DEPAUL UNIVERSITY

Clinical Psychology

Program Manual

September 2025

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 Susan Tran, Director of Clinical Training (DCT). Happy reading!

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1. CLINICAL PSYCHOLOGY PROGRAM OVERVIEW

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 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 the conclusion of its most recent accreditation review in 2023, the Clinical Program's accreditation was reaffirmed. The next site visit is scheduled to occur in 2033.

DePaul University is a private, Catholic, urban educational institution based 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 17th 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 aims. 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. Specific competencies that support these aims include: ethical and legal standards, individual and cultural diversity, professional values and attitudes, communication and interpersonal

skills, psychological assessment, psychological intervention, supervision, and consultation and interprofessional/interdisciplinary skills. 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 which are evident in the differences in their required courses. Child track students take courses in Treatment Methods with Children and Psychotherapy Research Methods. Community track students take Fieldwork, Prevention and Intervention, and Consultation. Applicants select an area of emphasis at the time of admission and are admitted to one of the two tracks. The two areas of emphasis are complementary to one another and students often take courses across tracks as electives. 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.

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.

Effective the 2023-2024 academic year, all students in good standing receive funding from the psychology department during the first five years of graduate study. Funding packages include a full tuition waiver plus an academic-year stipend. Students work 20 hours per week as research and/or teaching assistants in return for financial assistance. Effective the 2025-2026 academic year, all students starting the PhD portion of their training will be required to teach an undergraduate course during a quarter of their choosing.

As of the fall of 2025, the Psychology Department has 28 full-time, tenured or tenure-track faculty positions. The Clinical Program has 11 full-time, tenured or tenure-track faculty members, 6 in the Community area and 5 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 on the Lincoln Park Campus. Several 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 two years of full-time coursework, one year of dissertation research, and a one-year full-time internship. During the first year, students take foundational classes in discipline-specific knowledge 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 obtain advanced training in research and clinical skills, and, ideally, complete the comprehensive project and propose the dissertation project. 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. Fourth year students also 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.

2. CURRICULUM

The curriculum plan for the DePaul Clinical Psychology program adheres to the APA Standards of Accreditation for Health Service 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, cognitive, 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 sequence 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. Information about licensure requirements across states is available through DePaul University's licensure disclosure website and the Association of State and Provincial Psychology Boards. 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 68 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 80 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. The graduate coordinator also maintains a document that allows each student to track their course progress as they move throughout the program: Clinical Child Course History Checklist and Planning Guide and Clinical Community Course History Checklist and Planning Guide. Students are required to update this document annually.

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, including at FCS between the first and second year of the program. 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 lightens significantly in year three, when students continue practicum and take a required, 0-credit courses to support their completion of requirements. 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:

	Research/Professional Development	Clinical/Practica
First Year	Thesis Seminar (PSY 590) Autumn, Winter, and Spring	Introduction to Clinical Skills, Consultation, and Supervision (PSY 499) Autumn, Winter, and Spring)
Second Year	Professional Development Seminar (PSY 565) Autumn, Winter, and Spring	Practicum (PSY 577, 578, and 579) taken in Autumn, Winter, and Spring, respectively
Third Year	Professional Development Seminar (PSY 565) Autumn, Winter, and Spring	Practicum (PSY 582, 583, and 584) taken in Autumn, Winter, and Spring, respectively
Fourth Year	Professional Development Seminar (PSY 565) Autumn, Winter, and Spring	Practicum (PSY 574) Autumn, Winter, and Spring

Internship Year	Internship in Clinical Psychology (PSY 596) 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 (including those who are on internship out of state) *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.

The university policy regarding incomplete grades was updated in 2025. "Students must use the Incomplete Grade Request form (available as of autumn 2025 term) to seek a grade of Incomplete (IN). Students seeking an Incomplete must submit the form by the last day of classes for that term." Students will have <u>one</u> quarter to resolve an incomplete grade, after which the grade will automatically

convert to an F grade. Thus, students need to be vigilant in resolving all incompletes within one quarter of receiving them.

Withdrawing from Courses. The clinical program treats withdrawal grades in courses in the same manner as the incomplete grades described above.

Minimal Levels of Achievement and Competency-Based Education

The clinical program uses grades in courses and assignments within courses to assess students' minimal levels of achievement (MLA) in discipline-specific knowledge and profession-wide competencies. In most cases, competency is demonstrated through obtaining a grade of B+ or above which corresponds to 87%. Students who obtain assignment grades lower than B+ in any courses designated as demonstrating Discipline Specific Knowledge or Profession Wide Competencies will be required to meet with the DCT and the instructor to develop an intervention plan to develop competency and obtain the MLA. Students who are unable to obtain the coursework MLAs after intervention will be dismissed from the program. Full details regarding the demonstration of competency in courses can be found below and in a memo circulated to faculty on August 2nd, 2019.

The mission of the Clinical Psychology PhD Program at DePaul University is to train students within a scientist-practitioner model, emphasizing training in both research and practice. To ensure exceptional education and training, the Program has adopted a competency-based model for graduate learning. Within this model, students are expected to obtain a high level of competence across research, clinical, and professional domains, with specific objectives identified within each domain, as well as specific knowledge, skill, and attitude competencies identified within each objective. The clinical psychology faculty at DePaul University have based their model for competency training based on a model provided by Northwestern University Feinberg School of Medicine Faculty.

In a traditional grade-based evaluation system, grades are static, reflecting a student's performance at the time of the assignment's completion without opportunity for change. Traditional grade-based evaluation systems are useful when the goal is to differentiate student performance or competency; however, the utility of this system is limited when the goal is for most, if not all students to obtain mastery of competencies. The Program's competency-based model diverges from traditional evaluation approaches by conceptualizing evaluation as a way of providing actionable feedback that affords additional opportunities for developing and demonstrating mastery of specific competencies.

The Program's competency-based model to learning is embodied by a developmentally graded competency-based evaluation system for clinical and research competencies (See the *Practicum Competency Evaluation Form* and *Research Competency Evaluation Form*). For coursework, the use of a competency-based learning model results in substantial impacts to instructors' approaches to evaluation. When designing courses and presenting syllabi, for example, instructors are expected to clearly outline specific competencies that derive from the goals and objectives of their course. In turn, students are expected to work towards mastery of these course-specific competencies, as evidenced through performance on specific course assignments (e.g., quizzes, reports, papers, exams, observations, performance-based evaluations). Students are expected to meet the Program's established minimum threshold of basic competency for each assignment, which is defined as performance of 87% or greater.

If a student's performance on a specific assignment falls below 87%, the instructor and student are expected to work together to address the deficit knowledge or skill and bring it to a minimally acceptable level of competence. Specifically, students are expected to approach instructors to discuss the deficit and to obtain detailed feedback, ask for additional instruction or supervision, or inquire about forms of support to reach the minimal threshold for the specific competency. In addition to providing additional feedback, instruction, and support for the student to reach mastery of a specific competency, instructors are expected to provide an additional opportunity for the student to demonstrate their competency. Examples of common approaches for demonstrating competency include having the student:

- Retaking a different form of an exam
- Writing short essays on missed exam questions
- Conduct a short lecture on material to class
- Complete multiple revisions of essay, papers, and clinical reports
- Role-play clinical interactions to develop diagnostic or treatment skills

Ideally, students should be able to demonstrate competency within the standard framework of the course. Simple ways for an instructor to avoid the need for additional opportunities to demonstrate competency include providing ample opportunities for the student to demonstrate their knowledge or skill (e.g., multiple exams, papers, or quizzes), being available to meet and discuss course content outside of the classroom, and encouraging active learning opportunities (e.g., initiate classroom discussion, hold occasional journal clubs, limited use of student presentations, etc.). Under a competency-based learning model, instructors are encouraged to provide multiple and frequent opportunities for evaluation, and to avoid basing their evaluation/course grade on a single exam or assignment.

If students are unable to bring their performance up to par after an additional opportunity to demonstrate competency, or if a pattern of below-competency performance is identified, individual remediation plans will be developed for the student, with specific and actionable milestones identified (See the "Student Remediation" section of the Manual).

