarter after the hours are taken and thesis successfully defended.		
595, Colloquium (0 credits) -- must register <b>every</b> quarter including summer terms from entry until graduation.		

## DePaul Clinical Program Course Schedule by Year as of 2012-13 (cont.)

Fall	Winter	Spring
<b>Third Year (16 credit hrs):</b>		
A maximum of 16 credit hrs this year, but can take in 0-8 across quarters as you choose.		
<b>0-8 hours</b>	<b>0-8 hours</b>	<b>0-8 hours</b>
582, Adv Pract (0 credits)	583, Adv Pract (0 credits)	584, Adv Pract (0 credits)
565, Prof Development Seminar (register each quarter for the whole 3 <sup>rd</sup> year, 0 credits)		
<b>CHILD CLINICAL REQUIRED/COMMUNITY CLINICAL ELECTIVES:</b>		
454, Behavior Mod (odd)	491, Treat Methods with Children 570, Sem in Psycho Res (even)	562, Family Therapy (odd)
<b>COMMUNITY CLINICAL REQUIRED/CHILD CLINICAL ELECTIVES:</b>		
492, Princs of Consultation	569, Sem in Prog Eval	495, Grant Writing (odd)
568, Prev/Interv (even)-required for those entering after 2010		
585, Fieldwork		
<b>GENERAL ELECTIVES</b> (not all courses are offered every yr; others may be offered; clinical courses noted in italics):		
473, Judg & Dec-Making	416, Qual Methods (odd)	<i>489, Group Therapy</i> (even)
550, Teach Sem**** (0 credits)	511, Health Psych	550, Teaching Sem (0 credits)
<i>567, Empowerment</i> (odd)	550, Teach Sem (0 credits)	
<i>483, Adv Psychodiags</i> (even)		
594, Psychological Research can be taken in any quarter for independent research credits.		
****Teaching Seminar begins in the winter quarter and continues for three quarters.		
595, Colloquium (0 credits) -- must register <b>every</b> quarter including summer terms from entry until graduation.		
590/597 -- see instructions under Second Year		
<b>Fourth Year:</b>		
582, Practicum (0 credits)	583, Practicum (0 credits)	584, Practicum (0 credits)
598, Diss/Prof Sem (0 credits) -- must register each quarter for the whole year, not summers, until graduation, except when enrolled in 599.		
599, Doctoral Dissertation (total of 4 credits in any combination; <b>not</b> included in tuition package)		
595, Colloquium (0 credits) -- must register <b>every</b> quarter including summer terms from entry until graduation.		
701, Candidacy Continuation (0 credits) -- must register <b>every</b> quarter, including summers, from doct. cand. to graduation.		
<b>Internship Year:</b>		
596, Internship (0 credits) -- must register <b>every</b> quarter and both summer sessions (before and after) for 5 quarters.		
598, Diss/Prof Sem (0 credits) -- must register <b>each</b> quarter, not summers, until grad, except when enrolled in 599		
595, Colloquium (0 credits) -- must register <b>every</b> quarter including summer terms from entry until graduation.		
701, Candidacy Continuation (0 credits) -- must register <b>every</b> quarter, including summers, from doct. cand. to graduation.		

# Clinical Practicum Site Survey Form

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Track (circle one):      Child      Community

May students contact you regarding this experience (circle one)?      Yes      No

Name and location of site/program: \_\_\_\_\_

Contact person at site (name and phone): \_\_\_\_\_

	<b><i>Strongly Agree</i></b>	<b><i>Agree</i></b>	<b><i>Disagree</i></b>	<b><i>Strongly Disagree</i></b>
1. I learned a lot from this practicum.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
2. I felt respected by the staff and supervisors.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
3. The overall work environment was positive.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
4. My supervision was excellent.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
5. Inservices/didactics were excellent.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
6. The expectations were reasonable and appropriate.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
7. I would recommend this practicum to others.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
8. I was given flexibility in planning my schedule.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	<b><i>A Lot</i></b>	<b><i>Some</i></b>	<b><i>A Bit</i></b>	<b><i>None</i></b>
9. To what extent did you gain experience with:				
a. Using evidence-based practices	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
b. Training in supervising others	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
c. Culturally and individually diverse clients	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

10. What aspect(s) of the practicum did you find the most useful/helpful? Why?

11. What aspect(s) of the practicum did you find the least useful/helpful? Why?

12. What is the most important thing for a student to know about this site?

13. What theoretical orientations are taught in this site and through what channels (e.g. team/individual supervision, inservices)?

14. To what extent was the training consistent with your values as a clinical child or clinical community student?

15. What suggestions do you have for the interview/application process?

16. Indicate what % of your time you spent in each activity:

\_\_\_\_\_ individual therapy                      \_\_\_\_\_ group therapy                      \_\_\_\_\_ couples/family therapy

\_\_\_\_\_ testing/assessment                      \_\_\_\_\_ community outreach                      \_\_\_\_\_ consultation

\_\_\_\_\_ program evaluation                      \_\_\_\_\_ case management                      \_\_\_\_\_ paperwork

\_\_\_\_\_ other (specify: \_\_\_\_\_)

DePaul University Clinical Psychology Program  
Practicum Evaluation

Student \_\_\_\_\_ Practicum Site \_\_\_\_\_

Training Period: From \_\_\_\_\_ To \_\_\_\_\_ Date Completed \_\_\_\_\_

Supervisor \_\_\_\_\_ Supervisor's Phone/email \_\_\_\_\_

Please rate the student on each of the 11 broad domains listed below and on individual items within domains. Mark NA (Not Applicable) for domains or items that are not the focus of the student's practicum. Please use the scale below, considering the student's level of training:

B = Below Expectations

M = Meets Expectations

E = Exceeds Expectations

NA = Item does not apply

\_\_\_\_ **1. General Professionalism**

- \_\_\_\_ a) Respectful and collaborative with staff and colleagues
- \_\_\_\_ b) Self-directed, independent, and shows readiness to assume duties
- \_\_\_\_ c) Able to participate fully in working with teams in the clinic
- \_\_\_\_ d) Presents self professionally through appearance, dress, and grooming
- \_\_\_\_ e) Able to communicate professionally and collaboratively with community members and outside professionals

Comments:

