

Ph.D. International Psychology
M.A. International Psychology

2014-2015 Program Guidebook

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 Overview

The M.A. and Ph.D. programs in International Psychology at The Chicago School attract passionate and pragmatic learners who want to make an impact in an increasingly diverse world. Our distinctive programs prepare psychology professionals for careers in multinational organizations and international humanitarian initiatives supporting social justice and advocacy. The International Psychology (IP) programs are developed for individuals currently working in or desiring to work in the international arena. Courses are scheduled for working professionals. Note, however, that these programs are **non-licensure** and not suitable for individuals seeking clinical licensure for the delivery of direct mental health or clinical services.

The International Psychology programs are offered in online and blended formats, allowing students the flexibility to complete a graduate degree while balancing personal and professional responsibilities. The M.A. International Psychology program is offered online, and the Ph.D. International Psychology program is offered both online and on-ground (blended) in Chicago and Washington, D.C. Our curriculum offers students an excellent preparation in the foundations of (global) psychology, international travel experiences, and program specializations that support their specific career interests.

The International Psychology programs promote psychology as a transformational field, developing agents of change and social justice, who critically reflect on their cultural identity and potential impact on others. International psychology is a new paradigm that facilitates the integration of psychological theory, research, and practice that is context and culture specific. This field promotes the development of practical responses to current global challenges such as trauma generated by poverty, migration, abuse, inter-group conflicts, and the processes of globalization and environmental change.

M.A. International Psychology Program Description

The M.A. International Psychology is a 36 credit-hour non-licensure program comprised of 27 credit hours of core courses and nine credits of concentration courses. The program prepares students to respond to the needs of current and future demands in the international field. Students build knowledge and skill through the completion of a comprehensive core of courses (including an international Field Experience and Capstone Project) and select an area of concentration: Trauma and Group Conflict, Management and Leadership, or Environmental Advocacy. Students enter with a Bachelor's degree and have a goal of working in global mental health, international organizations, and/or environmental initiatives.

The MA IP program brings a unique perspective to age-old global challenges and encourages the promotion of new solutions. It offers students the opportunity to apply a continuum of theoretical psychological concepts from Western and non-Western worldviews, and to further understand global practices and explore behaviors across cultures and diverse groups. Throughout the program students will develop a personal

paradigm to understand globalization and the principles of humanitarianism, including the universality of human rights. Students will be encouraged to develop a fundamental sense of belonging and interconnectedness with the global community, to advocate for social justice, social responsibility, and the respect and dignity of all living organisms and peoples, adopting actions shaped by universal ethical principles.

M.A. International Psychology Program Learning Outcomes

Upon successful completion of this program students will be able to:

- 1. Knowledge and Application of Global Psychological Paradigms:** Evaluate major Western and Non-Western theories influencing the development of the field of international psychology, life-span development and psychopathologies, supported by empirical findings, including historical and current trends.
- 2. International, Cross-Cultural and Multicultural Research:** Analyze variations in International, Cross-Cultural and Multicultural research, and master research methodology and techniques of data collection and analysis.
- 3. Global Citizenship:** Effectively evaluate the process of economic and political globalization and its impact on diverse populations, sociocultural identity construction, systems of power, human rights, provisions for assisting humankind, and environmental threats.
- 4. Program Design and Evaluation:** Design and evaluate ethical domestic/international programs and interventions based upon national and global theories, research, and the scientific professional literature to guide the development and evaluation of interventions in global mental health, international, organizational, and environmental fields.
- 5. Interpersonal and Communication Abilities:** Develop professional bridges within and across borders to facilitate culturally competent verbal and written communication, scholarship, and shared knowledge.
- 6. Universal Ethical Principles:** Evaluate ethical principles endorsed by the Universal Declaration of Ethical Principles for Psychologists and the American Psychological Association to choose actions that are shaped by universal ethics, respect, and care for the rights of all life.

Ph.D. International Psychology Program Description

The Ph.D. program is offered in online and blended formats. The PhD IP is a post-masters, non-licensure program requiring 60 credit hours of coursework, residencies, international field experiences, and culminating in the successful completion of a doctoral dissertation. Applicants to the Ph.D. program must have a Master's degree in psychology or a related field, and choose one of two concentrations: Trauma Services, or

Organizations and Systems. The program is available online, or in a blended format at our Chicago, or Washington, DC campus.

Ph.D. International Psychology Program Learning Outcomes

Upon successful completion of this program students will be able to:

1. Research: demonstrate competence in qualitative, quantitative and mixed method research design, data analysis, and data interpretation, as well as competence in the critical review and evaluation of the broad range of research literature relevant to International Psychology. Graduates are knowledgeable about and capable of generating original research and scholarship, and disseminating the results of their research to the profession and broader community and they engage in practice that reflects and is informed by the changing and expanding scientific knowledge base in the field.

2. Diversity: demonstrate knowledge of individual differences and diversity (broadly defined to include culture, gender, sexual orientation, disability, etc.) and they demonstrate the ability to design and/or deliver competent psychological services to diverse populations across varied settings and engage in program management, program evaluation and scholarly work that is sensitive to issues of individual differences and diversity.

3. Critical Self-Reflection: thoughtfully and skillfully engage in self-reflection and demonstrate the ability to discover, recognize, describe and manage the behaviors and perspectives that facilitate or impede their effectiveness in communicating with individuals, groups or systems.

4. Critical Psychology: demonstrate an understanding of the intellectual heritage of psychology and the historical and philosophical underpinnings of the different traditions and concepts in psychology, including those with roots outside the United States and Europe.

5. Ethics and Social Justice: demonstrate an understanding of and a willingness to abide by ethical principles endorsed by the American Psychological Association in the areas of Justice and Respect for People's Rights and Dignity, and in their scholarly and professional activities demonstrate a deep understanding of social justice issues and a commitment to the development, empowerment, and well-being of all human beings.

Statement of Ethical Guidelines

The Chicago School is committed to preparing professionals for work in a multicultural and diverse society. In keeping with this commitment, the content of all courses is informed by knowledge of individual and cultural differences (e.g., age, ethnicity, gender, physical and mental disability, race, religion, sexual orientation, and socioeconomic status), so that students develop the skills to serve individuals of diverse backgrounds and needs. Faculty and students convey attitudes respectful of these individual and cultural differences. The first course in each program is Ethics and

Professional Development, indicating the importance of ethical behavior and principles in the International Psychology field.

Ethical Behavior and Student Comportment

Students are expected to behave in a professional and ethical manner at all times. If a student has an issue with a colleague or instructor, the student should first attempt to address the issue with the colleague or instructor. If no resolution occurs, the student should consult with their advisor or a faculty member from the program. If the issue then remains unresolved, the student should contact the department chair.

- If an instructor deems that a solution or intervention a student recommends in an assignment would be unethical, the instructor may deduct points from the grade for that assignment so long as feedback is provided to the student as to why the solution/intervention would be professionally inappropriate.
- Students are expected to develop a working knowledge of ethical issues relevant to International Psychology and to adhere to the ethical principles described in the APA Ethical Principles of Psychologists and Code of Conduct for Psychologists and the Universal Declaration of Ethical Principles for Psychologists. Students displaying improper conduct in personal or electronically mediated communication (telephone, webinar, Canvas) will be referred to the Department Chair for remedial action.
- Instructors may request that a student rephrase an email in a professional manner if tone is deemed unprofessional or disrespectful.
- If a student has an issue with a colleague or instructor, the student should first attempt to resolve the issue with that colleague or instructor. If no resolution occurs, then the student should consult with their advisor or a program faculty member. If the issue still remains unresolved, the student should contact the Department Chair.

Comportment in Courses and Field Experience:

Attendance and professional behavior in all scheduled classes is expected.

Professionalism is expected in all communication related to coursework including communication in person and in electronic form (e.g., email). A student may be subject to disciplinary review or action including dismissal from the Program or the School when:

- The student's behavior has been disruptive or is detrimental to the learning environment
- The student's health or emotional stability interferes with progress in course work
- The student fails to meet appropriate standards of performance (e.g. punctuality, interpersonal communication with faculty, staff, and on site visits, timely completion of responsibilities)
- The student's behavior negatively impacts the reputation of the Program or School
- The student's conduct has been judged to be in violation of professional or ethical standards

Advising

Assignment of Advisor(s)

The Program Director/Department Chair and faculty serve as academic advisors for the program and each student is assigned to a faculty mentor during the program. Online students are also assigned to a Student Service Advisor who can assist the student throughout the duration of the program. Advisors help with handling general inquiries, monitoring student progress toward graduation requirements, registering students for classes, providing general guidance, support, and self-management assistance.

Students are encouraged to reach out to their faculty mentors throughout the program to discuss possible career pathways, find resources for involvement in the community, and explore research opportunities. Students are also encouraged to seek academic writing and methodology support from the National Center for Academic and Dissertation Excellence (NCADE).

Ph.D. International Psychology Program - Dissertation

Description

Completion of the dissertation is an essential aspect of doctoral academic experience and professional education. It provides the school the opportunity to evaluate the student's ability to apply International Psychology theory and research and to think critically and creatively about relevant research issues in International psychology. The International Psychology Department expectations for dissertations are as follows:

1. The dissertation must be international in nature and contribute to the literature in the field of International Psychology
2. Peer-reviewed scholarly journals must be used with an emphasis on psychology and related disciplines such as sociology. Additional journals may be incorporated at the discretion of your Dissertation Chair.
3. The Dissertation Committee must be composed of a Dissertation Chair and two Readers. Students must submit the appropriate requests to the Department Manager and provide notice immediately if any changes are needed.
4. The dissertation topic and committee members must be approved by the Department Chair, Dissertation Lead, and Dissertation Chair.

Students are required to complete four dissertation courses in sequence: IP901, IP902, IP903, and IP904. Each course and all requirements must be completed in the term/semester in which it is taken. Detailed descriptions of the dissertation process are contained in the International Psychology Resource Café online (Dissertation Flowchart). Note that students engage in dissertation work during and between the dissertation courses. Students are responsible for ensuring that the requirements of each dissertation course are completed on schedule. Failure to complete any one of the courses in sequence

will result in the student incurring the cost of retaking the course, delayed graduation, and financial aid implications.

Dissertation manuals and guidelines:

All students must adhere to the requirements of the [Institutional Dissertation Manual](#) found on the TCSP website. Students are expected to familiarize themselves with the range of options for dissertation methodologies and theoretical/conceptual frameworks when selecting a topic. The student chooses a methodology in consultation with their dissertation chair, based on the appropriateness of the methodology to explore the specific research question, and the skill and expertise of the student and committee members. The International Psychology Dissertation Guide (see IP Resource Café) describes the range of scholarly options and resources available, and students are required to follow the structure of the IP Dissertation Flowchart.

Grades in dissertation courses:

Every doctoral student is required to complete all sections of Dissertation coursework successfully. Dissertation courses are graded on a “Credit/No Credit” basis, and all criteria described in the catalog and course syllabi must be completed in full for a student to pass each course. The dissertation chair articulates the criteria for successful completion for each student, in concert with guidelines found in the Dissertation Manual, Dissertation Flowchart, and the dissertation course syllabi. Students should note that failure to make adequate progress on the dissertation – as assessed by the dissertation chair and program faculty may result in an ADP and/or referral to the Student Affairs Committee (SAC).

Requirements to Apply

Formal dissertation coursework begins at the start of the second year in the program. Students are enrolled in the Dissertation Proposal Seminar (IP901) according to their course schedule. The instructor for Dissertation Proposal becomes the chair of the dissertation and the academic advisor for the remainder of the program. Once dissertation work begins, students are required to continue working on it every term/semester until completion. Students typically begin thinking about a topic for dissertation during their first year in the program during coursework, Residency and Field Experiences. Students are required to declare a general area of focus before their first Residency in the program.

Requirements for Completion

Students are required to successfully complete an oral defense of their dissertation, typically in the final semester. The defense may be held virtually, by video conference, and should be considered a formal professional presentation. The Dissertation Chair determines a student’s readiness to schedule a defense date. Students must integrate feedback from the Dissertation Chair and both Readers prior to scheduling the defense. The entire Dissertation Committee must attend the dissertation, and the Dissertation Lead faculty and Department Chair should also be in attendance. Contact the Department Manager for information about requirements and procedures for scheduling a dissertation defense.

Students who receive a failing grade may be removed from the dissertation process and be required to retake the course with a new dissertation chair. This is likely to delay completion of the program.

Students who abandon dissertation research and take a Leave of Absence (LOA) may be required to begin the dissertation process over again. Such students start with a new Dissertation Proposal (IP901) course, and must follow all policies and requirements in place at that time for students beginning the dissertation process. Credits earned in the original dissertation class will not count toward graduation requirements.

A student who receives a “NC” in any section of Dissertation must retake that course and then complete all remaining courses in the sequence with passing grades. A student who defends before the final Dissertation course is still required to enroll in and complete all Dissertation courses in the sequence.

The majority of students will complete copyediting soon after defending their dissertations, and consequently receive formal conferral of their degree in the semester after the dissertation is completed. However, students who do not complete the copyediting process prior to the deadline for registration for Commencement will be required to register for “Dissertation Maintenance” each semester 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 (IP901) only after providing evidence of extenuating circumstances beyond the student’s control, to the Dissertation Chair. Grades of “Incomplete” are not granted in cases where students did not reach course objectives and goals as a result of skill level or behavior. Failure to submit a proposal to IRB, as outlined in the dissertation flowchart, or respond to IRB requirements for revisions in a timely manner are not considered extenuating circumstances. Grades of “Incomplete” must be resolved within the School’s established time requirements, or the “Incomplete” will automatically convert to a non-negotiable grade of “F” or “NC.”

Request for Extension: In exceptional circumstances, students may petition the Department Chair for an extension to complete the dissertation. The Department Chair’s decision on such petitions is final. After consultation with their dissertation chair, a student may submit a formal request to the Department Chair with a detailed plan, including goals and timelines for completion. If the dissertation is not completed by the dissertation due date, or the student does not follow the detailed plan, the student is subject to dismissal from the program.

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

M.A. International Psychology Program - Capstone and Field Experience Project

Description

The M.A. International Psychology program culminates in a Capstone Project and Field Experience course that is a collaborative participatory action project with an identified international partner who engages in the delivery of services advocating for global social justice and advocacy. The field experience will facilitate the development of cultural sensitivity and awareness. Students will learn to establish respectful and ethical relations with global populations, considering the impact of their own culture on international communities. Students will gain first-hand insights into the complex socio-cultural, historical, political, economic and psychological issues affecting people, organizations and the environment. The capstone project will require the integration and synthesis of knowledge and skills learned in previous coursework.

Students are expected to demonstrate competence in the field of International Psychology while focusing specifically on the experiences gained in field activities. In addition, students will provide approximately twenty hours of community service to the identified international organization. Community service is a required component of field experience and the activities will be planned considering the needs expressed by the organization. Students will be able to apply the foundational knowledge and abilities they have learned in the previous courses to real life situations. Agencies will specifically address underserved, marginalized and vulnerable populations. Preparation for the capstone project and field experience on-ground work will begin in the following courses: Introduction to International Psychology, Universal Ethics and Professional Development (IN500), International Psychology and Diversity (IN528), and Culture Centered Interventions - Program Design and Evaluation (IN535).

Requirements to Apply

Students are required to sign the International Fee Agreement two terms in advance, and register for the Field Experience/Capstone Project course (IN595). This course will be conducted during Term 9. Preparation for the Capstone Project and Field Experience will begin in the following courses: Introduction to International Psychology, Universal Ethics and Professional Development (IN500), International Psychology and Diversity (IN528), and Culture Centered Interventions - Program Design and Evaluations (IN535).

Requirements for Completion

The Field Experience/Capstone course (IN595) requires students to participate in a nine-day field experience at an international destination, selected by the department. Depending on class size, at least one full-time TCSP faculty member will accompany students during the international field experience. Possible countries of destination include, but are not limited to: China, South Africa, Rwanda, Germany, Peru and Brazil. The field experience may involve up to three of the nine days of travel, and five to seven days working in the field through a service learning experience. The school will arrange

an agreement with one or more international organizations in the country of destination to facilitate student site visits.

Students will synthesize and integrate the knowledge and abilities learned in the previous three courses, as they are working with the identified international organization to develop the Capstone Project. Students will dedicate approximately 20 hours of community service to the identified international organization, and students will design a culturally-sensitive, ethical intervention deemed adequate for the needs of the organization. The intervention should promote the values of social justice and advocate for human rights. The intervention will be evaluated by department faculty and the Director of the international organization and Program Lead or Department Chair.

All MA IP students will participate in the minimum nine-day field experience at an international destination determined by the department. Components of this experience include:

- Up to three of the nine days traveling
- Students will be in the country for up to seven nights and will spend five to six full days working in the field/service learning experience
- The school will develop an agreement with one or more international organizations in the country
- A minimum of one faculty member will accompany and supervise the students during the international field experience
- Students may not bring friends or family with them on Field Experience trips

Ph.D. International Psychology Program - Required Field Experiences (2)

Doctoral students are required to complete two International Field Experiences (FE) during the program, each lasting a minimum of nine days. The FE trips are designed and scheduled by the department and provide students with the opportunity to engage in practical learning about the field. During Field Experience, students travel to countries where they will critically examine global mental health issues that cross geographical borders. They will engage in global mental health projects, and integrate the concepts they are learning in their courses about cultural competence, ethical practice, privilege, oppression, and the impact of socio-political structures.

Requirements to Apply

Students are scheduled for Field Experience according to the plan for their cohort. Students must submit a signed International Fee Agreement two terms in advance of the course and must obtain all the necessary visas, permissions, and medical preparation in advance. Upon registration for Field Experience, students are required to pay the International Fee associated with the assigned Field Experience course. This fee is not refundable, regardless of whether the student drops the class, withdraws, or takes a Leave of Absence. This is due to the costs incurred in advance of the class, and our commitment

to honor the agreements made with our international partners during the planning stages of each Field Experience.

Once registered for the Field Experience (IP690/IP691/IP692) students must complete the following requirements by the end of the first week of class in order to travel:

- Complete the **TCSPP Overseas Travel Registration**
- Sign the **Student Rights and Responsibilities Statement**
- Provide a copy of a **valid passport** (must be valid for **six months beyond the travel dates**)

TCSPP will automatically enroll all students in a TCSPP travel health insurance plan that will only be active while students are traveling internationally. Details can be found on the IP Resource Café. Students should not purchase airline tickets until registered for the course. If a student wishes to purchase in advance, adding travel insurance is recommended, in the event that dates change. Students should consult Financial Aid regarding funding for Field Experience.

Field Experience (FE1) I:

All IP doctoral students participate in a minimum nine-day field experience at one international destination. Components of this experience include:

- Up to three of the nine days spent in travel
- Students will be in the country for up to seven nights and will have five to six full days for the field/service learning experience. Details are dependent on the number of students in the cohort, level of international experience and professional interests (not sure this is accurate)
- The school will develop an agreement with one or more international organizations in country to facilitate the learning experiences
- A minimum of one faculty member will accompany and supervise the students during the international field experience
- Students may not bring friends or family with them on Field Experience trips

Field Experience (FE2) II:

Students participate in a second minimum nine-day field experience specific to their concentration. This second field experience is typically to a different country than the first FE in order to provide a broad range of experiences.

FE2 Option 1: All enrolled students will participate in a minimum nine-day field experience at one international destination. Components of this experience include:

- Up to three of the nine days spent in travel
- Students will be in the country for up to seven nights and will have five to six full days for the field/service learning experience. Details are dependent on the number of students in the cohort, level of international experience and professional interests
- The school will develop an agreement with one or more international organizations in country to facilitate the learning experiences

- A minimum of one faculty member will accompany and supervise the students during the international field experience
- Students may not bring friends or family with them on Field Experience trips

FE2 Option 2:

The second Field Experience requirement includes the option of an extended and independent opportunity for students who wish to collect dissertation data (with IRB approval), or work with approved international academic partners. This independent Field Experience 2 may only be conducted in countries where TCSPP has an International Liaison Office (ILO), to ensure on-ground support and guidance. In order to apply for this option, students must complete the **Independent Field Experience Checklist and Application**.

The application includes:

- Student development of a syllabus for the trip, consistent with typical Field Experience 2 requirements
- Approval from their Dissertation Chair
- Approval from the IP Department Chair
- Approval from International Liaison Office (see Resource Café for list)
- IRB approval for data collection

If scheduled in advance, it may replace the cohort scheduled Field Experience 2. TCSPP is not responsible for any of the planning or logistical components of the trip. All costs (including travel, accommodations, and study activities) are the responsibility of the student.

If the request is for a work position or internship at a large government organization approval from the Department Chair and Dean of Academic Affairs is required. An official position offer letter is required, with contact information for the agency, and details of the acceptance dates/terms of internship are also required.

Students are responsible for the tuition cost, creating and obtaining approval for the course material, IRB approval, and contacting the International Liaison Office. Logistics, travel arrangements and all costs associated with the FE2-Independent Study are the sole responsibility of the student. Students should contact the office of Financial Aid officers to explore whether financial aid is available for this option.

Requirements for Completion

Successful completion of both Field Experience courses is required for graduation from the program. Assessment of performance includes coursework and projects completed in the online course prior to the travel component, in addition to work assignments and projects conducted during travel (critical self-reflection). In addition to demonstrating integration of knowledge and concepts of the program, students are expected to demonstrate appropriate professional and ethical behavior on site during field experience.

Ph.D. International Psychology Program - Comprehensive Examination

Description

The Comprehensive Examination (CE) is a summative assessment of a student's proficiency in the Program Learning Outcomes of the Ph.D. program in International Psychology. Taken during the second year of the program, students are expected to synthesize learning across all courses and provide evidence of breadth and depth of knowledge about International Psychology. This knowledge of research, theory, and practice in International Psychology will be demonstrated in writing, orally, and/or in action. Successful completion of the comprehensive examination is required for doctoral candidacy and continuation in the program.

Students are assessed in the Program Learning Outcomes through four written exams: Research Methodology, Diversity, Foundations & History, and Ethics. The exam may consist of, but is not limited to essay questions based on course content, multiple choice questions, and oral presentation of material such as the student's dissertation proposal. Students must earn a score of 80% or higher on each of the written and oral sections to pass the Comprehensive Exam. Study Guides for each Comprehensive Exam session are published in advance of the exam on the IP Resource Café.

If students fail one or two sections of the four written exams, they will be allowed to retake those sections they have failed. If a student fails more than two of the four sections, a grade of no credit (NCR) will be recorded and the student will be required to re-take the entire exam (all four sections) during the next scheduled Comprehensive Exam sitting. Students who fail the Oral Exam are required to retake at the next Comprehensive Exam session. Online students may petition the Department Chair to request a virtual/video conference of the oral exam retake, if travel to another Residency is not feasible.

Students are provided two attempts to pass the Comprehensive Examination (held during Residency for Online students). Students who fail will be placed on an Academic Development Plan (ADP) and required to prepare a plan for retaking the exam. After two failed attempts, students will be referred to the Student Affairs Committee (SAC), which may result in dismissal from the program.

Doctoral Candidacy:

In order to advance to candidacy and assume the title "doctoral candidate," a student must be in good standing in the program and have successfully completed the following:

1. Dissertation Proposal Development Course (IP901)
2. Successful completion of the Competency Exams (Oral and Written)
3. Successful completion of two Field Experience Courses

Campus specific information

Required Residencies - Ph.D. Program (Online and Chicago)

Students enrolled in the Online and Chicago campus Ph.D. International Psychology program must attend two Residency sessions on campus at The Chicago School of Professional Psychology. Campus locations and schedule may vary, but they are typically held in Chicago in Year 1 and Year 2. Both four-day residencies focus on special topics in International Psychology, research methodology and dissertation development. Residency 2 includes IP Comprehensive Exams (Written and Oral). Residencies provide important learning opportunities and face-to-face mentoring in dissertation work group, building cohort cohesion and support. Full attendance at both Residencies is a requirement for graduation. Residency Information is available in the IP Resource Café.

Washington, DC campus

The Ph.D. International Psychology program on the Washington D.C. campus supports a Fall start date. Students go through the program with their cohort and as a result get to know each other well. In the Fall and Spring semesters courses extend over 14 weeks with alternate weeks on-ground and on-line. Classes tend to be held on Fridays from 6pm and Saturdays, making it convenient for the working professional. As an on ground program students have the benefit of meeting face-to-face with their dissertation chair and peers on a regular basis. The location of the campus in Washington DC and proximity to key institutions such as the World Bank, The International Monetary Fund and the U.S. State Department makes it attractive for students interested in future global/international work.