



## **Clinical Psychology**

## **Program Manual**

September, 2018

**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 Jocelyn Carter, Director of Clinical Training (DCT). Happy reading!

## **1. CLINICAL PSYCHOLOGY PROGRAM OVERVIEW**

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The Clinical Psychology Program is one of four Ph.D. programs in the Department of Psychology at DePaul University. The other doctoral programs are Psychological Sciences (formerly 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 2017, the Psychology Department has 33 full-time, tenured or tenure-track faculty positions. The Clinical Program has 13 full-time, tenured or tenure-track faculty members, 7 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 psychologists, supervise students in the FCS.

The Clinical Program is designed for students to be able 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. 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**

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The curriculum plan for the DePaul Clinical Psychology program adheres to the APA Standards of Accreditation for clinical psychology programs, which specify that all students obtain basic training in the breadth of scientific psychology which serve as the foundation for specialized training in practice and other professional activities (<https://www.apa.org/ed/accreditation/about/policies/standards-of-accreditation.pdf>). As one means of achieving this goal, DePaul students are required to take courses in affective, biological aspects of behavior, cognitive aspects of behavior, developmental, and social aspects of behavior. Students must also acquire and demonstrate competence in research, ethical and legal standards, cultural diversity, professional attitudes and behaviors, communication and interpersonal skills, assessment, intervention, supervision, and consultation and interdisciplinary skills. As one means of achieving this competence, students take courses in statistics, research methods, ethics, diversity, professional development, child and adult assessment, psychotherapy and behavior modification, and community psychology. Students also fulfill these requirements through practicum and research milestone requirements as well as through research and teaching assistantships. The faculty teach professional attitudes, behaviors, and values and communication and interpersonal skills 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. Students are encouraged to keep track of their practicum and internship experiences using a registry service that will facilitate licensure across state lines (e.g., <https://www.nationalregister.org/>).

### **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 94 quarter hours beyond the bachelor's degree. Degree requirements for the M.A. and Ph.D. are listed in the Appendix and in the [DePaul University Course Catalog](#). Requirements are assigned according to the year of program entry. If the clinical program changes its requirements after the student enters the program, students are able to request a new requirement term by emailing the graduate coordinator.

Beginning in the fall of 2015, the required curriculum for the Clinical Program changed by reducing the number of required hours to complete the Ph.D. program from 106 to 94 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.

DePaul University is on a quarter system that includes three, 11-week quarters from September to June each year. No formal coursework is offered during the summer in the Clinical Program, but practicum placements often begin in July. The course load is the heaviest in year one, when students typically carry 16 hours per quarter. Most courses earn 4 credit hours each. Students begin practicum in year two, when they typically carry 8-12 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). 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.

**Zero Credit Courses.** In order to access university services and maintain active student status, students must maintain registration **every** Autumn, Winter, and Spring 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:

- Thesis Seminar (PSY 590, 0 credits) in the three academic quarters (Autumn, Winter, and Spring) in year 1.
- Introduction to Clinical Skills, Consultation, and Supervision (PSY ) in the three academic quarters (Autumn, Winter, and Spring) in year 1.
- Practicum
  - **Three** quarters of Practicum (PSY 577, 578, and 579, 0 credits) are required in year 2, taken in Autumn, Winter, and Spring, respectively.
  - **Three** quarters of Practicum (PSY 582, 583, and 584, 0 credits) are required in year 3 taken in Autumn, Winter, and Spring, respectively.
  - **Three** quarters of Practicum (PSY 574, 575, and 576, 0 credits) are required in year 4 taken in Autumn, Winter, and Spring respectively.
- Dissertation/Professional Development Seminar (PSY 598, 0 credits) in the three academic quarters (Autumn, Winter, and Spring) in year 4.
- 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.

Students will register for additional zero-credit courses as needed to ensure the appropriate enrollment status (full-time (FT) = 8+ credits, part-time (PT) = 4 credits; financial aid eligibility requires at least PT status, although some funding bodies require FT status).

- 595 Graduate Research: as needed to maintain FT status until degree conferral (Master's or Doctoral). Satisfies 8 credit-hour equivalent financial aid requirement for students not enrolled in sufficient *credit-bearing* courses
  - International students must be enrolled in at least 8 credits (or their equivalent) during the *entire year* (main session + summer sessions)
  - Domestic students must be enrolled in at least 8 credits (or their equivalent) during the main academic session (AQ, WQ, SQ)
  - Domestic students *who are applying for financial aid over the summer* must also be enrolled in at least 8 credits (or their equivalent) during both summer sessions (I and II)
    - Although most loan-granting agencies require proof of enrolment only during the main academic session, some also require this proof during summer sessions, *regardless of whether students apply for summer aid*. It is the student's responsibility to ensure that they know and comply with their loan reporting requirements; this includes whether to enroll in PSY 595 during summer sessions.
- 702 Non-Resident Candidacy Continuation: as needed *after* completion all requirements except dissertation and dissertation defense, for students who have left the university *but are continuing to make progress on their dissertation*
  - Cannot be taken at same time as 599 Dissertation Research
  - Cannot be taken at same time as 595 Graduate Research

**Incomplete Grades.** 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. When students have more than one incomplete course, their quarterly course load is reduced by one course. For example, if a student has two incomplete courses, the student will take one less course than typical in the subsequent quarter. 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 change of grade request. 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.** Students complete independent study forms to enroll in their master's research (PSY 597) and dissertation research (PSY 599) courses. Additional opportunities to enroll in independent study courses are available to fulfill elective requirements. 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 may be able to 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 within the student's first year of enrollment in the program. Decisions about waivers and transfer credit must be documented in writing, signed by the DCT, and placed in the student's file. The program uses the Degree Progress Report and the BlueStar advising system to maintain electronic records of students' course requirements. Students are encouraged to consult the Degree Progress Report to view their course completion and contact the Graduate Coordinator and/or DCT if discrepancies exist.

*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. **According to university policy, 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.

## **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 94 credit hours. The required courses are listed next. All are four credits, unless otherwise noted. The Clinical Program Course Schedule by Year as of 2017-2018 (see Appendix) lists the courses required for each track and typical years and quarters courses are typically taken. To maintain active student status, please refer to prior paragraphs about continuing enrollment registration issues.

In addition, 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 School of Nursing, Master's Program in Public Health, 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).

The clinical psychology program requires a minimum of three full-time academic years of graduate coursework and residency, a Master's thesis and dissertation, comprehensive exam/project and completion of an internship prior to awarding the doctoral degree. The program's residency requirement is addressed through the requirement that students complete their coursework (in all courses, but one) in face-to-face classes during the first three years in the program and complete their required graduate assistantship and teaching assistantship roles. Students are required to complete the internship before the degree is awarded.

**History and Systems Requirement.** In the spring of 2017, the clinical psychology program voted to create a new course that combines History and Systems and Ethics into one 4-credit course. This course will tentatively be offered in the spring quarter of 2017-2018 for the first time. Students who have not yet taken either course should plan to take this course. Students who previously took either History and Systems or Ethics have the option to complete either a History and Systems assignment or an ethics assignments corresponding to the course *that was not taken* or enroll in the course. Please note that we did not change the required number of credit hours required to complete the degree so students pursuing this option will need to take an extra elective or independent study course to meet degree requirements.



**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 2017-2018, contained in the Appendix. 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.

Year in Program	Recommended Activities
1	<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>
2	<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>• <b>Defend Master's thesis proposal by November 1st</b></li> <li>• Graduate assistantship responsibilities</li> <li>• Conduct Master's thesis research in Winter, Spring, and Summer</li> </ul>
3	<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>• <b>Defend completed Master's thesis by February 1</b></li> <li>• <b>Take Comprehensive Exams in spring</b></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>
4	<ul style="list-style-type: none"> <li>• <b>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)</b></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>• <b>Defend completed dissertation before leaving on internship (not required but highly recommended in order to finish program in five years)</b></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. MASTERS AND DISSERTATION RESEARCH**

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The psychology department's Thesis Manual contains the most current guidelines for theses and dissertations in the department. This manual is available on the W drive and the Graduate Study in Psychology course (d2l.depaul.edu). The clinical program has additional policies that are detailed below. Students or faculty seeking clarification about which set of policies govern students' master's and dissertation research are encouraged to seek consultation from the DCT. The masters and dissertation research projects are associated with four courses: two seminars and two independent studies.

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

**Thesis Seminar.** The first year class will meet in a seminar format with one of the clinical faculty. Students sign up for PSY 590, a 0-credit course, in the Fall, Winter, and Spring quarters of the first year. The specific goal of the seminar is to provide structures that prompt students to complete their thesis in a timely manner.

**Thesis Credit Hours.** Students complete an independent study form in order to register for the 4-credit Thesis Research course (PSY 597). This course can be taken at any time in the 2<sup>nd</sup> year depending on the scheduling of clinical program electives.