\_\_\_\_ **2. Skills to Maintain Effective Clinical Practice**

- \_\_\_\_ a) Completes professional tasks in a timely manner
- \_\_\_\_ b) Dependable: follows through, attentive to detail, and produces high quality work
- \_\_\_\_ c) Maintains expected workload
- \_\_\_\_ d) Writes notes and records in an organized manner that includes crucial information
- \_\_\_\_ e) Exercises responsibility and accountability, and seeks help when needed

Comments:

\_\_\_\_ **3. Aspects of Self-Development**

- \_\_\_\_ a) Has capacity to tolerate strong emotions and ambiguity
- \_\_\_\_ b) Is able to self-identify and manage personal stress
- \_\_\_\_ c) Actively self-monitors own responses and limits of own expertise

Comments:

\_\_\_ 4. Diversity

- \_\_\_ a) Is aware of personal identity and belief systems, and recognizes their potential impact
- \_\_\_ b) Has knowledge, awareness, and sensitivity to individual and cultural diversity of clients
- \_\_\_ c) Interacts with clients, systems, and colleagues in a culturally sensitive manner
- \_\_\_ d) Initiates discussion regarding the impact of diversity issues in clinical and professional roles

Comments:

\_\_\_ 5. Use of Supervision

- \_\_\_ a) Contributes to a relationship that includes mutuality, communication, and role awareness
- \_\_\_ b) Comes prepared to supervision with ideas, questions, contributions, and concerns
- \_\_\_ c) Makes effective use of supervision to address service and training needs
- \_\_\_ d) Shows awareness of own limitations
- \_\_\_ e) Is non-defensive and responsive to feedback

Comments:

\_\_\_ 6. Ethical Knowledge and Practice

- \_\_\_ a) Demonstrates knowledge of ethical and professional codes, standards, and guidelines
- \_\_\_ b) Practices appropriate professional assertiveness related to raising ethical issues as needed
- \_\_\_ c) Protects client confidentiality and follows mandated reporting rules
- \_\_\_ d) Avoids dual relationships and maintains good boundaries

Comments:

\_\_\_ 7. Community Based Interventions

- \_\_\_ a) Helps empower key participants and personnel in client's system
- \_\_\_ b) Seeks out and connects with community resources when appropriate and needed
- \_\_\_ c) Networks, organizes, and collaborates with community members and social service personnel

Comments:

\_\_\_ **8. Psychological Assessment Skills**

- \_\_\_ a) Selects and implements appropriate methods of evaluation based on referral concerns
- \_\_\_ b) Tailors assessments considering individual and setting diversity
- \_\_\_ c) Knowledgeable about psychometric issues and bases of assessment methods
- \_\_\_ d) Demonstrates interviewing, listening, and observational skills
- \_\_\_ e) Aware of strengths and limitations of instruments, constructs, and diagnostic approaches
- \_\_\_ f) Integrates data from multiple sources and multiple methods of assessment
- \_\_\_ g) Writes clear, well organized, and accurate psychological evaluation reports
- \_\_\_ h) Timely in completing psychological evaluations and reports
- \_\_\_ i) Provides well formulated and accurate diagnoses

Comments:

\_\_\_ **9. Intervention Skills**

- \_\_\_ a) Establishes rapport and an effective working alliance with clients
- \_\_\_ b) Integrates diagnostic data into a thoughtful case formulation and treatment plan
- \_\_\_ c) Implements interventions in accordance with the specified treatment plan
- \_\_\_ d) Knowledgeable about and applies evidence-based practice strategies
- \_\_\_ e) Links concepts of therapeutic process and change with intervention strategies and tactics
- \_\_\_ f) Demonstrates sound judgment in clinical decision-making in unexpected situations
- \_\_\_ g) Periodically reviews course of treatment and adjusts treatment planning
- \_\_\_ h) Manages the termination process and termination tasks

Comments:

\_\_\_ **10. Advanced Skills**

- \_\_\_ a) Familiar with models, theories, and/or research pertaining to clinical supervision
- \_\_\_ b) Provides appropriate mentoring (under supervision) of less experienced peers in clinical work
- \_\_\_ c) Demonstrates ability to use consultation skills (e.g., program evaluation, needs assessment, strategic planning) in an organizational context

Comments:



11. Plans for Addressing Area(s) Below Expectations

Please describe plans in place to work on improving any items or broad domains marked as Below Expectations. If further remedial work is needed, indicate here or attach additional documentation.

12. Student Strengths

Please describe the student's developing assets as a psychologist.

13. Recommendations for Further Development

Student Response to this Evaluation: Please rate your response to this evaluation using this rating scale:

1	2	3	4
Not at all Accurate	Somewhat Accurate	Mainly Accurate	Very Accurate

Evaluation represents my abilities.

Evaluation identifies my strengths.

Evaluation identifies areas for improvement.

I am satisfied with the way my supervisor and I have discussed this evaluation.

Your signature below indicates that you have read and discussed this information together.

\_\_\_\_\_  
Signature: Supervisor

\_\_\_\_\_  
Signature: Practicum Student

## DePaul University Clinical Psychology Training Program Practicum Agreement

This DePaul University Clinical Psychology Training Program Practicum Agreement (the “Agreement”) is made by and between DePaul University (“DePaul”), an Illinois not-for-profit corporation, and \_\_\_\_\_ (the “Agency”). This Agreement recognizes a commitment between the Agency and DePaul to participate collaboratively in the psychology education of a student or students in DePaul’s Clinical Psychology Ph.D. Program by providing a field training practicum experience (the “Practicum”) as described in this Agreement.

1. **Student(s) Involved.** The following student(s) will participate in the Practicum: \_\_\_\_\_ (the “Student(s)”).
  
2. **Term of Practicum.** The term of this Agreement will start on \_\_\_\_\_ and end on \_\_\_\_\_. The Student(s) shall participate in the Practicum an average of \_\_\_ - \_\_\_ hours a week. DePaul retains the right to end the Practicum at any time for any reason. The Agency retains the right to request withdrawal of any Student whose conduct or work violates the policies and procedures of DePaul or the Agency, but only after first consulting DePaul to try and resolve the matter without removing the Student from the Practicum. This Agreement may only be renewed by mutual written agreement of the parties.
  
3. **Practicum Duties.** The Agency shall provide a supervisor with the interest and professional competence to assume an educational role in providing a meaningful field-based clinical psychology learning experience. The major training objectives for the Practicum are as follows:
  - 1) \_\_\_\_\_
  - 2) \_\_\_\_\_
  - 3) \_\_\_\_\_

The Student(s) will engage in the following activities and have the following responsibilities to meet his or her training objectives: (please include approximately how many hours per week the Student(s) will spend on each activity or responsibility)

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

Student(s) shall abide by the provisions of the DePaul University Clinical Psychology Program Manual and the DePaul University Student Handbook at all times.

