



TheChicagoSchool[®]
of Professional Psychology

2012-2013 Program Guidebook

Psy.D. Clinical Forensic Psychology

Los Angeles and Chicago

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Department Educational Model and Goals

The Clinical Forensic Psychology Doctoral Program operates under the practitioner-scholar model and the National Council of Schools and Programs of Professional Psychology (NCSPP) Core Competency model of training in clinical psychology. These models are predicated on the belief that competent practitioners must have both a broad knowledge of scientific and theoretical principles in the clinical practice of psychology and the ability to apply that knowledge to specific clinical situations. Furthermore, the program reflects the educational goals and competencies adopted by the National Invitational Conference on Education and Training in Law and Psychology: the Villanova Conference. The curriculum exposes students to the theoretical principles, scientific research, and clinical practice skills that enable students to assume professional responsibilities in a variety of forensic settings. In addition, The Chicago School Forensic Center offers service-learning opportunities to educate students to become competent and civically engaged forensic mental health practitioners. The doctoral program reflects contemporary developments in the field and emphasizes critical thinking, sensitivity to ethical principles, the role of personal values, and cultural diversity.

The program has three primary objectives:

1. To prepare clinical forensic psychologists to be able to apply psychological constructs to the legal and public policy arenas in an ethical, academically informed, and research-based manner
2. To prepare clinical forensic psychologists to work as practitioner-scholars in the application of treatment, evaluation, consultation, and advocacy within the various domains that law and psychology intersect.
3. To prepare clinical forensic psychologists to become culturally competent practitioners in the delivery of mental health services to meet the unique needs of diverse, multicultural populations.

TCSP Individual and Cultural Differences

The Chicago School is committed to preparing professionals for practice in a multicultural and diverse society. In keeping with this commitment, the content of all courses is informed, where appropriate, by knowledge of individual and cultural differences (e.g., age, ethnicity, gender, physical and mental disability, race, religion, sexual orientation, and socioeconomic status), so that students develop the skills that enable them to provide professional services to individuals of diverse backgrounds. Faculty conveys attitudes respectful of these individual and cultural differences.

Program Competencies

Consistent with the practitioner-scholar model, the Clinical Forensic Psy.D. Program organizes the knowledge, skills, and attitudes necessary for high-quality clinical practice into six competencies. The National Council of Schools and Programs in Professional Psychology (NCSPP) Core Competency Model (McHolland, 1992) offers the foundation upon which the program based its own articulation of competency. The six competencies are: 1) relationship, 2) assessment, 3) intervention, 4) research and evaluation, 5) diversity, and 6) ethical and professional behavior. The Clinical Forensic Psy.D. Program competencies are defined within The Chicago School's four academic goals. Inherent in each program competency is the ability to communicate effectively in both written and oral formats.

Scholarship

Research: Students will demonstrate an understanding of the research methods in the social and behavioral sciences, the benefits and limitations of research, and the scientific and professional literature relevant to the field of forensic psychology.

Diversity

Diversity: Students will recognize and respect individual and group differences as well as practice with cultural competence.

Professional Behavior

Ethics: Students will organize professional activities by ethical and professional codes, standards, and guidelines; statutes, rules, and regulations; and relevant case law.

Professional Practice

Relationship: Students will develop and maintain effective professional relationships with clients, peers, supervisors, faculty, and other professionals.

Assessment: Students will demonstrate a comprehensive knowledge of psychometric theory, assessment techniques, and forensic literature to evaluate various dimensions of human experience, outcomes of interventions, and psych legal issues.

Intervention: Students will integrate an advanced knowledge of theory, research, and professional literature to guide interventions and promote optimal mental health and well-being.

Department Policies and Procedures

Course Grading and Performance Feedback

Grades are assigned in all courses and students can review course grades online. Course grades assist the school, the student, and the student's academic advisor to monitor the student's progress and mastery of material deemed necessary by the department faculty to become proficient and competent psychologists.

