



TheChicagoSchool[®]
of Professional Psychology

2014-2015 Program Guidebook

PsyD Clinical Psychology

(DC Campus)

NOTE:

- 1) This guidebook is subject to change. If it does, students will be notified via email and will be provided with the revised version.
- 2) Policies and program information are located in the Student Handbook and Academic Catalog, to access click on the URL: <http://catalog.thechicagoschool.edu/>

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Program Mission and Goals

The Clinical Psychology PsyD program at The Chicago School of Professional Psychology, Washington, DC campus is committed to the preparation of professional psychologists, who are trained to ethically provide a broad range of psychological services to diverse and underserved populations. Through the guidance of supportive mentoring relationships, students will be able to effectively utilize research, deliver evidence-based practices, and promote social justice. The Clinical Psychology PsyD program goals include:

- **Scholarship:** Graduates will be able to use scientific research and theory to inform their practices and be able to prepare scholarly work broadly defined;
- **Diversity:** Graduates will be able to apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and disability difference in their professional work;
- **Professional Behavior:** Graduates will be able to function in a professional and ethical manner with a commitment to social justice;
- **Professional Practice:** Graduates will be able to conduct assessments, develop appropriate interventions, and implement interventions in their specialty area of professional psychology.

Training Philosophy

The Clinical Psychology PsyD Program bases its training on the practitioner-scholar model of education, integrating core competencies informed by the educational model of the National Council of Schools and Programs of Professional Psychology (NCSPP). It is a progressive approach to graduate psychology education, which includes social engagement, multicultural training, and service to the community. The core competencies of this model include: reflective practice/ self-assessment; ethics (legal standards, policy); assessment (diagnosis, case conceptualization); consultation; relationships; individual (cultural differences) intervention; supervision (teaching); interdisciplinary systems; scientific knowledge (methods); research (evaluation); and management (administration).

The Program Curriculum

The program curriculum consists of 94 required core credits, four credits in Advanced Intervention Orientation electives, and eight credits in electives, for a total of 106 credits. Please see the Clinical PsyD Program of Study in the TCSPP Academic Catalog and Student Handbook for specific requirements and course descriptions.

Program Policies and Procedures

The TCSPP Academic Catalog and Student Handbook contains institutional policies related to Transfer of Credit, Waiver of Courses, Satisfactory Academic Progress, Grading Scale, Grade Change Requests, Degree Completion, Degree Conferral, Minimum and Maximum Timeframe requirements, and Credit Hours per semester for Financial Aid. Students are expected to be familiar with all institutional policies as well as the periodic updates of the Academic Catalog and Student Handbook as published on the TSCPP website. To access the Academic Catalog and Student Handbook, click here: <http://catalog.thechicagoschool.edu/>.

Comprehensive Evaluation of Students

The Clinical Psychology PsyD Program at The Chicago School of Professional Psychology requires that students demonstrate the highest standards of academic, personal, and professional conduct. In order to protect the public and the profession, the Student Competence Task Force of

the Council of Chairs of Training Councils has recommended policies for the comprehensive evaluation of students in training across all areas of competence (e.g., relationship, assessment, intervention, diversity, ethics, research and evaluation, education and consultation, supervision and management). As noted earlier, the competencies are derived from those endorsed by professional organizations such as the American Psychological Association and the National Council of Schools and Programs in Professional Psychology. The determination of students' competence is not limited to grades or grade point average, but includes all factors involved in students' academic and clinical progress as well as professional development.

As such, student progress at TCSPP is evaluated in two broad ways: academic performance and professional development (both professional practice and professional comportment). For example, academic performance is measured by such things as course grades and the dissertation, while professional development is measured by a Professional Performance Evaluation (PPE), practicum supervisor evaluations, and practicum seminar leader evaluations. There are measures that straddle both categories, such as the Clinical Competency Exam. All of these components assist the student, the student's advisor, and the school in monitoring the student's progress and mastery of material deemed necessary by the program faculty to assess student progress in the attainment of knowledge, skills, and attitudes of the profession.

Course Grades and Performance Feedback

- **Course Grades.** Grades are assigned in all courses and students can review official course grades online via ePortal. Students are expected to master the knowledge, skills, or attitudes associated with their coursework and are required to earn a grade of B- or better in all the courses that are assigned a letter grade (i.e., A, A-, B+, B, B-). Students who receive a grade lower than B- in a required course must retake the course and earn a B- or higher. Students who earn a grade lower than a B- in an elective course may either retake the course and earn a grade of B- or better or take another elective and earn a grade of B- or better in that course. No course in which a student receives a grade of B- or above may be retaken.
- In addition to assigning a grade, instructors may submit written evaluations of students' performance in any or all of the course performance areas and program competencies, including observations, strengths, weaknesses, and recommendations for any additional work that may be needed.
- **Professional Performance Evaluation (PPE).** The PPE is designed to be used in combination with a review of course grades, supervisor feedback, and faculty comments about both professional comportment and mastery of material – all information deemed relevant in determining suitability for the profession. The PPE is intended to identify students in need of academic development early in the program and allows Program faculty to draw professional development concerns to a student's attention. If a student's cumulative PPE rating falls below acceptable levels (2.7), then he/she is referred to his/her academic advisor and/or Department Chair for academic development planning. If a student receives feedback deemed to be of a serious nature or multiple PPEs raising concerns about the same area of professional development, the student may be required to engage in a formal remediation plan such as an Academic Development Plan (ADP). Receipt of multiple PPEs in areas of foundational competencies may reasonably raise concerns about clinical suitability for the profession of clinical psychology.