4. **Supervision & Evaluation.** The supervisor at the Agency for this Practicum is \_\_\_\_\_ (name and title) (the “Supervisor”). The Supervisor shall provide the Student(s) with the following:
  - 1) Informal feedback throughout the Practicum;
  - 2) At least one hour of individual supervision per week for each Student;
  - 3) At least \_\_\_ hour(s) of group supervision per week for each Student (*if applicable*);
  - 4) A mid-year evaluation survey;
  - 5) Internal evaluation on a \_\_\_\_\_ basis and;
  - 6) A written evaluation for each Student at the mid-point and end of the Practicum. (DePaul will provide the Agency with the mid-point and final evaluation survey form, however, the Agency may substitute its own form or provide the evaluation in letter format if it prefers.)
  - 7) Other: \_\_\_\_\_

DePaul and the Supervisor will remain in regular communication throughout the Practicum as necessary. The Student's faculty contact at DePaul is \_\_\_\_\_ (name, title, and contact information). The Supervisor shall promptly notify the faculty contact in the event that issues or concerns arise with respect to the Student(s)' performance during the Practicum, or in the event that significant incidents occur within the Agency which may have an impact on the Student(s)' ability to complete the Practicum.

5. **Educational Benefit & Employment Status.** Both DePaul and the Agency understand that the Student(s) will be in a learning situation and that the primary purpose of the Practicum is for the Student(s)' learning. The Student(s) will receive academic course credit from DePaul for the educational experiences in the Practicum, and the coursework associated with those educational experiences assigned by DePaul. If a Student is not otherwise an employee or independent contractor of the Agency or DePaul, s/he shall neither be compensated for his/her participation in the Practicum nor covered under DePaul's or the Agency's Worker's Compensation, social security, or unemployment compensation programs. If any Student is otherwise an employee or independent contractor of the Agency, the Agency shall assume full and sole responsibility for the payment of any wages, state and federal income tax, unemployment insurance, social security, disability insurance, and other applicable employee withholdings which may apply. The Student(s)' Practicum work shall not at any time replace or substitute for any employee nor shall Student(s) perform any of the duties normally performed by an employee of the Agency as part of the Practicum except as such duties are a part of the Student(s) training and are performed by the Student(s) under the direct supervision of the assigned supervisor of the Agency.
6. **Insurance.** If requested, DePaul will provide the Agency with a Certificate of Insurance evidencing coverage.
7. **Compliance With All Laws.** The Agency represents that it will comply with all applicable laws during the Practicum, including, but not limited to, laws related to workplace discrimination and workplace safety. The Agency also shall comply with all laws and DePaul policies regarding student privacy and confidentiality, including the Family Educational Rights and Privacy Act (FERPA).
8. **Miscellaneous.** The substantive laws of the State of Illinois govern this Agreement. Any state or federal court within Cook County, Illinois shall have exclusive jurisdiction of any action or proceeding relating to or arising under or in connection with this Agreement. This Agreement embodies the entire understanding between and among the parties, and may not be amended or changed in any way except by written instrument signed by both parties.

**By signing below, the signatories hereby execute this Agreement and warrant that they are authorized to do.**

**FOR DEPAUL UNIVERSITY:**

By: \_\_\_\_\_  
Its: \_\_\_\_\_  
Date: \_\_\_\_\_

**FOR AGENCY:**

By: \_\_\_\_\_  
Its: \_\_\_\_\_  
Date: \_\_\_\_\_  
Mailing Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Phone: \_\_\_\_\_  
Fax: \_\_\_\_\_  
Email: \_\_\_\_\_

**EMPLOYMENT OUTSIDE THE PROGRAM**  
**DePaul University**  
**Clinical Psychology Program**

Name \_\_\_\_\_

Date \_\_\_\_\_

**General Site Information:**

Please fill out the following information regarding the site at which you are employed.

Name of site \_\_\_\_\_

Address of site \_\_\_\_\_

\_\_\_\_\_

Phone number of site \_\_\_\_\_

Specific nature of activities performed on the job \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Employment start date \_\_\_\_\_ Approximate amount of time/week \_\_\_\_\_

Length of time you expect to spend at this site \_\_\_\_\_

**Supervisor Information:**

Please fill out the following information regarding your supervisor.

Name of supervisor \_\_\_\_\_

Address of supervisor \_\_\_\_\_

\_\_\_\_\_

Phone number of supervisor \_\_\_\_\_

Supervisor's credential and licensure information \_\_\_\_\_

\_\_\_\_\_

Frequency of supervision \_\_\_\_\_

Type of supervision \_\_\_\_\_

Arrangements for liability coverage \_\_\_\_\_

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# GENERAL CLINICAL COMPS

## Scoring and Comment Form

Student's Identification Number: \_\_\_\_\_

Your Name: \_\_\_\_\_

	Dimension Score	Dim Score (1=low; 5=high)	Overall Score for Question	Comments
<b>Question # (mark one)</b>  1 2 3 4	CONTENT: Coverage Narrow-----comprehensive			
	CONTENT: Focus Vague-----very well focused			
	CONTENT: Accuracy <i>Inaccurate info.</i> ----- <i>accurate info.</i>			
	INTEGRATION Little Integration/Creative Thought-----much ICT			
	ORGANIZATION & CLARITY OF WRITING <b>Weak org. unclear</b> ----- <b>very organized and clear</b>			
<b>Question # (mark one)</b>  1 2 3 4	CONTENT: Coverage			
	CONTENT: Focus			
	CONTENT: Accuracy			
	INTEGRATION			
	ORGANIZATION & CLARITY OF WRITING			
<b>Question # (mark one)</b>  1 2 3 4	CONTENT: Coverage			
	CONTENT: Focus			
	CONTENT: Accuracy			
	INTEGRATION			
	ORGANIZATION & CLARITY OF WRITING			