Student Performance Evaluation and Student Review Process

Once each semester, the department faculty meets to review student progress at a student review meeting. During the student reviews, the student's academic advisor summarizes a student's (advisee) progress in the program to date. Student grades, Student Performance Evaluations (SPE), practica feedback, and Academic Development Plans (if applicable) are a part of the review of the student's progress. Other department faculty can elaborate on their contact with the student, expressing concerns or articulating areas of strength and weaknesses. The student review also involves determining a student's readiness to proceed in the program and any conditions that are necessary to support the student's learning and progression. The student's advisor forwards a copy of the Student Review Process Plan, which provides a student with a current status of their performance in the program to the student within two weeks of the student review meeting.

For Los Angeles students only, a cumulative or semester PPE below 2.7 is considered a serious academic concern and may result in action up to and including placement on "academic watch," referral to the Student Affairs Committee or the Training and Community Engagement Committee, placement on academic warning/probation, or dismissal. The department chair and Academic Advisor will be notified when students receive a cumulative or semester PPE below 2.7.

Professional Development Group

All students are required to enroll in Professional Development Group during their first semester in the program. This course orients students to The Chicago School's policies and procedures. Students also explore issues of professional and career development in forensic psychology, as well as develop skills in evaluation and self-reflection. By the end of the course, students will have identified which concentration they will pursue. This course must be taken during the first semester of enrollment.

Academic Advisor Assignment

A student's Professional Development Group instructor serves as his/her academic advisor throughout their duration in the program. Since all programs are lockstep, all students should consult with their advisor prior to taking a course out of sequence.

Change of Advisor: In the event that a student wants to change advisors, the student will schedule a meeting with the current advisor to discuss his/her rationale for the request. If approved by the current advisor, the advisor will obtain the Request for Advisor Change form. Next, the student will select a new advisor and meet with him/her to obtain his/her approval. If the new advisor agrees to serve as the student's advisor, the student will acquire the new advisor's signature on the Request for Advisor Change form. The Request for Advisor Change form with both former and current/new advisor signatures will be submitted to the FO Department Manager/Administrative Assistant. The Department Manager/ Administrative Assistant will notify by email both the former and new advisor that the advisor change has been finalized. If the request for a new advisor is denied, the student has the right to appeal the decision in writing to the Department Chair within 10 business days of notification of denial. The Department Chair has final decision-making authority. The request for the advisor change will not be implemented without signatures from both current and new advisor.

Change in Enrollment/Concentration Status

Students who wish to change concentrations must fill out a Student Data Sheet, available from the Department Manager or Administrative Assistant. A Student Data Sheet must be completed and signed by the student's academic advisor any time there is a change in the course of study or enrollment status.

Independent Study

Students may undertake a faculty supervised independent study project in an area not covered by courses in the curriculum. Requests for independent study must be approved by the department chair. A maximum of two credit hours of independent study can be applied towards degree requirements as elective hours.

Auditing Courses

A student who wishes to audit a course must register for the course in the same manner as courses taken for credit (by the add/drop deadline of a semester) as long as all credit-seeking students have been accommodated. Students must contact the registrar in writing and identify the course(s) for which they have registered and wish to take as an auditor. The appropriate faculty member or dean of academic affairs approves all audit classes. The course instructor determines the participation requirements for audit students. Failure to follow these steps will result in a course grade and regular tuition charges. After the Add/Drop Period, any course that a student has previously identified as an audit course may not be changed to a credit course. Conversely, any course identified as a credit course may not be identified as an audit course following the Add/Drop period. Study abroad classes are not audit eligible.