**Masters 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 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. The entire clinical faculty, and, when feasible, other members of the student's thesis committee if they are not clinical faculty members also attend the presentations. Second year students will be responsible for providing

feedback about the oral presentation and the written research proposal to each other in advance of the presentation. 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 theses 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 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 the variability in projects.

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.

**Master's Thesis Deadlines and Consequences.** Students must successfully defend their Master's thesis proposal and have the signatures of the faculty thesis committee on the Approval of Proposal for Final Project 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.
- Students should have successfully defended their thesis by the last day of the final exams during the Spring quarter of their third year. If they have not defended their thesis by the last day of final exams during the Spring quarter of the third year, they will not be considered to be in good standing in the clinical program and will be put on a remediation plan.

### **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 the dissertation.

**Dissertation Seminar.** This seminar is typically taken in the fourth year of the program and 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. Beginning in 2016-2017, students do not register for this course unless they are participating in the course's face-to-face and/or online components. This course is no longer linked to financial aid status. PSY 595 Graduate Research is the course that denotes full-time enrollment in the absence of taking 8-credit hours in a given quarter.

All students are required to complete at least one year of the seminar (face-to-face and on-line components).

- Once students have completed a year of the seminar, additional participation in the professional development series is 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 at the discretion of their faculty advisor and/or the DCT.
- 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 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 D2L (Desire 2 Learn) and completion of all assignments is required to pass the course.

**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 although students typically register for 4 hours during one quarter. Dissertation credits are typically taken during the fourth or fifth year of study and are not automatically covered by the tuition waiver that students receive in their first three years in the program. The psychology department is typically able to cover the cost of these credit hours, but students should notify the graduate student coordinator of their intent to register for dissertation credit and ask for a determination of whether the department will be able to pay for these credits.

**Dissertation Deadlines and Consequences.** University regulations indicate that no more than five years can pass between the completion of doctoral comprehensive examinations (i.e., admission to doctoral candidacy) and the completion of the dissertation. In addition, the Clinical Program has instituted the following deadlines applicable to students entering the program in the 2017-2018 academic year (students entering the program earlier than 2017-2018 should reference the version of the manual that was in effect at their time of entry to determine the dissertation deadlines and consequences to which they are held).

Students must:

- Successfully defend the dissertation proposal by June 1<sup>st</sup> of their fifth 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 seventh 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 fifth 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 sixth year will result in *dismissal* from the program.

- Failure to defend the final dissertation by June 1<sup>st</sup> of the seventh 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 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.

#### 4. COMPREHENSIVE EXAMINATIONS

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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: Child Assessment, Adult Assessment, Advanced Psychopathology, Professional Ethics and History and Systems, Principles of Human Diversity, Principles of Psychotherapy and Behavior Modification, 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 the most recent 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, 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, 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 who are seeking accommodations must be registered with the Center for Students with Disabilities and select the "I need testing accommodations through CSD" box on the application form. The comprehensive exam coordinator will work with CSD to arrange for accommodations. Students should indicate that they need accommodations on the application form even if they are not sure that they will use them during the exams.

## **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. In order to ensure that students are studying the most current material in the field of clinical psychology, the comprehensive exam is based on the most recent syllabus for the required courses.

## **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 who will then distribute to the DCT for grading.

## **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 (including community psychology and mental health services research). 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.

## **5. CLINICAL PRACTICA, INTERNSHIP, AND OUTSIDE EMPLOYMENT**

### **Clinical Practica**

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 while registered as a doctoral student at DePaul University.
- Students register for practicum hours PSY 577, 578, and 579 in year 2; 582, 583, and 584 in years 3; and 574, 575, and 576 in year 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.

- Occasionally a student might confront problems on an externship placement. In such cases, the DCT and/or practicum instructor should be notified of any difficulties, so that (if necessary) the clinical program 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. Students who enter the program with previous practicum experience must still complete three years of clinical practica at DePaul. In situations in which 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.

**Scope of Practicum Activities.** 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. At least two hours of clinical activities should be observed by a supervisor during each practicum year in order to comply with the Standards on Accreditation. More details on the observation requirement can be found on the practicum contract. 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.

**Practicum Ethics and Compliance.** 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. Students are expected to document their work with clients in accordance with agency regulations and professional ethics. Students may be required to undergo a criminal background check prior to being accepted for practicum at FCS and many other sites. The program does not pay for these background checks. 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).

**Practicum Insurance.** 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://financialaffairs.depaul.edu/Insurance\\_and\\_lossprevention/insuranceRequestForm.aspx](http://financialaffairs.depaul.edu/Insurance_and_lossprevention/insuranceRequestForm.aspx). On this form, the Certificate Holder is your practicum site, so all of your site's contact information should be entered in the corresponding sections. For the Event section, make clear that it is for a practicum as part of your doctoral clinical training and that you have registered for a specific practicum course. 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.

**Practicum Site Survey.** 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. Completion of this survey is required to receive a passing grade in the practicum course.

**Practicum Evaluation.** Written evaluations of the student by the supervisor are required at least twice yearly (mid-year, end of year) for internal and external practica. The Practicum Evaluation form (included in the appendix) 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 majority 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 and will not receive a passing grade if they fail to do so.

**Practicum Hours Documentation.** 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.

The clinical program provides institutional access to the Time 2 Track software to track clinical hours. Please note that the DCT regularly reviews the tracking of clinical hours and carefully reviews these records before certifying students' internship applications. Students who are planning to use an alternate tracking system must ensure that it provides enough detail to allow a similar review of hours before they apply for internship. Please review the instructions below to set up an individual account through Time2Track.

Instructions for Paid or Free Trial Time2Track Members:

1. [Click here](#) and sign in using your current login & password.

2. Once logged in, click the gear icon in the upper right corner of your screen, then select "Subscription" from the dropdown menu.
3. Enter Authorization Key: **XEPD-5547-VVYS-7244** (if you do not see an option for Authorization Key, check Your School in your Profile to make sure it is: **DePaul University: Clinical Psychology PhD**).
4. After you have added your subscription using the Authorization Key, Click Submit.

**Practicum Sites.** 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. Students who elect to complete additional practicum beyond the required three years should also enroll in practicum in order to maintain eligibility for DePaul's malpractice insurance (see above).

### **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. 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 fall 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>.

### **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 [Graduate Study in Psychology](#) D2L page under "clinical program" and "practicum and externships). 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. 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 early fall, students are encouraged to review the list of practicum sites for the current year on the [d2l.depaul.edu](http://d2l.depaul.edu) website. Many sites are now following standardized notification and interview timelines which can be viewed in the appendix.
- As soon as the information is available, the clinical program assistant will update the site 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.
- Beginning in November, 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.

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 according to Illinois state law <https://www.idfpr.com/renewals/apply/forms/psy.pdf>. 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 strongly discouraged from doing externships at private practice settings as these do not typically provide the opportunities for didactics and multiple experiences that characterize ideal practicum sites.
- 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.

**Program-Sanctioned Hours.** Applications for internship require candidates to divide hours into "practicum" and "clinical work experience." The former must be subdivided into defined categories, and are considered (at least by some internship programs) to carry more weight in the calculation of applicants' training experience, since a practicum experience specifically involves a clinical training mission, whereas a clinical work experience might not. Obviously, all of the hours accumulated in formal practica for which students are enrolled fit this designation. In addition, APPIC specifies that students may count supervised experience that is "program sanctioned" as equivalent to practicum training. DePaul University's clinical program policy is that students may petition to have additional clinical experiences (outside the three required years of enrollment at official practicum sites) sanctioned by the program as training experiences. The petition should outline the nature of the position (hours, activities, population) and the type and amount of supervision received, as well as additional relevant information (such as previous experience at the same or similar sites and whether the site has served as a formal practicum in the past).

A number of indicators will contribute to the decision to recognize activities as "program sanctioned" practicum experience. In general, it should be evident that the position is not solely service-oriented, but involves substantial components of training and supervision. Activities that are particularly likely to qualify as practica include: experience accrued in the same setting after an official practicum has ended; experience comparable to that obtained at the same site by other enrolled students (past or present); formal traineeships that have not sought ongoing affiliation with DePaul University as official practicum sites; unique training opportunities that are comparable to those available at established practicum sites. In some instances, paid clinical work may qualify for sanctioning; however, it should be clear that the position sought is not "merely" a clinical job more appropriately noted under the "clinical work experience" category on internship applications. (As noted in other sections of the manual, program approval must also be sought before taking any psychology-related position outside the Department of Psychology or official practicum sites; approval of such employment does not constitute program sanctioning of these jobs as "practica hours.")

Petitions should be developed through consultation with the student's advisor and should include his or her signed endorsement (see Appendix). Petitions are then submitted to Director of Clinical Training for approval or rejection. Applicants will be informed of the outcome, which will also be recorded in students' files for reference at the time of internship application. Appeals of the decision can be brought to the clinical program faculty as a whole for reconsideration.