**Additional Comments on General Clinical Responses (indicate question numbers):**

# SPECIALTY CLINICAL COMPS

## Scoring and Comment Form

Mark One: COMMUNITY CHILD

Student's Identification Number: \_\_\_\_\_

Your Name: \_\_\_\_\_

Question # (mark one in each row)	Dimension Score	Dim Score (1=low; 5=high)	Overall Score for Question	Comments
<b>Question #</b> (mark one)  1 2 3 4	CONTENT: Coverage Narrow-----comprehensive			
	CONTENT: Focus Vague-----very well focused			
	CONTENT: Accuracy <i>Inaccurate info.</i> ----- <i>accurate info.</i>			
	INTEGRATION Little Integration/Creative Thought-----much ICT			
	ORGANIZATION & CLARITY OF WRITING <b>Weak org. unclear</b> ----- <b>very organized and clear</b>			
<b>Question #</b> (mark one)  1 2 3 4	CONTENT: Coverage			
	CONTENT: Focus			
	CONTENT: Accuracy			
	INTEGRATION			
	ORGANIZATION & CLARITY OF WRITING			
<b>Question #</b> (mark one)  1 2 3 4	CONTENT: Coverage			
	CONTENT: Focus			
	CONTENT: Accuracy			
	INTEGRATION			
	ORGANIZATION & CLARITY OF WRITING			

**Additional Comments on Specialty Comps Responses (indicate question numbers):**

**Comprehensive Exam Alternative Project Form – Proposal (revised 9-11)**

STUDENT NAME: \_\_\_\_\_

DATE OF THESIS COMPLETION: \_\_\_\_\_

DUE DATE FOR 'ALTERNATIVE PROJECT' PROPOSAL: \_\_\_\_\_

I have read, understood, and agree with the above Clinical Psychology Program requirement, stipulations, and consequences (i.e., if the Alternative Project is not completed by June 1<sup>st</sup> of the student's third year or 12 months after the student's proposal was approved, whichever came later, I will be required to take and pass the Comprehensive Exam).

STUDENT NAME: (print): \_\_\_\_\_ (DATE) \_\_\_\_\_

(signature): \_\_\_\_\_

PROJECT CHAIR: (print): \_\_\_\_\_ (DATE) \_\_\_\_\_

(signature): \_\_\_\_\_

PROJECT READER: (print): \_\_\_\_\_ (DATE) \_\_\_\_\_

(signature): \_\_\_\_\_

PROGRAM DIRECTOR: (print): \_\_\_\_\_ (DATE) \_\_\_\_\_

(signature): \_\_\_\_\_

'ALTERNATIVE PROJECT' PROPOSAL APPROVED? Yes No

*NOTE:* If the Alternative Project was not completed within a 12-month calendar year, the above student is required to successfully pass the Comprehensive Exam. The date for that exam for this student will be:

\_\_\_\_\_

**[This form will be kept in the student's file.]**

**Comprehensive Exam Alternative Project Form -- Completion**

STUDENT NAME: \_\_\_\_\_

DATE OF THESIS COMPLETION: \_\_\_\_\_

DUE DATE FOR 'ALTERNATIVE PROJECT' PROPOSAL: \_\_\_\_\_

DATE 'ALTERNATIVE PROJECT' WAS COMPLETED/ SUBMITTED: \_\_\_\_\_

Student has successfully completed and submitted for publication his/ her alternative project.

STUDENT NAME: (print): \_\_\_\_\_ (DATE) \_\_\_\_\_

(signature): \_\_\_\_\_

PROJECT CHAIR: (print): \_\_\_\_\_ (DATE) \_\_\_\_\_

(signature): \_\_\_\_\_

PROJECT READER: (print): \_\_\_\_\_ (DATE) \_\_\_\_\_

(signature): \_\_\_\_\_

PROGRAM DIRECTOR: (print): \_\_\_\_\_ (DATE) \_\_\_\_\_

(signature): \_\_\_\_\_

**[This form will be kept in the student's file.]**



**ANNUAL STUDENT RECORD OF PROGRESS – FIRST YEAR EVALUATION**  
**DePaul University Clinical Psychology Program**

This form is designed to provide a comprehensive summary of your progress since you entered the Clinical Psychology Program. It provides a place for you to document your activities in meeting the required components of the program as well as specific information about placements, research, and individual accomplishments. The clinical faculty will use your summary as part of its evaluation of your progress. A copy of this form will be placed in your Departmental file. Please take care to ensure that the information is accurate. Thanks! DCT

**Student's Name** \_\_\_\_\_ **Date Form Completed:** \_\_\_\_\_

**Year of Program Entry** \_\_\_\_\_ **Track (circle one):**    **Child**                    **Comm**

**Academic Coursework:**

Identify the courses you have completed on the Course Completion list on the next page. For any course(s) that you received an Incomplete (INC), please provide in the blank space below the course name, instructor, an explanation of the work to be completed, and a timeline for finishing it. If you received a grade below a B minus in any course, please provide the course name, instructor, an explanation, and a plan for remediation, as required by the Psychology Department's Grade Policy, which went into effect in the Fall of 2013. A 3.2 grade point average is the department's minimum for doctoral students. If you have no INC's or low grades, write "on target" in the blank space below. Also explain below if you had any courses or requirements waived or transferred. Documentation should be in your file.

**COURSE COMPLETION**

Indicate the quarter and year you took each course using abbreviations such as F13 for Fall Quarter, 2013; W14 for Winter Quarter 2014, etc. If you are currently taking the course, write "now" in the blank. Also, indicate if you received an Incomplete (Inc) or a grade below B minus in any course directly by noting it beside the course. Leave blank any courses you have not yet completed.

**CLINICAL PROGRAM REQUIRED COURSES**

Basic Science of Psychology

- \_\_\_ 404 Learning and Cognitive Processes
- \_\_\_ 406 Physiological Processes
- \_\_\_ 430 Advanced Social Psychology
- \_\_\_ 439 Advanced Developmental Psychology
- \_\_\_ 461 History and Systems of Psychology

Theoretical Bases of Practice

- \_\_\_ 488 Principles of Psychotherapy
- \_\_\_ 493 Principles of Community Psychology

Research Methods and Data Analysis

- \_\_\_ 410 Advanced Statistics I

Diagnostics and Assessment

- \_\_\_ 481 Individual Intelligence Testing
- \_\_\_ 482 Personality Assessment
- \_\_\_ 484 Behavioral Assessment

Professional Development and Ethics

- \_\_\_ 500 Professional Ethics (2 credits)
- \_\_\_ 565 Professional Development Seminar  
(years 2 & 3, 0 credits)