The goal of a competency-based model of learning is to assure that all students meet a high degree of competence at all levels of their training. By putting the competency-based model of instruction into action, instructors also demonstrate the Program's commitment to providing exceptional education and training.

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 their academic advisor. During the first quarter of the first year, a student may apply to have these courses waived through meeting with the DCT and completing the [Previous Coursework Review Form on Teams](#). 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 using the *[Previous Thesis Waiver Form](#)*. 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.

Students who have waived the thesis requirement are still able to earn a MA from DePaul when they have met the course credit requirement. This typically means that students will be able to earn their MA after year two when they have earned 68 credit 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 80 credit hours. The Clinical Program Course Schedule by Year as of 2025-2026 (see Appendix: Clinical Program Course Schedule by Year) 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 Psychological Science (e.g., on social and emotional development) may also serve as electives. With approval from the department (see Psychology Graduate Student Handbook for details), 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 Master's of Public Health Program (e.g., courses on urban poverty), and the School of Law (e.g., family law course). Please note that courses outside of the College of Science and Health may incur an additional cost and are subject to approval by the department chair.

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 much of their coursework and clinical training in face-to-face classes during the first three years in the program and complete their required graduate assistantship and teaching assistantship roles in-person. Students are required to complete the internship before the degree is awarded. The COVID-19 pandemic impacted the residency requirements in the following manner:

- During the 2019-2020 academic year, all spring quarter courses were moved to a virtual format.
- During the 2020-2021 academic year, autumn, winter, and spring quarter courses were moved to a virtual format. Students who entered the program during the 2019-2020 academic year (2nd year students) had a completely virtual first year of practicum at DePaul Family and Community Services. Students who entered the program during the 2020-2021 academic year were required to complete in-person practice assessments during the spring and summer 2021 to fulfill their Child Assessment (481) and Adult Assessment (482) competencies.

- During the 2021-2022 academic year, courses were generally held in a face-to-face format. However, the spread of COVID-19 variants continued to require flexibility with virtual and hybrid options.
- Since Autumn 2022, courses are generally held in person, with flexibility regarding virtual and hybrid options as individual circumstance require.

Students who wish to perform some or all of their GA/TA duties remotely must seek an exception from the department when they complete the assistantship form in the spring quarter of the preceding academic year.

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 2025-2026, contained in the Appendix (Clinical Program Course Schedule by Year). 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	- Full course load Autumn, Winter, and Spring quarters - Master's Thesis Seminar (0 credits) in Fall, Winter, and Spring quarters - Graduate assistantship responsibilities - Master's thesis presentation to students and Clinical Program faculty in Spring Quarter - Finalize Master's thesis research proposal in Summer
2	- Full course load and practicum Autumn, Winter, and Spring quarters - Begin practicum placement in Family and Community Services (FCS) - Defend Master's thesis proposal - Graduate assistantship responsibilities - Conduct Master's thesis research in Autumn, Winter, and Spring - Defend completed Master's thesis
3	- Clinical Community Fieldwork Placement - Practicum in FCS or an external practicum site - Submit completed Comprehensive Project - Graduate assistantship responsibilities - Complete all coursework (and any incompletes) by end of Spring quarter - Begin development of dissertation research project as soon as Master's thesis completed - Defend dissertation proposal by June 1st before the student plans to apply for internship in the fall
4	- Complete Graduate Teaching Fellowship - Graduate assistantship responsibilities *For students who entered the program before 2023:* 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) *For students who entered the program 2023 or later:* Defend dissertation proposal (provided Comprehensive Exams successfully passed) by June 1st before the student plans to apply for internship - Practicum in FCS or an external practicum site - Conduct dissertation research - Apply for internships for Year 5 - Defend completed dissertation before leaving on internship (not required but *highly recommended* in order to finish program in five years)
5	- Full-time 1-year internship at APA-accredited internship site (most sites begin between July 1 and September 1) - Graduate assistantship responsibilities if not on internship - Conferral of degree after internship is successfully completed
6 and beyond	- If needed, complete all remaining activities - Register each quarter until graduation

Five Year Timeline

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Graduate Assistantship				(Internship)	
Coursework		(CO Fieldwork)			
		0-Credit Courses (Professional Dev, Prac, Research)			
			Teaching		
	Clinical Practica				
Master's Thesis Research					
	Comps Project				
		Dissertation Research			
			Apply for Internship		
				Internship	

Six Year Timeline

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Graduate Assistantship					(Internship)
Coursework		(CO Fieldwork)			
		0-Credit Courses (Professional Dev, Prac, Research)			
			Teaching	(Optional)	
	Clinical Practica			(Optional)	
Master's Thesis Research					
	Comps Project				
		Dissertation Research			
				Apply for Internship	
					Internship

3. MASTER'S AND DISSERTATION RESEARCH

The psychology department's Thesis Manual contains the most current guidelines for theses and dissertations in the department. This manual is available in the Graduate Study Channel in the Psychology Department Team (Thesis-Dissertation Manual and Forms). 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 master's 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.

Master's Thesis Presentations. In the spring quarter, first year students will present their proposed thesis research to the other first year students, clinical faculty, and other interested parties. These presentations will be recorded and shared with the subsequent year's incoming class. 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 first 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 year clinical students are required to attend these presentations. Students in other years 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.

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 first-year students will present their theses during the spring 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 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 comprehensive review paper. In addition, these presentations provide additional information to all students about research methodology and relevant issues encountered in conducting research.

The Research Presentation Rating Form is used during the group Thesis Presentations. The faculty will rate individual student presentations according to the Research Presentation Rating Form: http://depaul.qualtrics.com/jfe/form/SV_b2UGgrjpdcWktBr. Requirements for demonstrating training level-appropriate competencies are detailed on the Rating Form.

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 2nd year depending on the scheduling of clinical program electives.

At the time of the oral defense of the thesis, the committee will rate individual student product and presentation according to the Research Presentation Rating Form http://depaul.qualtrics.com/jfe/form/SV_b2UGgrjpdcWktBr. Requirements for demonstrating training level-appropriate competencies are detailed on the Rating Form. One copy of the form will be submitted to the student's file by the chairperson.

Master's Thesis Deadlines and Consequences.

Students must successfully defend their master's thesis proposal, have the signatures of the faculty thesis committee on the Approval of Proposal for Final Project Form, and submit these materials to the Psychology Department graduate coordinator by November 1st 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 1st 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. The successful defense includes the signature of the committee members on the Final Projects Approval Form and submission of this form and other required documents to the Psychology Department graduate coordinator. If they have not successfully 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 the doctoral Comprehensive Project 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.

Professional Development Seminar. This 0-credit seminar is taken in the second, third, and fourth years of the program with one of the clinical faculty and offers a forum for students to discuss their dissertation progress, prepare for internship, and prepare for careers beyond graduate school.

Dissertation Credit Hours. Students cannot take dissertation credits until they have passed their Comprehensive Project and been admitted to doctoral candidacy. Therefore, the sooner students complete their Comprehensive Project, 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.

At the time of the oral defense of the dissertation, the committee will rate individual student product and presentation according to the Research Presentation Rating Form http://depaul.qualtrics.com/jfe/form/SV_b2UGgrjpdcWktBr. Requirements for demonstrating training level-appropriate competencies are detailed on the Rating Form. One copy of the form will be submitted to the student's file by the chairperson.

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 1st of their fifth year or earlier. The successful defense of the proposal includes the signature of all committee members on the proposal of final projects form and submission of that form to the Psychology Department Graduate Coordinator.
- Successfully defend the final dissertation, complete internship (except the final summer months of internship), and complete any remaining requirements for graduation by June 1st of the seventh year. The successful defense of the dissertation includes the signature of all committee members on the Final Requirements Form and submission of that form and all additional required material to the Psychology Department Graduate Coordinator and CSH Graduate Coordinator.

Consequences for failure to complete these requirements are as follows:
- Failure to defend the dissertation proposal by June 1st 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 1st of the sixth year will result in *dismissal* from the program.
- Failure to defend the final dissertation by June 1st 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 1st 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.

General details about the psychology department's thesis and dissertation guidelines are available in the "Graduate Study in Psychology" course found on d2l.depaul.edu. College level resources including forms needed for degree conferral are available at: https://csh.depaul.edu/student-resources/advising-student-services/graduate-advising/forms/Pages/default.aspx.

4. COMPREHENSIVE PROJECT

In 2024, the Clinical Faculty approved new guidelines for the Comprehensive Project. Students admitted prior to 2024 can choose to take the traditional Comprehensive Exam or complete the Comprehensive Project. The doctoral Comprehensive Project aims to promote students' skills in producing scholarship relevant to empirical, theoretical, or practical issues in the field of clinical psychology. The project is mentored by a faculty member and provides students with an opportunity to build their research and scholarship abilities and deepen their expertise in an area of interest. *The project must be successfully completed before the student can hold a dissertation proposal meeting.*

Comprehensive Project Options

Students have several options that fulfill the Comprehensive Project requirement:

1. **Submission of a first-author manuscript for publication in a peer-reviewed journal:** Students may submit a manuscript for which they are the first author for publication in a peer-reviewed journal. Acceptable manuscripts include empirical research, theoretical papers, systematic literature reviews, or meta-analyses. Manuscripts may be based on their thesis research (strongly recommended), work conducted through the Graduate Assistantship, or other research activities conducted under the mentorship of a DePaul faculty mentor. Students entering the Clinical Program with a prior thesis or other scholarship may use this prior work to meet the manuscript requirement if a DePaul faculty mentor is sufficiently involved in developing and co-authoring the final product for submission.

    a. ***Recommended option***: It is strongly recommended that students elect to submit their thesis, or a manuscript based on their thesis research, for publication in a peer-reviewed journal. Thus, students are also encouraged to complete the thesis publication model option. This option will help ensure students complete the Comprehensive Project by the program deadline.

2.   **Submission of a significant grant or fellowship:** Students may choose to submit a government or private foundation extramural style grant or fellowship proposal. The proposal should be comparable in theory, depth, and rigor to the other Comprehensive Project options (e.g., scholarly manuscript or case study) and NIH-type grants. The proposal may seek funding for the student's doctoral dissertation, other self- directed research, or a community agency, and the proposal should be tailored to the funder's expectations. Students who choose this option are encouraged to take the Grant Writing (PSY-495) course to learn how to develop a successful proposal and how to navigate extramural funding policies and procedures at DePaul.

    a. ***Research grant proposals:*** Research grant proposals must demonstrate the theoretical significance of the project, preliminary studies, human subjects (including data safety and monitoring), research design and implementation procedures, appropriate measures and data analytic techniques, and itemized budget and budget justification, if applicable. If the proposal is for a dissertation grant, the student should be in close communication with their dissertation Chair, and there should be attention to timing of the grant submission in relation to the dissertation proposal defense and project timeline. If the dissertation grant requires approval of the dissertation proposal before grant submission (i.e., before passing the Comprehensive Project), the student must contact the Director of Clinical Training to petition for an exception

to our program requirement no less than 60 days before the grant submission deadline. Students who take the Grant Writing (PSY-495) course, and prepare a significant proposal, may submit the proposal they drafted for the course if the Comprehensive Project mentor gives guidance and approval of the final submission.

b.   *Fellowship proposals:* Fellowship proposal requirements vary by granting agency, but in general require applicants to write a series of essays describing their learning goals and objectives and how the fellowship will promote their research expertise and career aspirations. Example fellowships that would meet the Comprehensive Project requirement include, but are not limited to, the APA Minority Fellowship Program, the Robert Wood Johnson Health Policy Research Scholars Program, and the Ford Foundation Dissertation Fellowship.

c.   *Proposals for community organizations:* Students may write a significant grant proposal that aligns with the level of rigor expected of other Comprehensive Project options. If they want to include a community partner as a co-author, they should first submit a polished draft of the grant to send to their mentor for evaluation of their Comprehensive Project. The community partner can provide input prior to the mentor evaluating the project, but they cannot contribute to writing or be listed as a co-author at this time. Then, after the chair and reader approve the proposal, the student can add a community partner as a co-author and the community partner can contribute to writing and revising until final submission to the grant agency occurs. Students who take the Fieldwork in Community Settings (PSY-585) course may submit a grant proposal they drafted for their fieldwork project if the grant is significant, and the Comprehensive Project mentor gives guidance and approval of the final submission. Examples of grants for community organizations include, but are not limited to, charitable foundation grants (e.g., Polk Foundation, MacArthur Foundation, Annie E. Casey Foundation) and government grants (e.g., Substance Abuse and Mental Health Services Administration).

3.   **Submission of a first-author case study to a peer-reviewed journal or to an edited book.** Case study articles or book chapters focus on the student's direct experience in clinical or community practice. The case study should be comparable in theory, depth, and rigor to the other comprehensive project options (e.g., scholarly manuscript or significant grant or fellowship).

a.   *Clinical case study:* Students may write a clinical case study based on a therapy or assessment client with whom they worked during their practicum or externship training. The case study may present a comprehensive conceptualization of the client, a description of the therapeutic process, and/or another clinically relevant topic with the aim of providing an educational contribution to the field of clinical psychology. The student must gain approval from the clinical supervisor overseeing the case before moving forward with this Comprehensive Project option, and the supervisor should be invited to co-author the manuscript. Furthermore, the case report must adhere to HIPAA guidelines, as well as requirements by many journal outlets, by obtaining written authorization from the client. Students must consult with the DePaul University Institutional Review Board prior to initiating the case study to confirm they are following current institutional and legal standards. Sample journal outlets for clinical case studies include, but are not limited to, *Clinical Case Studies* and *Clinical Practice in Pediatric Psychology,* and the *Asian American Journal of Psychology*.

b.　　　*Community case study:* Students may write a case study on their experience working in a community or in collaboration with a community partner, reflecting on how their practice contributes to, or was informed by, the fields of clinical or community psychology. Students may draw on experiences gained through their Graduate Assistantships, thesis research, clinical practica or externships, or their Fieldwork in Community Settings (PSY-585) project. If writing about a community partnership, the student must gain approval from the community agency and other relevant collaborators before moving forward with this Comprehensive Project option, and it is recommended to invite collaborators to co-author the manuscript. Sample journal outlets for community case studies include, but are not limited to, the *American Journal of Community Psychology* and the *Journal of Community Psychology.*

Mentorship, Collaborators, and Authorship

Comprehensive Projects are completed under the supervision and mentorship of one primary tenured or tenure-track DePaul Psychology faculty member and a secondary faculty reader to review and approve the final product. The mentor is generally the thesis chair or someone within the clinical program. However, students may request an exception to this standard. The faculty mentor is responsible for providing guidance on the manuscript or grant submission process, reviewing drafts, and determining when the project is ready for submission. The primary faculty mentor serves as a manuscript co-author and the institutional faculty mentor on research grants or fellowships. The student may invite other collaborators as co-authors on their project, including other faculty, graduate or undergraduate students, community partners, and supervisors.

Determining First Authorship. The student's role as first author should be based upon guidelines presented in the most recent edition of the American Psychological Association (APA) Publication Manual and outlined in APA Ethics Code 8.12 Publication Credit. Additional guidance and resources for determining authorship can be found at the [American Psychological Association.](#)

Deadlines

The Comprehensive Project is expected to be completed by June 1 of the third year but must be completed *no later than November 15 of the fourth yea*r to maintain good standing in the Clinical Program.

Approval of the Comprehensive Project

The Comprehensive Project must be submitted to a journal, book editor, or granting agency for prior to being considered complete and receiving a "pass." It is the student's responsibility to have the project mentor as well as the DCT sign the [Comprehensive Project Form](#) demonstrating approval of the final project (see [Comprehensive Project Form](#) on Teams). The student will turn in signed copies to the DCT and Graduate Student Coordinator to place in their 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, book editor, or granting agency.

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 years 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; PSY 582, 583, and 584 in year 3; and PSY 574 each quarter during years 4 through 5 that they are enrolled in a formal practica. 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 and Supervision. 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. 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 from the American Psychological Association. More details on the observation requirement can be found on the practicum contract. Supervision should be conducted in person. Students should discuss with supervisors how supervision

meeting may occur virtually due to illness or clinical emergency. During telesupervision, client material will not be discussed without using HIPAA-compliant technology. Both trainee and supervisor will also be in private locations during telesupervision where patient privacy and confidentiality will be assured.

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 or required vaccine. 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). While the use of marijuana is permitted in Illinois and other states, marijuana remains classified as a controlled substance under federal law and its use, possession, and/or cultivation at educational institutions remains prohibited. Students are advised that individual practica sites may have particular drug testing requirements.

Practicum Insurance. DePaul University provides proof of malpractice insurance to students whose externships require it. The process for requesting this insurance was modified during the 2020-2021 academic year. Instead of requesting the certificate of insurance themselves, students must submit a copy of the "Practicum Agreement" to the DCT who will then submit it to the CSH office for counter-signature. Once this signature has been obtained, the DCT will request a certificate of insurance. Please note that the signature of the agreement may take several weeks to several months depending on whether the site has a master agreement already in place with DePaul University or a master agreement needs to be developed.

Students who are not enrolled in the practicum courses, but are completing additional types of clinical experiences (through Program-Sanctioned and/or Employment Outside the Program) are not covered by DePaul's insurance policy. They must arrange for coverage at their site or purchase individual coverage. A low-cost policy is available through the American Psychological Association. Students are covered by DePaul's malpractice policy while on internship and registered for the internship courses (PSY 596), as internship is required for their degree.

Practicum Site Evaluation. 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 Evaluation in the Appendix. Completion of this survey is required to receive a passing grade in the practicum course. This form is also available online: http://depaul.qualtrics.com/jfe/form/SV_1WSiZ7n9sgXHAXz.

Practicum Competency 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 form was revised to be consistent with new APA accreditation standards in the 2018-2019 academic year. The Practicum Competency 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. This form may also be completed online: https://depaul.qualtrics.com/jfe/form/SV_3Pr06K6TkdsxxM9.

Level-appropriate requirements are detailed on this form. Of note, all students should receive all ratings of "4 - Achieved minimum competency (advanced practicum level; level of competency indicates that student is ready for internship). Supervisor provides overall management of trainee's activities in this domain; depth of supervision varies according to the complexity of the clinical needs" before continuing on to internship. The rating of "4" represents the program's MLA for relevant Profession Wide Competencies.

Practicum Hours Documentation. Students should obtain 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: https://www.appic.org/Internships/AAPI. This form was updated in 2020 and includes several key changes (e.g., telehealth hours, intake interviews from intervention to assessment category). 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.

Supervised clinical training experiences accrued during a terminal master's program in clinical psychology may be entered on your internship applications if verified by our clinical psychology doctoral program. Hours that are most likely to be approved are those for which you received formal academic training (e.g., practicum), course credit, and supervision by a licensed clinical psychologist. **Terminal Master's clinical hours are not a replacement for enrolling in a practicum course.** If you believe that you have had clinical training in a clinical psychology program that is analogous to the training expected in our doctoral program, please discuss this with the Director of Clinical Training, preferably early in your training in our doctoral program, to determine whether these experience may be applicable. Complete the Terminal Master's Hours Form for consideration of those clinical training experiences; anticipate that this request may take up to one month to process.

If the terminal master's hours are not approved, those hours cannot be counted toward on your internship application. They can be included on the AAPI under "Non-Practicum Clinical Work Experience". If they are approved, they should be entered in Time2Track under "Terminal Master's Hours", this will automatically show on your APPI. Some internship sites will accept terminal master's hours in their calculation of minimum hours required before internship. However, this is not guaranteed across sites. Students should reach out to internship training directors if they do not meet any listed hour minimums without the inclusion of their terminal master's hours to determine if they meet the minimum hours required.

The clinical program provides institutional access to the Time2Track 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 are no longer permitted to use an alternate tracking system as the current AAPI form requires that students upload their hours through the Time2Track software. In addition, the revised "Yearly Progress Checklist" requires cumulative accounting of assessment batteries and hours as well as intervention and supervision hours. Please review the instructions below to set up an individual account through Time2Track. Please note that the authorization key will be distributed via email in advance of September 1st each academic year with instructions to log-in. If you already have an account, you will not be able to renew your subscription until the current subscription has ended.

Practicum Sites

All students complete their first year of practicum (in their second year in the program) 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 at 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. By Winter Quarter, first year students will be asked to complete the application to provide the information needed for training assignments: https://depaul.qualtrics.com/jfe/form/SV_78QLbiB4ycybVwF . Third and fourth year students are invited to remain in FCS for additional training and should also complete the Qualtrics application to indicate their preferences for training assignments.

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 https://csh.depaul.edu/about/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 order to be eligible for external practica, students must be in good standing in terms of milestones, courses, and professional/ethical conduct. **Students who are interested in applying for externship must complete the following application by December 15th before the first externship application deadline:** http://depaul.qualtrics.com/jfe/form/SV_0vQRTbbUtjLdmS1. This form requires students to upload their CV and cover letter before it can be submitted. **Students must receive approval from the DCT to apply for an externship.** In addition, students in their fifth year and beyond who are not on internship might elect to do an additional 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 "Practicum" channel of

our Clinical Psychology Teams site. Additionally, the DCT and other clinical faculty and students are glad to talk with specific students about their particular training interests and what sites might be most appropriate. Students who wish to apply to practicum that are not currently "approved" by the program, must submit an application form requesting that the DCT and/or practicum instructors evaluate the quality of the training site to ensure that it complies with both APA standards and IL licensure laws. **Students who are not on track to complete their master's thesis by the end of the second year are strongly discouraged from completing an externship in their third year.** 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. **Course schedules will not be re-arranged to meet the demands of student's externship sites.** 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 Teams site. Many sites are now following standardized notification and interview timelines which can be viewed on Teams in the [Externship Information](#) folder.
- 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 January, students send applications and go on interviews where requested. Dates of application have been moved up from prior years, so check the websites for places of potential interest to identify the application deadlines for the current year. Letters of reference should be solicited well in advance (4 weeks advance of due date) of the deadline. If work samples are required, the FCS has a specific set of procedures to follow that is designed to protect the confidentiality of clients. See the Office Staff in FCS for assistance with this. DO NOT COPY MATERIALS FROM CLIENT FILES YOURSELF! Decisions regarding offers are typically given to students by March (or possibly earlier) of each year. Unlike admission to graduate school or offers for internship, there is no uniform date on which externships make their offers. Although some schools (mainly Psy.D. programs) in the Chicagoland area follow the Association of Chicagoland Externship and Practicum Training Sites (ACEPT) guidelines regarding dates of application and offers for externships, DePaul students are not required to adhere to those guidelines.
- No later than 2 weeks before the start of the externship, the student should have negotiated the practicum contract with their 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 on Teams](#).

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://idfpr.illinois.gov/profs/psych.html. 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.
- Please note that some practicum sites have additional eligibility requirements for placement in their sites. For example, many practica require documentation of immunizations and TB tests. Practica at Veteran's Administration hospitals often require documentation of sex assigned at birth, registry for selective service, health insurance coverage, and TB tests. Sites often ask the clinical program to document these requirements. Thus, students who are interested in applying to these sites must be willing to provide documentation of these requirement to the DCT. More documentation about the TCQVL verification process and forms are available on Teams.
- International students should check their eligibility for off-site practicum placements and the use of Curricular Practical Training (CPT) for practica. The International Student office at DePaul is familiar with our training and can assist with completing this paperwork. Most international students prefer to use CPT for practica and internship and reserve the Optional Practical Training (OPT) for post-doctoral work.

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 form on Teams). 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 for 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 596 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 Project. The comprehensive project must have been successfully completed.
- Approved Dissertation Proposal.
  - *For students who entered the program before 2023:* 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)
  - *For students who entered the program 2023 or later:* Defend dissertation proposal (provided Comprehensive Project successfully passed) by June 1st the year that the student plans to apply for internship

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.

Internship Preparation Timeline

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

Timeframe	Task
Every Year	• Update Time2Track • Update CV
June before Applying	• Discuss internship readiness with DCT and advisor • Verify completion of all program-sanctioned hours forms, PCEF forms, and course and program requirements
July	• Download internship materials from web sites and determine to which sites to apply • Start drafting application essays and submit for feedback
August	• Ask letter writers (mentor, supervisors, etc) to serve as references and to complete the Standard Reference Form • Revise essays and incorporate feedback • Begin the AAPI • Draft supplemental materials
September	• Draft cover letters and submit for feedback • Keep revising materials • Register for the Match
October	• Submit clinical hours for verification by DCT • Finalize AAPI and submit your applications!
November	• Be ready to reply quickly to invitations to interview

	• Attend Clinical Program Interviewing Workshop
	• Practice interviewing, practice, practice, practice!
December/January	• Interview and send thank you emails
February	• Submit rank list through AAPIC
	• APPIC Phase I Match Day
March	• APPIC Phase II Match Day
June-September	• Internship Begins
June Near the End of Internship	• Walk at Commencement if dissertation has been defended
August	• PhD Degree conferred after internship and dissertation are complete

Please note that some internship sites have additional eligibility requirements for placement in their sites. For example, many internships require documentation of immunizations and TB tests. Internships at Veteran's Administration hospitals often require documentation of sex assigned at birth, registry for selective service, health insurance coverage, and TB tests. Sites often ask the clinical program to document these requirements. Thus, students who are interested in applying to these sites must be willing to provide documentation of these requirement to the DCT. More documentation about the TCQVL verification process and forms are available in the appendix.

International students should check their eligibility for internship and the use of Curricular Practical Training (CPT) for internship. The International Student office at DePaul is familiar with our training and can assist with completing this paperwork. This office has a letter on file documenting the need for students to take CPT out of the city of Chicago. Most international students prefer to use CPT for practica and internship and reserve the Optional Practical Training (OPT) for post-doctoral work.

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. To this end, we are pleased that beginning in 2023-2024 the Graduate Assistantships have been extended to cover the first five years that students are in the program. Clinical students are required to complete a Graduate Assistantship for the first three years of the program in order to obtain important research competencies. In some cases, students might wish to opt out of the assistantship, either completely or in part, to pursue other educational or career-relevant opportunities. Students can work a maximum of 25 hours per week through their roles at DePaul (including assistantship hours, grants, or teaching). Students who wish to opt out of the GA or TA assistantship must do so through yearly and quarterly reporting to the department. 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 Teams). 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 themself 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 their 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

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 (except during recent admissions cycles in which GRE scores were not being accepted), 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 and their preference for a primary advisor. Students are only permitted to apply to one track.
- 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, participation in the interview day 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.

Annual Evaluation Procedures

The program's approach to the evaluation of student competencies is holistic and developmentally appropriate for each student's level of training as they progress through the program. This holistic, developmental approach allows the program to determine whether students are on track for demonstrating each competency by the time of degree completion. Each competency is evaluated with respect to multiple elements using multiple data points from multiple sources over time. While the data points and sources vary by competency, the program generally uses a combination of (1) student performance in courses; (2) supervisor evaluations of student performance in the practicum and research activities; (3) faculty evaluation of student performance in research activities; and (4) completion of research milestones to conduct formative and summative evaluations.

The entire clinical faculty meets at the end of the spring quarter annually to discuss and evaluate the progress of each student in the program using the evaluation tools discussed below. Prior to this meeting, the Director of Clinical Training collects and distributes outcomes of current students for faculty review. These outcomes include the four elements listed above as well as a copy of the transcript, student's CV, and Student Annual Evaluation Progress Checklist. The checklist serves to document student clinical hours and timely progress towards degree as well as document incomplete and other problematic grades. The student progress checklist is completed by the student in May of each academic year and finalized by their faculty advisor during the evaluation meeting. Students are rated by practicum supervisors twice per year – once in December/January and again in May/June. Students are rated by research advisors twice per year – typically once in December/January and again in May/June. The second rating occurs before the evaluation meeting, and the rating may be modified by the clinical faculty based on additional input from faculty during the meeting. Copies of these ratings are then provided to the students. Research advisors meet with students to discuss evaluation data and they both sign the form indicating that they have discussed it before a copy is given to the student and a copy is placed in the student's record.

These annual evaluation procedures were revised during the 2017-2018 and 2018-2019 academic year to be responsive to the American Psychological Association's *Standards on Accreditation*. The standards specify profession wide competencies (PWCs) that all students must obtain during their clinical training. Four new forms were developed in order to facilitate the collection and review of this data: (1) Student Annual Evaluation Progress Checklist, (2) Research Competency Evaluation Form, and (3) Practicum Competency Evaluation Form and (4) Research Presentation Rating Form. These forms allow us to measure student attainment of PWCs as they progress through the program (proximal outcomes) and at time of program completion (minimum levels of achievement).

1. Research Competency Evaluation (RCE). Faculty should complete the Research Competency Evaluation with all 1st - 3rd year primary advisees in December/January and May/June of

each academic year. This form may be completed via hard copy or through an electronic version here: http://depaul.qualtrics.com/jfe/form/SV_9z6aSHls5XNuAxT

Primary research advisors complete the Research Competency Evaluation Form twice a year to evaluate the developmental progression of trainee competence in the following areas:
- research;
- ethics;
- diversity;
- professional values/attitudes;
- communication/interpersonal;
- supervision; and
- consultation/interprofessional/interpersonal.

Students are required to complete three years of research assistant training for a total of at least six ratings. The program designed the Research Competency Evaluation Form to reflect the expectation that trainees respond appropriately in increasingly complex situations with a greater degree of independence as they advance in their training. At the end-of-the-year student evaluation meeting, the entire core clinical faculty (currently 11 faculty members) review the initial ratings made by the research advisor and determine whether any ratings should be changed based on demonstration of competence in other research contexts outside of the primary research advisor's lab. The program provides these ratings to students and students discuss them in a feedback meeting with their primary advisor. During this meeting, the advisor and student sign the bottom of the form indicating that they reviewed the ratings together. A copy is given to the student and a copy is placed in the student's file.

2. Research Presentation Rating Form (RPR). Beginning March 1st, 2019, all students' theses and dissertation projects will be evaluated using the Research Presentation Rating Form. As discussed in the February 2019 program meeting, committees may decide to schedule extra time to complete this rating form during the committee deliberation portion of the meeting. Committees may also decide to complete a draft of this rating form during the proposal meeting. Only one rating form will be turned in per student for each milestone defense. This form is currently available as a hard copy and through the Qualtrics link: http://depaul.qualtrics.com/jfe/form/SV_b2UGgrjpdcWktBr

    Faculty members use the Research Presentation Rating Form during the required presentations associated with students' research milestones to assess the following competencies:
    - research;
    - ethics;
    - diversity;
    - professional values/attitudes; and
    - communication/interpersonal.

    Faculty utilize the Research Presentation Rating Form three times throughout the program (Thesis Presentation, Thesis Defense, and Dissertation Defense).

The program expects formative MLAs for students to vary as they progress through their research presentation training. These MLAs are described with respect to each milestone below.

First, the Research Presentation Rating Form is used during the group Thesis Presentations, which students give to the entire clinical faculty, and which is advertised and open to any member of the university. At the time of the Thesis Presentation, the core clinical faculty (currently 11 faculty members) provide ratings. The formative MLA for the second year of the program is that students obtain a mean score of "2" (development marginally lags expectations for student at current training level; can be addressed within the advising relationship) on all 16 items averaged across the core clinical faculty members who observe the Thesis Presentation. Additionally, no items in any competency domain can be rated at the level of "1" by more than 1 faculty member. If the mean score is lower than "2," or more than 2 faculty members provide a "1" rating on a single item on this form, the program will develop a remediation plan that is appropriate for the competency that needs to be attained. This plan will be developed, implemented, and completed according to the procedures outlined in the Clinical Program Manual.

Second, the Research Presentation Rating Form is used at the Thesis Defense by the 2-member (minimum) thesis committee that includes a core clinical faculty member as the chair and a psychology faculty member as the other committee member. The formative MLA for the Thesis Defense (required to occur by the end of the third year of the program) is that students obtain a score of "3" (development as expected for student at current training level; working towards minimum competency) on all 16 items as rated by consensus of the committee members during the Thesis Defense meeting. If desired, the committee can begin completing this form at the stage of the Thesis Proposal meeting and update it at the Thesis Defense.

Third, the Research Presentation Rating Form is used at the Dissertation Defense by the 5-member (minimum) committee that includes a core clinical faculty member as the chair, 2 psychology faculty members, and 2 DePaul faculty members external to the psychology department. The Dissertation Defense is advertised and open to any member of the university. The summative MLA for the Dissertation Defense (required for program completion) is that students obtain a score of "4" (achieved minimum competency (knowledge, skill, attitude, or behavior) consistent with what is expected at the doctoral level) on all 16 items as rated by consensus of the committee members during the Dissertation Defense meeting. If desired, the committee can begin completing this form at the stage of the Dissertation Proposal meeting and update it at the Dissertation Defense.

3.   Practicum Competency Evaluation (PCE). Practicum supervisors will complete the end-of-year evaluations of all students' clinical competencies using this form beginning in May of 2019. This form may be completed via hard copy or through an electronic version available here: http://depaul.qualtrics.com/jfe/form/SV_3Pr06K6TkdsxxM9.

Clinical supervisors use the Practicum Competency Evaluation Form to evaluate trainee competence in clinical practice and related activities. Clinical Supervisors complete the form twice during each practicum training year (mid-year and end-of-year). The program requires students to complete three years of practicum for a total of at least six ratings. Consistent with the APA's Direct Observation Requirement (Standard II.B.3.d and IR C-14 D), the

ratings on this form are required to be based on direct observation completed by the primary supervisor who is the appropriately trained and credentialed individual responsible for the clinical services. The supervisors indicate the nature of the direct observation at the beginning of the Practicum Competency Evaluation Form.

The program expects formative MLAs for students to vary as they progress through their practicum training. The program uses the end-of-year evaluations to determine whether students are eligible to progress to their next training experience. Second-year students are required to have ratings of "2" on at least 75% of the items to progress to their next clinical training experience. Second-year students who receive a rating of "1" on any individual item will have a remediation plan to address these competency deficits during their next training experience.

Third-year students are required to have ratings of "3" on at least 75% of the items to progress to their next clinical training experience. Third-year students who receive a rating of "1" on any individual item will have a remediation plan to address their competency deficits during their next training experience.

Fourth-year students are required to have ratings of "4" on all items to progress to internship training (see summative evaluation in the following paragraph). If a student has not obtained ratings of "4" on all items in the fourth year, the program will institute a remediation plan to address competency deficiencies. Remediation plans are developed between the student, advisor, and director of clinical training according to the guidelines laid out in the Clinical Program Manual. Students will not have completed their remediation plans until they attain ratings consistent with their training level on the competency items that were the focus of the remediation plan. In other words, the remediation plan must be successful for the student to continue in the program as a rating of "4" on each item is the required MLA.

In terms of summative evaluation, in the fourth and/or final year of practicum training, the program requires that all students have all items rated as a "4" or higher to continue to their internship. Additionally, while the student is on internship, the program maintains contact with the internship site. The doctoral program reviews students' internship evaluations and confirms that the internship sites rate students as ready for entry-level practice before the program awards a grade in the PSY 596: Internship course that is required for graduation from the doctoral program. Consistent with Implementing Regulation C17-D, the program requires students to complete high-quality, APA-accredited internships. While these accredited internship programs may use different rating scales than those used by the doctoral program, it is expected that they include a rating scale with an anchor to entry-level practice that corresponds to the program's rating of "5" on the Practicum Competency Evaluation Form.

Remediation

Students receiving ratings below the expected level of achievement on any forms, not making satisfactory progress on research or clinical requirements, receiving incomplete, failing, or withdrawal grades, or continuing remediation plans will receive remediation/personalized training plans. Faculty may initiate a review for possible remediation at any time during the academic year in addition to the regularly scheduled annual evaluations.

A student will be informed of the need for remediation in a timely manner. As soon as possible, 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. The remediation plan template is included on the program Teams channel. 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 meeting. 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 meeting the MLA progression as specified on each of the rating forms. 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 students' 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 1st of the second year of graduate school.

Master's Thesis Defense. The master's thesis is expected to be completed no later than June 1st of the student's third year in the program. Students who have not successfully defended the master's thesis by this deadline will not be considered to be in good standing.

Doctoral Comprehensive Examinations. The comprehensive project, described above, is expected to be completed by June 1st of the student's third year, but must be completed no later than November 15th of the student's fourth year. The latter schedule or any additional delay postpones graduation beyond the five-year model. In order to submit one's project, the student must have completed the final orals for the Master's thesis, and submitted final copies to the CSH Graduate Division.

Admission to Doctoral Candidacy and Permission to Defend Dissertation Proposal. Upon successful completion of the comprehensive exams/project, 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/Project and been admitted to doctoral candidacy. Clinical-community students who complete the fieldwork paper option will not be admitted to candidacy until the end of their third year (at the earliest), upon passing (B- or higher) all three quarters of the PSY-585 fieldwork course, passing the comprehensive fieldwork paper, and passing the general comprehensive exam. Therefore, clinical-community students who wish to propose their dissertation prior to the end of their third year are encouraged to select the exam option for their community area comprehensive requirement, or to select the Alternative Project if feasible to complete within their desired timeline for 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 plus" in the APA competency courses, 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 Project completed

- Dissertation proposal approved by the student's dissertation committee.
- All ratings at the MLA for the Research Competency Rating Form and the Practicum Competency Evaluation Form (e.g., ratings of 4 on both forms). If students have not obtained ratings of 4 by the spring of the year prior to the year in which they plan to apply for internship, the student must meet with the DCT to develop a plan for demonstrating competency in remaining areas prior to beginning the internship.
- Tracking of clinical hours in Time2Track must be up-to-date by June 30th before you apply. Make sure that hours entered from experiences outside of formal practicum have been approved by the program using the Program Sanctioned Hours Form (available in the practicum channel on Microsoft Teams).
  - Obtain at least 500 total direct intervention and assessment hours
  - Obtain at least 150 supervision hours
  - Write at least ten integrated assessment reports
    - Child track, most should be children
    - Applying to VA internships, most should be adult neuropsychological evaluations
    - *Per the AAPI:* An integrated report is NOT a report written from an interview that is only history-taking, a clinical interview, and/or only the completion of behavioral rating forms, where no additional psychological tests are administered. The definition of an integrated psychological testing report is a report that includes a review of history, results of an interview and at least **two** psychological tests from one or more of the following categories: personality measures, intellectual tests, cognitive tests, and neuropsychological tests.
- It is recommended that you publish at least one refereed journal article and present five posters or conference presentations

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 dissertation oral defense, 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. 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 conferred on the last day of the quarter in which the students' requirements are completed, typically the summer quarter after internship.

PhD Commencement and Degree Conferral Options

Last day of successfully completed internship	Last day of **Spring** Quarter or earlier	Last day of **Summer** Quarter or earlier	Last day of **Autumn** Quarter or earlier
Date dissertation defended and submitted to college	Last day of Spring Quarter or earlier	Last day of Spring Quarter or earlier	Last day of Autumn Quarter or earlier
Walk at commencement	June	June	Next June
Degree conferral	June	August	November

Students on internship will be unable to apply for graduation since their internship grades are incomplete. Please respond to emails from the Psychology Department, typically in February, about your intention to walk at graduation so that you can manually be added to the commencement and/or conferral list.

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.

Students who plan to start post-doctoral positions before the degree has been formally conferred will typically need to request a "completion of degree requirements" letter from the DCT. This letter confirms that all degree requirements have been met and is usually sufficient for post-doctoral employers and state licensure boards. It is the students' responsibility to communicate their standing in the clinical program to their post-doctoral supervisor/employer.

Response to Questions about Ethical Behavior or Professional Development

If faculty become aware of student behavior that raises questions about their professional development or ability to act in accordance with ethical standards, an ethical review committee may be formed to gather information about the incident(s) to determine the most appropriate course of action. A review committee should include 2 or more faculty members who are not the student's primary advisor.

The committee may review relevant policies, including the APA Code of Ethics, Academic Integrity Policy, University Graduate Student Handbook, CSH Graduate Student Handbook, and Clinical Program Manual. They may gather documentation including a statement from the student on what has occurred, and asking other relevant parties (advisor, supervisors, practicum or internship supervisors) for details on what has occurred.

The committee will share their findings with the Clinical Program Faculty, and discuss appropriate scope of necessary actions including an ethical violation report to APA, an academic integrity violation, a remediation plan, dismissal from the Clinical Program, or no disciplinary action. If

necessary, the faculty may vote on the course of action. The student will then be informed about the program's decision and their options for appealing the decision.

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 "1" 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. In these cases, the entire clinical faculty review the evidence and determine whether they believe that the student is able to remediate deficiencies or should be discontinued from the program.

Discontinuance from the program may occur if the student:
- Receives a "1" 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.
- Violates the university's Academic Integrity Policy.

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

7. RIGHTS AND RESPONSIBILITIES

Code of Student Responsibility

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

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, they are 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 the DePaul University Institutional Review Board (IRB) for the Protection of Human Research Participants (see Approval To Conduct Research: IRB Process subsection under the Master's Thesis and Dissertation section of this document, and the website of the 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 the 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 2020, the clinical faculty and students adopted the following Diversity Mission Statement that was revised from the original 2002 statement:

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.

What do we mean by diversity? Diversity is the coexistence of various groups of people who possess different cultural and human characteristics. We recognize that diversity is an important asset that enhances our academic community and psychology as a scientific discipline. We value the multiple, intersecting social statuses and identities of the members of our community, including but not limited to: ability status, physical appearance, age, socioeconomic status, race, culture, ethnicity, gender identity, sexual orientation, national origin, generation status, political beliefs, and religion/spirituality.

We recognize that identities are situated within systems of power, privilege, and oppression and commit ourselves to fostering and celebrating diversity through our teaching, mentoring, research, clinical work, and service. We continually seek opportunities to enrich our department through attracting and supporting diverse students, staff, and faculty. 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, transphobia, 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 our inextricable professional and personal development, we expect all members of the clinical program to engage in ongoing and honest exploration of their own biases, assumptions, and value systems. We strive to provide a safe space in which this transformation may occur. In this self-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 or abusive. Furthermore, acceptance and celebration of human diversity should be distinguished from simple tolerance, which often implies a reluctant and limited acceptance of people.

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. Beginning in the 2020-2021 academic year, incoming students must complete a plagiarism tutorial to ensure that they are aware of the academic integrity standards for scholarly writing. The training is available at this website: https://plagiarism.iu.edu/index.html. A copy of the completed certificate must be turned into the psychology department graduate coordinator.

2. 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. Per the Graduate Student Handbook, "[Academic integrity] Violations do not require intent." Students are responsible for fully understanding academic integrity guidelines.

3. Faculty members are responsible for fostering 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. Outside of specific courses, such as for research products, theses, and dissertations, faculty and students may request access from the DCT to a clinical program D2L course to allow faculty and students to see Turnitin similarity scores and identify potential cases of plagiarism.

4. 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 and other areas of training that they supervise. Faculty members are required to report academic integrity violations to the student and Academic Integrity Office by the third week of the quarter following the violation. 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. Clinical students' theses, dissertations, scholarly writing, and all other work that occurs in the context of the clinical training program is subject to the academic integrity policy and these violations will be reported.

5. 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 (See Academic Integrity Policy 7.3.23). 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 (https://offices.depaul.edu/secretary/policies-procedures/policies/Documents/Formal%20Title%20IX%20Sexual%20Harassment.pdf) contains the Formal Title IX 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. Students can be present at this meeting to present the appeal, or 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, the student 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 by the DCT on behalf of the program in writing.

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 in writing.

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 the student is free to also be present at the faculty meeting at which the appeal is discussed to make the student's 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 grievance policy form is located on Teams.

8. STUDENT SUPPORTS AND REPRESENTATION IN GOVERNANCE

Departmental and Campus Resources

DePaul University, the Psychology Department, and the Clinical Program provide students with various resources to support them during their doctoral training. The Graduate Student Handbook (available at Graduate Study in Psychology on Teams) 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.
- Keys to 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

Effective for the 2023–2024 academic year, the Clinical Program, as well as the rest of the Psychology Department, has a policy to fund MA/PhD students for their first five years of graduate school. Students will receive a $31,982 yearly stipend and a full tuition waiver (worth approximately $38,000). Eligibility for graduate assistantships is dependent on full-time student status and satisfactory progression through the program and performance of assistantship duties, as well as adherence to all university policies and procedures.

Clinical students are required to work as Graduate Research Assistants in order to demonstrate research competencies which are rated during the first three years of the program. In some cases, students in years 4 and 5 may wish to opt-out of the assistantship and stipend. Please see the Graduate Student Handbook for more details on this process.

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.
- 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 communicate these preferences to the departmental administrators. Final assistantship decisions are made at the departmental level.

DePaul Family and Community Services (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.

Teaching Opportunities

Students will have the opportunity to gain experience serving as an instructor for one or more undergraduate Psychology course(s) as part of their graduate training. Beginning in 2025-2026, the Psychology Department will require students in the PhD portion of their training to gain supervised teaching experience. Students will take *PSY 550: Seminar in Teaching Psychology* to prepare them to teach an undergraduate class on their own. 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. After the GTF requirement is met, students may apply for additional part-time teaching positions within the department, acting as instructors of record and mentored by full-time faculty members. Students who teach additional courses will be paid at the prevailing adjunct salary rate, *with a concomitant reduction in assistantship hours and stipend pay to meet hourly employment guidelines.* 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."

Travel Funds

Funds to support graduate student travel are quite limited, in that the Psychology Department has no budget for student travel. However, students may have access to travel funds through a faculty member, who has funding through an external grant.

The CSH Dean's office provides limited assistance for travel or research expenses (up to $700) through the Graduate Research Fund (GRF). The main criteria for funding are that the student is currently enrolled, is in good standing, and is presenting a single-author or first-author, peer-reviewed paper at a major conference in their professional field. An application form for travel funding is provided on the CSH website: https://csh.depaul.edu/research/graduate-research/Pages/default.aspx

Students also frequently apply for travel awards through their professional memberships or use money available from the DUOS (Doctoral-Undergraduate Opportunities for Scholarship) program to fund conference travel: https://las.depaul.edu/academics/philosophy/student-resources/duos/Pages/default.aspx.

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 Culture of Research Enhancement Committee and the Diversity 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 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 February, 2021):

a) For the Election of the Chair, the students get one vote. This vote is jointly cast by graduate student representatives and the undergraduate representative.
b) On all other Departmental matters, students do not get a vote, unless specifically authorized by the faculty in attendance at the meeting.

Per the Clinical Psychology Program Bylaws (most recent version is November 2023), students also get one vote for the Director of Clinical Training:

- Students do not get a vote, unless specifically authorized by the faculty in attendance at the meeting. However, students will have 1 vote represented in the election of the DCT.

9. APPENDICES

POLICIES INCLUDED IN THIS DOCUMENT
Clinical Program Course Schedule by Year
Clinical Program Thesis and Dissertation Options
Faculty Responsibilities for Theses and Dissertations
Clinical Psychology Program Grievance Policy

FORMS INCLUDED IN THE TEAMS "PROGRAM FORMS" FOLDER
Comprehensive Exam Forms
- Comprehensive Project Completion Form (updated 2024)
- Comps Exam Application (updated 2023)
- Comps Fieldwork Paper Application (updated 2023)
- Comprehensive Exam Alternative Project Form – Proposal
- Comprehensive Exam Alternative Project Form – Completion
- Grading Rubric for Community Fieldwork Paper
- Grading Rubric for General and Specialty Comps Exam

Practicum Forms
- DePaul University Clinical Psychology Training Program Practicum Agreement (updated 2021)
- Employment Outside the Program Form (updated 2018)
- Petition for Program-Sanctioned Hours Form (updated 2018)
- Practicum Competency Evaluation Form (Qualtrics 2023)
- Clinical Practicum Site Survey Form (Revised 2019)
- TQCVL Policy and Form (updated 2019)

Student Evaluation and Competency Forms
- Research Competency Evaluation Form (Qualtrics 2023)
- Research Presentation Rating Form (Qualtrics 2023)
- Student Annual Evaluation Progress Checklist (Revised 2023)

Miscellaneous Forms
- Exception Request Form (Revised 2025)
- Clinical Psychology Program Grievance Policy and Report Form
- Previous Coursework Review Form
- Previous Thesis Waiver Form
- Remediation Plan Template (Revised 2023)
- Remediation Plan Progress Report Template (Revised 2023)

PSYCHOLOGY DEPARTMENT HANDBOOKS AND FORMS
Psychology Department Graduate Student Handbook (on Psychology Department Teams Site)
Psychology Department Thesis Dissertation Manual (on Psychology Department Teams Site)
Thesis and Dissertation Forms (on Psychology Department Teams Site)

Clinical Program Course Schedule by Year (Approved in 2025)

First Year (48 credit hours)		*Recommended Coursework: 4 credit-bearing classes per term*	
Fall (16 credits)	Winter (16 credits)	Spring (16 credits)	Summer (0 credits)
410, Statistics I (4) 486, Adv Psychopathology (4) 493, Principles of Community Psychology (4) 461, Ethics and History of Psychology (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) 554, Emotional Development (4) 590, Master's Thesis Seminar (0) 499, Intro to Clinical (0)	418, Mutivariate **OR** 419, Factor Analysis (4) 482, Adult Assessment (4) 488, Principles of Psychotherapy and Behavior Change (4) 520, Principles of Diversity (4) 590, Master's Thesis Seminar (0) 499, Intro to Clinical (0)	595, Psychology Research (0)

Second Year (28 credit hours)		*Recommended Coursework: 2-3 credit-bearing classes per term*	
Fall (8 credits)	Winter (8 credits)	Spring (12 credits)	Summer (0 credits)
CH: 491, Treatment Methods with Children and Families (4) CO: 492, Principles of Consultation (4) Elective (4) 577, Practicum in Clinical Assessment (0) 565, Prof. Development Sem (0)	CO: 569, Seminar in Program Evaluation (4) CH: 570, Seminar in Psychotherapy Research (4) Elective (4) 578, Practicum in Clinical Psychology (0) 565, Prof. Development Sem (0)	550, Teaching Seminar (0) 560, Social Cognition (4) *597, Master's Thesis Research (4) Elective (4) 579, Practicum in Child Clinical Procedures (0) 565, Prof. Development Sem (0)	595, Psychology Research (0)

Third Year (0 credit hours)		*Recommended Coursework: 0 credit-bearing classes*	
Fall (0 credits)	Winter (0 credits)	Spring (0 credits)	Summer (0 credits)
CO: 585, Fieldwork (0) 582, Adv Practicum (0) 565, Prof. Development Sem (0) 595, Psychology Research (0)	CO: 585, Fieldwork (0) 583, Prac Community Mental Health (0) 565, Prof. Development Sem (0) 595, Psychology Research (0)	CO: 585, Fieldwork (0) 584, Adv Prac Evidence Based Practice (0) 565, Prof. Development Sem (0) 595, Psychology Research (0)	595, Psychology Research (0)

Fourth Year (4 credit hours)		*Recommended Coursework: 1 credit-bearing class*	
Fall (0 credits)	Winter (0 credits)	Spring (4 credits)	Summer (0 credits)
574, Prac in Special Areas (0) 565, Prof Development Sem (0) 595, Psychology Research (0)	574, Prac in Special Areas (0) 565, Prof Development Sem (0) 595, Psychology Research (0)	574, Prac in Special Areas (0) 565, Prof Development Sem (0) *599, Dissertation Research (4)	595, Psychology Research (0)

Fifth Year and Beyond (0 credit hours)		*Recommended Coursework: 0 credit-bearing classes*	
Fall (0 credits)	Winter (0 credits)	Spring (0 credits)	Summer (0 credits)
IF IN ILLINOIS: 595, Psychology Research (0) IF OUT OF STATE: 702 Non-resident candidacy (0) IF ON PRAC: 574, Prac in Special Areas (0) IF ON INTERNSHIP: 596, Internship (0)	IF IN ILLINOIS: 595, Psychology Research (0) IF OUT OF STATE: 702 Non-resident candidacy (0) IF ON PRAC: 574, Prac in Special Areas (0) IF ON INTERNSHIP: 596, Internship (0)	IF IN ILLINOIS: 595, Psychology Research (0) IF OUT OF STATE: 702 Non-resident candidacy (0) IF ON PRAC: 574, Prac in Special Areas (0) IF ON INTERNSHIP: 596, Internship (0)	IF IN ILLINOIS: 595, Psychology Research (0) IF OUT OF STATE: 702 Non-resident candidacy (0) IF ON INTERNSHIP: 596, Internship (0)

*597 Master's Thesis Research can be taken any quarter in year 2 or 3, ask Laura & DCT

*599 Dissertation Research can be taken in any quarter in year 4 or 5, ask Laura & DCT

Zero Credit Course

Opportunity to Select Course for Requirement

Child Track Course

Community Track Course

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 careful 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 was further 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: Fieldwork – 3rd-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 or senior 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 proposal 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 their 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	a. Respond to the student's ideas by clarifying your interest, availability, and expertise in their area of interest 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) c. Encourage students to read the department's thesis manual and latest edition of the APA Publication Manual
Conduct literature search, formulate research questions, and begin to develop thesis/dissertation proposal	a. Meet regularly with student to flesh out research ideas and methods and review drafts of student written work 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)
Approach psychology faculty members to serve as committee members; one plus chair for Master's thesis or two plus chair for dissertation	a. Discuss with students possible nominees for committee member(s) b. Know that adjunct faculty members can serve as one of the departmental dissertation readers
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	a. Serve as gatekeeper between student and other committee member(s), ensuring that all sections of the proposal are in

STUDENT STEPS	FACULTY RESPONSIBILITIES
	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. b. Review with the student any concerns raised by committee members prior to the proposal defense. 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. d. Discuss with the student what will take place during the proposal defense and how to prepare for it.
Get approval for research from the University Institutional Review Board (IRB)	Co-sign student's IRB applications, and ensure that the study is approved prior to beginning data collection
Begin data collection	a. Encourage student to begin data collection immediately. Help student to review, and revise if necessary, the schedule of completion. 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.
Prepare study results and discussion, and convert proposal into final thesis/dissertation manuscript	a. Meet periodically with student, as needed, to review progress on data summarization, analysis, and write-up of findings and discussion. b. Review drafts of manuscript to ensure student appropriately converts proposal into final manuscript.
Defend thesis/dissertation	a. Again serve as gatekeeper for completion of finished draft of thesis/dissertation before it is distributed by the student to committee member(s). b. For dissertation, help student select two additional committee members outside the department to serve as readers. c. Discuss with the student what will take place during the defense and how to prepare for it
Complete final revisions on thesis/dissertation 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	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. b. Change the student's grade for thesis/dissertation hours from an "R" to an "A," "B," or "C."

STUDENT STEPS	FACULTY RESPONSIBILITIES
committee members and placed in student's file. Upon final approval of revisions, submit final manuscript to the CSH Graduate Division.	

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 <u>not</u> covered by the University grade challenge policy or the University sexual harassment policy that is <u>not</u> 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 they have 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 their 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 their 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).

<u>The Clinical Psychology Program Grievance Ombudsperson:</u>
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 Teams Channel here); 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, Psychological Science, 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.