## **Clinical Internship**



It is expected that all students apply and obtain full-time, paid, APA-accredited internships. The DCT, in coordination with the integration committee, and professional development instructors, assists students in preparing their application materials. Students who do not match in either phase of the APPIC internship match, are permitted to complete non-accredited internships following petition and approval by the clinical faculty. This petition must be developed in consultation with the primary advisor and/or DCT and include the following information about the internship:

- a. the nature and appropriateness of the training activities;
- b. frequency and quality of supervision;
- c. credentials of the supervisors;
- d. how the internship evaluates student performance;
- e. how interns demonstrate competency at the appropriate level;
- f. documentation of the evaluation of its students in its student files.

Students typically apply for internship in their fourth or fifth years of the program. 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 with the exception of the PSY 597 Internship course and an R grade for PSY 599 Dissertation Research (other than “R’s” in research).
- **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 and must use the Standardized Reference Form (SRF) available through APPIC.
- **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. International students have specific restrictions regarding their employment and should consult with International Student and Scholar Services (<http://offices.depaul.edu/global-engagement/student-resources/student-services/Pages/default.aspx>).

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.

## **6. STUDENT EVALUATIONS**

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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 evaluate 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 clinical faculty revised the annual evaluation process beginning in the 2017-2018 academic year to be in compliance with the American Psychological Association's new [Standards of Accreditation](#) which went into effect January 1<sup>st</sup>, 2018. The standards specify

profession wide competencies (PWCs) that all students must obtain during their clinical training. Three new forms were developed in order to facilitate the collection and review of this data: (1) Yearly Summary Form, (2) Clinical Program Research Assistant Rating Form, and (3) Clinical Program Teaching Assistant Rating Form. Along with the Practicum Evaluation Form (not modified), these forms allow us to measure student attainment of PWCs.

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

In the spring of each academic year, the student is asked to electronically complete the Research Requirements and Clinical Requirements portion of the Yearly Program Summary Form (see Appendix). Students should send this form, along with a current version of the CV, to the primary advisor. The clinical program will distribute the Clinical Program Teaching Assistant Rating Form, Clinical Program Research Assistant Rating Form, and the Practicum Evaluation Form to the student's faculty supervisors/advisors via a Qualtrics survey. The results of the rating forms will be shared with the student after each form is completed. These ratings are downloaded into an Excel database and shared with each student's faculty advisor. The advisor then uses these ratings to complete the Yearly Summary Form (Areas of Strength and Areas of Concern). The Yearly Summary Form is shared with the clinical faculty during the annual evaluation meeting that occurs at the end of each training year. This form allows us to document any ratings that are below the MLA (ratings of poor) on either rating form, review course grades for the GPA, and track student completion of research and clinical milestones. The Yearly Summary Form is signed by the DCT, advisor, and student and filed in the student's physical record. Students who are not making satisfactory progress are required to develop an individualized training plan in coordination with the director of clinical training and the student's faculty advisor.

Following the evaluation meeting, the DCT, student, and advisor sign the Yearly Program Summary Form. Students receiving "poor" ratings on ratings forms, not making satisfactory progress on research or clinical requirements, receiving incomplete grades, or continuing remediation plans will receive remediation/personalized training plans. The DCT and advisor will 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 when they enroll in their first quarter of courses in the first year. 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. Remediation plans can be put into place at any time for circumstance including, but not limited to, failure to meet program-requirements, concerns about professional interactions and communication, and concerns about ethical conduct. The student's remediation needs will be discussed by clinical faculty including the student's advisor during the closed portion of the program meeting. The Director of Clinical Training will notify the student and work with the student and the student's advisor to develop a remediation plan following the procedures described in the Annual Evaluation section of this document.

**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 three years of practica), 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 change the grade for the internship course from “R-Research” to “Pass”. The degree will then be awarded on the last day of the quarter in which the students’ requirements are completed.

**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 remediation 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**

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### **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>.

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.

### **Record Keeping**

Student records including practicum evaluations, annual evaluations, course substitutions and waivers, and final requirements forms are kept in hard-copy version in the Graduate Coordinator's office. After graduation, these forms are scanned and are subject to the university's retention policy. Transcripts are part of students' permanent records and are permanently kept by student records. Course syllabi and assignments are not kept by the department nor the program. Students are responsible for keeping personal copies of their syllabi for their courses. Many states require syllabi from specific courses to be eligible for licensure and students may have to provide this themselves if they wish to be licensed in a particular state.

### **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 located in the appendix of this document.

## **8. STUDENTS SUPPORTS AND REPRESENTATION IN GOVERNANCE**

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### **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 \$18,700 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). Beginning in the 2017-2018 academic year, fourth and fifth year students who have been admitted to doctoral candidacy and are otherwise in good standing are eligible to receive the Doctoral Research Fellowship which provides funding for 7, 11, or 20 hours of dissertation work per quarter.

The Psychology Department established Graduate Assistantship guidelines as follows:

- Graduate Assistants (both RA and TA) are expected to work 20 hours per week (700 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 piloted 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 and conferred 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 LASS 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 \*\*\*\***

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Degree Requirements  
Clinical Program Course Schedule By Year  
Clinical Program Thesis and Dissertation Options  
Clinical Practicum Site Survey Form  
DePaul University Clinical Psychology Training Program Practicum Agreement  
Employment Outside the Program  
Petition for Program-Sanctioned Hours  
Comps Scoring Forms  
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DePaul University Clinical Psychology Program Annual Evaluation Form  
Clinical Psychology Program Grievance Report  
Clinical Psychology Program Grievance Policy  
Profession Wide Competencies  
Yearly Program Summary Form  
Clinical Program Teaching Assistant Rating Form  
Clinical Program Research Assistant Rating Form  
Practicum Evaluation Form  
Testing Seminar Presentation Rubric  
Thesis Presentation Guidelines

## Degree Requirements

**The Clinical Psychology MA/PhD is a combined degree. The MA is non-terminal and, therefore, only students intending to confer the PhD are admitted.**

### MA Course Requirements

The MA portion of the combined degree program requires a minimum of 74 quarter hours beyond the completion of a bachelor's degree, including four quarter hours of thesis research.

### Core Courses

- PSY 406 PHYSIOLOGICAL PROCESSES
- One of the following courses:
  - PSY 404 PERCEPTION AND COGNITION
  - PSY 426 LANGUAGE AND COGNITION
  - PSY 473 THE PSYCHOLOGY OF JUDGMENT AND DECISION- MAKING
- One of the following courses:
  - PSY 430 SOCIAL PSYCHOLOGY OF THE SELF
  - PSY 556 PREJUDICE AND INTERGROUP RELATIONS
  - PSY 560 SOCIAL COGNITION
- One of the following courses:
  - PSY 439 COGNITIVE DEVELOPMENT
  - PSY 554 EMOTIONAL DEVELOPMENT
  - PSY 555 SOCIAL DEVELOPMENT

### Statistics and Methodology Courses

- PSY 410 ADVANCED STATISTICS I
- PSY 411 ADVANCED STATISTICS II
- PSY 420 QUANTITATIVE RESEARCH DESIGN
- One of the following courses:
  - PSY 418 MULTIVARIATE STATISTICAL ANALYSIS
  - PSY 419 FACTOR ANALYSIS AND PATH MODELING
- One of the following courses:
  - PSY 416 METHODS IN QUALITATIVE RESEARCH
  - PSY 495 GRANT WRITING IN PSYCHOLOGY
  - PSY 570 SEMINAR IN PSYCHOTHERAPY RESEARCH

### Additional Courses

- PSY 481 CHILD ASSESSMENT
- PSY 482 ADULT ASSESSMENT
- PSY 486 ADVANCED PSYCHOPATHOLOGY
- PSY 488 PRINCIPLES OF PSYCHOTHERAPY AND BEHAVIOR MODIFICATION
- 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 590 THESIS RESEARCH SEMINAR (0 credit hours)
- PSY 4 INTRODUCTION TO CLINICAL SKILLS, CONSULTATION AND SUPERVISION (3 quarters, 0 credit hours)
- Three additional four-credit courses

### **Clinical Practicum**

Three quarters of clinical practicum need to be successfully completed. The Director of Clinical Training must approve the practicum placement in advance. All practicum courses are zero credit hours.

During year two, students should enroll in the following practicum courses:

- PSY 577 PRACTICUM IN CLINICAL ASSESSMENT (autumn quarter)
- PSY 578 PRACTICUM IN CLINICAL PSYCHOLOGY (winter quarter)
- PSY 579 PRACTICUM IN CHILD CLINICAL PROCEDURES (spring quarter)

### **Research Course**

- PSY 597 MASTER'S THESIS RESEARCH  
Master's Research Thesis

Complete a thesis on a topic approved by the department.

### Master's Thesis Examination

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

### PhD Course Requirements

The PhD portion of the combined degree program requires a minimum of 20 quarter hours beyond the completion of the master's degree, including four quarter hours of dissertation research. The following requirements must be completed to confer the PhD.