Practice of Psychology

- \_\_\_ 577, 578, 579 Practicum (3 quarters in  
year 2, 0 credits)

- \_\_\_411 Advanced Statistics II
- \_\_\_418 Multivariate Statistical Analysis  
or
- \_\_\_419 Factor Analysis and Path Modeling
- \_\_\_420 Advanced Research Methodology

- \_\_\_582, 583, 584 Practicum (6 quarters  
in years 3 & 4, 0 credits)
- \_\_\_596 Internship in Clinical Psychology  
(12 months, full-time, 0 credits)

Individual Differences/Psychopathology

- \_\_\_486 Advanced Psychopathology
- \_\_\_520 Principles of Human Diversity

Research

- \_\_\_590 Thesis Seminar (in year 1, 0 credits)
- \_\_\_597 Master's Thesis Research
- \_\_\_598 Dissertation Seminar (in year 4, 0  
credits)
- \_\_\_599 Dissertation Research (4 credits)

Community Track Requirements

- \_\_\_492 Principles of Consultation
- \_\_\_495 Grant Writing
- \_\_\_568 Prevention and Intervention
- \_\_\_569 Seminar in Program Evaluation
- \_\_\_585 Fieldwork in Community Settings  
(taken in year 3, 0 credits)

Child Track Requirements

- \_\_\_454 Behavior Modification
- \_\_\_491 Treatment Methods with Children
- \_\_\_562 Seminar in Family Therapy
- \_\_\_570 Seminar in Psychotherapy Research

The elective courses that are offered on a regular basis include the following (write in other courses taken in the blanks):

- \_\_\_416 Methods in Qualitative Research
- \_\_\_473 Judgment and Decision-making
- \_\_\_483 Advanced Psychodiagnostics
- \_\_\_489 Group Psychotherapy
- \_\_\_511 Health Psychology
- \_\_\_550 Teaching Seminar (0 credits)
- \_\_\_567 Empowerment

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Master's Research:**

Tentative title of your thesis: \_\_\_\_\_

Chair: \_\_\_\_\_

Progress to date (e.g., idea formulated, first draft of intro, first draft of method)? If you came in with a Master's and your thesis requirement has been waived, please clarify who approved it and when it was approved.

**Graduate Assistantships:**

1<sup>st</sup> Year Assistantship: #Hours/Week: \_\_\_\_\_

Faculty Member \_\_\_\_\_

# Hours/Week \_\_\_\_\_

Faculty Member \_\_\_\_\_

Responsibilities:

Optional: Comment below if any factors about your assistantship assignment(s) had a notable positive or negative impact on your training experience.

**Attendance at Clinical Colloquia:**

Students are expected to attend a minimum of one departmental or clinical program colloquium each quarter while enrolled in the doctoral program. These include job talks by prospective faculty members, presentations by guest speakers, or other DePaul sponsored learning events outside of classes. Please list the clinical colloquia you have attended since your last evaluation and the dates of attendance. If you were not able to attend, please explain and list other equivalent professional development activities.

**Summary of Achievements:**

On a separate page, please provide a typed listing of any professional accomplishments you have had since entering the DePaul graduate program. These include presentations at conferences, publications, grants, honors or awards, membership in professional organizations, or other professional activities outside formal training requirements. These may include clinical program committees or volunteer activities, community service activities, or other professional activities. For presentations, list the authors, title, name of conference, location, and date, and indicate if you were first author. For publications, give a full reference.

**ANNUAL STUDENT RECORD OF PROGRESS – SECOND YEAR EVALUATION**  
**DePaul University Clinical Psychology Program**

This form is designed to provide a comprehensive summary of your progress since you entered the Clinical Psychology Program. It provides a place for you to document your activities in meeting the required components of the program as well as specific information about placements, research, and individual accomplishments. The clinical faculty will use your summary as part of its evaluation of your progress. A copy of this form will be placed in your Departmental file. Please take care to insure that the information is accurate. Thanks! DCT

**Student's Name** \_\_\_\_\_ **Date Form Completed:** \_\_\_\_\_

**Year of Program Entry** \_\_\_\_\_ **Track (circle one):**    **Child**                    **Comm**

**Academic Coursework:**

Identify the courses you have completed on the Course Completion list on the next page. For any course(s) that you received an Incomplete (INC), please provide in the blank space below the course name, instructor, an explanation of the work to be completed, and a timeline for finishing it. If you received a grade below a B minus in any course, please provide the course name, instructor, an explanation, and a plan for remediation, as required by the Psychology Department's Grade Policy, which went into effect in the Fall of 2013. A 3.2 grade point average is the department's minimum for doctoral students. If you have no INC's or low grades, write "on target" in the blank space below. Also explain below if you had any courses or requirements waived or transferred. Documentation should be in your file.

**Clinical Practica:**

<sup>2nd</sup> Year Placement Site \_\_\_\_\_ DePaul FCS \_\_\_\_\_ Supervisor \_\_\_\_\_

Optional: Comment below if any factors about your placement(s) had a notable positive or negative impact on your clinical training experience.

## COURSE COMPLETION

Indicate the quarter and year you took each course using abbreviations such as F13 for Fall Quarter, 2013; W14 for Winter Quarter 2014, etc. If you are currently taking the course, write “now” in the blank. Also, indicate if you received an Incomplete (I) or a grade below B- in any course directly by noting it beside the course. Leave blank any courses you have not yet completed. If you received a waiver or transfer credit for any courses, indicate this with a W or T (the documentation must be in your file).