Academic Development Plans

Students experiencing difficulty meeting department requirements may be placed on an Academic Development Plan (ADP) by their academic advisor, ADP Manager, Director of Professional Practice, or by the Department Chair on behalf of the department faculty. An ADP is not punitive, but rather aims to identify and address weaknesses in a student's behaviors, skills, and academic performance. The ADP Manager works collaboratively with the faculty and academic advisor to create a plan that addresses the student's identified weaknesses. The development of an ADP requires involvement of the student to ensure s/he feels they are receiving the support they need. When the identified concerns are specifically related to a student's training site, a Clinical Training ADP is written in collaboration with the site supervisor. When an ADP plan ameliorates the identified concerns, no

further action is required. If an ADP is unsuccessful or unlikely to remedy the presenting problem or concern, the ADP could be modified or a student may be referred to the Student Affairs Committee (SAC) for disciplinary action up to, and including, dismissal from school. Additionally, should a student refuse to participate in academic development planning, the student may be referred to the SAC for disciplinary action up to and including dismissal from the school. Please reference your Student Handbook for more information regarding ADPs and SAC referrals.

Departmental Academic Standards (DAS) Policy (3C/2F)

In addition to meeting the institutional Satisfactory Academic Progress (SAP) requirements as outlined in the Student Handbook, Chicago School students must meet additional academic standards as set forth by their academic department, Departmental Academic Standards (DAS). Students are evaluated against DAS by their academic department at the end of each grading period. Students are expected to evaluate their own records and contact the department upon receipt of a grade below B- or NP. The academic department will notify students affected by DAS in writing.

DAS Outcomes and Actions

1. If a student earns 1 “C” grade, the student may be placed on an ADP if standards are not met in the subsequent term
2. If a student earns ANY of the following, the student contacts the academic department and is placed on an ADP:
 - a. 1 “F” grade
 - b. 1 “NP” grade
 - c. 2 “C” grades
 - d. A “C” grade plus one “F” grade or one “NP” grade
3. If a student earns ANY of the following, the student receives written notification from the academic department and is academically dismissed:
 - a. Any combination of two of these designations: “F” grade/“NP” grade
 - b. 3 “C” grades
 - c. A combination of three of these designations: “C” grades/“F” grades/“NP” grades

Other

Instructors will adhere to the grading scale with no exception; this pertains to the final grade as well as individual assignments. Final grades may not be changed without the appropriate appeal process, which is explained in The Chicago School Student Handbook. The grading scale is designed to clearly demarcate superior, satisfactory, and unacceptable academic performance. The grading scale is as follows: A: 93 – 100; A-: 90 – 92; B+: 87 – 89; B: 83 – 86; B-: 80 – 82; C: 70 – 79; F: 69 and below.

No assignment may be redone. All assignments must be done to the best of the student’s ability the first time. Allowing assignments to be redone encourages students to turn in less than their best work the first time and creates inconsistency across courses and course sections. Note that this does not include drafts submitted to a professor as part of an assignment.

No extra credit assignments may be given to students to raise a poor or failing grade. However, it remains acceptable for faculty to include extra credit questions on an examination if so desired.

Group work may account for only 20% or less of a student’s final grade.

Student absences

- Regular attendance is required.
- In the case of an absence, professional practice requires that the student must inform the course instructor at least 24 hours prior to or following the absence. Failure to notify the instructor may result in placement on an academic development plan.

- Two absences will result in one-half final course letter grade reduction (e.g., a “B” would become a “B-”). Three absences will result in failure of the course (i.e., a letter grade of “F”). Note that missing one four-hour or one six-hour class meeting equals two absences.
- Faculty discretion and judgment is reserved for emergencies/illnesses, and will be handled on a case-by-case basis. Appropriate documentation may be required.
- For religious accommodation, it is the student’s responsibility to inform the instructor of the accommodation request in advance.
- For any absence (excused or unexcused), the student must demonstrate mastery of the material covered during the missed class through an additional assignment at the discretion of the instructor.
- The instructor has the right to reduce the participation grade for tardiness.
- For blended and online courses, the application of this policy may be modified at the discretion of the instructor.