### **Core Courses**

- PSY 461 ETHICS & HISTORY OF PSYCHOLOGY SEMINAR
- PSY 565 PROFESSIONAL DEVELOPMENT SEMINAR (3 quarters, 0 credit hours; students are required to complete a total of 6 quarters of PSY 565 for the MA/PhD requirements)
- PSY 596 INTERNSHIP IN CLINICAL PSYCHOLOGY (5 quarters, 0 credit hours)
- PSY 598 DISSERTATION RESEARCH SEMINAR (0 credit hours)

## Area of Emphasis

At least three additional courses consistent with an area of emphasis are required to reach minimum number of hours required for the PhD.

### **Additional Required Courses for Clinical-Child (may be used as electives for Clinical-Community)**

- PSY 491 TREATMENT METHODS WITH CHILDREN
- PSY 562 SEMINAR IN FAMILY THERAPY
- PSY 570 SEMINAR IN PSYCHOTHERAPY RESEARCH

### **Additional Required Courses for Clinical-Community (may be used as electives for Clinical-Child)**

- PSY 492 PRINCIPLES OF CONSULTATION
- PSY 495 GRANT WRITING IN PSYCHOLOGY
- PSY 568 SEMINAR IN PREVENTION AND INTERVENTION
- PSY 569 SEMINAR IN PROGRAM EVALUATION
- PSY 585 FIELDWORK IN COMMUNITY SETTINGS

### **General Electives**

- PSY 416 METHODS IN QUALITATIVE RESEARCH
- PSY 420 QUANTITATIVE RESEARCH DESIGN
- PSY 473 THE PSYCHOLOGY OF JUDGMENT AND DECISION- MAKING
- PSY 483 ADVANCED ASSESSMENT
- 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

### **Clinical Practicum**

Six quarters of clinical practicum need to be successfully completed. The Director of Clinical Training must approve the practicum placement in advance. All practicum courses are zero credit hours.

During year three, students should enroll in the following practicum courses:

- PSY 582 ADVANCED PRACTICUM-CLINICAL PSYCHOLOGY (autumn quarter)
- PSY 583 PRACTICUM IN COMMUNITY MENTAL HEALTH (winter quarter)
- PSY 584 ADVANCED PRACTICUM IN EVIDENCE-BASED PRACTICE IN PSYCHOLOGY (spring quarter)

During year four, students should enroll in the following practicum courses:

- PSY 574 PRACTICUM IN SPECIAL AREAS IN PSYCHOLOGY (autumn quarter)
- PSY 575 PRACTICUM IN SPECIAL AREAS IN PSYCHOLOGY (winter quarter)
- PSY 576 PRACTICUM IN SPECIAL AREAS IN PSYCHOLOGY (spring quarter)

### **Research Course**

- PSY 599 DOCTORAL DISSERTATION RESEARCH

Doctoral Candidacy Examination (Comprehensive Examination or Review Paper)  
 Designed to assess the student's general knowledge of clinical psychology and the student's area of emphasis (clinical-child or clinical-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 emphasis -- clinical-child or clinical-community psychology. 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 with satisfactory coursework performance who has successfully completed the master's thesis and passed the Doctoral Candidacy Examination; the candidate has no more than five years from this date to complete the PhD requirements or dismissal from the program will ensue.

Students denied candidacy will be required to withdraw from the program or withdraw after completion of the MA.

### Internship

One-year supervised internship in an approved doctoral training site. Students typically intern during the fifth or sixth year in the program.

### Dissertation

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

### 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.

### Residency Requirement

The clinical psychology program requires a minimum of three full-time academic years of graduate coursework and residency, a master's thesis and dissertation, comprehensive exam/project, and completion of an internship prior to awarding the doctoral degree. The program's residency requirement is addressed through the requirement that students complete their coursework (in all courses, but one) in face-to-face classes during the first three years in the program, and complete their required

graduate assistantship and teaching assistantship roles. Students are required to complete the internship before the degree is awarded.

#### Time Limitations

- No more than four years between admission to the MA/PhD program and admission to doctoral candidacy.
- No less than eight months and no more than five years between admission to doctoral candidacy and the final doctoral oral examination; or dismissal from the program will ensue.

<http://csh.depaul.edu/academics/psychology/graduate/clinical-psychology-ma-phd/Pages/degree-requirements.aspx>



## Community Track Program Course Schedule by Year

### First Year (48 credit hrs)

*Recommended Coursework: 4 classes per term*

Fall (16 credits)	Winter (16 credits)	Spring (16 credits)
410, Statistics I (4) 486, Advanced Psychopathology (4) 493, Principles of Community Psychology (4) 404, 424, OR 473 Cognitive (4) 590, Master's Thesis Seminar (0) 499, Intro to Clinical (0)	411, Statistics II (4) 420, Quantitative Research Design (4) 481, Child Assessment (4) 439, 554, OR 555 Developmental (4) 590, Master's Thesis Seminar (0) 499, Intro to Clinical (0)	418, Multivariate OR 419, Factor Analysis (4) 482, Adult Assessment (4) 461, Ethics and History of Psychology (4) 520, Principles of Diversity (4) 590, Master's Thesis Seminar (0) 499, Intro to Clinical (0)

### Second Year CLINICAL/COMMUNITY (28 credit hrs)

*Recommended Coursework: 2-3 classes per term*

*\*597 Master's Thesis Research can be taken any quarter in year 2 or 3*

Fall (12 credits)	Winter (8 credits)	Spring (8 credits)
488, Principles of Psychotherapy and Behavior Change (4) 492, Principles of Consultation (4) 568, Seminary in Community Prevention and Intervention (EVEN) (4) OR Elective (ODD) (4) 577, Practicum in Clinical Assessment (0) 565, Prof. Development Sem (0)	569, Seminar in Program Evaluation (4) Elective (EVEN) (4) 578, Practicum in Clinical Psychology (0) 565, Prof. Development Sem (0)	406, Physiological Processes (4) 430, 556, OR 560 Social (4) 579, Practicum in Child Clinical Procedures (0) 565, Prof. Development Sem (0)

### Third Year CLINICAL/COMMUNITY (12 credit hrs)

*Recommended Coursework: 1 class in Fall, Winter & Spring (for 3 total courses)*

*\*597 Master's Thesis Research can be taken any quarter in year 2 or 3*

Fall (4 credits)	Winter (4 credits)	Spring (4 credits)
Elective (ODD) (4) 597, Master's Thesis Research (4) 585, Fieldwork (0) 582, Adv Practicum (0) 565, Prof. Development Sem (0)	Elective (EVEN) (4) 585, Fieldwork (0) 583, Pract Community Mental Health (0) 565, Prof. Development Sem (0)	495, Grant Writing (4) 585, Fieldwork (0) 584, Adv Pract Evidence Based Practice (0) 565, Prof. Development Sem (0)

### Fourth Year (0 - 4 credit hrs)

*\* 599 Dissertation Research can be taken in any quarter in year 4 or 5*

Fall	Winter	Spring
574, Practicum in Special Areas (0) 565, Prof. Development Sem (0) 595, Psychology Research (0) *599, Dissertation Research (4)	575, Practicum in Special Areas (0) 565, Prof. Development Sem (0) 595, Psychology Research (0)	576, Practicum in Special Areas (0) 565, Prof. Development Sem (0) 595, Psychology Research (0)

### Fifth Year and beyond (0-4 credit hrs)

*\* 599 Dissertation Research can be taken in any quarter in year 4 or 5*

*\*\*596 Internship each quarter if on internship during fifth year*

*\*\*\*574, 575, and 576 if enrolled in additional (optional) year of practicum*

Fall	Winter	Spring	Summer I and II
595, Psychology Research (0) 596, Internship (0)	595, Psychology Research (0) 596, Internship (0)	595, Psychology Research (0) 596, Internship (0)	596, Internship (0)

**Zero Credit Course**

**Elective**

**Opportunity to Select Course for Requirement**

## Child Track Program Course Requirements by Year

### First Year (48 credit hrs)

*Recommended Coursework: 4 classes per term*

Fall (16 credits)	Winter (16 credits)	Spring (16 credits)
410, Statistics I (4) 486, Advanced Psychopathology (4) 493, Principles of Community Psychology (4) 404, 424, OR 473 Cognitive (4) 590, Master's Thesis Seminar (0) 499, Intro to Clinical (0)	411, Statistics II (4) 420, Quantitative Research Design (4) 481, Child Assessment (4) 439, 554, OR 555 Developmental (4) 590, Master's Thesis Seminar (0) 499, Intro to Clinical (0)	418, Multivariate OR 419, Factor Analysis (4) 482, Adult Assessment (4) 461, Ethics and History of Psychology (4) 520, Principles of Diversity (4) 590, Master's Thesis Seminar (0) 499, Intro to Clinical (0)