### CLINICAL PROGRAM REQUIRED COURSES

#### Basic Science of Psychology

- \_\_\_ 404 Learning and Cognitive Processes
- \_\_\_ 406 Physiological Processes
- \_\_\_ 430 Advanced Social Psychology
- \_\_\_ 439 Advanced Developmental Psychology
- \_\_\_ 461 History and Systems of Psychology  
(or passing special exam in this area)

#### Theoretical Bases of Practice

- \_\_\_ 488 Principles of Psychotherapy
- \_\_\_ 493 Principles of Community Psychology

#### Research Methods and Data Analysis

- \_\_\_ 410 Advanced Statistics I
- \_\_\_ 411 Advanced Statistics II
- \_\_\_ 418 Multivariate Statistical Analysis  
or
- \_\_\_ 419 Factor Analysis and Path Modeling
- \_\_\_ 420 Advanced Research Methodology

#### Individual Differences/Psychopathology

- \_\_\_ 486 Advanced Psychopathology
- \_\_\_ 520 Principles of Human Diversity

#### Community Track Requirements

- \_\_\_ 492 Principles of Consultation
- \_\_\_ 495 Grant Writing
- \_\_\_ 568 Seminar in Prevention and Intervention
- \_\_\_ 569 Seminar in Program Evaluation
- \_\_\_ 585 Fieldwork in Community Settings  
(taken in year 3, 0 credits)

#### Diagnostics and Assessment

- \_\_\_ 481 Individual Intelligence Testing
- \_\_\_ 482 Personality Assessment
- \_\_\_ 484 Behavioral Assessment

#### Professional Development and Ethics

- \_\_\_ 500 Professional Ethics (2 credits)
- \_\_\_ 565 Professional Development Seminar  
(years 2 & 3, 0 credits)

#### Practice of Psychology

- \_\_\_ 577, 578, 579 Practicum (3 quarters in  
year 2, 0 credits)
- \_\_\_ 582, 583, 584 Practicum (6 quarters  
in years 3 & 4, 0 credits)
- \_\_\_ 596 Internship in Clinical Psychology  
(12 months, full-time, 0 credits)

#### Research

- \_\_\_ 590 Thesis Seminar (in year 1, 0 credits)
- \_\_\_ 597 Master's Thesis Research
- \_\_\_ 598 Dissertation/Professional  
Development Seminar (in year 4, 0  
credits)
- \_\_\_ 599 Dissertation Research (4 credits)

#### Child Track Requirements

- \_\_\_ 454 Behavior Modification
- \_\_\_ 491 Treatment Methods with Children
- \_\_\_ 562 Seminar in Family Therapy
- \_\_\_ 570 Seminar in Psychotherapy Research

The elective courses that are offered on a regular basis include the following (write in other courses taken in the blanks):

- \_\_\_ 416 Methods in Qualitative Research \_\_\_\_\_
- \_\_\_ 473 Judgment and Decision-making \_\_\_\_\_
- \_\_\_ 483 Advanced Psychodiagnostics \_\_\_\_\_
- \_\_\_ 489 Group Psychotherapy \_\_\_\_\_
- \_\_\_ 511 Health Psychology \_\_\_\_\_
- \_\_\_ 550 Teaching Seminar (0 credits)
- \_\_\_ 567 Empowerment \_\_\_\_\_

**Master's Research:**

Title of your thesis: \_\_\_\_\_

Chair: \_\_\_\_\_ Reader: \_\_\_\_\_

Date of Formal Proposal Approval: \_\_\_\_\_ Submitted to IRB?: Yes No

If your thesis is not yet formally approved, when do you anticipate having your formal proposal meeting?

If you have not met the November 1 deadline, please explain below:

**Graduate Assistantships:**

1<sup>st</sup> Year Assistantship: #Hours/Week: \_\_\_\_\_ Faculty Member \_\_\_\_\_

# Hours/Week \_\_\_\_\_ Faculty Member \_\_\_\_\_

Responsibilities:

2nd Year Assistantship: #Hours/Week: \_\_\_\_\_ Faculty Member \_\_\_\_\_

# Hours/Week \_\_\_\_\_ Faculty Member \_\_\_\_\_

Responsibilities:

Optional: Comment below if any factors about your assistantship assignment(s) had a notable positive or negative impact on your training experience.

**Attendance at Clinical Colloquia:**

Students are expected to attend a minimum of one departmental or clinical program colloquium each quarter while enrolled in the doctoral program. These include job talks by prospective faculty members, presentations by guest speakers, or other DePaul sponsored learning events outside of classes. Please list the clinical colloquia you have attended since your last evaluation and the dates of attendance. If you were not able to attend, please explain and list other equivalent professional development activities.

**Summary of Achievements:**

Below or on a separate page, please provide a typed listing of any professional accomplishments you have had since entering the DePaul graduate program. These include presentations at conferences, publications, grants, honors or awards, membership in professional organizations, or other professional activities outside formal training requirements. These may include clinical program committees or volunteer activities, community service activities, or other professional activities. For presentations, list the authors, title, name of conference, location, and date, and indicate if you were first author. For publications, give a full reference.

**ANNUAL STUDENT RECORD OF PROGRESS – ADVANCED STUDENTS**  
**DePaul University Clinical Psychology Program**

This form is designed to provide a comprehensive summary of your progress since you entered the Clinical Psychology Program. It provides a place for you to document your activities in meeting the required components of the program as well as specific information about placements, research, and individual accomplishments. The clinical faculty will use your summary as part of its evaluation of your progress. A copy of this form will be placed in your Departmental file. Please take care to insure that the information is accurate. Thanks! DCT

**Student's Name** \_\_\_\_\_ **Date Form Completed:** \_\_\_\_\_

**Year of Program Entry** \_\_\_\_\_ **Track (circle one):**    **Child**                    **Comm**

**Academic Coursework:**

Identify the courses you have completed on the Course Completion list on the next page. For any course(s) that you received an Incomplete (INC), please provide in the blank space below the course name, instructor, an explanation of the work to be completed, and a timeline for finishing it. If you received a grade below a B minus in any course, please provide the course name, instructor, an explanation, and a plan for remediation, as required by the Psychology Department's Grade Policy, which went into effect in the Fall of 2013. A 3.2 grade point average is the department's minimum for doctoral students. If you have no INC's or low grades, write "on target" in the blank space below. Also explain below if you had any courses or requirements waived or transferred. Documentation should be in your file.

**Clinical Practica:**

2<sup>nd</sup> Year Placement Site DePaul FCS \_\_\_\_\_ Supervisor \_\_\_\_\_

3<sup>rd</sup> Year Placement Site \_\_\_\_\_ Supervisor \_\_\_\_\_

If outside the DePaul FCS, indicate whether the following are in your department file:

Contract \_\_\_\_\_ Mid-year Evaluation \_\_\_\_\_ Final Evaluation \_\_\_\_\_

4<sup>th</sup> Year Placement Site \_\_\_\_\_ Supervisor \_\_\_\_\_

If outside the DePaul FCS, indicate whether the following are in your department file:

Contract \_\_\_\_\_ Mid-year Evaluation \_\_\_\_\_ Final Evaluation \_\_\_\_\_

5<sup>th</sup> Year (Optional) Placement Site \_\_\_\_\_ Supervisor \_\_\_\_\_

Indicate whether the following are in your department file:

Contract \_\_\_\_\_ Mid-year Evaluation \_\_\_\_\_ Final Evaluation \_\_\_\_\_



## COURSE COMPLETION

Indicate the quarter and year you took each course using abbreviations such as F13 for Fall Quarter, 2013; W13 for Winter Quarter 2013, etc. If you are currently taking the course, write “now” in the blank. Also, indicate if you received an Incomplete (I) or a grade below B- in any course directly by noting it beside the course. Leave blank any courses you have not yet completed. If you received a waiver or transfer credit for any courses, indicate this with a W or T (the documentation must be in your file).