Professional behavior/Academic integrity

- Per TCS Student Handbook, all suspected incidents of academic dishonesty (e.g., cheating, plagiarism, and fabrication) will be referred to the Student Affairs Committee.
- Classroom behavior that is disruptive to the learning process or demonstrates a level of disrespect or disregard to instructor or students will result in repercussions which can include:
 - Being asked to leave class
 - Being placed on an Academic Development Plan
 - Being referred to the Student Affairs Committee

Practicum

The Clinical Forensic Psy.D. program at The Chicago School is committed to training highly competent and ethical clinicians who will ultimately contribute to the intersection of law and psychology. Toward that end, students are required to complete relevant coursework in combination with clinical training for successful completion of their doctoral degree. Students traditionally proceed to a diagnostic-focused practicum in their second year, a therapy-focused practicum in their third year, and have the option of completing a Pre-doctoral Psychology Internship or an advanced practicum in their fourth year. To secure a placement, students must receive and accept an official offer from a prospective practicum site by the end of the first week of classes in the fall semester of that academic year.

The practicum experience is an integral component of clinical training. Forensic practica are closely supervised educational experiences in which the knowledge, skills, and attitudes developed in the classroom can be directly applied to clinical and forensic populations. All sites are approved by the TCS Department of Applied Professional Practice (APP) and allow students the opportunity to work with high-risk populations in an array of settings such as prisons, jails, detention centers, police departments, special treatment units, state psychiatric hospitals, substance abuse facilities, and community-based programs for victims and offenders. These formative experiences integrate the science and practice of forensic psychology in real world situations. Through close supervision and mentorship, students begin to develop their professional identities, clarify their professional strengths and weaknesses, and understand their roles as clinicians and/or providers of forensic services within a variety of settings and with a variety of people.

Students must accrue a minimum of 600 hours of clinical training over the course of a 9 to 12 month practicum under the supervision of a licensed clinical psychologist. Students are expected to attend practicum between 16 to 24 hours per week and must participate in two hours of supervision each week, with one hour being individual supervision provided by a licensed clinical psychologist, and the second hour can include individual or group supervision with a clinician who possesses at least a

master's degree and is licensed or license-eligible. In addition, students should dedicate at least 40 to 60% of their time on site to direct client contact, which could include a variety of clinical activities such as diagnostic interviewing, individual, group, or family therapy, crisis intervention, intake interviews, and milieu therapy. Students are typically responsible for administrative and case management tasks as well including, but not limited to, victim advocacy, consultation, applied research, and/or court attendance.

Diagnostic and therapy practicum students are concurrently enrolled in a three-hour, weekly practicum seminar class, which serves as a forum for peer consultation and support. Advanced practicum students enroll in a two-hour seminar course, which provides the same focus. Students may not transfer credits in lieu of the practicum and seminar, nor may they petition to waive these requirements. APP awards grades for the practicum based on the evaluation of the site supervisor, the evaluation from the practicum seminar leader, the completion of requisite practicum hours and activities, and the submission of all required forms to APP. Students must receive passing grades from both their seminar leaders and site supervisors to pass the course.

Additional information regarding the prerequisites, policies, and evaluation procedures for practicum/internship can be found in the *Guide to Clinical Forensic Psy.D. Practicum* disseminated by APP.

It is required that students obtain verification that clients consent to clinical services conducted by the student. If the site permits taping of therapy sessions, the student is required to complete the taping form. Students should complete a non-taping form for those sites that do not permit taping of sessions.

Students are permitted to begin their practicum experience on July 1. In cases where the student's training site requires the completion of orientation and/or trainings prior to July 1, those students may begin before the July 1 start date, however they are not permitted to engage in clinical work. In cases where a site requires students to begin clinical work prior to July 1, students must gain approval on a case by case basis from the Director of APP.

Complete adherence to ethical standards of the field is required of all students, especially those on practicum. Should a student show unprofessional or unethical behavior, or signs that he or she lacks suitability for the profession, he or she may be dismissed from a training practicum. Dismissal or student-initiated termination from a practicum is considered extremely serious and will result in automatic referral to the Student Affairs Committee – Professional Comportment Subcommittee for disciplinary action up to and including dismissal from the school.