### Second Year CHILD (28 credit hrs)

*Notes: Recommended Coursework: 2-3 classes per term*

*\*597 Master's Thesis Research can be taken any quarter in years 2 or 3*

Fall (8 credits)	Winter (8 credits)	Spring (12 credits)
488, Principles of Psychotherapy and Behavior Change (4) Elective (4) 577, Practicum in Clinical Assessment (0) 565, Prof. Development Sem (0)	491, Treatment Methods with Children (4) 510, Seminar in Psychotherapy Research (EVEN) (4) OR Elective (ODD) (4) 578, Practicum in Clinical Psychology (0) 565, Prof. Development Sem (0)	406, Physiological Processes (4) 430, 556, OR 560 Social (4) 562 Family Therapy (ODD) (4) OR Elective (EVEN) (4) 579, Practicum in Child Clinical Procedures (0) 565, Prof. Development Sem (0)

### Third Year CHILD (12-16 credit hrs)

*Recommended Coursework: 1 to 2 classes in Fall, Winter & Spring (for total 4 classes over the year)*

*\*597 Master's Thesis Research can be taken any quarter in year 2 or 3*

Fall (4-8 credits)	Winter (4-8 credits)	Spring (4-8 credits)
Elective (4) 597, Master's Thesis Research (4) 582, Adv Practicum (0) 565, Prof. Development Sem (0)	510, Seminar in Psychotherapy Research (EVEN) (4) AND/OR Elective (ODD) (4) 583, Pract Community Mental Health (0) 565, Prof. Development Sem (0)	562 Family Therapy (ODD) (4) AND/OR Elective (EVEN) (4) 584, Adv Pract Evidence Based Practice (0) 565, Prof. Development Sem (0)

### Fourth Year (0 - 4 credit hrs)

*\* 599 Dissertation Research can be taken in any quarter in year 4 or 5*

Fall	Winter	Spring
574, Practicum in Special Areas (0) 565, Prof. Development Sem (0) 595, Psychology Research (0) *599, Dissertation Research (4)	575, Practicum in Special Areas (0) 565, Prof. Development Sem (0) 595, Psychology Research (0)	576, Practicum in Special Areas (0) 565, Prof. Development Sem (0) 595, Psychology Research (0)

### Fifth Year and beyond (0-4 credit hrs)

*\* 599 Dissertation Research can be taken in any quarter in year 4 or 5*

*\*\*596 Internship each quarter if on internship during fifth year*

*\*\*\*574, 575, and 576 if enrolled in additional (optional) year of practicum*

Fall	Winter	Spring	Summer I and II
595, Psychology Research (0) 596, Internship (0)	595, Psychology Research (0) 596, Internship (0)	595, Psychology Research (0) 596, Internship (0)	596, Internship (0)

**Zero Credit Course**

**Elective**

**Opportunity to Select Course for Requirement**

## CLINICAL PROGRAM THESIS AND DISSERTATION OPTIONS

The Psychology Department's Thesis Manual provides an overview of the thesis and dissertation process. This manual should serve as the primary reference. The section below details additional options or exceptions for the clinical program.

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 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.

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 that 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.

In addition to the traditional dissertation format, the Clinical Faculty approved (2/27/2017) an optional alternative format designed for publication. This option will be evaluated at the February 2018 program meeting. This dissertation format consists of writing and submitting a manuscript for publication to meet the dissertation requirement. A key advantage of the Publication Dissertation is that it requires writing a concise publication-length and publication-quality paper. This option is intended to be *as or more rigorous* than the traditional dissertation.

Following are the expectations and requirements:

1. A Publication Dissertation consists of a publication-quality manuscript describing an empirical study (or studies).
2. Students are not allowed to use a paper that was completed for another course or program requirement (e.g., Comps Project, PSY 593 – 3<sup>rd</sup>-year Project, Master’s Thesis) to fulfill this requirement, too. If the student is unsure about whether a possible paper is distinctly different from a paper completed for another program requirement, then the student should discuss this with the dissertation chair.
3. The paper should be about 30 pages, which is typically the expectation for journal articles. However, this is an approximate guideline and students should check the page limit of the journal to which they would like to submit.
4. The work to be published in the paper must be based on work performed and completed as a DePaul graduate student.
5. Student must be first author (i.e., the major contributor) on the manuscript. The dissertation chair is typically the second author given the mentoring and supervision provided by dissertation chairs.
6. The timeline for this option does not differ from the timeline for a regular dissertation.
7. Proposal
  - a. When recruiting dissertation committee members, the student should share this document with potential committee members and ensure that each member is on board with the student conducting this type of dissertation.
  - b. The proposed should include a brief literature review, the rationale and logic for the paper and a proposed methods and analyses section. A comprehensive literature review that justifies the focus of the dissertation study should be appended.
  - c. A timetable should be included that details the completion and planned submission of the paper to a peer-reviewed journal.
8. A successful proposal defense includes the following:
  - a. Approval to conduct the Publication Dissertation option instead of a traditional dissertation.
  - b. Approval of the manuscript that will constitute the dissertation.
  - c. Review and approval of the student’s principal authorship role on the manuscript.
9. Final Dissertation defense:
  - a. It is expected that the paper will be submission ready at the time of the defense.

### **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.

STUDENT STEPS	FACULTY RESPONSIBILITIES
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
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>

STUDENT STEPS	FACULTY RESPONSIBILITIES
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	<p>a. Encourage student to begin data collection immediately. Help student to review, and revise if necessary, the schedule of completion.</p> <p>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 written changes with the committee's signatures should be attached to the original proposal approval form.</p>
Prepare study results and discussion, and convert proposal into final thesis/dissertation manuscript	<p>a. Meet periodically with student, as needed, to review progress on data summarization, analysis, and write-up of findings and discussion.</p> <p>b. Review drafts of manuscript to ensure student appropriately converts proposal into final manuscript.</p>
Defend thesis/dissertation	<p>a. Again serve as gatekeeper for completion of finished draft of thesis/dissertation before it is distributed by the student to committee member(s).</p> <p>b. For dissertation, help student select two additional committee members outside the department to serve as readers.</p> <p>c. Discuss with the student what will take place during the defense and how to prepare for it</p>
<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>	<p>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.</p> <p>b. Change the student's grade for thesis/dissertation hours from an "R" to an "A," "B," or "C."</p>

# 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>A Lot</b>	<b>Some</b>	<b>A Bit</b>	<b>None</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: _____)		

*\*\*this form is typically completed through an online survey rather than through a paper copy*



**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) \_\_\_\_\_

The primary purpose of the practicum is to provide an experience that meets DePaul University’s broad model of training in the scientist-practitioner model. The specific ways that integration of clinical science and practice are achieved in this practicum are as follows (please attach didactic training calendars, rotation descriptions, etc if needed):

- 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 is a licensed clinical psychologist or is supervised by a doctoral level psychologist appropriately credentialed for the jurisdiction in which the program is located. 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;
- 6) Direct observation of each Student at least once each evaluation period and;
- 7) 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. The supervisor will be available for a site review to ensure the quality of the practicum. 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:**

**FOR AGENCY:**

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

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

Mailing Address:

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Phone:

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Fax:

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Email:

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**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 \_\_\_\_\_

\_\_\_\_\_

Primary Advisor Signature \_\_\_\_\_

Director of Clinical Training Signature \_\_\_\_\_

## Petition for Program-Sanctioned Hours

Program-sanctioned hours may be accrued when completing a graduate assistantship in which there is a component of supervised clinical work, in conducting supervised clinical research, or other situations in which there are opportunities to gain supervised clinical practice as part of the training experience.

**Program-sanctioned clinical hours are not a replacement for enrolling in a practicum course.** If you believe that you are engaged in clinical work that could count as program-sanctioned hours when applying for internship, complete this application for program-sanctioned hours and receive confirmation that the hours have been approved by Training Director prior to completing those hours. Anticipate that this request may take up to one month to process. If the program-sanctioned experience is not pre-approved, those hours cannot be counted toward the internship application process.

Student Name: \_\_\_\_\_

Dates for which program-sanctioned hours are being requested \_\_\_\_\_

Describe the clinical experiences that will be gained during the program-sanctioned hours.

Provide your reason for asking for these program-sanctioned hours.

What is the on-site supervisor's degree/licensure status? \_\_\_\_\_

If the on-site supervisor is not a licensed psychologist, provide the name of the licensed person or faculty member who is willing to provide additional supervision? \_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Academic Advisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed name and signature of the on-site supervisor

\_\_\_\_\_  
Training Director Signature

\_\_\_\_\_  
Date

**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-----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 # (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 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.]**

## 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:

## **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.

## PWC Competencies

The table below includes the assessment items that are used to assess Profession Wide Competencies in the clinical program at DePaul University. Most tools are now available in an electronic survey format to facilitate data collection and analysis. The table details the number of items available for each method, the parties responsible for completing and distributing and reviewing the information and the Minimum Level of Achievement.

Assessment Tool	Items used	Timing	Responsible for completing	Responsible for distributing/reviewing	MLA
Program Summary Form	<ul style="list-style-type: none"> <li>• Research Requirements</li> <li>• Clinical Requirements including internship application</li> <li>• Areas of concern</li> </ul>	Yearly	Advisor & Student (requires all information except for final practicum evaluations be completed)	DCT/Grad program assistant	NA
RA Supervisor Rating Form	11 items	Yearly	RA supervisor(s)	DCT/Grad program assistant	2 (Good)
TA Supervisor Rating Form	5 items	Yearly	TA supervisor(s)	DCT/Grad program assistant	2 (Good)
Practicum Evaluation Form	All items	Mid-year; end of year	Clinical supervisor(s)	DCT/Grad program assistant	2 (Meets Expectations)
Thesis Presentation Rubric	Q8: Psychometrics Q9: Diversity Q10: Ethics	2 <sup>nd</sup> year	Clinical faculty	DCT/Grad program assistant	2 (Satisfactory)
CV	Scholarly Activity	Yearly	Student	Student	NA
CV	Service	Yearly	Student	Student	NA
GPA	Transcript	Yearly	DCT/Grad program assistant	DCT	Overall GPA of B- or better

Each assessment tool's specific items that are used to assess each competency are detailed below. Please note that the complete versions of each tool are included after this competency-level summary.

#### Research

- **Milestones (Yearly Program Summary Form)**
  - Master's Presentation
  - Master's Proposal
  - Master's Defense
  - Dissertation Proposal
  - Dissertation Defense
- **Thesis Presentation Rubric**
  - Relevant theories and concepts presented clearly
  - Breadth and focus appropriate to time available
  - Purpose made clear
  - Significance and importance clear
  - Research questions or hypotheses clear
  - Appropriateness of design/methodology
  - Feasibility of design
  - Appropriateness of analysis
- **Clinical Program Research Assistant Rating Form.**
  - Demonstrated knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in research

#### Ethical and legal standards

- **TA Supervisor Rating Form Items.**
  - Conducted him/herself in an ethical manner in all professional activities and appropriately recognized ethical dilemmas if they arose
- **Clinical Program Research Assistant Rating Form.**
  - Conducted him/herself in an ethical manner in all professional activities
  - Recognized ethical dilemmas as they arose and applied ethical decision making processes in order to resolve the dilemmas
- **Practicum Evaluation Form.**
  - Demonstrates knowledge of ethical and professional codes, standards, and guidelines
  - Practices appropriate professional assertiveness related to raising ethical issues as needed
  - Protects client confidentiality and follows mandated reporting rules
  - Avoids dual relationships and maintains good boundaries
  - General Ethical Rating

#### Individual and cultural diversity

- **Clinical Program Teaching Assistant Rating Form**
  - Demonstrated the ability to integrate awareness and knowledge of individual and cultural differences in teaching, grading, and/or supervision, including. This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers; and the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews' create conflict with their own
- **Clinical Program Research Assistant Rating Form**
  - Demonstrated knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in research
  - Demonstrated the ability to integrate awareness and knowledge of individual and cultural differences in the conduct research. This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not



previously encountered over the course of their careers. Also includes the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews' create conflict with their own.

- **Practicum Evaluation Form**
  - Is aware of personal identity and belief systems, and recognizes their potential impact
  - Has knowledge, awareness, and sensitivity to individual and cultural diversity of clients
  - Interacts with clients, systems, and colleagues in a culturally sensitive manner
  - Initiates discussion regarding the impact of diversity issues in clinical and professional roles
  - General Diversity Rating

#### Professional values and attitudes

- **Clinical Program Teaching Assistant Rating Form**
  - Behaved in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others
  - Was the student available and responsive to the instructor?
- **Clinical Program Research Assistant Rating Form**
  - Behaved in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
  - Engaged in self-reflection regarding one's personal and professional functioning/ engaged in activities to maintain and improve performance, well-being, and professional effectiveness.
  - Was the student available and responsive to the supervisor?
- **Practicum Evaluation Form**
  - Respectful and collaborative with staff and colleagues
  - Self-directed, independent, and shows readiness to assume duties
  - Able to participate fully in working with teams in the clinic
  - Presents self professionally through appearance, dress, and grooming
  - Able to communicate professionally and collaboratively with community members and outside professionals
  - Professionalism Overall Rating
  - Has capacity to tolerate strong emotions and ambiguity
  - Is able to self-identify and manage personal stress
  - Actively self-monitors own responses and limits of own expertise
  - General Self Development Rating

#### Communication and interpersonal skills

- **Clinical Program Teaching Assistant Rating Form**
  - Developed and maintained effective relationships with colleagues, students, supervisors, supervisees, communities, and/or organizations
  - Produced and comprehended oral, nonverbal, and written communications that are professional, informative and well-integrated;; demonstrated a thorough grasp of professional language and concepts
- **Clinical Program Research Assistant Rating Form**
  - Produced and comprehended oral, nonverbal, and written communications that are informative and well-integrated; demonstrated a thorough grasp of professional language and concepts.
  - Demonstrated effective interpersonal skills and the ability to manage difficult communication well.

#### Assessment

- **Practicum Evaluation Form**
  - Selects and implements appropriate methods of evaluation based on referral concerns
  - Tailors assessments considering individual and setting diversity
  - Knowledgeable about psychometric issues and bases of assessment methods
  - Demonstrates interviewing, listening, and observational skills
  - Aware of strengths and limitations of instruments, constructs, and diagnostic approaches
  - Integrates data from multiple sources and multiple methods of assessment
  - Writes clear, well organized, and accurate psychological evaluation reports
  - Timely in completing psychological evaluations and reports
  - Provides well formulated and accurate diagnoses
  - General Assessment Rating

#### Intervention

- **Practicum Evaluation Form**
  - Establishes rapport and an effective working alliance with clients
  - Integrates diagnostic data into a thoughtful case formulation and treatment plan
  - Implements interventions in accordance with the specified treatment plan
  - Knowledgeable about and applies evidence-based practice strategies
  - Links concepts of therapeutic process and change with intervention strategies and tactics
  - Demonstrates sound judgment in clinical decision-making in unexpected situations
  - Periodically reviews course of treatment and adjusts treatment planning
  - Manages the termination process and termination tasks
  - General Intervention Rating

#### Supervision

- **Clinical Program Research Assistant Rating Form**
  - Actively sought and demonstrated openness and responsiveness to feedback and supervision.
- **Practicum Evaluation Form**
  - Contributes to a relationship that includes mutuality, communication, and role awareness
  - Comes prepared to supervision with ideas, questions, contributions, and concerns
  - Makes effective use of supervision to address service and training needs
  - Shows awareness of own limitations
  - Is non-defensive and responsive to feedback
  - General Supervision Rating
  - Familiar with models, theories, and/or research pertaining to clinical supervision
  - Provides appropriate mentoring (under supervision) of less experienced peers in clinical work

#### Consultation and interprofessional/interdisciplinary skills

- **Practicum Evaluation Form**
  - Demonstrates ability to use consultation skills (e.g., program evaluation, needs assessment, strategic planning) in an organizational context
  - Developed and maintained effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, and supervisees

Yearly Program Summary Form: Name \_\_\_\_\_ Year in Program \_\_\_\_\_ Cumulative GPA \_\_\_\_\_ Credits Earned \_\_\_\_\_

Research Requirements - student			
	Requirements/Deadlines	Date Completed	Anticipated Completion Date
Master's Presentation	September, 2 <sup>nd</sup> year		
Master's Proposal	Nov 1 <sup>st</sup> , 2 <sup>nd</sup> year		
Master's Defense	June 1 <sup>st</sup> , 3 <sup>rd</sup> year		
Comps	June 1 <sup>st</sup> , 4 <sup>th</sup> year		
Dissertation Proposal	2 weeks before internship app		
Dissertation Defense	June 1 <sup>st</sup> 6 <sup>th</sup> year		

**Areas of Concern - faculty**

Did the student receive a "poor" rating on any of the following forms:

RA Supervisor      Yes      No

TA Supervisor      Yes      No

Practicum      Yes      No

Clinical Requirements - student	
Number of Direct Intervention & Assessment Hours to Date	
Number of Supervision Hours to Date	
Number of Adult Assessment Batteries*	
Number of Youth Assessment Batteries*	
Year 2 Prac	DePaul FCS
Year 3 Prac	
Year 4 Prac	
Year 5 Prac (if applicable)	

**Areas of Strength**

Please describe student's areas of strength - faculty

Did the student complete the required number of hours?

RA      Yes      No

TA      Yes      No

Does the student have any incomplete grades?      Yes      No

Is a remediation plan currently in place?

Yes      No

Is a personalized training plan needed?

Yes      No

Signatures

Student

Advisor

DCT

Date

Date

Date

\*as defined by APPIC

# Clinical Program Teaching Assistant Rating Form

---

Start of Block: Default Question Block

Student First and Last Name

---

Student Email Address. *A copy of this rating will be emailed to the student.*

---

Faculty TA Supervisor First and Last Name

---

Faculty Email Address. *A copy of this rating will be emailed to you.*

---

*Please rate the student's performance based on their work as a TA with you over the past academic year on each of the following dimensions using the following scale:*

1 = **Poor**; performance was inadequate; major concerns or a variety of minor concerns exist; *please add comments below to share the nature of your concerns* 2 = **Good**; performance was adequate, but there is substantial room for improvement; some minor concerns, but no major flaws 3 = **Very Good** performance was better than adequate; there is still room for improvement;

some minor concerns may exist, but not many performance was exceptional; there is very little room for improvement; no concerns exist

4 = **Outstanding;**

---

Conducted him/herself in an ethical manner in all professional activities and appropriately recognized ethical dilemmas if they arose

- NA/No opportunity to observe (1)
- Poor (2) \_\_\_\_\_
- Good (3)
- Very Good (4)
- Outstanding (5)

---

Demonstrated the ability to integrate awareness and knowledge of individual and cultural differences in teaching, grading, and/or supervision, including. This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers; and the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews' create conflict with their own

- NA/No opportunity to observe (1)
- Poor (2) \_\_\_\_\_
- Good (3)
- Very Good (4)
- Outstanding (5)

Behaved in ways that reflect the values and attitudes of psychology, including integrity, department, professional identity, accountability, lifelong learning, and concern for the welfare of others

- NA/No opportunity to observe (1)
  - Poor (2) \_\_\_\_\_
  - Good (3)
  - Very Good (4)
  - Outstanding (5)
- 

Developed and maintained effective relationships with colleagues, students, supervisors, supervisees, communities, and/or organizations

- NA/No opportunity to observe (1)
  - Poor (2) \_\_\_\_\_
  - Good (3)
  - Very Good (4)
  - Outstanding (5)
-

Produced and comprehended oral, nonverbal, and written communications that are professional, informative and well-integrated; demonstrated a thorough grasp of professional language and concepts

- NA/No opportunity to observe (1)
- Poor (2) \_\_\_\_\_
- Good (3)
- Very Good (4)
- Outstanding (5)

-----  
Page Break \_\_\_\_\_

Was the student available and responsive to the instructor?

- Always (1)
  - Most of the time (2)
  - About half the time (3)
  - Sometimes (4)
  - Not at all (5)
- 

Did the student complete the required number of hours?

- Definitely not (1)
  - Probably not (2)
  - Probably yes (3)
  - Definitely yes (4)
- 

If student did not complete the required number of hours, please describe why they did not.

---





# Clinical Program Research Assistant Rating Form

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Student First and Last Name

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Student Email Address. *Please enter the email address of the student for whom you are completing this evaluation. A copy of this evaluation will be sent to the student.*

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Faculty GA Supervisor First and Last Name

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Faculty Supervisor Address. *Please enter your email address. A copy of this evaluation will be sent to you.*

---

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*Please rate the student's performance based on their work as a GA with you over the past academic year on each of the following dimensions using the following rating scale:*  
1 = **Poor**; performance was inadequate; major concerns or a variety of minor concerns exist;  
*please add comments below to share the nature of your concerns* 2 = **Good**; performance was adequate, but there is substantial room for improvement; some minor concerns, but no major

flaws 3 = **Very Good** performance was better than adequate; there is still room for improvement; some minor concerns may exist, but not many  
4 = **Outstanding**; performance was exceptional; there is very little room for improvement; no concerns exist

---

Recognized ethical dilemmas as they arose and applied ethical decision making processes in order to resolve the dilemmas

- Poor (1) \_\_\_\_\_
  - Good (2)
  - Very Good (3)
  - Outstanding (4)
  - NA/No opportunity to observe (5)
- 

Conducted him/herself in an ethical manner in all professional activities

- Poor (1) \_\_\_\_\_
  - Good (2)
  - Very Good (3)
  - Outstanding (4)
  - NA/No opportunity to observe (5)
-

Demonstrated knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in research

- Poor (1) \_\_\_\_\_
  - Good (2)
  - Very Good (3)
  - Outstanding (4)
  - NA/No opportunity to observe (5)
- 

Demonstrated the ability to integrate awareness and knowledge of individual and cultural differences in the conduct research. This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also includes the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews' create conflict with their own.

- Poor (1) \_\_\_\_\_
  - Good (2)
  - Very Good (3)
  - Outstanding (4)
  - NA/No opportunity to observe (5)
-

Behaved in ways that reflect the values and attitudes of psychology, including integrity, department, professional identity, accountability, lifelong learning, and concern for the welfare of others.

- Poor (1) \_\_\_\_\_
  - Good (2)
  - Very Good (3)
  - Outstanding (4)
  - NA/No opportunity to observe (5)
- 

Engaged in self reflection regarding one's personal and professional functioning/ engaged in activities to maintain and improve performance, well-being, and professional effectiveness.

- Poor (1) \_\_\_\_\_
  - Good (2)
  - Very Good (3)
  - Outstanding (4)
  - NA/No opportunity to observe (5)
-

Actively sought and demonstrated openness and responsiveness to feedback and supervision.

- Poor (1) \_\_\_\_\_
  - Good (2)
  - Very Good (3)
  - Outstanding (4)
  - NA/No opportunity to observe (5)
- 

Developed and maintained effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, and supervisees

- Poor (1) \_\_\_\_\_
  - Good (2)
  - Very Good (3)
  - Outstanding (4)
  - NA/No opportunity to observe (5)
-

Produced and comprehended oral, nonverbal, and written communications that are informative and well-integrated; demonstrated a thorough grasp of professional language and concepts.

- Poor (1) \_\_\_\_\_
  - Good (2)
  - Very Good (3)
  - Outstanding (4)
  - NA/No opportunity to observe (5)
- 

Demonstrated effective interpersonal skills and the ability to manage difficult communication well.

- Poor (1) \_\_\_\_\_
  - Good (2)
  - Very Good (3)
  - Outstanding (4)
  - NA/No opportunity to observe (5)
- 

Page Break \_\_\_\_\_

Was the student available and responsive to the supervisor?

- Always (1)
  - Most of the time (2)
  - About half the time (3)
  - Sometimes (4)
  - Not at all (5)
- 

Did the student complete the required number of hours?

- Definitely not (1)
- Probably not (2)
- Probably yes (3)
- Definitely yes (4)

*Skip To: Q7 If Did the student complete the required number of hours? = Probably not*

*Skip To: Q7 If Did the student complete the required number of hours? = Definitely not*

---

If student did not complete the required number of hours, please describe why they did not.

---



Please rate the overall quality of the student's work. This is about the quality of the research tasks they completed (e.g., critical thinking about data, quality of analysis), not the amount of work completed or how quickly it was completed.

- Poor (1)
- Good (2)
- Very Good (3)
- Outstanding (4)

---

*Display This Question:*

*If Please rate the overall quality of the student's work. This is about the quality of the research... = Poor*

Please add comments to describe the overall poor quality rating.

---

---

Provide any Additional Comments and Suggestions about the Student's Performance as your RA Here (Optional)

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# Practicum Evaluation Form

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## Start of Block: Background Information



Student Name

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Student Email Address. Note that a copy of the form will be automatically emailed to the student.

---

Supervisor Name

---



Supervisor Email. Note that a copy of the form will be automatically emailed to you for your records.

---

Are you the primary (treatment team) supervisor for the student?

Yes (1)

No (2)

---

What type of supervision do you provide?

- Specialty Team (1) \_\_\_\_\_
  - Testing (2)
  - Other (3) \_\_\_\_\_
- 

What training year does the evaluation cover?

- 2017-2018 (1)
  - 2018-2019 (2)
  - 2019-2020 (3)
  - Other (4) \_\_\_\_\_
- 

Is this the mid-year or final evaluation?

- mid-year (1)
  - final (2)
  - other (3)
- 

What is the name of the practicum training site?

- DePaul Family and Community Services (Internal) (1)
  - Other (External) (2) \_\_\_\_\_
-

Is this evaluation for a DePaul clinical psychology doctoral student?

- Yes (1)
  - No, but requires DePaul rating form (2)
  - No, requires home institution rating form (3)
- 

Was this evaluation based on direct observation that occurred during the evaluation period? Please note that APA requires that each evaluation be based on direct observation.

- Yes (1)
- No (2)

*Skip To: Q43 If Was this evaluation based on direct observation that occurred during the evaluation period? Pleas... = No*

---

What type of direct observation was conducted? Select all that apply.

- Live supervision (1)
  - Videotape (2)
  - Audiotape (3)
  - Other (4) \_\_\_\_\_
- 

Please describe the plan for conducting direct observation for the student during the evaluation period.

\_\_\_\_\_

General Professionalism Specifics

	Below Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	NA (4)
Respectful and collaborative with staff and colleagues (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-directed, independent, and shows readiness to assume duties (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to participate fully in working with teams in the clinic (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presents self professionally through appearance, dress, and grooming (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to communicate professionally and collaboratively with community members and outside professionals (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

General Professional Overall Rating

- Below Expectations (1)
  - Meets Expectations (2)
  - Exceeds Expectations (3)
  - NA (4)
- 

General Professionalism Comments

---

General Skills to Maintain Effective Clinical Practice Rating

- Below Expectations (1)
  - Meets Expectations (2)
  - Exceeds Expectations (3)
  - NA (4)
-

Specific Skills	Below Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	NA (4)
Completes professional tasks in a timely manner (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dependable: follows through, attentive to detail, and produces high quality work (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains expected workload (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writes notes and records in an organized manner that includes crucial information (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercises responsibility and accountability, and seeks help when needed (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

Skills Comments

---

Specific Self Development Rating

	Below Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	NA (4)
Has capacity to tolerate strong emotions and ambiguity (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is able to self-identify and manage personal stress (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actively self-monitors own responses and limits of own expertise (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

General Self Development Rating

- Below Expectations (1)
- Meets Expectations (2)
- Exceeds Expectations (3)
- NA (4)

---

Self Development Comments

---

---



Specific Diversity Rating

	Below Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	NA (4)
Is aware of personal identity and belief systems, and recognizes their potential impact (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has knowledge, awareness, and sensitivity to individual and cultural diversity of clients (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacts with clients, systems, and colleagues in a culturally sensitive manner (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initiates discussion regarding the impact of diversity issues in clinical and professional roles (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

General Diversity Rating

- Below Expectations (1)
- Meets Expectations (2)
- Exceeds Expectations (3)
- NA (4)

Diversity Comments

---



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Specific Supervision Ratings

	Below Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	NA (4)
Contributes to a relationship that includes mutuality, communication, and role awareness (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comes prepared to supervision with ideas, questions, contributions, and concerns (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Makes effective use of supervision to address service and training needs (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows awareness of own limitations (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is non-defensive and responsive to feedback (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

General Supervision Rating

- Below Expectations (1)
- Meets Expectations (2)
- Exceeds Expectations (3)
- NA (4)

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Supervision Comments

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Specific Ethical Ratings

	Below Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	NA (4)
Demonstrates knowledge of ethical and professional codes, standards, and guidelines (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practices appropriate professional assertiveness related to raising ethical issues as needed (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Protects client confidentiality and follows mandated reporting rules (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Avoids dual relationships and maintains good boundaries (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

General Ethical Rating

- Below Expectations (1)
- Meets Expectations (2)
- Exceeds Expectations (3)
- NA (4)

Ethics Comments

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Specific Community Based Intervention Ratings

	Below Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	NA (4)
Helps empower key participants and personnel in client's system (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeks out and connects with community resources when appropriate and needed (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Networks, organizes, and collaborates with community members and social service personnel (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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General Community Based Intervention Rating

- Below Expectations (1)
  - Meets Expectations (2)
  - Exceeds Expectations (3)
  - NA (4)
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Community Based Intervention Comments

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Specific Assessment Ratings

	Below Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	NA (4)
Selects and implements appropriate methods of evaluation based on referral concerns (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tailors assessments considering individual and setting diversity (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledgeable about psychometric issues and bases of assessment methods (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates interviewing, listening, and observational skills (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aware of strengths and limitations of instruments, constructs, and diagnostic approaches (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrates data from multiple sources and multiple methods of assessment (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writes clear, well organized, and accurate psychological evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

reports (7)				
Timely in completing psychological evaluations and reports (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides well formulated and accurate diagnoses (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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### General Assessment Rating

- Below Expectations (1)
  - Meets Expectations (2)
  - Exceeds Expectations (3)
  - NA (4)
- 

### Assessment Comments

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Specific Intervention Ratings

	Below Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	NA (4)
Establishes rapport and an effective working alliance with clients (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrates diagnostic data into a thoughtful case formulation and treatment plan (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implements interventions in accordance with the specified treatment plan (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledgeable about and applies evidence-based practice strategies (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Links concepts of therapeutic process and change with intervention strategies and tactics (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates sound judgment in clinical decision-making in unexpected situations (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Periodically reviews course of treatment and adjusts treatment planning (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Manages the  
termination  
process and  
termination tasks  
(8)



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### General Intervention Rating

- Below Expectations (1)
- Meets Expectations (2)
- Exceeds Expectations (3)
- NA (4)

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### Intervention Comments

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Specific Advanced Skill Ratings

	Below Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	NA (4)
Familiar with models, theories, and/or research pertaining to clinical supervision (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides appropriate mentoring (under supervision) of less experienced peers in clinical work (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates ability to use consultation skills (e.g., program evaluation, needs assessment, strategic planning) in an organizational context (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

General Advanced Skills Rating

- Below Expectations (1)
- Meets Expectations (2)
- Exceeds Expectations (3)
- NA (4)

Advanced Skills Comments

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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.

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

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Please describe recommendations for further development of the student.

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Student response to this evaluation. Please rate your response to this evaluation:

	Not at all accurate (1)	Somewhat accurate (2)	Mainly accurate (3)	Very accurate (4)
Evaluation represents my abilities. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation identifies my strengths. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation identifies areas for improvement. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the way my supervisor and I have discussed this evaluation. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Your electronic signature indicates that you have read and discussed the information together. Once completing the survey, the student and supervisor will be emailed with copies of the responses on this evaluation. You may print and sign the email or convert it to a pdf and electronically sign it if you are not completing the evaluation together and cannot sign right now.

Supervisor Electronic Signature (1)

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Student Electronic Signature (2)

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*Display This Question:*

*If Is this evaluation for a DePaul clinical psychology doctoral student? = No, requires home institution rating form*

Q49 Please make sure to turn in a paper or hardcopy version of the home institution rating form.

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## Testing Seminar Presentation Rubric

Student:

Instructor:

Date:

1-needs work \*2-satisfactory 3-good 4-excellent

Presentation Component	Rating
1. Identifies the theory on which the measure is based and provides a conceptual overview of how the theory is operationalized into the measure	
2. Provides information about how raw scores are transformed into standard scores	
3. Identifies the most clinically-useful scores (e.g., <i>T</i> scores, <i>z</i> scores, percentiles, age/grade equivalents)	
4. Evaluates the accuracy of test-retest interval recommendations provided in the testing manual and provides recommendations for repeated assessments	
5. Summarizes important validity considerations (e.g., construct, content, and face) dependent on the nature of the test	
6. Identifies the normative population and provides recommendations regarding the use of the test in populations that differ from the normative population	

A minimal rating of satisfactory is required to demonstrate the minimum level of achievement required for demonstrating discipline specific knowledge in Category 4: Psychometrics. Students who do not obtain this rating will be given the opportunity to revise their presentation in order to obtain the minimum level of achievement.

## Master's Thesis Presentation Dates and Guidelines

Four Weeks before Presentations Begin (8/24): Presenting students give title of thesis proposal (and names of committee members) to the director of clinical training.

Two Weeks before Presentations Begin (9/10): Students give chair and peer reader copies of proposals and check in with faculty readers to see if they too would like a copy.

One Week before Presentations Begin (9/17): Peer readers give presenters written feedback.

Presentation Date/Time Monday afternoon, September 24th.

### Schedule

Time	Presenter	Thesis Title	Committee Chair/ Faculty Reader	Peer Reader
2:00		Introduction and Overview		
2:05				
2:30				
2:55				
3:20				
3:45				
4:10				
4:30		Adjourn and celebrate		

Each presentation is 20 minutes long and should follow this format:

- 10 minutes of overview (theoretical foundations, key research studies, research questions, methods and analysis).
- 10 minutes of discussion (students first, faculty second)
- 5 minutes of evaluation

Faculty will rate students on each item during the thesis presentation and submit the ratings via the Qualtrics website. Students' mean ratings will be averaged across faculty raters for each item. Students are expected to receive a mean score greater than 2 (satisfactory) on each item to demonstrate the minimum level of achievement required for demonstrating discipline specific knowledge in Category 4 (research methods, statistical analysis, and psychometrics) and profession wide competency (ethics and legal standards, individual and cultural diversity, and communication and interpersonal skills). It is expected that all students will meet the minimum level of achievement, but students who do not will remediate their deficiencies through the development of individualized training plan in consultation with the Director of Clinical Training and the student's faculty advisor.



## Feedback to Presenters Master's Thesis Presentations

Name of Presenter: \_\_\_\_\_

1-needs work   *2-satisfactory   3-good   4-excellent
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Review of literature					Comments
1. Relevant theories and concepts presented clearly	1	2	3	4	
2. Breadth and focus appropriate to time available	1	2	3	4	
3. Purpose made clear	1	2	3	4	
4. Significance and importance clear	1	2	3	4	
5. Research questions or hypotheses clear	1	2	3	4	
Design and Method					Comments
6. Appropriateness of design/methodology	1	2	3	4	
7. Feasibility of design	1	2	3	4	
8. Appropriateness and validity of measures	1	2	3	4	
9. Attention to diversity considerations	1	2	3	4	
10. Ethics of methodology	1	2	3	4	
11. Appropriateness of analysis	1	2	3	4	
Style					Comments
12. Ease of hearing and understanding speech	1	2	3	4	
13. Relaxed, confident and engaging style	1	2	3	4	
14. Responded to questions directly and w/o defensiveness	1	2	3	4	
Chairperson					Comments
15. Supportive as necessary	1	2	3	4	

*Additional Comments:*