Clinical Psychology Doctoral Program (Psy. D.)
Chicago Campus
Program Guidebook
2015-2016

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/
PROGRAM MISSION

Through curricular and extra-curricular learning and training, students in the Clinical Psychology Doctoral Program (Psy. D.), Chicago Campus of The Chicago School of Professional Psychology (TCSPP) will experience a transformation in personal and professional identity manifested in a commitment to life-long learning and scholarship, sophisticated cultural awareness and competence, integrity and personal responsibility, psychological-mindedness, and a demonstrated investment in both the profession and the various communities in which they are engaged through their practices and lives.

PROGRAM LEARNING OUTCOMES
The Clinical Doctoral Program has adopted the following five program learning outcomes. These learning outcomes are aligned with the institutional mission and learning goals of the Chicago School of Professional Psychology, as well as the mission of the Program:

1. **Professional Knowledge & Behavior:** Students will demonstrate through their deportment and conduct that they possess the knowledge, skills and attitudes to practice psychology in a reflective, responsible, ethical and professional manner and the interpersonal and communication skills to relate effectively and professionally to others.

2. **Diversity:** Students will demonstrate through their personal and professional conduct, academic work and performance at clinical training sites the ability to apply theoretical and practical knowledge about individual and cultural differences; their awareness of themselves and others as shaped by multiple contexts; and their understanding of impact of power, privilege and oppression on well-being.

3. **Systems and Interprofessional Collaborative Practice:** Students will demonstrate the ability to integrate social, political, economic and cultural factors into service provision; an understanding of and respect for the viewpoints and contributions of other professionals; and values that support collaboration with patients, families, communities and other health care workers to deliver the highest quality care.

4. **Science/Scholarship:** Students will understand the scientific foundations of psychology and apply this knowledge to professional practice; demonstrate critical thinking and disciplined inquiry in examining assumptions, evaluating evidence and approaching their professional practice; and demonstrate the skills necessary to identify, evaluate, apply and produce theoretical and research knowledge.

**Program Governance**

The Clinical Psychology Doctoral Program, Chicago Campus, is part of The Chicago School of Professional Psychology (TCSPP), a multi-campus, private, not-for-profit institution. The Clinical PsyD Program at the Chicago campus is led by the Department Chair, who is assisted by an Associate Department Chair and faculty dedicated to realizing the Program’s goals and mission. The Department Chair reports to and is supported by the Chicago Campus Dean of Academic Affairs who, in turn, reports to the Provost. The Provost reports to the Institution’s President, who reports to the TCSPP Board of Trustees.

The Clinical Psychology Doctoral Program (Clinical PsyD) Chicago Campus of TCSPP, is an APA accredited doctoral program. Questions related to the program’s accreditation status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation

04/28/2016
OVERVIEW OF PROGRAM REQUIREMENTS

The Clinical Psychology Program requires each student to complete a minimum of five years of full-time study, including four full-time academic years of graduate study or its equivalent and completion of a 2,000-hour internship. All students must fulfill the Program’s Residency Requirement, (Please see TCSPP Academic Catalog). A total of 106 credits of graduate study must be completed prior to awarding of the degree. Graduate study includes three years of department approved practicum training, the successful defense of a dissertation, and the successful passage of a Clinical Competency Exam.

The Program, which operates on a three-semester year-round schedule, is designed to be completed in five years with a seven-year limit on time to complete. All students must complete all requirements within seven years. Students may complete the Petition for Extension of Study to request an extension beyond the seven-year maximum time to degree completion. Extension requests are presented by the Chair to the faculty for review and approval.

Students attend full-time. Students may petition the Department Chair to attend part-time. Such petitions are individually reviewed and may be granted on a temporary basis. Academic completion (degree conferral) requirements and related procedures are found in the most recently published edition of the Academic Catalog and Student Handbook published on TCSPP’s website: [http://www.thechicagoschool.edu/Home](http://www.thechicagoschool.edu/Home).

OPTIONS WITHIN THE GENERAL CURRICULUM

THEORETICAL ORIENTATIONS

Students are required to take courses in four major theoretical orientations (Cognitive/Behavioral, Humanistic/Existential, Psychodynamic, and Systems). Students are exposed to a variety of theories and identify one for in-depth study.

MAJOR AREA OF STUDY IN CLINICAL CHILD & ADOLESCENT PSYCHOLOGY (MAS/C&A)

Students admitted into the Program who desire to receive training with a greater focus on work with children, adolescents, and families may choose to participate in the Major Area of Study in Clinical Child & Adolescent Psychology (MAS/C&A). This structured approach to curriculum includes two-three years of didactic coursework, supervised practicum
experiences, and the completion of a dissertation related to this area. Students seeking to pursue the Major Area of Study are encouraged to identify their interest prior to enrolling for their first semester of coursework.

Throughout their first year in the program, MAS/C&A students will meet regularly with members of the program faculty who have extensive experience in working with children, teens and their families for advisement about practicum and course selection. In first year students enroll in Research Clerkship sections with faculty mentors engaged in C&A related research and/or scholarship projects.

Throughout their second, third, and fourth years in the program MAS/C&A students will complete at least two of three practicums at site where they will work predominantly with children, adolescents and their families.

Beginning in their third year, MAS/C&A students will identify a C&A related topic for dissertation research and will complete elective courses. MAS/C&A students are encouraged to take PY 573 - Child Trauma (3 credits). They may choose among the following options to complete remaining six credits of electives:

- PY 478 - Infant Mental Health (3 credits)
- PY 480 - Child and Adolescent Neuropsychological Assessment (2 credits)
- PY 482 - Seminar in Pediatric Psychopharmacology (2 credits)
- PY 489 - Pediatric Health Psychology (3 credits)
- PY 543 - Advanced Play Therapy (3 credits)
- PY 549 - Divorce and Child Custody (2 credits)
- PY 639 - Expressive Therapies with Children and Families (3 credits)
- PY 603 - Survey of Developmental Disabilities (2 credits)

**Area of Focus in Clinical Neuropsychology**

Students interested in pursuing coursework and training experiences that provide a structured and in-depth opportunity to acquire knowledge, practical experience and scientific study in clinical neuropsychology have the opportunity to focus their electives in the area of clinical neuropsychology. This area of focus offers students the opportunity to take courses that are aligned with the Houston Conference guidelines for graduate preparation for internship and postdoctoral training in clinical neuropsychology (http://www.theaacn.org/position_papers/houston_conference.pdf). The curriculum includes courses that covers neuropsychological content areas including:

- PY 480 – Child & Adolescent Neuropsychological Assessment (2 credits)
- PY 546 – Biopsychosocial Aspects of Medical Conditions (2 credits)
- PY 754 – Neuropsychological Assessment (3 credits)
- PY 755 – Pediatric Neuropsychology (3 credits)
- PY 757 – Intro to Forensic Neuropsychology (2 credits)
- PY 758 – Neuroanatomy and Neuropathology for Neuropsychologists (2 credits)
Electives in the Neuropsychology area of focus are open to students who have completed the prerequisite courses Biological Bases of Behavior (PY/PC 449) and Introduction to Neuropsychology (PY/PC 479) and are in good standing in the program. Students planning to pursue postdoctoral specialty training are encouraged to choose neuropsychological topics for dissertation, to participate in the APA chapter of the Association of Neuropsychology Students in Training (APA Division 40) (http://www.div40-anst.com/), and to complete an advanced practicum in neuropsychology. Students are encouraged to seek guidance from faculty and supervisors with experience in this area if they aspire to board certification in Clinical Neuropsychology.

**ELECTIVES**

Students take foundation courses early in the program and typically sign up for elective courses in their third and/or fourth year. Elective courses are offered on a rotating basis based on student interest and faculty availability. In planning their schedule of electives, students are encouraged to consider that not all elective courses that are listed in the Academic Catalog & Student Handbook will be taught every year.

Students take nine credit hours of electives. Some students choose to cluster electives around an area of interest such as Health psychology, Psychotherapy and Spirituality, Sexual orientation and Gender Identity or International psychology. Program electives are described in the course catalogue. Students should consult with their advisor regarding course planning, including the availability of Independent study and Study Abroad courses to meet their learning goals.

Study abroad courses offered by the Clinical PsyD program may be used for elective credit towards program completion. Study abroad courses offered outside of the program may not be eligible for elective credit. Eligibility is determined by a review of the syllabus of the proposed study abroad course, which must be comparable to a program elective or be of sufficient rigor and scope so as to be suitable for use as a “Special Topics” elective within the program. Students should discuss the timing and selection of study abroad courses with their advisor and APP advisor to determine how this fits into a planned course of study. Students should consult with their advisor and the program chair before enrollment in study abroad courses offered by other programs.

**Institutional Policies**

The TCSPP Academic Catalog & Student Handbook contains institutional policies related to Transfer of Credit, 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 & Student Handbook as published on the TSCPP website.

Transfer of Courses

Students with previous graduate experience may petition to transfer up to 21 units of equivalent courses, completed within a prior five-year period, to satisfy Program curriculum requirements. All Transfer petitions, which must include a syllabus of the previously completed course as well as a transcript confirming completion and grade, are reviewed by Program faculty and approved by the Program Chair. Petitions are evaluated based upon equivalency of course length and content, learning outcomes and credit hours. Additionally, transfer credit is only considered for courses completed with a grade of B- or above at regionally accredited institutions within the past five years. Transfer of credit is not granted for clinical practicum or internship. The Clinical PsyD program does not waive course requirements. (Please see Transfer of Credit sections of the current Academic Catalog and Student Handbook.)

The Petition for Transfer of Credit form, instructions for completion and deadlines for submission are available in the most recent edition of the TCSPP’s Academic Catalog and Student Handbook, published on The Chicago School’s website (http://www.thechicagoschool.edu/Home). Any credit approved for transfer will not be added to the student’s academic record until after the second week of the first semester.

Comprehensive Evaluation

Overview

The Clinical Psychology Doctoral Program (Clinical PsyD) at TCSPP’s Chicago campus requires that students demonstrate the highest standards of academic, personal, and professional conduct. The determination of students’ performance is not limited to grades or grade point average, but includes all factors involved in students’ academic and clinical progress and professional development (e.g. cognitive, emotional, psychological, interpersonal, technical, and ethical). Upon entry, students enrolled in the Clinical Psychology Doctoral Program (Psy. D.) at the Chicago campus are provided at orientation information regarding the ethical and professional responsibilities of The Chicago School and the Program to ensure and affirm that all students’ conduct meets expected professional and ethical standards. These standards are derived from the recommended policies for the comprehensive evaluation of student-trainee competence in professional psychology programs developed by the Student Competence Task Force of the Council of Chairs of Training Councils. Such comprehensive evaluation of student-trainees is necessary to protect the public and the profession. Comprehensive evaluation extends beyond performance in individual classes. Professional comportment and behavior
that reflects adherence to the policy on comprehensive evaluation is expected throughout all aspects of students’ education and training, and at all times or locations, including cyberspace. Student performance and mastery of expected levels of required competencies are assessed in many areas including courses, practica, dissertations, common assignments, internship, and qualifying examinations such as the Clinical Competency Exam. The competencies adopted by the Program for the evaluation of students are derived from those endorsed by professional organizations such as the American Psychological Association (APA), the Canadian Psychological Association (CPA), and the National Council of Schools and Programs in Professional Psychology (NCSPP). In particular, the areas of competency adopted by the Program are based on professional and scholarly literature on the core competencies expected of doctoral level psychologists providing services in health care and on the Competency Benchmarks in Professional Psychology.

The Program recognizes that the attainment of competence is a progressive process. Beginning in their first year of the program students are supported in attaining competence through their participation in Professional Development Group, a two-semester-long sequence of meetings with their primary advisor and a small group of students from their cohort. Individual advising sessions, advising support from Applied Professional Practice (APP) Faculty advisors, mentorship relations with faculty through Research Clerkship participation, and relationships developed through coursework support students’ ongoing progress in development of competencies such as reflective practice and professionalism. Faculty assess the extent to which students demonstrate progress in the development of these competencies and provide feedback -both formal and informal throughout the program to support students’ progression in the attainment of competencies of the profession.

**COMPETENCIES**

The competencies adopted by the Program are organized to be aligned with the five program learning outcomes described earlier, as follows:

1. **Professional Knowledge & Behavior**
   
   **Competencies:** Professionalism: Values and attitudes; ethical and legal standards and policy; reflective practice/self-assessment/self-care. Relational: Interpersonal skills and communication.

2. **Diversity**
   
   **Competency:** Professionalism: Individual and cultural diversity.

3. **Systems and Interprofessional Collaborative Practice**
   
   **Competencies:** Systems: Interprofessional systems and collaboration, management-administration, advocacy; Applications: consultation; Education: Supervision
4. Science/Scholarship

**Competencies:** Science: Scientific knowledge and methods; research and evaluation; Applications: assessment, intervention

Professional growth and mastery of these competencies are expected of students as they progress toward completion of their degree. In light of this, in addition to assigning a grade, at the conclusion of a class instructors will assess students’ attainment of expected levels of the primary competency assigned to the course employing a rating form based on the Competency Benchmarks. Instructors may also submit a written evaluation of students’ performance in any or all of the above areas of development and functioning, including observations, strengths, weaknesses, and recommendations for any additional work that may be needed. The Program thus recognizes the importance of on-going formative assessment and feedback in monitoring students’ development of required competencies.

**POLICY ON FOUNDATIONAL STUDENT COMPETENCIES**

Faculty members, APP faculty, clinical supervisors, and administrators have a duty of care to the public and to society. This duty makes the on-going assessment of students’ clinical competency and suitability of particular importance. The Program reserves the right to take disciplinary action or dismiss a student 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 The Chicago School or the Program.

The APA Ethics code requires psychologists to address issues of peer impairment that may reasonably raise concerns about clinical care. Students who become aware of behavior that raises concerns about the clinical competency or suitability of another student are encouraged to consult with their advisor, a faculty member, program chair or associate chair about the concern. While the entire range of competencies described above provides the overarching framework for the assessment of students, there is a foundational core of knowledge, skills and values that are the baseline competencies expected of doctoral level psychologists providing services in health care. These foundational competencies include the following:

1. **Cognitive skills:** Intellectual curiosity; open-mindedness to diverse perspectives; problem-solving abilities; willingness for others to scrutinize one’s work; capacity for logical analysis; critical thinking.

2. **Affective skills:** Emotional maturity; ability to tolerate interpersonal conflict; capacity to recognize, acknowledge and express feelings; ability to demonstrate comfort with a range of feelings in oneself and others.

3. **Expressive skills:** Ability to communicate ideas and feelings appropriately and effectively in oral, non-verbal and written forms.
4. Self-reflective skills: Ability to examine and consider personal beliefs and values, how they differ from those held by others, and their potential impact on others; ability to openly receive and integrate feedback from others; ability to monitor one’s well-being and engage in self-care.

5. Interpersonal skills: Ability to receive feedback non-defensively and to give feedback to others respectfully; ability to listen and be empathic with others; ability to form relationships in various settings and with diverse individuals; ability to work collaboratively and cooperatively with others.

6. Personal skills: Motivation to learn; capacity to apply oneself to studies and learning experiences; punctuality; appropriate and professional self-presentation.

7. Attitudes: Desire to help others; awareness of and compliance with ethical standards; tolerance for ambiguity; follows policies and procedures; carries through commitments; demonstrates compassion for others.

8. Awareness of and sensitivity to individual and cultural diversity as it has shaped oneself and others.

9. Integrity, honesty and adherence to professional values.

It is the responsibility of the faculty and other members of the Program community to ensure that students demonstrate these foundational competencies and to determine their readiness to progress in their program of study. The TCSPP catalogue and this guidebook describe the pathways by which failures of students to meet standards of progress and comportment are addressed.

**Annual Student Review Process**

Program Faculty review all students annually and comprehensively evaluate student performance across multiple domains to determine program standing including eligibility to apply to or progress in clinical training. Students receive written notice of program standing and feedback regarding concerns (if any) about progress. This notice is also provided to students’ academic advisor. Students demonstrating difficulties that place them not in good standing or in good standing with concerns are expected to meet with their advisor.

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, as circumstances warrant. Circumstances that may trigger such review included being placed on a remediation plan at a training site; leaving a training site due to issues related to performance; receiving a non-passing grade in a course; engaging in behavior
contrary to institutional policy; or being placed on an Academic Develop Plan (ADP), which is described below.

**STUDENT RESPONSIBILITIES**

Professional and ethical conduct is required in interactions with faculty, administrators, other students, clinical supervisors, patients or clients at practicum and internship sites, and staff members. The APA code of Ethics, Program Guidebook, and Academic Catalog & 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 Chairs, or the Program Director of Training.

The following are the responsibilities expected of all students:

1. Adherence to School policies, procedures, and rules of conduct.
2. Compliance with all local, state and federal laws.
3. Adherence to policies on academic integrity.
4. Compliance with rules and standards applicable to conduct in settings off campus, such as clinical practica, internship, community placements, and study abroad activities.
5. Engaging in and contributing actively to the learning process, including complying with attendance or participation requirements, working to meet course requirements, and completing assignments by expected deadlines.
6. Compliance with ethical and professional standards.
7. Engaging in professional, ethical and civil comportment and behavior.
8. Demonstrating respect for the rights of others.

Violations of one or more of these responsibilities will jeopardize a student’s good standing in the program and may be subject to disciplinary review or action up to and including dismissal from the Program.

**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 and collaborative projects. 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 or the School. The TCSPP Academic Catalog and Student Handbook contain information about institutional expectations for academic integrity and consequences of violations of these expectations. In addition, incidents of academic dishonesty raise concerns about a student's suitability for the profession of clinical psychology. These policies can be found at the following link: http://catalog.thechicagoschool.edu/content.php?catoid=54&navoid=3146#Statement_of_Academic_Integrity.

Comportment at Training Sites and in Community Settings

Attendance and professional behavior in all scheduled practicum is required. Professionalism is expected in all communication related to practicum including communication in person and in electronic form (e.g. e-mail & phone). The Clinical Psychology Practicum Training Manual and the APP Guide to Clinical Psy.D. Pre-Doctoral Internship Search 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, which is located on the APP database, during their first semester in the program. Students who demonstrate unprofessional behavior at a practicum site whether or not it results in a formal remediation plan at the site may be placed on an Academic Development Plan (ADP). Students may also be referred for disciplinary review or action up to and including removal from the site and dismissal from the Program or the School 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 does not rise to the level of acceptable performance in the competencies described earlier;
- 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 Program or the School.

**STUDENT PARTICIPATION IN ACCREDITATION ACTIVITIES AND SURVEYS**

The Clinical Psychology Doctoral Program (Clinical PsyD) Chicago Campus is accredited by the American Psychological Association. In order to maintain its accreditation status, the program is required to submit information gathered through surveys completed by students. As part of their professional development, students are expected to complete all surveys, including the annual TCSPP Student Satisfaction Survey and mid-term and final course evaluations. Additionally, information about student perceptions of the Program is typically gathered at the end of each student’s 2nd and 4th years of study. Also, all students must complete an APA Survey for the Annual Report Online (ARO) each year. In late spring or summer, students will receive via e-mail a request to complete this survey. Students who fail to complete surveys by the deadlines indicated will be in violation of Program policy.

**PLANNING FOR PROGRAM COMPLETION**

When a student enters the program, their required course of study for graduation is the one described in the specific catalogue published that academic year. This catalogue lists requirements for graduation. Each semester prior to registration each student should review their current transcript and the graduation requirements in the catalogue they entered under. Students have not completed the program until all requirements are met including receipt of a B- or better in all required courses, completion of 106 credit hours, successful defense of the dissertation, completion of copy editing and documentation of successful completion of internship. Questions about graduation requirements and course planning should be addressed to the student’s current advisor.

**ACADEMIC AND PROFESSIONAL STANDARDS- CLINICAL PSYD CHICAGO CAMPUS –TCSPP**

Students enrolled in the Clinical Psychology Doctoral Program (Clinical PsyD) are subject to all institutional policies including those related to satisfactory academic progress (SAP). Students who fail to demonstrate mastery and progress in the attainment of the competencies of the profession or who violate ethical standards or the student code of conduct may be placed on
an Academic Development Plan (ADP) or referred for review by a disciplinary committee to determine if dismissal from the program is warranted. Students’ rights and responsibilities related to ADPs and disciplinary actions are detailed in the Student Handbook, Program Guidebook, and APP manual.

**Faculty Review of Student Progress**

In the Clinical PsyD program, the faculty regularly reviews information related to student progress and clinical suitability including Professional Performance Evaluations (PPEs), grades, and training evaluations. This information is reviewed formally by the entire faculty once per year during the annual student review process and more often as warranted. When a concern about a student’s progress comes to the attention of the program information is gathered from many sources (faculty, advisors and APP) for inclusion in the review. Depending on the nature and severity of the concern, faculty may require a student to meet with his or her advisor to address the concern and, if warranted, develop a plan for remediation. Students may be directed to services provided by other offices and departments within the School such as ACCESS services or the National Center on Academic and Dissertation Excellence (NCADE). The faculty in collaboration with the advisor and program chair may determine that the concern can best be addressed by a formal remediation plan called an Academic Development Plan (ADP). In instances in which remedial measures such as ADPs do not result in students’ demonstration of the attainment of expected levels of program competencies, faculty may advise that a student be referred to the SAC-Clinical Psychology committee (see Disciplinary Committees, below) for review and possible dismissal. Violations of academic standards, other institutional policies, and violations of one or more of the student responsibilities described earlier may also be grounds for referral to the SAC-Clinical Psychology committee for review and possible dismissal. A referred student’s, academic advisor, his/her APP advisor, and the Department Chair are all notified in writing when a referral to SAC occurs, of required actions, and of final outcome.

**Academic Development Plans (ADP)**

The TCSPP Academic Catalog & Student Handbook describes the role of ADPs in assisting students who demonstrate deficiencies in competencies necessary for program completion and entry into professional practice. Such difficulties present opportunities for growth, insight, and development and these are taken into consideration in the development of the ADP. In the Clinical Psychology Doctoral Program (Clinical PsyD) ADPs may be used to augment advising and other feedback that addresses student progress, competence, and professional behavior but are not required for any specific circumstance.

Students are typically notified by the advisor or the program ADP Manager when an ADP has been required by the Program. A variety of circumstances may lead to requiring students to be placed on an ADP, including as an outcome of the annual student review, receipt of a failing grade, failure to meet requirements of a clinical training site, and failure to comply
with one of more of the student responsibilities described in prior sections. Students must meet with their advisor, provide their perspective, discuss the concern and are expected to contribute to the development of the ADP. Students are responsible for completing the sections of the ADP for which they are responsible including the student narrative. All ADPs must be reviewed, approved, and signed by the Department Chair. A copy of the ADP is also placed in the student’s record.

Students are responsible for all of the areas of competence addressed on the ADP and providing documentation that these have been addressed satisfactorily in a timely manner. ADPs do not constitute disciplinary action, but failure to complete an ADP may lead to disciplinary action. Progress on the goals of the ADP will be considered in faculty reviews of students, in determinations of eligibility for training, and in determination of program standing. Formal remediation plans initiated by a training site and SAP plans triggered by low grades or progress are distinct from ADPs. However, successful completion of these plans may be required as part of an ADP. Information about the ADP process in Clinical PsyD can be obtained from advisors and the Department Chair.

Professional Performance Evaluation (PPE)

The PPE is a feedback tool that may be used by faculty and others to document student progress in the attainment of competencies required for the profession. The PPE is intended to provide a mechanism by which faculty and others can assist in identifying students who are demonstrating delays in the expected attainment of competencies needed for progress in the doctoral program. These include academic, clinical, and professionalism skills. The program notifies the student, the student’s advisor and the Department Chair when a PPE has been completed identifying a concern about a student’s progress. Students are expected to reflect on PPE feedback and to meet with their advisor to determine the best course of action to address the identified concern. Advisors complete a report of the advising meeting including any agreed upon remedial activities and deadlines for completing them and this is placed in the student file. When a remedial plan is included, both the faculty advisor and the student are required to sign the meeting report form. PPEs are retained in student files. A student may provide a written response to the PPE which will be placed in the student’s file upon request. 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 ADP. Receipt of multiple PPEs may raise concerns about academic and/or clinical suitability for the profession of clinical psychology.

Student responsibilities and SAP

All students are expected to be familiar with the SAP (satisfactory academic progress) policy published in the most recent version of the TCSPP Academic Catalog & Student Handbook, including its impact on financial aid and enrollment. TCSPP defines SAP standards and
determines student status and outcome based on these requirements. All students are notified by the Registrar if they do not meet SAP requirements. Student questions with regard to SAP/school status should be addressed to Student Affairs.

**Program Academic Standards**

Program academic standards are distinct from SAP standards. In the program the receipt of any grade below a B- raises concern about the student’s ability to acquire competencies of the profession. Grades of C, F, NP (no pass) and NC (no credit) are failing grades in the Clinical Psychology Doctoral program. The Clinical PsyD Department does not accept failing grades as indicating student mastery of the knowledge, skills, or attitudes associated with any course.

**Student Responsibilities Regarding Academic Standards**

The program is informed by the Registrar, of students who have received a failing grade in a course (as designated above). Upon receipt of a failing grade the student is expected to meet with the advisor and initiate a dialogue to determine what actions are required. Among the issues to be considered are the impact on schedule planning and academic progress, areas of competency in which the student must demonstrate expected mastery, and any remedial measures needed. The advisor will complete a report of the meeting in which the discussion with the student is summarized and agreed upon remedial tasks and deadlines are described which is signed by the advisor and student. This report is also placed in the student file. Failing grades may require changes to the course schedule for the following semester, impact eligibility for practicum, and affect departmental standing. No course, elective or required, with a grade below B- will count towards the 106 credit graduation requirement. Clinical Psychology Doctoral (Clinical PsyD) students are required to repeat any non-elective courses in which they receive a grade below B-. A student who receives a second failing grade in a non-elective course will be referred for disciplinary review.

If students receive a grade below a B- for elective courses, students may either repeat the specific elective course or to take another elective course. All failing grades remain on the transcript and as such contribute to the determination of the student’s program standing. 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.

**Program Standings**

**Good standing**

To maintain good standing students must:
1. Meet the School’s standards and requirements for good standing, including required grade point average and compliance with SAP.

2. Meet all academic, comportment, and professional standards applicable to the Clinical Psychology Doctoral Program.

3. Demonstrate compliance with all areas of student responsibility.

4. Demonstrate attainment of expected levels of mastery of required competencies.

**Good Standing with Concerns**

This standing is assigned to students whose overall performance conforms to the criteria for good standing, but who demonstrate an area of concern or difficulty that may potentially interfere with successfully meeting program requirements and can benefit from remedial measures. Examples of this are: writing difficulties; receiving a PPE indicating an area of concern; or receiving a grade of B- or C in a required course. 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.

**Not in Good Standing**

Students who do not meet the criteria of Good Standing or Good Standing with Concerns are considered Not in Good 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 expectation of successful completion of the ADP as one of the requirements for returning to good standing.

**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. Program Chairs and Academic and Applied Professional Practice 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, any student may request information about program standing from the Department Chair.

**Disciplinary Committees**

Student Affairs Committees (SAC) as described in the Student Handbook are the institutional bodies that address concerns about student integrity, comportment, and progress in attaining competencies of the profession. The Clinical Psychology Doctoral Program (Clinical PsyD) – Chicago Campus convenes a Program-specific committee of SAC to address concerns raised
about adherence to policy, comportment and progress of students enrolled in the Clinical PsyD program. SAC-Clinical Psychology conforms to the current SAC procedures published in the TCSPP Academic Catalog & 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 such as their TCSPP advisor present. Circumstances under which students may be referred for review by SAC-Clinical psychology have been described in previous sections relating to comprehensive evaluation, student responsibilities, academic standing and integrity, and professional comportment. Further information and details about SAC policies and procedures can be found in the Academic Catalog at the following link:

PROGRAM ACADEMIC POLICIES

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 (fall, spring, and summer). The TCSPP website (http://www.thechicagoschool.edu/Home) provides a calendar of beginning and end dates for each semester as well as important dates for registration for classes, add/drop dates, and dates of semester breaks. Students are expected to be aware of these dates in the planning of time away from campus.

Training sites (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.

RECEIPT OF A MASTER’S DEGREE
The TCSSP Academic Catalog & Student Handbook details the requirements for the awarding of the Master of Arts degree in Clinical Psychology. Students making expected progress will generally meet the requirements for awarding of the MA degree after their second full year in the program upon the successful completion of required coursework/training. At the beginning of the semester in which a student expects to be eligible for the MA degree, he or she is required to submit online a Petition for Program Completion. The petition is a request to conduct an audit to determine eligibility for the degree. Students who meet the requirements are eligible to participate in the next scheduled commencement ceremony. All students who file a Petition for Program Completion will be charged a fee.

Subsequent to the conferral of their MA degree, students may refer to themselves as having such a degree up to and until their doctoral degree is conferred. The term “Doctoral Candidate” is not an endorsed term by the Clinical Psychology Doctoral Program (PsyD) on the
Chicago Campus of The Chicago School of Professional Psychology and students are not permitted to use this term.

**INDEPENDENT STUDY**

Independent study hours are reserved for topic areas not covered in the standard curriculum. A maximum of three independent study hours can be credited toward the required degree credit hours. If a student opts to take more than a total of three independent study hours, only three semester hours may be credited toward the degree while any additional hours will not apply toward degree requirements.

Students who wish to complete an independent study course should discuss the topic proposed with his or her advisor and identify a faculty member in the department who will work with the student on the independent study. The student and faculty mentor are required to develop a formal syllabus and receive approval of the syllabus by the Program Curriculum Committee prior to the start of the semester in which the independent study will be undertaken.

**CLINICAL TRAINING**

**OVERVIEW**

Clinical training is required for graduation and is overseen by the Program’s Applied Professional Practice (APP) professional faculty, supported by the campus and national APP Office. The program approves students to apply to and begin training at training sites approved by TCSPPP for these experiences. Each student is assigned an APP advisor at enrollment and works with that advisor to begin the search for the first practicum, typically during the first semester of the program. APP advisors provide current information and guidance to students and consultation to academic advisors during professional development group and practicum seminars, as well as in scheduled workshops and in the context of individual consultation and advising meetings. The Program APP Director (Clinical Training Director) and/or Associate Directors may also meet with any student to address concerns that arise as part of clinical training. Students typically must be in “good standing” in order to apply for practicum or internship. Students not in good standing must receive approval to apply from the Program faculty.

Details about applications and approval of sites, conflict resolution and training agreements are detailed in the Clinical Psy.D. Practicum Training Manual and the APP Guide to Clinical Psy.D. Doctoral Internship Search.
THE TRAINING AGREEMENT

Students and training sites are expected to abide by all conditions detailed in the training agreement that is established within the first two weeks of training including beginning and end dates. The training year for all students enrolled in the program starts on or after July 1. Students may attend orientations prior to this date, but may not participate in any direct service prior and past the contracted date without written permission from the program Director of APP.

Students must receive direct supervision for all clinical or supervisory activities that take place at a training site. Students who experience disruption in their supervision or activities specified in their training agreement must contact their APP advisor for consultation about the impact of this on the program requirements for training.

The program expects sites to provide clear and timely feedback about performance to students. Students who are placed on a formal or informal remediation plan, on “warning,” or a performance improvement plan must contact their APP advisor immediately so that the program may support the student in meeting site expectations. Students are encouraged to maintain contact with APP throughout their training experiences so as to assure that they are meeting program requirements.

All students must complete a background check as a condition of matriculations at TCSPP. Student should be aware that training sites may require students submit to and pass additional background checks. Students who might reasonably anticipate issues to arise on a background check, even if it does not appear of the TCSPP back ground check, are advised to consult with the Program chair and APP prior to practicum search.

EXPECTATIONS FOR CONSULTATION

Students are expected to consult with their APP advisor at all stages of application and consideration of training sites. Students may not -- under any circumstance -- accept a training contract for a site that has not been approved by the APP department of TCSPP.

Students are expected to attend training for and appropriately utilize the web based APP database to document their training choices, agreements and evaluations. Details about this database, which documents hours required for graduation and internship, are contained in the Clinical Psy.D. Practicum Search Manual, the Clinical Psy.D. Practicum Training Manual and the APP Guide to Clinical Psy.D. Doctoral Internship Search. Each student is expected to comply with the protocols and policies in this manual. Questions about the interpretation or application of any information contained in this manual should first be addressed to the APP advisor who may ask for consultation from the program or campus APP director.
MONITORING OF PERFORMANCE AT TRAINING SITES

Students should be aware that APP staff routinely monitor student performance at training sites and share this information with program faculty as part of formal evaluation meetings and consultation about progress. In addition, site supervisors are part of TCSPPP learning community. If a student is on an ADP or is otherwise experiencing difficulty in attaining program competencies, students may be asked to communicate relevant aspects of the remediation plan to their site supervisor(s).

The APP office also collects data regarding training experiences at each site to evaluate and monitor site quality. Students complete evaluations of their sites and APP uses the data in evaluating site quality; these evaluations are completed at the end of the fall and spring semesters. The data help with planning site visits, which are regularly undertaken at each site. Student feedback about site experiences is integral to the assessment of the training sites. If students experience a concern about a site’s adherence to the training agreement or other concerns of an ethical or practical nature, the student is expected to bring these concerns to the attention of their APP advisor who may consult with their seminar leader and director of APP to determine an appropriate resolution of the matter.

CLINICAL COMPETENCY EXAM (CCE)

Every Program student is required to pass a Clinical Competency Exam (CCE). The CCE is intended to assess readiness for clinical practice at the pre-doctoral internship level. It is designed to formally evaluate students’ conceptual knowledge, clinical skills, and professional attitudes, using an actual clinical case. The presentations and examination demonstrate the student’s ability to think about clients in an organized way, to integrate assessment and knowledge of development and functioning within a biopsychosocial and spiritual context, with intervention planning, goal setting, implementation, interprofessional collaboration and outcome evaluation.

As such, the process evaluates competencies in assessment and intervention, but also the ability to integrate diversity knowledge, skills, and values into clinical work. Presenting this material demonstrates the ability to use supervision, to consult with colleagues, and to some extent, provide education to others (i.e. leading a case conference) and integrate research and scholarship into practice. Students must also demonstrate the ability to reflect upon and critique their own clinical work and effectiveness and their understanding of diversity and difference variables upon rapport, case conceptualization, intervention and interprofessional collaboration.
THE EXAM
The CCE consists of a written paper of a case chosen by a student from her or his practicum caseload. The case which the student must submit for his/her CCE must be the same client for whom the student did an oral examination in the spring term of PY502 Intermediate Practicum Seminar II. Students must register for PY750 Clinical Competency Exam which is a zero credit course for the following summer term. It is during the summer term that the grading of the CCE is completed. Specific information regarding the format, case selection process, and requirements of the CCE are distributed during the first semester of Intermediate Practicum Seminar and are contained in the syllabus.

CCE Grading
The CCE is evaluated by program faculty utilizing an evaluation form that assesses the quality of students’ work and attainment of expected levels of competency in the areas of assessment, intervention, self-reflection, professional communication, diversity, scholarship, ethical & legal issues and professional roles. Based on the ratings assigned to these competency areas, students will receive one of the following possible grades:

- “High Pass” designates the student as having exceeded the expectations for performance across all or most all areas.
- “Pass” designates the student as having met expected overall performance levels.
- “Fail” designates the student as having not adequately demonstrated expected competencies.

Students who fail the CCE will be required to meet with their faculty advisor to review the feedback they have received regarding their work, to identify areas of required competency that must be addressed in order to meet expected standards, and, if deemed necessary, to assist in the development of an ADP to remediate areas of deficiency. Students who have not successfully passed the CCE are not eligible to engage in the application process for internship. As with any failing grade, a grade of “Fail” on the CCE is also reported to the Faculty for review. Additional actions may be recommended by the faculty in accordance with the procedures outlined in this guidebook.

DISSERTATION
The dissertation is an essential aspect of a student’s academic experience and clinical education in the Clinical PsyD Program. 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 to areas of clinical psychology, thinking critically and creatively about integration of science/scholarship and practice, 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 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 proposal, the written dissertation and the oral defense.

**Dissertation Manuals and Guidelines**

All students are expected to adhere to the requirements of the *Institutional Dissertation Manual* found on the TCSPP website in the completion of their dissertation. This manual is updated from time to time and students unsure about the version of the manual that applies to their dissertation should discuss this with their dissertation chair. In addition, students in Clinical PsyD are expected to familiarize themselves with the range of options for dissertation methodologies when selecting a topic and a dissertation chair. Acceptable methodologies are described in the *Clinical PsyD Dissertation Guide*.

Choice of a methodology is done in consultation with the committee based on the appropriateness of the methodology to explore the specific research question, the preparation of the student for use of the methodology and the fit between the committee expertise and the methodology. Most topics can be explored with many methodologies. The Clinical PsyD Dissertation Guide describes in detail the range of scholarly options and resources from among which a student in the Clinical PsyD Program may select for a dissertation. Students must follow the structure described in the Program dissertation guide in the completion of the dissertation. The Dissertations Guide describes the approvals and forms that must be submitted as part of adequate progress on the dissertation. Students are expected to maintain a record of all submitted forms and approvals related to their dissertation progress.

**Timeline for completion of the dissertation**

Students in Clinical PsyD typically begin thinking about a topic for dissertation during their first year in the program in their courses (including Research Clerkship), practicum experiences, and community partnerships. Students are required to declare a general area of focus for their dissertation and identify a dissertation chair from among the program faculty by mid spring semester of their second year in the program. Students eligible for dissertation chair matching receive information from the department regarding the process.

Students meeting course requirements begin formal dissertation coursework during the fall of their third year in the program in Proposal Development Seminar (PDS). Beginning at that time, the PDS instructor becomes the chairperson of the dissertation, becomes the student’s academic advisor, and allows the student to register for a PDS with that faculty member. Once the dissertation is begun, students are expected to continue working on it every semester until its completion. Once students begin the dissertation process, they follow the sequence of courses intended to support their completion of the dissertation within two years.
Students wishing to extend time of dissertation

Students may petition the Department Chair for an extension to complete the dissertation. The Department Chair’s decision regarding the request for an extension is final. Students, in collaboration with their dissertation chair, must submit a formal request for extension and a detailed plan including all goals for completion during the extension period.

Grades in courses related to dissertation

PY640 Proposal Development Seminar is graded and students must receive a grade of “B-” or better to pass (see syllabus for information on course requirements). 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 catalog and course syllabi must be completed for a student to pass PDS and 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, The Clinical PsyD Dissertation Guide 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 faculty -- may result in student ineligibility to seek and/or rank for internship, even if all other requirements of the program are met.

Failure to progress in the dissertation process

Proposal Development seminar

Students who receive a grade below a B- 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. Students with failing grades who arrange to continue with their same dissertation chair may, with consent of the instructor, repeat PDS in spring semester. Successful passage of PDS is required for progress in the program and as such impacts program standing. Repeated failure may lead to referral for disciplinary review.

On rare occasions, a student begins the dissertation process, passes the PDS, but is unable to continue work on their 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 Courses (DM)
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.

The majority of students will complete copyediting while on Internship. Copyediting must be completed by the beginning of summer semester if a student is to be approved to walk at Graduation. Students who have completed copyediting are eligible for degree conferral after internship is completed. However, students who do not complete the copyediting process prior to the end internship will be required to register for “Continuing Dissertation Maintenance” each semester after internship until copyediting is completed, and must pay all costs resulting from the additional semesters of enrollment. Students needing to extend copyediting beyond their final semester of internship must submit a written plan for completion of copyediting to the Department Chair for review and approval. Students failing to complete their submitted plan may be considered for disciplinary review.

Grades of Incomplete
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. 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 School’s established time requirements (typically, by the end of the first week of the subsequent semester) or the “Incomplete” will automatically convert to a non-negotiable grade of “F” (for PDS) or “NC” (for Dissertation Maintenance).

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. The Program hosts a formal “Dissertation Day,” during summer semester that allows the faculty and students of the Program community to attend dissertation defenses and learn from the scholarship of students in the Program. Students are encouraged to defend on this day but are not required to do so.

Internship
Eligibility
04/28/2016
Permission to proceed to internship is granted by the faculty of the Program to students who have demonstrated the academic, clinical and professional knowledge, attitudes and skills to proceed to this training. The faculty of the Program determines whether a student is eligible to enter the search for an internship site, to obtain an internship match number and to proceed to internship. The APP Guide to Clinical Psy.D. Doctoral Internship Search describes the steps, expectations and deadlines associated with internship eligibility and search.

To be eligible for internship a student is expected to successfully meet AND maintain the following criteria:

1. Satisfactory completion of at least 70 credit hours (including transfer credits).
2. Cumulative GPA > 3.00
3. “Good standing” in the program as documented in the most recent student review within the Clinical Psy.D. program.
4. No program incompletes and/or failures of outstanding program requirements.
5. Satisfactory completions of Basic and Intermediate Practicum (to search, and completion of Advanced practicum to go on internship).
6. Satisfactory progress toward meeting all current practicum requirements.
7. Consistently meeting the semester requirements for dissertation completion.
8. As outlined in the APP Guide to Clinical Psy.D. Pre-Doctoral Internship Search, the Clinical Psy.D. faculty reviews the progress of each prospective intern on two occasions: when the student petitions the faculty for approval to obtain a National Matching Service (NMS) match code and when the student submits a petition for approval to submit a rank-ordered list of desired internship sites to the National Matching Service.
9. Verification of residency requirement by the Clinical Psy.D. Department.
10. Student is in good academic and financial standing with TCSPP.

Note: if after a student matches with an internship placement she or he fails to receive a passing grade for the Advanced Practicum, the student will be expected to withdraw from the internship match through the official APPIC process.

Students who fail to comply with any academic and professional standards required by the Program during any phase of internship search may become ineligible to proceed towards internship regardless of whether they have been previously approved by the faculty.

**Internship Application Process**
The **APP Guide to Clinical Psy.D. Doctoral Internship Search** describes the process students must follow to obtain an internship. Students are expected to attend all scheduled meetings related to the internship match process, maintain contact with their APP advisor and adhere to the guidelines established for the match during all phases of the process. The Clinical Psy.D. Department must approve all internship training programs. Students are strongly encouraged to apply to (and give priority to ranking) internship programs accredited by the American Psychological Association or the Canadian Psychological Association. Students may apply to programs that are members of APPIC (The Association of Psychology Postdoctoral and Internship Centers.) Students may not apply to internship training programs that are not members of APPIC.

**Completion of Internship**

Successful completion of an internship and submission of all related documentation is a required for conferral of the PsyD in Clinical Psychology. Students who have not completed copyediting of the dissertation or fail to submit required internship completion verifications have not met program requirements and have not graduated for purposes of licensure and post-doctoral placement.

**Additional Procedures and Policies**

**Academic Success Program**: The Chicago School of Professional Psychology requires new students to complete the Academic Success Program. Students in the Clinical Psychology Doctoral Program (Clinical PsyD) must complete the TSCPP Academic Success Program before the end of the first semester of enrollment. Information on the Academic Success Program is located in the on the website for the TSCPP National Center for Teaching and Learning.

**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). 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 registrar will be able to provide current information on course audit fees. 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.

**Email Communication**: While students may prefer to use non-TCSPP personal email accounts for most of their communication, staff and faculty of The Chicago School do not send any education-related communication to students via outside email accounts. Students are expected to check their TCSPP e-mail account regularly, including during their internship year. Daily review of one’s e-mail account is encouraged. Students’ e-mails are viewed as professional communications and as such should follow basic rules for professional communication. This includes professional tone and attention to spelling and grammar.
ENROLLMENT

Withdrawal from Courses: It is expected that students will notify both their advisor and the faculty member teaching the course when the student anticipates withdrawing from a course that has met at least once.

Leaves of Absence: The program adheres to TCSP policies regarding LOA. Students are strongly encouraged to consult with their advisors or Program chairs and Financial Aid when contemplating a LOA. Students should be aware of the following when considering a LOA:

- Leaves of absence of any duration are counted as part of the seven-year limit for program completion.
- If a student does not return from a LOA after the end of the approved period (defined as registering for and attending classes before the 10th day of the semester following the approved leave of absence), the student will be administratively withdrawn from the program and must petition to reenter the program.
- Students on an LOA may not be enrolled in any courses, including dissertation, training courses, and practicum/internship placements during the time of the LOA. Students are not allowed to work with their dissertation chair while on a “Leave of Absence.”
- If a student is granted a LOA during a period of time when a disciplinary matter has come to the attention of the program, resolution of the pending disciplinary matter (e.g. referral to SAC-CP, SAC-CP hearing) will occur immediately upon the student’s return from the LOA.
- Students on practicum are required to meet with the director of APP to define a plan for leaving the training site before notifying the site of plans for a LOA.

Approval of a LOA is not final until a student has completed the TCSP form and it has been approved by the Registrar and the Department Chair of the Program. Application forms and additional information about LOA policies and procedure are found in the Academic Catalog & Student Handbook.

Registration

Overview of process: Registration is a first-come, first-registered system. Students are separated into registration groups based on credits earned so that there are staggered starts in the registration period. Once registration groups open, online Open Schedule Modification (a period when students can add courses with an open seat or drop courses) then remains available until the Add/Drop period begins. Students are strongly encouraged to register early. There is no waitlist option. Closed classes are closed unless a spot is opened when an enrolled student drops the class. The department may create additional course sections when there is sufficient demand and faculty availability. The department may also cancel under-enrolled course sections. Students will be notified via their school email when the department makes
such changes. At times it also may be necessary to change faculty for a specific class sections in order to accommodate new courses and sections. Students typically are not notified of instructor changes unless the course is Professional Development Group.

Given the changes that may occur, students are advised to check their TCSPP email account at least twice per week during Open Schedule Modification periods, including during school breaks. It is possible that during Open Schedule Modification another student will drop from a closed course and/or switch to another open course. The online course listing and online schedule has the most up to date information about open courses.

**Difficulties with Scheduling:** Students with scheduling problems sometimes petition to enter a closed class. The Department Manager is available to assist students in obtaining and submitting the requisite petition forms.

The Program does not accept petitions to enter a closed class to accommodate employment schedules. All students face a wide range of personal, vocational, and family responsibilities and are expected to plan in advance and communicate early with their advisor about incompatible priorities. Students who are unable to resolve practicum and course scheduling conflicts must consult with their APP advisor as well as submit a petition to enter a closed class. Permission of the chair is required for change of sections of Diversity, Practicum seminars, and Professional Development Group.

**Religious observation/Military Accommodations Statement**

Students who wish to observe religious holidays or who must meet military requirements that will interrupt class attendance or their ability to fulfill course requirements must inform their instructors in writing within the first two weeks of each semester/term of their intent to observe the holiday so that reasonable alternative arrangements convenient to both students and faculty can be made. Students anticipating conflicts with religious holidays are encouraged to consult with the Department Manager prior to the registration period to gain assistance enrolling in sections of courses that would not conflict with religious holidays.

**Grading Procedures**

The Clinical Psychology Doctoral Program (Clinical PsyD) adheres to the grading procedures outlined in the currently published version of the TCSPP Academic Catalog & Student Handbook published on the TCSPP website (http://www.thechicagoschool.edu/Home), including policies regarding incomplete grades and grade appeals. Students should also be aware that in order to receive a grade for practicum/internship the student is required to complete the following steps:
1. Turn in signed and completed Training Agreement on the APP database by the second week of the semester.

2. Complete hour log by end of semester.

3. Complete site evaluation by end of each semester.

4. Sign the evaluation form completed by the site supervisor and seminar leader. Assist the APP Department in assuring that each site supervisor completes the evaluation in a timely fashion.

GRIEVANCE POLICY
The Clinical Psychology Doctoral Program (Clinical PsyD) Chicago Campus seeks to set an environment that encourages students, faculty, staff, and administration to work together to understand the expectations for comportment and progress in the APA-accredited doctoral program and to understand and address concerns about fair treatment using informal resolutions. Concerns about fair treatment may be raised at any time to advisors, program chairs, and the campus student affairs officer. When the resolution of matters does not occur through informal channels, students in the program may consult the TCSPP Complaint Policy or Grievance Policy found in the Academic Catalog & Student Handbook most recently published on the TCSPP website (http://www.thechicagoschool.edu/Home) to determine which process is applicable to the circumstance.

SEXUAL HARASSMENT POLICY
Students are expected to review and adhere to all TCSPP policies regarding Prohibition of Discrimination, Harassment, and Retaliation, published in the Academic Catalog & Student Handbook.

STUDENT DEVELOPMENT
The Office of Student Development coordinates the departments that support student registration and records. The Office of Development also coordinates many activities that support the academic and professional success of students in the Clinical Psychology Doctoral Program (Clinical Psy. D.), providing involvement opportunities through student organizations, support for international students, accommodations for students with disabilities, certification of military student benefits and Career Services.

STUDENT INVOLVEMENT AND ORGANIZATIONS
At TCSPP, there are several student organizations that welcome and support student involvement, including the Chicago School Student Association (CSSA). Students in the Clinical Psychology Doctoral Program (Clinical Psy.D.) are encouraged to consider involvement.

Within the program, students also have important roles of involvement. Each cohort of students elect delegates who work with department administration to support communication between students, faculty, and administrators and who become involved in coordinating the departments mentoring programs and developing and disseminating department newsletters.

**STUDENT DEVELOPMENT RESOURCES, WELLNESS PROGRAMMING AND THERAPY REFERRAL RESOURCES**

Program students are encouraged to actively engage in Wellness programing and other types of self-care as part of their professional development.

The Office of Student Development provides support for students with disabilities (the ACCESS program), and administers the student health insurance plan for international students; criminal background check process; oversees campus programming; (including Orientation, Commencement, and various veteran and diversity related programming); as well as student leadership opportunities.

Student Development also maintains student health and wellness programming through Student Solutions (ComPsych). Program students may access Student Solutions, a 24-hour-per-day, 7-day-per-week counseling resource that provides access to confidential counseling services. Student Solutions is available by calling 1-855-460-6668. The Student Solutions toll-free line is answered by counseling professionals and is strictly confidential, as mandated by law.

Student Solutions also offers a comprehensive website that includes information on wellness, relationships, work and education, financial, legal, lifestyle, and home and auto. Students may visit www.guidanceresources.com and enter TCSPP, the institution’s web identifier to access the services available through this program. Questions about this program should be addressed to the Office of Student Development.