### CLINICAL PROGRAM REQUIRED COURSES

#### Basic Science of Psychology

- \_\_\_404 Learning and Cognitive Processes
- \_\_\_406 Physiological Processes
- \_\_\_430 Advanced Social Psychology
- \_\_\_439 Advanced Developmental Psychology
- \_\_\_461 History and Systems of Psychology  
(or passing special exam in this area)

#### Theoretical Bases of Practice

- \_\_\_488 Principles of Psychotherapy
- \_\_\_493 Principles of Community Psychology

#### Research Methods and Data Analysis

- \_\_\_410 Advanced Statistics I
- \_\_\_411 Advanced Statistics II
- \_\_\_418 Multivariate Statistical Analysis  
or
- \_\_\_419 Factor Analysis and Path Modeling
- \_\_\_420 Advanced Research Methodology

#### Individual Differences/Psychopathology

- \_\_\_486 Advanced Psychopathology
- \_\_\_520 Principles of Human Diversity

#### Community Track Requirements

- \_\_\_492 Principles of Consultation
- \_\_\_495 Grant Writing
- \_\_\_568 Seminar in Prevention and Intervention\*
- \_\_\_569 Seminar in Program Evaluation
- \_\_\_585 Fieldwork in Community Settings  
(taken in year 3, 0 credits)

\* required for those entering after 2010

#### Diagnostics and Assessment

- \_\_\_481 Individual Intelligence Testing
- \_\_\_482 Personality Assessment
- \_\_\_483 Advanced Psychodiagnostics
- \_\_\_484 Behavioral Assessment

#### Professional Development and Ethics

- \_\_\_500 Professional Ethics (2 credits)
- \_\_\_565 Professional Development Seminar  
(years 2 & 3, 0 credits)

#### Practice of Psychology

- \_\_\_577, 578, 579 Practicum (3 quarters in  
year 2, 0 credits)
- \_\_\_582, 583, 584 Practicum (6 quarters  
in years 3 & 4, 0 credits)
- \_\_\_596 Internship in Clinical Psychology  
(12 months, full-time, 0 credits)

#### Research

- \_\_\_590 Thesis Seminar (in year 1, 0 credits)
- \_\_\_597 Master's Thesis Research
- \_\_\_598 Dissertation/Professional  
Development Seminar (in year 4, 0  
credits)
- \_\_\_599 Dissertation Research (12 credits)

#### Child Track Requirements

- \_\_\_454 Behavior Modification
- \_\_\_491 Treatment Methods with Children
- \_\_\_562 Seminar in Family Therapy
- \_\_\_570 Seminar in Psychotherapy Research

The elective courses that are offered on a regular basis include the following (write in other courses taken in the blanks):

- \_\_\_416 Methods in Qualitative Research
- \_\_\_473 Judgment and Decision-making
- \_\_\_483 Advanced Psychodiagnostics
- \_\_\_489 Group Psychotherapy
- \_\_\_511 Health Psychology
- \_\_\_550 Teaching Seminar (0 credits)
- \_\_\_567 Empowerment

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Master's Research:**

Title of your thesis: \_\_\_\_\_

Chair: \_\_\_\_\_

Reader: \_\_\_\_\_

Date of Formal Proposal Approval \_\_\_\_\_

Submitted to IRB?    Yes    No

Date of Formal Thesis Defense \_\_\_\_\_

Final copy submitted?    Yes    No

If you have not completed your thesis, indicate which steps (i.e., data collection, analysis of results, writing drafts, set date for oral defense, finishing revisions after thesis defense) you have completed and a timeline for completing the remaining steps below:

**Dissertation Research:**

Title of your dissertation: \_\_\_\_\_

Chair: \_\_\_\_\_ Dept. Committee Members: \_\_\_\_\_

Date of Formal Proposal Approval \_\_\_\_\_

Submitted to IRB?    Yes    No

Date of Formal Dissertation Defense \_\_\_\_\_

Final copy submitted?    Yes    No

If you have not completed your dissertation, indicate which steps (i.e., developing idea, working on proposal, set date for proposal meeting, data collection, analysis of results, writing drafts, set date for oral defense, finishing revisions after defense) you have completed and a timeline for completing the remaining steps below:

**Graduate Assistantships:**

If you are a fourth year student or beyond, you do not need to complete this section.

1<sup>st</sup> Year Assistantship: #Hours/Week:\_\_\_\_\_ Faculty Member\_\_\_\_\_

# Hours/Week\_\_\_\_\_ Faculty Member\_\_\_\_\_

Responsibilities:

2nd Year Assistantship: #Hours/Week:\_\_\_\_\_ Faculty Member\_\_\_\_\_

# Hours/Week\_\_\_\_\_ Faculty Member\_\_\_\_\_

Responsibilities:

3rd Year Assistantship: #Hours/Week:\_\_\_\_\_ Faculty Member\_\_\_\_\_

# Hours/Week\_\_\_\_\_ Faculty Member\_\_\_\_\_

Responsibilities:

Optional: Comment below if any factors about your assistantship position(s) had a notable positive or negative effect on your training experience.

**Comprehensive Examinations (General and Emphasis Area – Child or Community):**

Date General Area Passed\_\_\_\_\_ Date Emphasis Area Passed\_\_\_\_\_

If you have not yet taken and passed comps, state when you plan to take them (e.g., Fall, 2011).

If you elected to take the Alternative Comprehensive Project, state the following:

Date Proposal Approved\_\_\_\_\_ Chair\_\_\_\_\_

Title of Project\_\_\_\_\_

Date Completed Project Approved\_\_\_\_\_

If you have not yet completed the Alternative Comps project, indicate which steps (e.g., preparation of proposal, review of literature, writing on major components of paper, revising drafts, submission for publication, etc) you have completed and a timeline for completing the remaining steps.