Permission to Apply to Practica

Students must submit an Intent Form to apply for each year of practicum. During the spring semester student review meeting, the department faculty will review each student's progress in the Clinical Forensic Psy.D. Program to determine which students have met the necessary requirements to apply to practicum. Students must maintain a cumulative GPA of 3.0 or above, and in all other ways be a student in good standing at TCS to be granted approval to first apply for, then to accept, a practicum position. Students approved to apply to an Assessment or Therapy practicum will be reviewed during the summer semester (following the completion of the final prerequisites) for final permission to proceed to practicum.

The following pre-requisites are required to be eligible for a Clinical Forensic Psy.D. practicum:

- A cumulative GPA \geq 3.0,
- Approval of program faculty and the Directors of Training in APP, and
- Completion or planned completion of required coursework (as listed below).

Before beginning the Diagnostic focused or First Year Blended Practicum, Clinical Forensic Psy.D. students are required to have satisfactorily completed the following prerequisite courses over the first year:

- PF613 Psychopathology
- PF730 Introduction to Theories of Treatment and Intervention
- PF617 Clinical and Diagnostic Interviewing
- PF710 Intellectual and Achievement Assessment
- Pf711 Personality Assessment
- PF707 Professional Ethics and Standards
- PF715 Projective Methods of Assessment

Before beginning the Therapy focused or Second Year Blended Practicum, Clinical Forensic PsyD students are required to have satisfactorily completed the following prerequisite courses over the second year:

- PF720 Cognitive and Affective Bases of Behavior
- PF635 Group Processes of Therapy
- PF732 Cognitive-Behavioral Therapy
- PF773 Assessment Practicum I
- PF774 Assessment Practicum II

Before beginning the Advanced Practicum, Clinical Forensic Psy.D. students are required to have satisfactorily completed a Therapy Focused or Second Year Blended Practicum and the following prerequisite course over the third year:

- PF777 Therapy Practicum I
- PF778 Therapy Practicum II

Clinical Forensic Competency Examination (CFCE)

Rationale

Every student is required to pass the Assessment and Therapy Clinical Forensic Competency Examinations (CFCE), respectively. The aim of the Assessment CFCE is to evaluate the student's knowledge regarding psychological testing and psychometric theory as well as her or his ability to assess the various dimensions of human experience in an ethical, culturally sensitive, and professional manner. The goal of the Therapy CFCE is to examine the student's ability to apply the theory, research, and practice of a chosen theory of intervention as well as her or his ability to practice that theory competently and in an ethical, culturally sensitive, and professional manner. Ultimately, the CFCEs are both formative capstones used to measure student learning and allow the department to assess the student's abilities as a future clinical forensic psychologist.

Preparation

As scheduled by the seminar leader, students formally present their CFCE cases within the spring semester of the Assessment and Therapy Practicum Seminars, respectively. The seminar leaders will provide additional information about specific guidelines and requirements in the course syllabus.

Dissertation

The dissertation is an essential aspect of a student's academic experience and clinical forensic training at TCS. The purpose of the dissertation is to provide evidence of a student's mastery of the program's required research and content competencies. The student uses the dissertation to demonstrate mastery of four critical research objectives: 1) professionalism, 2) methodological rigor,

3) conceptual rigor, and 4) contribution to the field of clinical forensic psychology. These objectives form a rubric for dissertation evaluation. The student's dissertation committee is responsible for assessing the student's abilities and critical thinking, determining the professional standards the dissertation must meet, and giving final approval to the dissertation.

Clinical Forensic Psy.D. students are required to begin their dissertation during the spring semester of their first year and are expected to continue working on it every semester until it is completed. The dissertation process begins in the three-semester-hour course, PF 745 Research Methods. In an effort to facilitate the successful completion of the dissertation in a timely manner, students then enroll in a dissertation course sequence consisting of PF 781-787: Dissertation I-VII. An initial dissertation proposal draft is one of the deliverables generated within the Research Methods course. In the follow-up Dissertation I course offered during the summer semester of their first year, students narrow down their dissertation topic and assemble a dissertation committee. A student's dissertation topic must be approved by the student's dissertation committee chair. All students enrolled in Dissertation I-VII must attend a one-hour weekly seminar. These seminars are designed to enable students to work closely with a faculty member to steadily progress toward the completion of their dissertation. Each course is designed with a research-related deliverable that must be completed for course credit. The student works closely with his/her dissertation committee chair on the completion of each research-based deliverable.

Students who received a grade of "C" or "F" in Research Methods (RM) will be immediately removed from the dissertation process and required to retake RM the following spring semester. Since dissertation completion is required before a student is allowed to proceed to Internship, this in effect delays a student's completion of the program for an additional year. The Dissertation I-VII courses are graded on a "Credit/No Credit" basis. A grade of no credit will be assigned if a student fails to meet the course deliverable by the specified due dates. A student who receives a "NC" in any of the Dissertation courses must retake that course during the subsequent semester and will be unable to continue the sequence until earning a grade of "Credit" so as to complete all seven Dissertation courses with grades of "Credit." Multiple grades of "NC" across the Dissertation course sequence will be handled as follows. The first grade of "NC" will result in referral of the student to the Forensic Department's ADP Manager who will develop a formal Academic Development Plan in conjunction with the student's Dissertation Chair so that the deliverables will be completed during the next term. The second grade of "NC" will result in referral of the student to the Academic Integrity Subcommittee of the Student Affairs Committee for review, which could result in disciplinary action up to and including dismissal from the school. Since dissertation completion is required before a student is allowed to proceed to internship, multiple grades of "NC" could delay a student's completion of the program.

In addition, a student may be awarded a grade of "Incomplete" for a dissertation course only after extenuating circumstances beyond the student's control occur that significantly delay the student's progress (e.g., if a student is hospitalized mid-semester, if there is a death in the student's family). The student should be passing the respective course at the time the "Incomplete" is issued. Grades of "Incomplete" are not given in cases where students do not reach course objectives and goals as a result of their own skill level or behavior. Grades of "Incomplete" must be resolved within the time requirements established by the Office of Academic Records and Student Services (i.e., six weeks), or the "Incomplete" will automatically convert to a non-negotiable grade of "No Credit."

Once students begin the dissertation process, they have two years to complete the doctoral dissertation. In rare circumstances, however, students may petition the Department Chair before the end of the two years for an extension to complete the dissertation (please see the Department Manager for information about the petition process). The Department Chair's decision regarding the request for an extension is final. Students, in collaboration with the dissertation chair, must submit a formal request for extension and a detailed plan including all goals for completion during the extension period. If an extension is granted, the extended date is firm; no additional extensions will be granted and the extension plan will be considered violated if all goals and requirements detailed

in the original extension request are not successfully completed. If the dissertation is not completed by the dissertation due date, students will be subject to referral to the Student Affairs Committee-Academic Integrity Subcommittee for disciplinary action up to and including dismissal from the school.

Semesters that occur while a student is on a department approved Leave of Absence do not count in the two-year completion period. However, a student is not allowed to work with their dissertation chair while on a Leave of Absence.

Internship

Clinical Forensic Psy.D. students are required to complete an Internship following the completion of all course work, practicum, and dissertation requirements. On internship, students integrate academic knowledge with clinical skills and demonstrate the effective and ethical use of these skills in clinical practice. Through intensive supervised training, students gain direct experience in applying their knowledge with a clinical or clinical forensic population. The internship experience consists of a minimum of 2,000 hours of training over a 12-24 month period (full or part time, respectively). Appropriate sites for internship training include programs that are approved by the American Psychological Association (APA) and programs that are members of the Association of Psychology Pre-doctoral and Post-doctoral Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC). The internship is a vital component of a student's doctoral training and is never waived or transferred. Students are required to register for Internship during each semester they are on internship. Registration for Internship automatically assigns full-time student status.

The Director of APP awards "Pass/Fail" grades for Internship based on the evaluation of the student's performance by their site supervisor as well as other documentation required by the department. Dismissal from an internship is considered extremely serious and will result in immediate referral to the Student Affairs Committee - Professional Compartment Subcommittee for disciplinary action up to and including dismissal from the school. Further details regarding this area are found in the Guide to Clinical Internships distributed to all intern applicants. In addition to being required for the graduate degree, the internship is also required for licensure. As a result, there are certain requirements associated with approved internships, such as length and amount of clinical training as well as supervision, which are beyond the control of the school. These requirements may change over time, such as when state licensing laws change. To assure the student's readiness for the internship and to secure a reasonable potential for licensure for the student, the department may alter its expectations for students on internship on a case-by-case basis. As an example, the department may require additional course work or learning experiences prior to leaving for internship, or may require additional training beyond the minimum expected by an internship site supervisor.

Any student interested in developing an internship site that is not listed on the APPIC website, is required to meet with the Director of APP to discuss requirements. An Internship Affiliation Agreement Form is required to be completed by the potential internship training site's Director of Training. Any student that is interested in developing an internship site must meet the same requirements as those students entering the APPIC search process, including Candidacy Forms, and complete approval from the Department.

Additional details regarding the prerequisites, policies, and evaluation procedures associated with internship are found in the Clinical Forensic Psy.D. APP Guide to the APPIC Internship Application & Match Process distributed to all intern applicants.

Permission to Apply for Internship

Students must attain "Internship Candidacy" approval before submitting internship applications. This designation is provided by the Department of Forensic Psychology. Internship Candidacy,

which is based on the following criteria, is reviewed during the Student Review for Internship Readiness:

1. Satisfactory completion of at least 75 credit hours (including transfer credits), including Fall semester classes for the year in which you are applying;
2. Cumulative GPA > 3.00;
3. No program incompletes and/or failures of outstanding program requirements;
4. Satisfactory completion of Diagnostic and Therapy Practica (or satisfactory progress towards Therapy practicum progress if currently completing);
5. Satisfactory progress toward meeting all current practicum requirements;
6. Consistently meet the semester requirements for dissertation completion;
7. Verification from Dissertation Chair that student will completed 85% (i.e., introduction, literature review, methodology, and results) of deliverables by internship application submission deadline and 100% of the dissertation draft prior to ranking deadline;
8. Verification of the residency requirement by the Forensic Psychology Department;
9. Student is and will maintain in good academic and financial standing with TCS. (i.e., you must satisfactorily complete all remaining academic requirements and pay all tuition and fees; the Vice President of Finance must approve all student account accommodations); and
10. Approved Clinical Forensic Psy.D. Internship Candidacy Application, which requires signatures from the student's Academic Advisor, Dissertation Chair, Forensic APP, and Department Chair. This form also documents that all required credit hours will be completed prior to leaving for internship.

Please reference the Clinical Forensic Psy.D. Internship Candidacy Application for the full qualifying criteria.

Dissertation Progress

As outlined in the Clinical Forensic Psy.D. Dissertation Handbook, concrete dissertation deliverables must be met in order to proceed with the internship application process. The outline below provides an overview of deliverable requirements:

- **Dissertation V:** 85% of a completed draft is due to the chair by week twelve in order for students to submit internship applications. According to the syllabus, 85% of the dissertation is defined as the Introduction, Literature Review, Methods, and Results. Dissertation chairs will submit a student's Internship Eligibility form to APP, indicating a student's approval to proceed in the pre-doctoral psychology internship match. Failure to submit identified sections will result in the student's automatic withdrawal from the application process.
- **Dissertation VI:** 100% of a completed draft is due to the Chair by week twelve (or earlier as determined by the Chair). Students who do not complete and pass the Oral Defense before leaving for internship will be withdrawn from their internship. Please refer to the Dissertation Handbook, along with the relevant syllabi, for additional information.

Permission to Rank Order Internships

Students are only eligible to submit the rank-ordered list if the student meets the dissertation deliverables, which specify that students must complete 100% of your dissertation draft to your chair by week 3 of the spring semester. Students who have not met the required level of dissertation completion by the rank order submittal date will not be permitted to rank order internships or accept an internship offer.