



TheChicagoSchool[®]
of Professional Psychology

2012-2013 Program Guidebook

Ph.D. International Psychology

Online-Blended/Chicago/Washington D.C.

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Department Policies and Procedures

As the first International Psychology Ph.D. degree in the world, the program is unrivaled in its mission to empower students and faculty to become advocates for International Psychology initiatives. Graduates develop advanced research and program evaluation skills crucial to the ability to make a difference in individual and group consequences of global events. Future International Psychologists are equipped to serve as consultants in a variety of international organizations and settings. They are prepared to apply psychological principles in the development of policy, to assist individuals and organizations with understanding and collaborating with diverse cultural populations, as well as all levels of international organizations and functional systems, and design and evaluate the efficacy of international programs. The International Psychology Ph.D. program offers two concentrations, the Organizations and Systems concentration and the Trauma Services concentration. A description of each concentration is as follows:

- The Organizations and Systems concentration provides graduates with the cultural competence and collaboration skills to design, evaluate, and lead international programs in corporations, governmental and non-governmental organizations, and health- and faith-based organizations with international missions.
- The Trauma Services concentration teaches students the skills and understanding necessary to assist individuals and organizations in developing prevention and preparedness training, designing sustainable support services in the aftermath of traumatic events, and facilitating culturally sensitive programs to address mental health issues related to traumatic experience in a variety of contexts.

The International Psychology program is offered in two formats, Online-Blended and On-Ground Blended, and is designed for working professionals. The Online-Blended course model accommodates a global faculty and student community that is uniquely suited to an international curriculum. International travel in the form of field experiences is required to complete the program.

Course Grading and Performance Feedback

Grades are assigned in all courses and are based on the grading system indicated in the syllabus for each course. Final grades for courses are provided to students at the end of each term/semester. During the course of the term/semester, students may check the status of their grades with the instructor, and the instructor may alert students regarding their performance, particularly if a student is falling below a “B-” in the course. Course grades assist the school, the student, and the student’s program mentor on the student’s progress and their mastery of the academic materials deemed necessary by the department faculty.

Professional Development Group and Professional Mentor Assignment

All students are required to enroll in the Ethics and Professional Development course (IP590) during the first term/semester of the program.

As students enter the program, they will be assigned a professional mentor. These mentors are the Department Chair, Program Lead and/or core faculty members who will be available to assist the students in a comprehensive manner. Areas where the mentorship may be utilized include discussing career pathways, resources for ways to get involved in the community, and to support additional research being performed outside of program requirements. A professional mentor can also be used for students needing extra support while they are in the program. Students are required to reach out to their mentor when they would like this service.

Academic Development Plans

Students experiencing difficulty meeting department requirements may be placed on an Academic Development Plan (ADP) by their program mentor or the Department Chair. The ADP aims to identify and address weaknesses in a student's behaviors, skills, and/or academic performance. When an ADP plan ameliorates the identified concerns, no further action is required. If an ADP is not signed by the student or the student is unsuccessful or unlikely to remedy the presenting problem or concern, the ADP may be modified or the student may be referred to the Student Affairs Committee (SAC). Students who refuse to participate in the academic development planning or demonstrate a failure to successfully complete an ADP will be referred to SAC for disciplinary action up to and including dismissal from the school.

Departmental Academic Standards

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.

The IP department does not accept grades of "C" or below for any required course, as it does not indicate student's mastery of the knowledge, skills, or attitudes associated with the respective course(s). A student who receives a grade of "C" or below in a required IP course must repeat the course and earn a grade of "B-" or better. Courses with grades of "C" or below are not counted toward graduation requirements.

Comprehensive Examination

The Comprehensive Examination (CE) is a summative assessment of a student's proficiency in the competencies of the Ph.D. International Psychology program. The student is expected to synthesize the learning across all courses and thereby provide evidence for breadth and depth of knowledge about International Psychology. This knowledge of research, theory, and practice in International

Psychology will be demonstrated in writing, orally, and/or in action. Successful completion of this examination results in faculty approval for the student to continue in the program. A passing grade signifies an important achievement that is a rite for passage from doctoral student to doctoral candidate.

Every student is required to pass a CE. The aim of this assessment exercise is to evaluate the student's knowledge of research, diversity, critical self-reflection, critical psychology, ethics and social justice. The CE is conducted during the second year of a student's doctoral study. The exam may consist of, but is not limited to, oral responses to questions, oral presentations, essay, and/or multiple choice formats. Students must receive a grade of 80% or better to pass the CE.

A student will be allowed one additional attempts to pass the CE if the student fails the initial CE. If a student fails the CE, a grade of "NCR" will be recorded and the student will be required to re-take a new CE when it is next offered in the program. Costs associated with taking the CE (e.g., travel to location for Online-Blended students to take exam) for a second time are the responsibility of the student. A student who fails the CE the first time will be placed on an Academic Development Plan (ADP) (please refer to the [Student Handbook](#) for a description of Academic Development Plans). After two failed attempts, students will be referred to the Student Affairs Committee (SAC), which may result in the student being dismissed from the program.

Dissertation

Completion of the dissertation is an essential aspect of International Psychology student's academic experience and professional education. It provides the school the opportunity to evaluate the student's ability to apply International Psychology theory and research and to think critically and creatively about relevant research issues in International psychology. The dissertation should clearly and concisely demonstrate the student's command of the research in a specific area of International psychology. In the dissertation, the student will critically evaluate and synthesize relevant research and theory in the topic chosen for study. The student's Dissertation Committee is responsible for determining the appropriateness and acceptability of the dissertation proposal and for final approval of the dissertation.

All requirements for the Ph.D., including the dissertation, must be completed within five years from the date of first enrollment. Students may petition the Department Chair before the end of the fifth-year period for an extension to complete the dissertation. The Department Chair's decision regarding the request for an extension is final. If an extension is granted, the extended date is firm. No additional extensions will be granted. If the dissertation is not completed by the dissertation due date, students are subject to dismissal from the program.

Students are required to complete four dissertation courses taken in sequence: IP700, IP701, IP702, and IP703. Each course and its requirements must be

completed in the term/semester in which it is taken. Detailed descriptions of the dissertation process are contained in the [TCS International Psychology Resource Café](#) in (eCollege). It is solely the student's responsibility to ensure that she/he complete the requirements of each dissertation course so that adherence to the curriculum schedule is maintained. Any failure to complete any one of the courses in sequence will result in the student incurring the cost of retaking the course, delayed graduation, and whatever financial aid implications may occur from a student not being eligible to take a dissertation course at the appropriate time.

Required Field Experiences

Students must engage in two required, minimum nine-day international field experiences; one in year two and another in year three. Students will be informed of their field experience sites approximately 6 months prior to travel. TCSPP will create both field experiences for the student. However, the second field experience may be an independent extended field placement if located at one of TCSPP's designated liaison offices and only for students seeking additional international dissertation research (e.g., data collection). Refer to the [TCS International Psychology Resource Café](#) in eCollege for further information.

Field Experience I (Year 2)

All enrolled students will participate in a minimum nine-day field experience at one international destination. Components of this experience are:

- Up to three of the nine days may be consumed by travel;
- The students will be in country for up to seven nights and they will have five to six full days for the field/service learning experience based on the number of students in the cohort, levels of international experiences and professional interests;
- The Chicago School will arrange an agreement with one or more international organizations in country;
- A minimum of one full time Chicago School faculty member will accompany students during this first international field experience.

Field Experience II (Year 3)

Students will participate in a second minimum nine-day field experience specific to their concentration.

Option 1: All enrolled students will participate in a minimum nine-day field experience at one international destination. Components of this experience are:

- Up to three of the nine days may be consumed by travel;
- The students will be in country for up to seven nights and they will have five to six full days for the field/service learning experience based on the number of students in the cohort, levels of international experiences and professional interests;
- The Chicago School will arrange an agreement with one or more international organizations in country;

- A minimum of one full time Chicago School faculty member will accompany students during this second international field experience.

Option 2: For those students who have received approval to create their own Field Experience II – Independent Study, they will be registered in IP691/IP692 with no international fee. Students will have to register for IP691/IP692 and join their cohort in that particular course. Students are responsible for the course material, but TCSPP will not arrange the logistics and/or pay for flight or any costs associated with your Field Experience II – Independent Study. **This will be your full responsibility.** Students will not be able to travel for their Field Experience II – Independent Study until they have obtained IRB approval. Please reference the [TCS International Psychology Resource Café](#) for further information about approval process, policy, procedure, and timeline.

Required Chicago Residencies (Students in the Online-Blended program only)

Students in the Online-Blended program must attend two residency sessions at The Chicago School of Professional Psychology (campus locations may vary). The two weekend residencies (year 1 and year 2) focus on special topics in international psychology, research methodology, and the comprehensive exam (year 2). Both residencies provide in-depth learning and opportunities for face-to-face mentoring for dissertation work and program learning. Residencies are also used to build cohort interaction and support that may serve as a venue for oral presentations in fulfillment of the comprehensive exams. Failure to complete the two Chicago based Residency requirements will result in a failure to meet all program requirements. [Residency Information](#) is available at the TCS International Psychology Resource Café.