The PPE allows for ratings using a five-point scale, ranging from 4 to 0 and includes the following dimensions: appropriate self-reflection, attendance, class demeanor, class

participation, investment in learning, openness to feedback, openness to learning, professional presentation or communication, punctuality, sensitivity and adherence to ethical guidelines, sensitivity to issues of culture and diversity, thoughtfulness and other professional performance areas.

The PPE is completed by faculty members, who have served as instructors and advisors. For first year students, faculty members are strongly encouraged to complete a PPE form in December (fall Semester), April (spring Semester) and July (summer Session). For continuing students, faculty members will complete the PPE form as needed.

- **Student Review Meetings.** Once each semester, typically at the end of the semester, the Program faculty meets to review student progress at a student review meeting. At student reviews, the academic advisors summarize their students' progress in the program to date, including course grades and PPE ratings. Other Program faculty can elaborate on their contact with the students, expressing concerns and/or articulating areas of strength. Student review feedback offers students a comprehensive picture of their performance and learning, including eligibility to progress in clinical training. In student reviews, academic advisors document feedback for each of their advisees. Students receive formal notice of program standing and concerns (if any) about progress at least once per academic year and more often if circumstances warrant. A copy is retained in the student's academic record. In the event that a student disagrees with the documented feedback, the student may submit his/her own statement to be included as an attachment and maintained in the academic record.

The conduct and performance of students in all aspects of their education and training may be used to assess their academic and clinical suitability and standing in the program and in the School at any time. Professional psychologists have a duty of care to the public and to society. This duty makes the assessment of students' clinical competency and suitability of particular importance. The Clinical Psychology PsyD program reserves the right to take disciplinary action through a Student Affairs Committee (SAC) referral at any time when a student's academic or clinical performance, ethical standards, attendance, emotional stability, or personal conduct is deemed detrimental to the educational goals and purposes of TCSPP or the Clinical Psychology PsyD Program. The following section on student responsibilities and outcomes is an overview of professional behavior expectations.

Student Responsibilities and Outcomes

Overview: Professional and ethical conduct is required in interactions with faculty, administrators, other students, clinical supervisors, and staff members. The Code of Ethics of the American Psychological Association, the Program Guidebook and the TCSPP Student Handbook address and describe general expectations for professional conduct. Students with questions as to whether a particular course of action meets the Program's expectations for student conduct are expected to seek guidance from their faculty advisors, Department Chair, or the Director of Training.

Academic Integrity: Students are expected to fulfill academic and clinical requirements in an ethical and honest manner. This expectation includes proper acknowledgment and appropriate use of the ideas and written works of others, submission of one's own work to fulfill course requirements, and honesty during the completion of in-class and take-home examinations. Students are expected to uphold these standards in all settings including practicum, community partnerships, and in the activities related to their dissertation. Failure to comply with the highest standards of

academic integrity and conduct, including plagiarism or receiving improper assistance, will result in disciplinary action, and may lead to dismissal from the Program. The Student Handbook contains information about institutional expectations for academic integrity and consequences of violations of these expectations. Incidents of academic dishonesty raise concerns about a student's suitability for the profession of clinical psychology.

Comportment in Courses: Attendance and professional behavior in all scheduled classes is required. Professionalism is expected in all communication related to coursework including communication in person and in electronic form (e.g., e-mail). A student may be subject to disciplinary review or action including removal from the Program when:

- the student's behavior has been disruptive or is detrimental to the learning environment;
- the student's health or emotional stability interferes with student's progress in course work;
- the student's conduct has been judged to be in violation of professional or ethical standards.

Comportment at Training Sites and in Community Settings

Clinical training includes multiple clinical practica, as well as a predoctoral internship. Attendance and professional behavior in all scheduled practicum and internship is required. Professionalism is expected in all communication related to training including communication in person and in electronic form (e.g., e-mail). The Guide to Clinical PsyD Practica and the Guide to Clinical PsyD Doctoral Internship provide guidance about expectations for professional communication and behavior and resolution of difficulties related to the training experience. Students typically receive access to this resource from the Director of Clinical Training (DCT), at appropriate times over the course of their training. A student may be subject to disciplinary review or action including removal from the site and the Clinical Psychology PsyD Program when:

- the student fails to meet the standards of performance established by the site and articulated in the training agreement;
- the student fails to meet standards of comportment established by the site (e.g. punctuality, interpersonal communication with supervisors, staff and clients, timely completion of reports);
- the student's behavior negatively impacts the reputation of the Clinical Psychology PsyD program or TCSPP;
- the student's conduct has been judged to be in violation of professional or ethical standards.

Clinical Practice while enrolled at TCSPP

Students are expected to refrain from engaging in clinical activities which are unethical or unlawful; those for which they are not qualified; or those for which they lack the required credentials. Students shall not maintain a private practice nor engage in rendering psychological services on either a fee or not-for-fee basis unless they are legally and professionally qualified to do so. The phrase "psychological services" is broadly defined to include psychometrics, psychotherapy, counseling, guidance, hypnosis, research, or other related activities.

Students engaged in activities which are unlawful or unethical or for which they are not qualified or lack appropriate clinical supervision are subject to dismissal from the Clinical Psychology PsyD program.

Disciplinary Committee Review

TSCPP has designated Student Affairs Committees (SAC) to address concerns about student integrity, comportment, and progress in attaining competencies of the profession. The Student

Affairs Committees conduct formal proceedings when disciplinary action may be warranted due to violations of policy, issues of clinical unsuitability, and when serious and/or persistent concerns about professional comportment have been raised. Referrals to SAC may also be made when remediation (e.g. ADPs, practicum remediation plans, and advising) has not been successful. The TCSPP Student Handbook outlines student rights and responsibilities under the SAC process.

The Clinical Psychology PsyD program convenes a program-specific committee of SAC to address concerns raised about adherence to policy, comportment, and progress of students enrolled in the Clinical Psychology PsyD program. Students enrolled in the program may be referred for review by the SAC-Clinical Psychology when the student does not conform to the professional expectations defined in the *Academic Catalog and Student Handbook, Program Guidebook, or Clinical Training Manuals*, including standards of academic integrity and adherence to institutional or program policy. Failure to make expected progress in mastery of the knowledge, skills, and attitudes appropriate for the practice of clinical psychology is also grounds for referral to SAC-Clinical Psychology. Doctoral students in the Clinical Psychology PsyD program, who behave in ways that conflict with professional standards in course work, professional communication, training, and community experiences may be referred for review.

SAC-Clinical Psychology conforms to the current SAC procedures published in the TCSPP Academic Catalog and Student Handbook. The Student Handbook describes the format of SAC hearings, including how the student is notified of the hearing date, the right to produce a written response, and the right to have a support person present.

Students are expected to be familiar with all TCSPP and Program policies including SAC policies and procedures. Students with questions about policies or procedures are expected to seek guidance from the Department Chair, Faculty Advisors, the Director of Clinical Training, or the Campus Student Affairs Officer.

Satisfactory Academic Progress (SAP)

All students are expected to be familiar with the SAP policy in the TCSPP Student Handbook and to understand its impact on financial aid and enrollment. Questions with regard to SAP status as defined in the Student Handbook should be addressed to the Office of the Registrar.

Student responsibilities regarding academic standards

Students who receive a failing grade in a course (as designated above) are expected to immediately notify their academic advisor and initiate a dialogue to determine what actions are required to address the concern that has impacted progress. Failing grades may require changes to their course schedule for the following semester; impact eligibility for practicum; and affect Program status. All failing grades remain on the transcript and as such contribute to the determination of the student's standing in the program and referral for disciplinary review, if indicated. Students are responsible for successful completion of ADPs related to unacceptable grades, monitoring their grades and for alerting advisors and APP to concerns about academic progress related to grades. Please see the section on Course Grades for information about retaking or replacing courses.

Program Standing

Students are formally evaluated at least once each academic year to determine their Program Standing. Standing may be reassessed at any time including when any of the following events occur:

- Student is placed on a remediation plan at a clinical training site
- Student receives a grade below B- (including “no credit” and “no pass” grades)
- Student receives a cumulative PPE of 2.7 or below
- Student has engaged in behavior that violates institutional policy
- Student is placed on an ADP
- Student completes an ADP
- Student completes a remediation plan

Program Standings include:

Good Standing

The student is making expected progress toward attainment of the knowledge, attitudes, and skills of the profession and demonstrates no barriers to progress to the next phase of academic work and clinical training. The good standing of a student in the Clinical Psychology PsyD Program may be jeopardized by any of the following:

- Demonstration of behavior or attitudes that hinder or are incompatible with professional competence including difficulties with professional communication and professional relations.
- Failure to demonstrate mastery and progress in the attainment of knowledge, skills, and attitudes of the profession
- Insufficient progress in the development of clinical skills including as evaluated by PPEs, documentation from training sites and the CCE
- Failure to comply with TCSPP’s rules, procedures, and codes of conduct
- Unprofessional conduct, unethical conduct, or illegal conduct
- Failure to demonstrate academic integrity.

Good Standing with Concerns

The student is making generally adequate progress toward attainment of the knowledge, attitudes and skills of the profession with a concern raised in one or more areas. Areas may include incidents of poor judgment in class or at a training site; questions about mastery of a specific skill; or circumstance(s) that has presented a barrier to expected progress. A failing grade, unprofessional communication, interpersonal conflicts, and difficulties with writing may raise concerns. Students receiving this standing are required to meet with their advisor to determine next steps for addressing the identified concerns. In some cases this standing may impact eligibility for participation in practicum or internship search or match. Students may be required to successfully fulfill the requirements of an ADP to regain good standing. Students who fail to make progress in the resolution of the issue(s) of concern will be required to meet with the Department Chair.

Not in Good Standing

Students whose comportment or pattern of academic progress has raised substantial concerns about clinical suitability or academic preparedness may receive this standing. Students who are not in good standing are in most cases ineligible for participation in internship or practicum search or match. Students who are not in good standing will be placed on an ADP with the expectation of successful completion of the ADP as one of the

requirements for returning to good standing. Students who are not in good standing must meet with the Department Chair.

Notice of Standing

Students are notified by the Program in writing when the faculty have assessed or reassessed their standing and the outcome of that assessment. The Department Chair and the Academic and Clinical Training Advisors may communicate changes in standing and eligibility for training and work with students to address concerns raised before students receive formal notice. At any time a student may request information about his/her program standing from the Department Chair.

When a concern arises about a student's progress in the program, the matter is brought to the attention of the Department Chair who then gathers information from faculty, advisors and records about the concern and makes recommendations for action to address the concern. Actions may include, but are not limited to:

- Mandatory meeting with the Department Chair and/or with their advisor.
- Implementation of formal remediation plan - an Academic Development Plan (ADP).
- Referral to SAC.
- Ineligibility for search or placement at a training site until the issue of concern has been addressed.

Student Academic and Professional Standards: Clinical Psychology PsyD Policies and Procedures

Policies and procedures related to ADPs, SAC, and placement at training sites are found in the TCSPP Academic Catalog and Student Handbook, Program Guidebook, the Guide to Clinical PsyD Practica and Guide to Clinical PsyD Doctoral Internship. These documents may be updated as needed. Students are expected to be familiar with all TCSPP and program policies and procedures including the following:

- ADPs do not constitute disciplinary action, but failure to complete an ADP may lead to disciplinary action.
- If the Department Chair or an Advisor note that a student has received feedback deemed to be of a serious nature or multiple Professional Performance Evaluations (PPEs) raising concerns about the same area of professional development, a student may be required to engage in a formal remediation plan such as an ADP or may be referred for disciplinary action.
- Students who fail to meet academic or training requirements of the Program or who violate standards of professional, academic, or personal conduct will be placed on an ADP or referred for review by the Student Affairs Committee to determine if dismissal from the program is warranted.
- For concerns related to violations of institutional policy (e.g. Academic Integrity), failure to successfully complete an ADP, and/or when student behavior raises significant concerns about clinical suitability, a student may be referred to the Program's Student Affairs Committee (SAC-Clinical Psychology). Dismissal from the Program is one of the possible outcomes of a referral to SAC.
- SAC-Clinical Psychology conforms to the current SAC procedures published in the TCSPP Academic Catalog and Student Handbook, including how the student is notified of the hearing date, the right to produce a written response, and the right to have a support person present.

- Students may only seek placement at a training site when they have demonstrated the knowledge, attitudes and skills required for supervised training. Students who have not made adequate progress in meeting program requirements or in skills required for training are ineligible for search or placement at a training site.
- Students with questions about policies or procedures are expected to seek guidance from the Department Chair, Faculty Advisors, the Director of Clinical Training (DCT), or the Campus Student Affairs Officer.
- Students will receive notice regarding a recommendation for an ADP, referral for disciplinary review or a change in program standing.
- Students are expected to work directly with their formal Advisors to address all concerns raised about progress.

Withdrawal from Courses

It is expected that a student will notify both his/her advisor and the faculty member teaching the course when the student anticipates withdrawing from a course that has met at least once.

Academic Year

All students are expected to maintain enrollment for the entire academic year. An academic year at TCSPP is defined as three consecutive semesters beginning with the fall term (i.e., fall, spring, and summer semesters). The TCSPP website provides a calendar of beginning and end dates for each semester as well as important dates for registration for classes, add/drop dates, holidays, and semester breaks. Students are expected to be aware of these dates, as they plan time away from campus.

Training sites (e.g., practicum, internship) do not adhere to the TCSPP calendar and have independent expectations for student attendance. Students are expected to confirm the attendance expectations of practicum and intern sites prior to accepting a site and before scheduling time away.

Clinical Training

Information provided within this Guidebook only summarizes the expectations and goals of the practicum search process and training experience. It is requested that all students defer to the Guide to Clinical Psychology PsyD Practica and Guide to Clinical Doctoral Internship for a fully articulated approach to training, current deadlines, and additional resources.

As noted earlier, the Clinical Psychology PsyD program at TCSPP is based on the practitioner-scholar educational model developed by the National Council of Schools and Programs in Professional Psychology (NCSPP). Accordingly, the school believes that quality practicum training is essential to the process of becoming a competent practitioner of clinical psychology.

The Department of Applied Professional Practice (APP) on the DC Campus is comprised of a doctoral licensed clinician with expertise in the area of clinical training. The Department is committed to serving the mission and philosophy of The Chicago School by:

- Providing support, guidance, and mentorship to students, faculty, and site supervisors around all aspects of professional training;
- Developing and maintaining a sufficient number of high quality training sites for students in all programs;
- Utilizing progressive assessment strategies to assess and subsequently improve

- student performance and learning at training sites; and
- Coordinating and overseeing the placement of students seeking to fulfill the training requirements of their academic programs.

Overview and Rationale of Practicum Training

Students participate in three years of organized, sequential, and well-supervised practicum experiences that increasingly expose them to the range of roles and responsibilities of a clinical psychologist. All practicum experiences are an extension of the students' academic coursework, and are defined by an annual training agreement that details such things as supervisory contact information, duration of training experience, available clinical activities, and methods of evaluating the students' performance and the site's training program. When engaged in practical training, Clinical Psychology PsyD students are enrolled concurrently in a consultative Practicum Seminar course that is facilitated by Program Faculty.

The first three-semester practicum (Basic/Assessment) sequence is focused on test administration, scoring and report writing. Additionally, attention will be given to developing rapport with clients, developing proficiency with diagnostic interviewing, differential diagnoses, developing case formulations, treatment planning and evaluating outcomes. The second three-semester (Intermediate/Therapy) sequence is focused on strengthening case formulation skills, understanding how to identify, implement, and appropriately modify evidence-based interventions, understanding how to evaluate treatment outcomes and implementing relapse prevention strategies. The third three-semester (Advanced/Integrated) sequence enables students to work with specialized populations and begin to develop a specialization with a special emphasis on consultation and supervision. All practicum experiences require individual and group supervision offered by the practicum site, as well as small group seminars offered by the school.

Permission to Apply to Practica

Prior to the start of the application process, students are required to indicate their intent to participate in the search process. Students must complete an Intent Form online by the posted deadline. This and other forms are located in the APP Training Database (a proprietary database designed to track critical training data and manage online forms. Eligibility is based on the following:

- A cumulative GPA ≥ 3.0 by the end of Fall Semester for the application year;
- Completion or planned completion of required coursework (please see below for a list of required courses);
- Approval by both the Department Chair and DCT before applying to sites.

Basic Practicum Students - Before beginning Basic Practicum, students are required to have satisfactorily completed and received passing grades (B- or better) for three semesters in the courses outlined below:

Professional Development Group I & II
 Clinical & Diagnostic Interviewing
 Intellectual Assessment
 Personality Assessment
 Advanced Assessment
 Basic Psychopathology & Advanced Psychopathology
 Diversity in Clinical Psychology I & II
 Professional Issues and Ethics

Intermediate Practicum Students - Before beginning Intermediate Practicum, students are required to have satisfactorily completed and received passing grades in the courses outlined below:

Basic Assessment Practicum Seminar I, II and III

Psychology of the Life Span I & II

Basic Intervention: Psychodynamic

Basic Intervention: Cognitive-Behavioral

Basic Intervention: Humanistic-Existential

Basic Intervention: Systems

Advanced Practicum Students – The Advanced Practicum is designed to provide opportunities for extended or specialized clinical training with an emphasis on consultation and supervision. Thus, the exact nature of any advanced practicum will vary with the needs of the student, and the activities may either involve assessment, therapy, consultation, supervision or a combination of all. Before beginning Advanced Practicum, students are required to have satisfactorily completed their Clinical Competency Exam (see below), Intermediate Practicum and Practicum Seminars I, II and III.

Clinical Psychology PsyD students may be removed from placement or withheld from the practicum search and placement processes at any time by the Department Chair or the DCT if they are:

- No longer eligible to proceed in the process;
- There is significant concern about professional comportment and/or the student's ability to meet the demands of practicum training;
- Performance is identified by either the Site Supervisor or the Seminar Leader as unacceptable and significantly below that which would be expected as indicated by a Practicum Evaluation Rating of "0" (on any item within a category).

Practicum Site Requirements

Practicum training sites are rigorously evaluated by APP. Sites must articulate a training philosophy, demonstrate a clear treatment approach, and have at least one licensed clinical psychologist (i.e., licensed doctoral-level clinician), who is qualified to supervise practicum students. All practicum training experiences must include all the following:

- A 9 – 12 month placement on-site;
- 16 - 24 hours of training per week on-site;
- A minimum annual total of at least 600 hours on-site;
- Two hours of supervision each week, with one (1) hour being individual, face-to-face supervision that must be provided by a doctoral level licensed psychologist. A licensed psychologist must have supervisory responsibility for the entire practicum experience; however, the second hour of supervision may be provided by a licensed allied mental health professional (e.g., LCSW, LPC) or provided by a psychology intern or an individual completing postdoctoral fellowship, who is supervised by a licensed psychologist. The second hour of supervision can either be individual or group. Please note that hours of supervision will not count toward a student's requirements if they are from staff not licensed in the field of mental health (unless otherwise approved by the DCT).
- 40-60% of a student's time must be spent providing direct services to clients; and
Basic Practicum Students must complete a minimum of 8 comprehensive batteries (including administration, scoring, and interpretation of cognitive, achievement, projective and objective

measures) and written documentation of 8 integrated reports. Failure to meet the requirements as outlined here and in the Guide to Clinical Psychology PsyD Practica may result in an immediate referral to the DCT and the Department Chair and possible postponement of applying for internship. Students are welcome to seek consultation from the DCT regarding this and other training questions and concerns at any point during their graduate education.

Expectations for the Application Process

This is an opportunity for students to develop and refine employment search skills. Therefore, we have established several professional guidelines:

- **APP Training Database (Alcea):** Beginning in October students who are applying to practica will have access to the Training Database known as Alcea. Each student applying to practica will receive a username and password to access the database. Students will be able to research practica sites accepting applications from TCS students, download and submit all required forms, rank order sites to which they wish to apply, and track clinical hours, once placed. The Database will also contain important information regarding the practicum search process, site closures, newly developed sites, recent changes to contact information, etc. Students should check the Database daily during the practicum search process to be sure they are up-to-date on the latest information. It is the Training Program's goal that the Database will enhance and streamline students' practica application process and eliminate paper submission of forms, as each student will have his/her own account that will store all necessary information. The Chicago School owns the information contained in the database, and students are strictly prohibited from disseminating it in part or in whole to anyone outside the institution. We do our best to ensure that information contained within the database is up to date; however, we are not always apprised of changes as they occur. In the event students identify information that is inaccurately noted in the database, it is requested that such information be reported to the DCT as soon as possible to allow the Program to make changes.
- **Policy on Contacting Sites in Alcea:** Students should not contact any site in the database during the search process unless specifically directed to do so by the Director of Clinical Training. Keep in mind that the primary mission of training sites is to provide services to the community, and frequent calls from students will disrupt the site's ability to provide these needed services.
- **Correspondence:** All practicum applicants are expected to maintain consistent contact with the DCT through email. In order to support and assist students in successfully securing a practicum placement, students must remain in active communication with the Training Program. The Training Program will provide students with a significant amount of information, general as well as personalized. The Training Program will primarily communicate with students via their Chicago School email accounts. In the professional world, e-mail is used as the primary mode of communication. Therefore, it is something that professionals and students are advised to check **DAILY**. This will also be the method of communicating late-breaking information regarding the practicum search process, recent changes in site contact information, helpful tips, answers to commonly asked questions, etc.

- **Deadlines.** There are a number of steps that students must take to initiate and participate in the search for practicum. It is critical that students complete all necessary paperwork **by the posted deadlines**, to not only remain in the practicum search process, but also because it demonstrates professionalism. If students miss a deadline, they will:
 - Prepare a written petition explaining the circumstances behind their non-compliance and asking for reinstatement;
 - Obtain their advisor's signature endorsing your petition;
 - Obtain permission to re-enter the process by the DCT; and
 - Meet personally with a representative from APP, if required.
- **Etiquette.** As a practicum applicant, students represent not only themselves but The Chicago School and the wider population of professional psychology graduate students. Positive impressions go a long way, while negative impressions will undermine students' candidacy, as well as the reputation of The Chicago School. Professional etiquette includes but is not limited to:
 - Submitting materials in a neat and timely fashion;
 - Politely interacting with everyone involved in the process, at the sites, as well as at The Chicago School;
 - Representing in an accurate manner;
 - Attending all interviews that are scheduled;
 - compliance with application and offer timelines; and
 - Responding promptly and professionally to requests for information or additional contact.

If a student suspects that he/she may have violated the search process etiquette, IMMEDIATELY bring the matter to the DCT. Student etiquette violations could potentially damage relationships between the site and the school. If a student believes that a site has violated a rule or somehow treated him/her unfairly, immediately seek consultation, guidance and support through The Training Program.

Doctoral Internship

The doctoral internship is the final milestone of completion of the doctoral degree. APP continues to monitor the student's training during the doctoral experience.

Prior to the start of the application process, students are required to indicate their intent to participate in the search process. Students must complete an Intent Form online. This and other forms are located in the APP Training Database (a proprietary database designed to track critical training data and manage online forms) by the posted deadline. Eligibility is based on the following:

- Satisfactory completion of at least 70 credit hours (including transfer credits),
- Cumulative GAP > 3.00,
- Noted as in good standing based on most recent student review within the Clinical PsyD Department,
- No program incompletes and/or failures of outstanding program requirements that have not been resolved and/or retaken,
- Satisfactory completion of Basic and Intermediate Practicums,
- Current enrollment in Advanced Practicum with satisfactory progress toward meeting all current practicum requirements,
- Consistently meet the semester requirements for dissertation completion (see below),

- Successful defense of Clinical Competency Examination (see below),
- Completion of all required courses,
- Student is and will maintain in good academic and financial standing at TCS. (i.e. must satisfactorily complete all remaining academic requirements and pay all tuition and fees).

The Clinical PsyD Department must approve all internship training programs. Students participate in a nationwide matching process. All APA-accredited sites are automatically approved by the department. All approved internships must provide students with a total of 2,000 hours over the course of 12 months. APPIC-membership sites that are not APA-accredited are reviewed by the DCT to ensure they provide interns with the training required by the school. Students also have the option of creating their own internship sites, within the guidelines of the department and approved by the DCT. For further information on the doctoral internship, please refer to the *Guide to Clinical PsyD Doctoral Internship*.

Clinical Competency Examination (CCE)

Rationale

Every student in the DC Clinical Psychology PsyD program is required to pass a Clinical Competency Examination (CCE). The aim of the CCE, broadly stated, is to evaluate the student's knowledge of the theory, research, and practice of a chosen theory of intervention, as well as competency to practice that theory in an ethical and culturally sensitive manner. Ultimately, the CCE allows the Program to assess the student's abilities as a future clinical psychologist.

The CCE consists of a written paper and an oral presentation of a case chosen by a student from her or his practicum caseload. This requirement is completed in the third year of the program, while enrolled in the Intermediate Practicum Seminar and the student must successfully pass the CCE in order to fulfill the Intermediate Practicum Seminar requirements. Specific information regarding the format, case selection process, and requirements of the CCE are detailed in the Intermediate Practicum Seminar syllabus. The objectives of the CCE are to assess the students' competency in several areas, including:

- Basic clinical intervention and relationship-building skills;
- Ability to conceptualize clinical material from a chosen theory of intervention, typically consistent with the student's advanced intervention course work, and then to develop and implement treatment interventions that stem from the chosen theory and conceptualization;
- Ability to compare/contrast alternative theoretical orientations and demonstrate how different perspectives can serve to facilitate understanding of the client and treatment planning;
- Ability to reflect upon and critique their own clinical work and effectiveness; and
- Ability to understand the impact of diversity and difference variables on rapport, case conceptualization, treatment planning, and therapeutic intervention.

Preparation

In selecting a case for the CCE, students may choose a case in which they have had appropriate training (e.g., chosen advanced intervention orientation, ongoing supervision, and/or other advanced coursework).

Components of the CCE

The CCE is comprised of a written paper and oral examination. These components will be further explained in the Intermediate Practicum Seminar. The Oral Examination may be audio or video-taped in the event that a second or third rater will need to review it for grading purposes.

Evaluation of the CCE

The quality of the CCE (written paper and oral examination) will be evaluated by at least two raters from the program faculty with at least one rater having expertise in the primary theoretical orientation. Specific grading criteria are provided in the Intermediate Practicum Seminar syllabus. The possible CCE grades are: High Pass, Pass, Pass with Revision, and Fail.

- High Pass designates the student as having clearly exceeded the expectations for performance across all or most areas
- Pass designates the student as having clearly met expected performance levels, although a few areas may be above or slightly below average
- Pass with Revision designates that the written paper and/or oral presentation do not adequately demonstrate expected competencies, but the rater believes that revision will allow the student to demonstrate expected competencies within the time allowed (e.g., by the end of the third year). In this instance, the rater may issue a grade of “Pass with Revision,” which is a temporary grade that allows the student the opportunity to re-work aspects of the CCE (e.g., re-write the paper, re-do the oral presentation).
 - If a student’s revisions are acceptable to the raters, the temporary Pass with Revision grade is changed to Pass. A grade of High Pass cannot replace a grade of Pass with Revision;
 - If a student’s revisions are unacceptable to the raters, a grade of Fail will then be awarded;
 - If a grade of Pass with Revision is not resolved by the end of the Summer session in the third year, the CCE grade automatically becomes a grade of Fail.
- Fail designates that the written paper and/or oral presentation do not adequately demonstrate expected competencies, and the raters believe that revision to demonstrate expected competencies is not feasible within the time allowed. In this case the raters will issue a grade of Fail.

In the event that two raters assign different grades to the same CCE component (paper or presentation), then a third rater (i.e., a faculty member) may review that CCE component in an effort to resolve the difference. The highest rating in which two raters agree will be used as the final grade.

Students need to earn a Pass or High Pass in both the written and oral components in order to pass the CCE. If a student earns a grade of Fail in either the written or oral component of the CCE, then the CCE as well as the Intermediate Practicum Seminar grade automatically become grades of Fail.

A CCE or Intermediate Practicum Seminar grade of Fail necessitates a meeting with the Department Chair so that a plan for further action can be developed. This plan may require the completion of a second Intermediate Practicum Seminar series, preventing a student from proceeding to Advanced Practicum; a referral to the Student Affairs Committee-Clinical Psychology PsyD; or other alternative courses of action (e.g., retake the CCE within the third year). If a student does have to repeat the practicum year, this may require a student to apply to

a new site and have a new supervisor. If a student fails the CCE twice, then he or she will be referred to the Student Affairs Committee and may be dismissed from the program.

Dissertation

The dissertation is an essential aspect of a student's academic experience and clinical education at the school. The dissertation provides the school with the opportunity to formally evaluate the student's ability to contribute to the field by applying theory and research methods to areas of clinical psychology, thinking critically and creatively about professional psychology, and demonstrating self-direction and professional/scholarly writing. The dissertation should clearly and concisely demonstrate the student's command of the body of knowledge in a chosen area, as well as ability to critically evaluate and synthesize this knowledge. The student's Dissertation Committee, typically comprised of a Core Faculty Chair, and a Faculty Member or an External Reader, is responsible for assessing the student's abilities and critical thinking, determining the professional standards the dissertation must meet, and giving final approval for the dissertation. The Clinical Psychology PsyD program expects that students will bring well-established research methods to bear (e.g., quantitative, qualitative, mixed design) in their dissertations. Students may elect to work with archival data and supplement it by collecting original data. A comprehensive literature review is not acceptable for a dissertation. All students are expected to adhere to the requirements of the Institutional Dissertation Manual found on the TCSPP website.

Timeline for completion of the dissertation

Students in Clinical Psychology PsyD typically begin thinking about a topic for dissertation during their first year in the program in the context of their courses, practicum experiences, and community experiences.

Students meeting the course requirements begin their dissertation during the Fall of their third year in the program in the Proposal Development Seminar (PDS). The instructor of a student's PDS automatically becomes the Chairperson of the dissertation, as well as their academic advisor. Typically, registration in a PDS obligates a student to conduct a dissertation within the instructor's field of expertise in terms of scholarly area and method of inquiry. Once the dissertation is begun, students are expected to continue working on it every semester until its completion. Students have two years to complete the Doctoral Dissertation.

In rare circumstances, students may petition the Department Chair before the end of the two years for an extension to complete the dissertation. 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 are subject to referral to Student Affairs Committee and possibly dismissed from the school.

Grades in dissertation-related courses

Students must receive a grade of B- or better in the PDS to have their dissertation proposal approved by their Dissertation Chair. Each dissertation student is then required to successfully complete five separate sections of Dissertation Maintenance, beginning the semester after PDS. This includes required registration over the third and fourth year summer semesters. Dissertation

Maintenance is graded on a “Credit/No Credit” basis. All criteria described in the Academic Catalog, Student Handbook, Dissertation Manual, and course syllabi must be completed in full for a student to pass the PDS or the Dissertation Maintenance courses. Criteria for successful completion of each course of Dissertation Maintenance are determined by the Dissertation Chair, in concert with guidelines found in the Dissertation Manual and the dissertation course syllabi. Students should take particular note that failure to make adequate progress on the dissertation, as assessed by the Dissertation Chair and the committee, may result in student ineligibility to seek and/or rank internships, even if all other requirements of the program are met.

Failure to progress in the dissertation process

Students who receive a grade of “C” or “F” in PDS may be removed from the dissertation process and be required to retake PDS the following Fall semester with a new Dissertation Chair. 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. On rare occasions, a student may begin the dissertation process, pass the PDS, but not progress with his/her dissertation due to hardship or difficulty. Such students may be required to begin the dissertation process over again. Such students start with a new PDS course, and must follow all policies and requirements in place at that time for students beginning the dissertation process. Credits earned in the original PDS class are not counted toward graduation requirements.

Dissertation Maintenance is graded on a “Credit/No Credit” basis. A student who receives a “NC” in any section of Dissertation Maintenance must retake that course of the Dissertation Maintenance sequence, as well as take all remaining courses in the sequence, so as to complete all five Dissertation Maintenance courses with grades of “Credit.” A student who defends before the fifth Dissertation Maintenance course is still required to enroll in and complete all five Dissertation Maintenance courses.

Multiple grades of “NC” across the Dissertation Maintenance course sequence will be handled as follows:

- The first grade of “NC” will result in referral of the student to the advisor (the Dissertation Chair) for academic guidance and solution planning, including the option of an ADP.
- The second grade of “NC” will require the development and implementation of an ADP.
- The third grade of “NC” will result in a referral to the Student Affairs Committee-Clinical Psychology for review, which could result in dismissal.

The cost of copyediting is built into the Dissertation Maintenance courses. As a result, students do not need to register for a copyediting course. The majority of students will complete copyediting by the end of Internship, and thus receive formal conferral of their degree in the semester after internship is completed. However, students who do not complete the copyediting process prior to the end of internship will be required to register for “Continued Dissertation” each semester after internship until copyediting is completed, and must pay all costs resulting from the additional semesters of enrollment.

Grades of “Incomplete” can be awarded for Proposal Development Seminar and Dissertation Maintenance only after extenuating circumstances beyond the student’s control occur that significantly delay that student’s progress. Please see the Student Handbook for additional information about the Incomplete Grade Policy. Grades of “Incomplete” are not given in cases where students did not reach course objectives and goals as a result of their own skill level or

behavior. A student's failure to submit a proposal to IRB or respond to IRB requirements for proposal modification in a timely manner is not considered an extenuating circumstance. Grades of "Incomplete" must be resolved within the time requirements established by the School or the "Incomplete" will automatically convert to a non-negotiable grade of "F" for PDS or "NC" for Dissertation Maintenance courses.

Internship deferral for reasons unrelated to dissertation progress

On rare occasions, students may decide to defer application for Internship. This does not provide students with an additional year to complete the Doctoral Dissertation. As noted earlier, once a student enrolls in the PDS, the dissertation must be completed within a two-year time period unless the above mentioned options for an approved extension are implemented. Postponing internship does not extend or alter in any way the dissertation deadlines. Semesters that occur while a student is on a Program 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 or committee while on a "Leave of Absence."

Dissertation Defense

Students are required to successfully complete the oral defense of their dissertation before the start of internship, typically in the summer semester of their fourth year. The chair of the dissertation determines when the student may schedule a defense date. Faculty and students of the TCS community are invited to attend dissertation defenses and learn from the scholarship of students in the Clinical Psychology PsyD Program. Students will post notice of their Dissertation Defense on a designated information board (via flyers and/or electronically) or the Department Manager may send out an announcement at least one week prior to the defense date.