**History and Systems Requirement:**

Date Exam Passed or Course (461 or equivalent) Completed \_\_\_\_\_

If you have not already filled the requirement, state here your plan and timeline for completion (e.g., taking exam in Spring 2012).

**Internship:**

If you are now or have already gone on internship, state site (institution and city) and dates below:

Setting \_\_\_\_\_ Dates \_\_\_\_\_

If you have not yet gone on internship, state plans and timeline below (e.g., plan to apply in Fall 2014 for 2015-2016 academic year)

**Teaching Experience\*:**

Although teaching is optional, please document any formal university courses you have taught below.

Dates of Instruction	Course Number and Title
_____	_____
_____	_____
_____	_____

**\*Please make sure your teaching evaluations are in your file. If you are currently teaching, please submit a mid-quarter teaching evaluation.**

**Outside Employment:**

Have you been employed during the current academic year?      Yes      No

Average number of hours per week and number of months?      \_\_\_\_\_

If so, was the job psychological/mental health in nature?      Yes      No

If yes, please briefly describe the type of job setting, responsibilities, and supervision you receive(d):

**Attendance at Clinical Colloquia:**

Students are expected to attend a minimum of one departmental or clinical program colloquium each quarter while enrolled in the doctoral program. These include job talks by prospective faculty members, presentations by guest speakers, or other DePaul sponsored learning events outside of classes. Please list the clinical colloquia you have attended since your last evaluation and the dates of attendance. If you were not able to attend, please explain and list other equivalent professional development activities.

**Summary of Achievements:**

On a separate page, please provide a typed listing of any professional accomplishments you have had since entering the DePaul graduate program. These include presentations at conferences, publications, grants, honors or awards, membership in professional organizations, or other professional activities outside formal training requirements. These may include clinical program committees or volunteer activities, community service activities, or other professional activities. For presentations, list the authors, title, name of conference, location, and date, and indicate if you were first author. For publications, give a full reference.

**Optional: Comments re: Your Progress Through the Program:**

Please state on a separate page any information you would like the clinical faculty to be aware of regarding your progress in the program. For example, you may have encountered difficulties due to health or other personal issues, had unexpected financial difficulties, or had difficulty gaining subjects for your proposed research.

**DePaul University Clinical Psychology Program Annual Evaluation Form – Revised  
2/19/13**

Name \_\_\_\_\_

Date \_\_\_\_\_

Academic Year Began Program \_\_\_\_\_

Years in Program \_\_\_\_\_

Rate and briefly summarize the student's performance in each area using the ratings categories described below. Evaluations will be followed with a written remediation plan, as needed, developed by the student's advisor, the DCT, and the student.

- Outstanding (O) -- reserved for the unusual student who is making exceptional progress for his/her level of training
  - Satisfactory (S) -- given to students who are making good progress and seem to be on target for successful completion of the program. The majority of competent students receive this rating
  - Marginal/Unsatisfactory (M/US) -- given to students who are showing significant problems that must be addressed, such as receiving a Below Expectations in a domain of the Practicum Evaluation form, have failed one or more parts of the comprehensive examinations, or have one or more academic classes that must be repeated in order to obtain the minimal acceptable grade. "M" is used when the concerns are of moderate severity, there are extenuating circumstances, or when there have been efforts to remediate the problem. "US" is given when problems are more significant or little or no attempt appears to have been made to address them).
  - Not Applicable (NA) -- given to students who may have been on internship or who have completed their academic coursework but have not yet obtained their degrees
- 
- (1) \_\_\_\_\_ Academic coursework (O  $\geq$  3.75 cumulative GPA & no incompletes)
  
  - (2) \_\_\_\_\_ Clinical practica/Internship
  
  - (3) \_\_\_\_\_ Master's research or dissertation
  
  - (4) \_\_\_\_\_ Graduate assistantship/Advanced research responsibilities
  
  - (5) \_\_\_\_\_ Professional (conscientious, engaged, respectful, timely completion of responsibilities) and ethical conduct (highest possible rating is S; can rate categories separately)
  
  - (6) \_\_\_\_\_ Progression through program requirements
  
  - (7) \_\_\_\_\_ Teaching or training (O should be based on student evaluations and faculty observation report or equivalent documentation)
  
  - (8) \_\_\_\_\_ Scholarly activity (O  $\geq$  1 publications; S+  $\geq$  1 presentations)

- (9) \_\_\_\_\_ Service (leadership, involvement) (If none, NA)
- (10) \_\_\_\_\_ Documented attendance at one clinical area colloquium per quarter or equivalent or, if not feasible, other professional development activity

**Is there a remediation plan in place based on last year's evaluation? YES NO**  
**If so, has the plan been completed or, if not, what is the status?**

Advisor's Signature \_\_\_\_\_ DCT's Signature \_\_\_\_\_

## Clinical Psychology Program Grievance Report

Name of Complainant:

Nature of Complaint:

(in a concise, fact-based manner, provide a detailed account of the grievance and any pertinent surrounding circumstances; if there were witnesses, they may attach separate confidential statements; attach additional pages if necessary)

Informal Steps Taken (optional):

Date of Meeting with Ombudsperson (optional):

Record of Issues Discussed with Ombudsperson (optional):

\_\_\_\_\_  
Complainant's Signature

\_\_\_\_\_  
Ombudsperson's Signature

Date of Mediation Hearing (optional):

Disposition of Mediation (optional; include remediation plan and method for ensuring compliance as well as method for ensuring there is no retaliation; attach additional pages a necessary):

\_\_\_\_\_  
Complainant's Signature

\_\_\_\_\_  
Ombudsperson's Signature

\_\_\_\_\_  
Respondent's Signature



Date Formal Complaint Submitted to Grievance Committee:

Date Scheduled for Hearing:

Date Notification of Hearing Sent to Respondent:

Date Respondent's Response Received (attach respondent's response):

Grievance Committee Members Present at Hearing:

Hearing Notes (record discussion pertinent to resolution of grievance; attach additional pages as necessary):

Committee's Decision and Recommended Course of Action:

If Required, Plan for Monitoring Compliance (including party responsible for monitoring):

If Required, Plan for Ensuring No Retaliation and Plan for Responding if Retaliation Does Occur (including party responsible for monitoring this):

Plan for Evaluating Process and Outcome (e.g., debriefing session; solicitation of written feedback):

Signatures of Grievance Committee Members: