



TheChicagoSchool[®]
of Professional Psychology

2014-2015 PROGRAM GUIDEBOOK

PSY.D. CLINICAL PSYCHOLOGY (LA CAMPUS)

NOTE:

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

The Program

Overview

The Clinical Psychology Doctoral Program bases its training on the practitioner-scholar model of education, integrating core competencies informed by the educational model of the National Council of Schools and Programs of Professional Psychology (NCSPP). Department faculty members are actively engaged in practice and scholarship, and incorporate a wide variety of clinical examples into classroom activities. Students learn through rigorous course work, challenging practica, an integrative Internship and an innovative, applicable dissertation. The Clinical Psychology Doctoral Program strives for excellence in training culturally competent psychologists and offers students a remarkably wide variety of training opportunities.

Philosophy

The Clinical Psy.D. Department has adopted the practitioner-scholar model and the NCSPP Core Competency model of training. These models are predicated on the belief that competent practitioners must have both a broad knowledge of scientific and theoretical principles at the core of psychology, which includes a solid understanding of a variety of scholarly work, as well as the ability to apply their knowledge to specific clinical situations. The program does not advocate any single theoretical orientation. Rather, students learn conceptualization and technique across four general theory areas, and then choose a theoretical orientation in which to specialize. Students are continually challenged to reflect on the art and craft of professional practice, as well as on its scientific basis.

Mission

Through curricular and extra-curricular learning and training, students in the Clinical Psychology Doctoral program at The Chicago School 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.

Goals and Objectives

The Clinical Program has four broad goals, which are described below:

Goal 1 Scholarship: Graduates will be able to use scientific research and theory to inform their practices and be able to prepare scholarly work broadly defined.

Objective: Students will develop the capacity to engage in critical thinking about clinical information; to integrate clinical observations with current knowledge; and to evaluate different research methodologies.

Goal 2 Individual and Cultural Diversity: Graduates will be able to apply theoretical and practical knowledge about individual and cultural differences in their professional work.

Objective: Students will cultivate the ability to identify and understand issues of individual and cultural difference, issues of power, privilege and oppression, and an affirmation of the richness of human differences, ideas, and beliefs.

Goal 3 Professional Behavior: Graduates will be able to function in a professional and ethical manner in their professional and personal interactions with others, across settings.

Objective: Students will understand principles of ethical behavior, professional competency, and psychological maturity; and implement state and national laws, the APA Ethical Guidelines, sound ethical reasoning, and accountability to the larger community in ethical decision making.

Goal 4 Professional Practice: Graduates will be able to foster supportive and reflective professional working relationships in multiple roles, provide leadership, and provide a range of evaluation and intervention services.

Objective 4.1: Students will develop and maintain constructive alliances with clients, colleagues, supervisors, faculty, and others, as well as awareness and connection to self-identity.

Objective 4.2: Students will develop advanced proficiency in psychological assessment; deriving inferences from multiple sources of information to achieve a broad and cohesive clinical understanding, and communicating inferences and recommendations clearly.

Objective 4.3: Students will develop intervention approaches that include activities that promote, restore, sustain, and/or enhance positive functioning, as well as a sense of well-being in clients through preventive, developmental, and/or remedial services.

Objective 4.4: Students will develop management and supervisory skills in order to direct, organize or control the services of psychologists and others offered to the public.

Statement on Individual and Cultural Differences

The Clinical Psychology doctoral program at The Chicago School of Professional Psychology – Los Angeles campus is strongly committed to issues of individual and cultural differences. The program recognizes that there are many aspects of diversity, including differences along dimensions of race, ethnicity, gender, sexual orientation, religion, culture, language, socioeconomic status, age, geography, national origin, and physical ability. Further, the program recognizes that any given individual may identify as a minority member along more than one of these dimensions. Given this understanding, the program adopts the following mission statement:

“The mission of the Clinical Psychology doctoral program is to foster an atmosphere that promotes open dialogue about individual and cultural differences and to continually develop the program into an exemplary model for producing culturally competent psychology practitioners.”

Along these lines, faculty and students engaged in the program demonstrate the ability to combine and apply theoretical and practical knowledge in the promotion of cultural awareness, competence, and understanding of individual and cultural differences across settings and situations.

Program Governance

The Clinical Psychology Doctoral Program (Clinical PsyD) Los Angeles Campus of TCSPPP, offers education in psychology, utilizing the practitioner-scholar model, and prepares students for the practice of professional clinical psychology.

The Clinical PsyD Program is part of The Chicago School of Professional Psychology (TCSPPP), a multi-campus, private, not-for-profit institution, accredited by the Western Association of Schools and Colleges (WSCUC). The Clinical PsyD Program at the Los Angeles campus is led by the Department Chair and an Associate Department Chair. The Department Chair reports to the Los Angeles Campus Dean of Academic Affairs, who in turn reports to the Vice President of Academic Affairs (VPAA) who reports to TCSPPP's National President. The National President reports to the TCSPPP Board of Trustees.

Overview of Program Requirements

Program Length

- The Clinical Psychology Doctoral Program is designed to be completed by full-time students in five years.
- All students must complete all requirements within seven years.
- The minimum time for completion is four full-time academic years

Graduation Requirements

A doctoral degree can be awarded if the student completes all requirements for the Clinical Psychology Doctoral Program, including the Dissertation and Internship, within the designated program length. However, program duration may not exceed seven years. Students who meet the following requirements are eligible for a doctoral degree:

- Satisfactory completion of all required credit hours (106 credits)
- Cumulative grade point average of 3.00 or higher
- Satisfactory completion of three years of practica. It is the students' responsibility to ensure that a minimum total of eight test batteries and reports have been completed by November 1st of the year of internship applications, typically the fourth year of graduate school.
- Satisfactory completion of all comprehensive examinations (e.g., Clinical Competency Exam (CCE) and Integrated Case Analysis (ICA)) prior to the beginning of internship
- Successful defense of the dissertation, submission of bindable copy, and completion of all required paperwork
- Satisfactory completion of internship(s)
- Cumulative Professional Performance Evaluation (PPE) average of 2.7 or higher
- Satisfaction of minimum Residency Requirement

The Program, which operates on a three-semester year-round schedule, is five years in duration (with a seven-year limit on time to complete). 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, as long as the requested period of part-time enrollment will not compromise the requirement that the student complete the program within the seven year maximum allowed time to complete. Academic completion (degree conferral) requirements and related procedures are found in the most recently published edition of the Academic Catalog and Student Handbook.

Practicum

The following is an overview of the Practicum process. Please see the most recent Clinical Psychology Psy.D. Program Doctoral Practicum Manual for detailed Practicum-related information.

Guide to Clinical Psy.D. Practica for detailed Practicum-related information

The practicum is an integral component of clinical training and is coordinated through the office of Applied Professional Practice (APP). The practicum provides a closely supervised clinical experience in which students use the knowledge obtained in the classroom to understand their clients and to develop skills in assessment, psychotherapy, and other discipline related areas. As such, the practicum serves to integrate the theoretical and practical aspects of the education of the professional psychologist. It allows students to become familiar with professional collaboration and consultation in a clinical setting.

All students must complete the pre-requisite courses, have a GPA of a 3.0 or better, be in good academic standing, and receive approval from program faculty and the Director of Clinical Training (DCT) prior to applying to practicum. Sites are vetted by the DCT and in consultation with the Training Director at the site are categorized as Basic, Intermediate, or Advanced sites. This determination is based on client population, level of responsibility given to trainees, and hours required at the site. Thus, sites are graded in terms of intensity and responsibility and align with the academic sequence in the program. All students are required to take six semester hours each of Basic and Intermediate Practica seminars and four semester hours of Advanced Practicum seminar. Prior to starting Basic Practicum all students must pass with a B- or better the department's: Assessment (Intellectual, Personality, and Advanced), Psychopathology, Diversity, and Professional Development series; Clinical and Diagnostic Interviewing; Basic Intervention: Cognitive Behavioral Therapy; and Ethics, Introduction to Psychometrics, Lifespan and Psychology of Aging. The first three-semester practicum (Basic) sequence is focused on developing rapport with clients, developing proficiency with diagnostic interviewing, differential diagnoses, developing case formulations and beginning to understand how to implement treatment and evaluate its outcome.

Prior to beginning the Intermediate Practicum, students are required to have completed their Basic Practicum and the following coursework with a grade of B- or better: Basic Practicum Seminar Series; Research Methods; Basic Intervention: Systems, Psychodynamic, and Humanistic/Existential; Biological Basis of Behavior, Statistics II, Introduction to Neuropsychology, History and Systems, and Advanced Intervention I. The second three-semester (Intermediate) sequence is focused on strengthening case formulation skills, understanding how to identify, implement, and appropriately modify evidence-based interventions, understanding how to evaluate treatment outcome and implementing relapse-prevention strategies.

The third three-semester (Advanced) sequence enables students to work with specialized populations and begin to develop a specialization. Thus, the exact nature of any advanced practicum will vary with the needs of the student, and the activities may either involve assessment, therapy, or a combination of both. Before beginning the Advanced Practicum, students are required to have satisfactorily completed their Intermediate Practicum, Competency Examinations, and the following prerequisite courses with a grade of B- or better: Intermediate Practicum Seminar series, Proposal Development Seminar, Advanced Intervention II, Social Basis of Behavior, Dissertation Maintenance I & II, Alcohol & Chemical Substance Abuse, Cognitive Affective Bases of Behavior, and Introduction to Clinical Pharmacology.

Practicum Site Requirements

Practicum training sites are rigorously evaluated by APP. Sites must articulate a training philosophy, and demonstrate a clear treatment approach. Sites must have at least one licensed mental health clinician who is qualified to supervise practicum students. All practicum training experiences must include:

- The site MUST be a non-profit mental health agency or licensed health-care facility. Students are generally not permitted to train in a private practice setting.
- 9 – 12 month placement on site,
- 16 - 24 hours per week on site,
- A minimum total of at least 600 hours on-site,
- 40-60% of their total hours onsite will be providing direct services to clients (e.g.; psychotherapy in all formats, consultation with the consenting party present, classroom observations, assessment administration and feedback, psychoeducational groups, etc.)
- Supervision:- a minimum of 2 hours of supervision each week, with one hour being individual face-to-face supervision that must be provided by a doctoral-level licensed clinical psychologist. The second hour can be spent in either individual or group supervision with a mental health clinician who possesses at least a Master's degree and is licensed or license-eligible.

It is the students' responsibility to ensure that a minimum of 8 comprehensive evaluations and written reports have been completed by November 1st of the year the student intends to apply for internship, typically the fourth year of enrollment in the program.

Applied Professional Practice Grading Policy

The student is required to complete the following steps in order to receive a grade for their Practicum Seminar Course series:

1. Turn in signed and completed electronic Clinical PsyD Practicum Training Agreement on the APP database (ALCEA) by the second week of the semester for the DCT's final review and approval.
2. Log onto APP database and begin Hour Log by fourth week of the semester (students are required to register their supervisor on their Alcea student page – if the supervisor is not listed, email their DCT with the supervisor's name and email so that they can be sent directions to how to sign electronic documents in Alcea).
3. Maintain monthly hour logs for their own records that are signed monthly by the onsite and primary supervisor. These paper logs are to be reviewed and signed off in class by each Practicum Seminar Instructor monthly.
4. Complete electronic Clinical PsyD Hour Log and Evaluation on the APP database (ALCEA) with the clinical supervisor's electronic signature (mid-term and annual).
5. Complete the Student's Evaluation of the Site (mid-term and annual).

If any of the above steps are not met, the student's registration will be placed on HOLD. The hold will be removed after the steps are completed. If a student does not submit required documentation including a hour log and training agreement by the end of the semester, then the hold will remain on his/her record and s/he will receive a grade of 'In Progress' (IP). The IP grade will be changed to an "Incomplete" (I) after 6 weeks of student noncompliance. Following that 6 weeks of an (I), the grade will revert to a (NP) and the student will be required to repeat the practicum placement and seminar class. Note that the (IP) grade may be used for an extended period of time at the discretion of APP.

In order to receive a passing grade for the seminar class, the student must have a passing site supervisor evaluation, passing seminar leader evaluation, completed hour log, and evaluation of site. If a student does not pass both the seminar and site evaluation, then they do not pass the seminar course.

The DCT awards grades for all practica based on the evaluation of the site supervisor, the student's performance in practica seminars, the completion of the required practicum hours, and the submission of all forms to the Office of Clinical Training. Complete adherence to ethical standards of the field is required of all students, especially those on practica. Students who show unprofessional or unethical behavior, or signs that they lack suitability for the profession, may be dismissed from a training practicum. Dismissal from a practicum is considered extremely serious and will result in automatic referral to the Clinical Psychology Program's Student Affairs Committee and may result in dismissal from The Chicago School.

Permission to Apply to Practicum

Students must express their intent to apply for each practicum. Department faculty in collaboration with the Director of Clinical Training, during student review meetings, will review each student's progress in the Clinical PsyD Department, determining which students have met the necessary requirements to apply to practicum.

Please refer to the Clinical Psychology Psy.D. Program Doctoral Practicum Manual for a fully articulated approach to training, current deadlines and additional resources.

Competency Examination

The following is an overview of the Competency Examinations. Please see the most recent Clinical PsyD Program's Integrative Case Analysis (ICA) and Clinical Competency Examination (CCE) Manual for more detailed information.

Clinical competencies will be evaluated in three exam formats: **1) Integrative Case Analysis (ICA) – Written; 2) Integrative Case Analysis (ICA) – Oral; and 3) Clinical Competency Exam – Vignette.** These will be administered at three consecutive and sequential time-points (see Table 1 below).

Table 1

EXAM FORMAT	TERM	
Integrative Case Analysis: Written	Spring	
Integrative Case Analysis: Oral	Spring	
Clinical Competency Exam: Vignette		Summer

Integrative Case Analysis: The written analysis based on the students' clinical work with a current practicum client and represents psychotherapy and/or integrated assessment work. In cases where students are not actively using assessment measures as part of their clinical work, they are expected to describe which measures would be clinically appropriate and helpful in clarifying the diagnostic picture, guiding treatment planning, tracking treatment effectiveness and outcomes, as well as demonstrating their rationale for all interventions and recommendations. In cases where students are training at "assessment-only" sites, they are expected to develop a hypothesized (recommended) treatment plan and illustrate the client's course in the psychotherapy based on the information gathered about the client and

multidisciplinary collateral consultations with the treatment team. In short, students are expected to complete all elements of the assignment thoroughly (see outline on page 15 and rubric on page 16), regardless of the kind of work performed at the agency.

The oral presentation of the ICA is a 15 minute oral presentation based on the student's written report (described above). During this presentation, students may not use notes or PowerPoint slides or any other aid. Following the presentation students will be required to respond to up to 30 minutes of questions posed by faculty members regarding their clinical work, hypotheses, recommendations, etc. (see rubric on page 16).

The objectives of the written and oral defense of the ICA are to assess students' ability to demonstrate their learned knowledge of the following categories in their own active treatment of a psychotherapy or assessment case:

- Ability to provide a clear and thorough biopsychosocial history,
- Ability to conceptualize clinical material from a theoretical perspective and to develop treatment interventions that stem from that conceptualization (use the conceptualization to inform treatment),
- Intermediate relationship-building skills,
- Basic treatment planning and clinical intervention skills in response to the individual client,
- Demonstration of thorough examination of differential diagnostic criteria and a resulting accurate diagnostic assessment,
- Utilization of assessment data in conceptualization, diagnostic decision making, and treatment planning,
- Critical thought and flexibility in the thought process,
- Ability to reflect upon and critique his or her clinical work,
- Understand the impact of diversity and difference variables related to rapport building, case conceptualization, psychological assessment, treatment planning and therapeutic intervention,
- Ability to articulate and justify clinical decision-making process and treatment course.

The Clinical Competency Exam (CCE): This is a proctored exam, requiring students to respond to prompts/questions pertaining to a standardized vignette.

The objectives of the CCE are to assess students' ability to integrate their learned knowledge of the following categories in response to limited and novel clinical data during a proctored examination:

- Ability to identify relevance of clinical material and provide a concise summary of the data provided,
- Ability to conceptualize clinical material from a theoretical perspective and to develop treatment interventions that demonstrate best practices,
- Ability to make judgments about appropriate techniques and methods as applicable to scope of practice,
- Demonstration of accurate diagnostic assessment and decision making,
- Identification of prognostic indicators,
- Demonstration of accurate identification of salient and prioritized legal and ethical issues, as well as sound proposal for resolution,
- Demonstration of ethical and valid research considerations including research question and project design from vignette material,
- Critical thought and flexibility in the decision process,
- Ability to hypothesize regarding the impact of diversity, intersection of client and clinician variables, and multicultural intersectionality related to case conceptualization, psychological assessment, treatment planning and therapeutic intervention for the unique vignette case.

Students are required to pass the written and oral Integrative Case Analysis in order to pass the Intermediate Practicum course. Students are required to pass the CCE in order to apply for an Internship.

For more information regarding the Competency Examinations please refer to the Clinical PsyD Program's Integrative Case Analysis (ICA) and Clinical Competency Examination (CCE) Manual

Dissertation

The following is an overview of the Dissertation process Please see the most recent Dissertation Guide more detailed information.

The dissertation is an essential aspect of a student's academic experience and clinical education at the school. The dissertation provides the school with the opportunity to formally evaluate the student's ability to contribute to the field by applying theory and research to areas of clinical psychology, thinking critically and creatively about professional psychology, and demonstrating self-direction and professional/scholarly writing. The dissertation should clearly and concisely demonstrate the student's command of the body of knowledge in

a chosen area, as well as ability to critically evaluate and synthesize this knowledge. The student's Dissertation Committee 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.

Once students begin the dissertation process, they then have two years to complete the Doctoral Dissertation. In the event that a student requires more than two years to complete his/her dissertation and proposal a request for permission must be submitted, in writing, to the Dissertation Chair and Department Lead/Chair. Both faculty members must both give permission in order for the student to be permitted an extension and this decision is final. Students, in collaboration with the Dissertation Chair, must submit a formal request for extension and a detailed plan including all goals for completion during the extension period. If an extension is granted, the extended date is firm; no additional extensions will be granted and the extension plan will be considered violated if all goals and requirements detailed in the original extension request are not successfully completed. If the dissertation is not completed by the dissertation due date, students are subject to dismissal from the school.

During the Spring semester of their second year, students are expected to identify a topic for their dissertation and request and receive agreement from a Core Clinical Psy.D. Program faculty member to chair their dissertation. During the Summer semester of their second year, students are expected to work, informally, with their dissertation chair to review the literature on their topic, and formulate a research question. Students meeting the course and all other program requirements are required to formally begin their dissertation during the fall of their third year in the program in a three-credit-hour course called Proposal Development Seminar (PDS). This course is taught by the student's dissertation chair, and is attended by all of the faculty members dissertation students who are beginning the dissertation process. Registration for a PDS obligates a student to conduct a Dissertation within the Instructor's field of expertise in terms of scholarly area and method of inquiry. Once the dissertation is begun, students are expected to continue working on it every semester until its completion. To provide protected time for students to complete their dissertation, students enroll in a 1-credit-hour Dissertation Maintenance course each semester until their dissertation is defended.

Students who receive a grade of "F" in PDS will be immediately removed from the dissertation process and 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 who receive a grade of "C" in PDS in the fall will be required to repeat the same course in the spring semester with the same instructor. On rare occasions, a student begins the dissertation process, passes the PDS, but abandons their dissertation work 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.

To receive a grade of "B-" or better, students are required to have their Dissertation proposal approved by their chair by the end of their PDS. 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. Criteria for successful completion of each course of Dissertation Maintenance are determined by the dissertation chair, provided in the course syllabus, and are not negotiable. All criteria must be completed in full for a student to pass the PDS or Dissertation Maintenance course.

Dissertation Maintenance is graded on a "Credit/No Credit" basis. A student who receives a "NC" in any section of Dissertation Maintenance must retake that course of the Dissertation Maintenance sequence, as well as take all remaining courses in the sequence, so as to complete all five Dissertation Maintenance courses with grades of "Credit." A student who defends before the fifth Dissertation Maintenance course is still required to enroll in and complete all five Dissertation Maintenance courses. Multiple grades of "NC" across the Dissertation Maintenance course sequence will be handled as follows: The first grade of "NC" will result in referral of the student to the advisor for academic and solution planning. The second grade of "NC" will result in referral of the student to a Department Chair for a formal Academic Development Plan. The third grade of "NC" will result in referral to a Faculty Council committee for review, which could result in dismissal. Any time students receive a grade of "NC", they may be placed on "academic warning" or "academic probation" by the Department.

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

Grades of "Incomplete" can be awarded for Proposal Development Seminar and Dissertation Maintenance only after extenuating circumstances beyond the student's control occur that significantly delay the 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. Grades of "Incomplete" must be resolved within the time requirements established by the department and the Office of Academic Records or the "Incomplete" will automatically convert to a non-negotiable grade of "F" (for PDS) or "NC" (for Dissertation Maintenance).

On rare occasions, students may decide to defer application for Internship. This does not provide students with an additional year to complete the Doctoral Dissertation. As noted earlier, once started in Proposal Development Seminar, the dissertation must be completed within a two-year time period. Postponing internship then does not extend or alter in any way the dissertation deadlines. Semesters that

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

In the event that a student's dissertation chair moves from department faculty to adjunct status while the student's dissertation is in progress, the student may continue to work with this chair or choose a different chair. This decision should be discussed with the current and any new potential dissertation chair.

Internship

The following is an overview of the Internship process. Please see the most recent Clinical Psychology Psy.D. Program Doctoral Internship Manual for more detailed information regarding this process.

All students are required to complete an Internship following the completion of all course work, practicum, and dissertation requirements. On internship, students integrate academic knowledge with clinical skills and demonstrate the effective and ethical use of these skills in clinical practice. Through intensive supervised training, students gain direct experience in applying their knowledge with a clinical population.

The internship experience consists of a minimum of 2,000 hours of training over a 12-24 month (full or part time, respectively) period. Appropriate sites for internship training include programs that are accredited by the American Psychological Association (APA) and programs that are members of the Association of Psychology Pre-doctoral and Post-doctoral Internship Centers (APPIC) or The California Psychology Internship Council (CAPIC). The internship is a vital component of the educational department and is never waived or transferred. Students are required to register for an Internship Seminar course during each semester they are on internship. Registration for Internship automatically assigns full-time student status.

The Director of Clinical Training and training awards "Pass/Fail" grades for Internship based on the evaluation of the student's performance by their site supervisor as well as other documentation required by the Office of Clinical Training. Dismissal from an internship is considered extremely serious and will result in immediate referral to the Clinical Psychology Program's Student Affairs Committee, and may result in dismissal from the school. Further details regarding this area are found in the Doctoral Internship Manual distributed to all internship applicants.

Permission to Apply for Internship

Students will submit an Internship Intent Form and must be granted permission to apply to internship by the department faculty and the DCT before they are allowed to do so. Each fall, faculty review all students that have requested to apply to internship and forward written feedback to students regarding their eligibility to apply. Permission to apply for internship is based on the following:

- satisfactory completion of at least 76 credit hours, including transfer credits
- satisfactory completion of three to four semesters of practicum
- PPE Score of 2.7 or higher
- submission of an approved Plan to Complete form outlining the completion of all required course credit hours prior to Internship
- attainment of the required level of dissertation completion
- fulfillment of the residency requirement or submission of a plan to the department chair that is deemed satisfactory for completion of the residency requirement
- cumulative GPA of 3.00 or higher
- demonstration of acceptable dissertation progress (refer to the Doctoral Internship Manual for details)
- once a student has accepted an internship, he or she is not permitted to incur any grades of incomplete.

Once granted permission to apply, each student is provided both group-based and individual supportive meetings by the DCT and Academic Advisors to assist the student through the application process, including site selection and development of all required written materials (e.g.; cover letters, CV, essays, etc).

Permission to Rank Order Internships

Before being permitted to rank order Internships in any match process (e.g. APPIC or CAPIC), or accept an internship offer outside of the match process, a student must have submitted the first three chapters of his/her dissertation and a draft of the results section (chapter 4) to his/her Dissertation Chair. This must be reviewed and approved by the Dissertation Chair, as well as communicated to the DCT prior to the stated ranking deadline set by the DCT. Students who have not met the required level of dissertation completion, by the deadline, will not be permitted to rank order internships or accept an internship offer. Upon meeting the dissertation completion requirement, students who were restricted from rank ordering (or accepting) internships may request permission from the DCT to reenter the internship search process. These requirements, deadlines, and procedures are outlined in the Doctoral Internship Manual.

Any student who attempts to rank internships or accept an internship offer without having been approved to do so by their DCT will be automatically referred to the Clinical Psychology Program's Student Affairs Committee (SAC-CP).

Permission to Proceed to Internship

In order to be permitted to attend an internship placement, students are required to have successfully completed all required coursework, Advanced practicum, and their dissertation defense. Failure to meet these requirements may result in the student's registration being placed on hold making him/her ineligible to receive financial aid and credit for internship, the hours accrued while on internship not counting toward those needed for graduation, removal from their internship placement, and/or referral to the Clinical Psychology Program's Student Affairs Committee..

Information provided within this Guidebook only summarizes the expectations and goals of the internship search process and training experience. Students should defer to the Clinical Psychology Psy.D. Program Doctoral Internship Manual for a fully articulated approach to internship training, current deadlines and additional resources.

Professional Performance Evaluation (PPE) Requirements

Students professional comportment is evaluated on an ongoing basis. At the end of each course, faculty complete an evaluation of their student's professional comportment by rating students on the Professional Performance Evaluation form. Students are rated on a range of comportment domains, including (but not limited to): appropriate self-reflection, attendance, class demeanor, openness to feedback, investment in learning, professional presentation, sensitivity and adherence to ethical guidelines and issues of culture and diversity. Students are rated on a scale ranging from 0 (severe concern) to 3 (average to above average). Students are expected to earn scores of 3 on all PPEs. A cumulative or mean semester PPE below 2.7 is considered a serious academic concern and may result in action up to and including placement on "Academic Warning/Probation," referral to the Student Affairs Committee (SAC), or dismissal. The Department Chair and the student's Academic Advisor will be notified when a student receive a cumulative or semester PPE below 2.7.

The Curriculum

Coursework

The Clinical PsyD Program is a 106 credit program. Students complete 80 credits of required core coursework, 14 credits of Clinical Practica, 4 credits of coursework in the student's selected intervention orientation (e.g., Systems, Cognitive-Behavioral Therapy, Psychodynamic, and Humanistic/Existential), and 8 elective credits that may be applied toward a specific concentration (e.g., Neuropsychology, Child and Adolescent Psychology, Health Psychology, and Generalist). In this way, students develop a strong generalist foundation and are able to individualize their clinical training to address their own professional and developmental interests, through the choices they make in several areas, each of which is described in the Student Handbook. See the Catalog and Student Handbook for list and description of all required and elective coursework. See Appendix A (Course Grid) for the sequence in which the coursework should be completed.

Earning an Master of Arts Degree in Clinical Psychology

An M.A. in Clinical Psychology can be awarded following the successful completion of required coursework. At the beginning of the semester in which a student expects to be eligible for the master's degree, he or she is required to submit online a Petition for Program Completion to the Office of Academic Records. 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. All students who file a Petition for Program Completion will be charged a fee. See the Catalog and Student Handbook for a description of required coursework.

Comprehensive Evaluation

The Clinical Psychology Doctoral Program (Clinical PsyD) at TCSP's Los Angeles 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 PsyD Program at the Los Angeles campus are provided, at orientation, information regarding the ethical and moral responsibilities of The Chicago School and the Program in order to affirm that all students' conduct meets expected professional and ethical standards. Such comprehensive evaluation of student-trainees is necessary to protect the public and the profession.

Performance in individual classes may not be sufficiently predictive of performance in clinical training situations, on qualifying examinations, or in professional practice. Therefore, student performance and relative mastery of competency in many areas, including courses, practica, dissertations, course-based work samples (Student Learning Assessment; SLA), internship, professional comportment, and qualifying examinations such as the Clinical Competency Exam are used to assess student mastery and progress in the attainment of knowledge, skills and attitudes of the profession (i.e., Program Competencies). These competencies are derived from those endorsed by professional organizations such as the National Council of Schools and Programs in Professional Psychology (NCSPP). See Appendix B for a list of

Program Competencies, outcome measures, and minimum thresholds. Students must meet these minimum thresholds in order to graduate from the program.

To ensure that consistent and structured evaluation of students' performance in these areas of competency occurs throughout their education and training, the faculty of the Clinical PsyD program comprehensively evaluates student performance across multiple domains at least yearly to determine program standing including eligibility to apply to or progress in clinical training. Students receive formal notice of program standing and concerns (if any) about progress at least once per academic year and more often if circumstances warrant. The conduct and performance of students in all aspects of their education and training may be used to assess their academic and clinical suitability and standing in the program and in the School at any time.

Professional psychologists have a duty of care to the public and to society. This duty makes the assessment of students' clinical competency and suitability of particular importance. The 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. Students who become aware of behavior that raises concerns about the clinical competency or suitability of another student may address this concern to a faculty member, program chair or associate chair. The following section on student responsibilities and outcomes is an overview of professional behavior expectations.

Policies

Satisfactory Progress

Matriculated students must be continuously enrolled in the department until graduation; the department requires attendance during the fall, spring, and summer semesters. Each student must take a minimum of five semester hours of course work in the fall and spring semesters and three semester hours in the summer semester unless the student has fewer than the required number of hours of course work remaining or is on an approved Leave of Absence. Satisfactory progress semester hours do not include waiver or transfer credit hours. See the Academic Catalog and Student Handbook for further description of satisfactory progress.

Credit Hours per Semester

Clinical PsyD Department students must be enrolled for a minimum number of semester hours during each of the fall, spring, and summer semesters to be classified as full-time. Please see the "Satisfactory Academic Progress" section of *The Chicago School Student Handbook*, published by the Office of Student Services for specific requirements.

Satisfactory Academic Progress

Students are required to maintain satisfactory academic progress toward the completion of their degree. In addition, Federal regulations require that financial aid recipients make satisfactory academic progress toward a degree or certificate program to remain eligible for financial aid. Student failure to maintain satisfactory academic progress will affect the student's standing at the institution (e.g., Academic Warning, Academic Probation, Academic Dismissal). Please refer to the Academic Catalog and Student Handbook for institutional policies regarding satisfactory academic progress.

Ethical and Professional Behavior

The Chicago School expects that all Clinical PsyD students will be knowledgeable of and adhere to the *APA Ethical Guidelines* as published by the American Psychological Association. Sound ethical reasoning and accountability to the larger community for adherence to guidelines for ethical behavior are the two characteristics that mark a profession as distinct from a career or job. As a result, several expectations of students are derived from the ethical code. Please read the Academic Catalog and Student Handbook for institutional policy regarding ethical and professional behavior.

Grading and Performance Feedback

Grades are assigned in all courses and students can review course grades online. Course grades assist the school, the student, and the student's advisor to monitor the student's progress and mastery of material deemed necessary by the department faculty to become proficient and competent psychologists. Students receive a letter grade, a Professional Performance Evaluation (PPE) rating, and faculty comments.

The PPE is comprised of a four-point scale (0-3) to rate a student's level of professional development and a checklist to identify specific areas of concern or excellence. The PPE scale is intended to identify students in need of academic development early in the program and allows department faculty to draw professional development issues to a student's attention. If a student's GPA or PPE falls below acceptable levels, he/she is referred to his/her academic advisor or department chair for academic development planning.

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

The Clinical PsyD Department does not accept grades of "C" or "F" as indicating student mastery of the knowledge, skills, or attitudes associated with any course. The Department requires students who receive a grade of "C" or "F" in a required curriculum course to replace these grades by retaking the same course. Students who receive a grade of "C" or "F" in an elective course must replace these grades either by taking the same course again, or by replacing the course with another elective course. In order for the student to meet Department requirements, the student must receive a grade of "B-" or better in the retaken/replacement course.

To replace the "C" or "F" grade, the retaken/replacement course must be offered by the Department. Classes offered by a graduate program on one of the institution's Southern California campuses may only be used to replace a grade with the permission of the Clinical PsyD Department Chair. As indicated in the Student Handbook, both the original grade and the retaken/replacement grade will appear on the student's transcript and factor towards the cumulative GPA.

Students may retake a course only once. Those who are unable to earn a grade of "B-" or better in the retaken course will be referred to the Student Affairs Committee for dismissal. No course in which a student receives a grade of B- or better may be retaken.

Students who receive three grades of C or two grades of F in a required curriculum course will be dismissed from the Program. There will no appeal of a dismissal for this reason.

Professional Development Group and Academic Advisor Assignment

All students are required to enroll in a Professional Development Group during their first two semesters in the program. A student's Professional Development Group instructor automatically becomes her/his academic advisor. Students maintain the same academic advisor during their first year in the program, but may request a new academic advisor after that time.

Student Disclosure of Personal Information

Self-reflection, introspection, and an ability to examine personal reactions to clinical material are considered critical skills in student development. Students will be required to examine their personal reactions and the impact of their personal histories on the clinical services they are training to provide. Students will not be required to disclose personal information related to sexual history, history of abuse or neglect, personal psychotherapy or in-depth information regarding intimate relationships in course or department related activities. However, students are expected to actively reflect upon and effectively manage their personal reactions to people who are different from themselves along these and other dimensions, especially when such personal reactions negatively impact clinical work, professional interactions, and ethical responsibilities. Such reflection may be required within the context of an advising relationship or some course assignments at The School, or a supervising relationship on practicum.

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 contact the Department Chair for approval.

Academic Development Plans

An Academic Development Plan (ADP) is created when students demonstrate deficiencies in competencies necessary for program completion and entry into professional practice. Even when they are beyond the student's control, such difficulties present opportunities for growth, insight, and development. Therefore, ADPs are designed to maximize student development in light of strengths and weaknesses, holistic goals, and specific actions to reach those goals. While participating in an ADP may be uncomfortable for some students, it is fundamentally a supportive tool used to advance professional and personal development.

ADPs are initiated by the Academic Departments when a student demonstrates a growth need that interferes with academic performance, training competence, and/or professional behavior. Students recommended for an ADP must meet with their advisor, provide their perspective, discuss the concern and are expected to contribute to the development of the ADP. The ADP document is written and a copies are maintained by the student, the student's advisor, and the department. Students are responsible for meeting all of the conditions of the remediation plan described on the ADP and providing documentation that the conditions have been met 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. In addition, a student's behavior or performance issues may necessitate both disciplinary action as well as an ADP. Information about the ADP process in Clinical PsyD can be obtained from advisors and the Department Chair.

Disciplinary Committees

The Student Affairs Committee-Clinical Psychology (SAC-CP) is the Program's body that addresses concerns about student integrity, comportment, and progress in attaining competencies of the profession. SAC-CP conducts formal proceedings when disciplinary action may be warranted due to violations of policy, issues of clinical unsuitability, when the student does not conform to the professional expectations defined in the Academic Catalog & Student Handbook, Program Guidebook, or APP Handbook including standards of academic integrity and adherence to institutional or program policy and when serious and/or persistent concerns about professional comportment have been raised. Referrals to a SAC-CP committee may also be made when remediation (e.g. ADPs, practicum remediation plans, and advising) has not been successful. Failure to make expected progress in mastery of the knowledge, skills, and attitudes appropriate for the practice of clinical psychology is also grounds for referral to SAC-CP. Doctoral students in Clinical Psychology who behave in ways that conflict with professional standards in course work, professional communication, training, and community experiences may be referred for review. The TCSPS Student Handbook outlines student rights and responsibilities under the SAC (and SAC-CP) process.

Students are expected to be familiar with all TCSPS and department policies including SAC-CP policies and procedures. These policies may be found in the Academic Catalog & Student Handbook, Program Guidebook, and the APP training manual and may be updated from time to time. Students with questions about policies or procedures are expected to seek guidance from the Department Chairs, faculty advisors, the Director of Training, or the campus student affairs officer.



Clinical PsyD (CA)

Effective Fall 2014

	Hours		Hours		Hours	Total
	Fall	Spring	Fall	Spring	Summer	
Year 1	PY415L Professional Devel. Group I	1	PY416L Professional Develop. Group II	1	PY464L BI: CBT	3
	PY425L Intellectual Assessment	3	PY442L Personality Assessment	3	PY453L Advanced Assessment	3
	PY443L Diversity I	2	PY446L Diversity II	2	PY447L Cognitive Affective Bases of Behavior or PY451L Social Bases of Behavior	3
	PY423L Psychopathology I	2	PY424L Psychopathology II	2		
	PY429 Clinical & Diag. Interviewing	2	PY426L History & Systems	3		
	PY452L Intro to Psychometrics	3	PY450L Prof. Issues & Ethics		<i>Stats Proficiency Exam</i>	
	Fall	13	Spring	13	Summer	9
						35
Year 2	PY409L Basic Practicum I	2	PY485L Basic Practicum II	2	PY411L Basic Practicum III	0
	PY455L Research Methods	3	PY616L or 618L Research Methods II (a or b)	2	PYxxxL Advanced Intervention I	2
	PY449L Bio Bases of Behavior	3	PY466L BI: Humanistic/Existential	3	PY447L Cognitive Affective Bases of Behavior or PY451L Social Bases of Behavior	3
	PY468L BI: Systems	3	PY479L Intro to Neuropsychology	2	PY620L Human Dev. Across the Lifespan	4
	PY427L Statistics I	2	PY462L BI: Psychodynamic PY438L Statistics II	3		
					<i>Choose Intervention & Concentration</i>	
	Fall	13	Spring	15	Summer	9
						37
Year 3	PY504L Intermediate Practicum I	3	PY502L Intermediate Practicum II	3	PY503L Intermediate Practicum III	0
	PY630L Proposal Develop. Seminar	3	PY641L Dissertation Maintenance I	1	PY642L Dissertation Maintenance II	1
	PYxxxL Advanced Intervention II	2	PY701L Alcohol & Chem. Subst. Abuse	2	PY481L Intro to Clinical Pharmacology	2
	PYxxxL Concentration I	2	PYxxxL Concentration II	2		
			<i>Dissertation Proposal Approved by Committee and IRB Defend ICA</i>		<i>Complete CCE Internship Workshop</i>	
	<i>Complete Draft of Dissertation Proposal</i>					
	Fall	10	Spring	8	Summer	3
						21
Year 4	PY643L Dissertation Maintenance III	1	PY644L Dissertation Maintenance IV	1	PY645L Dissertation Maintenance V	1
	PY607L Advanced Practicum I: Supervision	2	PY608L Advanced Practicum II: Supervision	2	PY609L Advanced Practicum III	0
	PYxxxL Concentration III	2	PY500L Sup., Consult., and Prof. Practice	2		
			PYxxxL Concentration IV	2		
	<i>85% Dissertation Draft Approved by Chair Apply for Internship</i>		<i>Dissertation Approved by Chair & Reader Internship Ranking and Match</i>		<i>Dissertation Defended Leave for Internship</i>	
	Fall	5	Spring	7	Summer	1
						13
Year	PY650L Internship I	0	PY651L Internship II	0	PY652L Internship III	0
	Fall	0	Spring	0	Summer	0
						0
	Total					106

Advanced Intervention Series:

Cognitive-Behavioral	Systems	Psychodynamic	Existential/Humanistic
PY 492L AI: Cognitive	PY 497L AI: Family	PY 490L AI: Intrapsychic	PY 495L AI: Advanced Existential-Humanistic
PY 493L AI: Behavioral	PY 498L AI: Couples	PY 491L AI: Interpersonal	PY 496L AI: Group

Concentrations:

Child & Adolescent	Neuropsychology	Health Psychology	General (Note: all prerequisites must be met to enroll in coursework)
PY 539L Introduction to Child & Adolescent Treatment	PY 480L Child & Adolescent Neuropsychological Assessment	PY 540L Wellness, Health, & Prevention	Any Advanced Intervention course not used for Intervention Orientation
PY 577L Assessment of Children & Adolescents	PY 570L Applied Neuropsychology	PY 546L Biopsychosocial Aspects of Medical Conditions	PY 480L Child & Adolescent Neuropsychological Assessment
PY 480L Child & Adolescent Neuropsychological Assessment	PY 593L Cognitive Rehabilitation	PY 564L Applied Stress Management	PY 539L Introduction to Child & Adolescent Treatment
PY 587L Advanced Child & Adolescent Treatment	PY 603L Functional Neuroanatomy	PY 591L Pediatric Behavioral Health Seminar	PY 540L Wellness, Health, & Prevention
PY 591L Pediatric Behavioral Health Seminar			PY 546L Biopsychosocial Aspects of Medical Conditions
PY 613L Expressive Therapies			PY 564L Applied Stress Management
PY 614L Treatment of Child and Adolescent Trauma			PY 570L Applied Neuropsychology
			PY 577L Assessment of Children & Adolescents
			PY 587L Advanced Child & Adolescent Treatment
			PY 591L Pediatric Behavioral Health Seminar
			PY 593L Cognitive Rehabilitation
			PY 603L Functional Neuroanatomy
			PY 613L Expressive Therapies
			PY 614L Treatment of Child and Adolescent Trauma
			PY 638L Projective Assessment
			Selected Courses from other TCS Programs (requires Program Chair Review for approval)

Educational Goals, Objectives, Related Competencies, Outcome Evaluation Tools, and Minimum Thresholds for Achievement			
Outcome Measures (OM) G=Grades EPPP= Examination for Professional Practice of Psychology PSE=Practicum Site Evaluation IE=Internship Evaluation DE=Dissertation Evaluation EI=Exit Interviews AS=Alumni Surveys PPE=Professional Performance Evaluation SLA=Student Learning Assessment CCE=Clinical Competency Examination			
Goal 1: Scholarship: Graduates will be able to use scientific research and theory to inform their practices and be able to prepare scholarly work broadly defined.			
Objective 1.1: Students will develop the capacity to engage in critical thinking about clinical information; to integrate clinical observations with current knowledge; and to evaluate different research methodologies.			
#	Competency	OM	Minimum Threshold for Achievement
1.1.1	Students will demonstrate the ability to organize, synthesize, and interpret scholarly information.	DE	Score of 3 (pass) on “Rigorous Scholarship” section.
		SLA	Score of 1 (Developing) on SLA section 1.1 (ability to organize, synthesize, and interpret scholarly information).
1.1.2	Students will demonstrate the ability to incorporate scholarly findings into clinical practice.	CCE	Score of 2 (Appropriate for level of training) or higher on “Literature Review” section.
		PSE	Scores of 1 (Appropriate for basic practicum level of training) and 2 (Appropriate for advanced level of training) on: “Evidence Basis” (EB) of the Intervention domain, and “Critical Evaluation,” (CE) and “Use of Scientific Method”(SM) of the Research & Evaluation domain.
		IE	Scores of 3 (Appropriate for pre-doctoral internship training) on: “Evidence Basis” (EB) of the Intervention domain, and “Critical Evaluation,” (CE) and “Use of Scientific Method”(SM) of the Research & Evaluation domain
		EI	Rating of 3 (adequately) on the “Research & Evaluation” portion of the preparation for professional practice question.
AS	Rating of 3 (adequately) on the “Research & Evaluation” portion of the preparation for professional practice question.		
1.1.3	Students will demonstrate awareness	DE	Score of 3 (pass) on “Implications for Future Research” section.

	of limits of certainty in different types of clinical and scientific inquiry.	SLA	Score of 1 (Developing) on SLA section 1.3 (awareness of limits of certainty in different types of clinical and scientific inquiry).
1.1.4	Students will demonstrate the ability to design and critique approaches to systematic inquiry.	DE	Score of 3 (pass) on “Originality” section.
		SLA	Score of 1 (Developing) on SLA section 1.4 (ability to design and critique approaches to systematic inquiry).
		EPPP	Score of 70% on the Research Methods and Statistics section.
1.1.5	Students will demonstrate an understanding of foundational scientific knowledge in the field.	SLA	Score of 1 (Proficient) on SLA section 1.5 (understanding of foundational scientific knowledge in the field).
		G	Grade of B- (80%) in the following courses: PY 449 Biological Bases of Behavior PY 447 Cognitive-Affective Bases of Behavior PY 451 Social Bases of Behavior PY 426 History and Systems of Psychology PY 452 Psychometrics PY 455 Research Methods PY 438 Statistics II Note: Students must retake any course in which they earn a grade lower than a B-
		EPPP	Scores of 70% on the Biological Bases of Behavior(BB), Cognitive-Affective Bases of Behavior (CA), and Growth and Lifespan Development (GL) sections.
1.1.6	Students will demonstrate the recognition of scholarly knowledge production as a social, cultural, and political process.	SLA	Score of 1 (Developing) on SLA section 1.6 (recognition of scholarly knowledge production as a social, cultural, and political process).

Goal 2: Individual and Cultural Diversity: Graduates will be able to apply theoretical and practical knowledge about individual and cultural differences in their professional work.

Objective 2.1: Students will cultivate the ability to identify and understand issues of individual and cultural difference, issues of power, privilege and oppression, and an affirmation of the richness of human differences, ideas, and beliefs.

#	Competency	OM	Minimum Threshold for Achievement
2.1.1	Students will demonstrate the ability to articulate their personal culture and its impact on held values,	CCE	Score of 2 (Appropriate for level of training) or higher on “Multicultural Considerations” section.

	relationships, and worldview.	SLA	Score of 1 (Developing) on SLA section 2.1 (ability to articulate their personal culture and its impact on held values, relationships, and worldview).
2.1.2	Students will demonstrate an understanding of worldview and the psychological impact of privilege, prejudice, oppression, culture, and sociopolitical structures.	CCE	Score of 2 (Appropriate for level of training) or higher on “Multicultural Considerations” section.
		PSE	Mean scores of 1 (Appropriate for basic practicum level of training) and a mean score of 2 (Appropriate for advanced level of training) on the entire Individual-Cultural Differences domain (ICD) and a score of 1 (Appropriate for basic practicum level of training) and a score of 2 (Appropriate for advanced level of training) on the “Individual and Multicultural Diversity” (IMD) section of the Scientific Knowledge-Methods domain.
		IE	Mean scores of 3 (Appropriate for pre-doctoral internship training) on the entire Individual-Cultural Differences (ICD) domain and “Individual and Multicultural Diversity” (IMD) section of the Scientific Knowledge-Methods domain.
		EPPP	Score of 70% or greater on the Social and Cultural Bases of Behavior section.
2.1.3	Students will demonstrate the ability to differentiate between individual variation, characteristic variation across culture, and pathology in development, attitudes, and reactions.	CCE	Score of 2 (Appropriate for level of training) or higher on “Clinical Impressions” and “Cultural Considerations” sections.
		PSE	Mean scores of 1 (Appropriate for basic practicum level of training) and 2 (Appropriate for advanced level of training) on the entire Individual-Cultural Differences domain (ICD) and scores of 1 (Appropriate for basic practicum level of training) and a score of 2 (Appropriate for advanced level of training) on the “Evidence Basis” (EB) section of the Intervention Domain.
		IE	Mean score of 3 (Appropriate for pre-doctoral internship level of training) on the entire Individual-Cultural Differences domain (ICD) and a score of 3 (Appropriate for pre-doctoral internship level of training) on the “Evidence Basis” (EB) section of the Intervention Domain.
		EI	Rating of 3 (adequately) on the “Cultural Diversity & Individual Differences” portion of the preparation for professional practice question.

		AS	Rating of 3 (adequately) on the “Cultural Diversity & Individual Differences” portion of the preparation for professional practice question.
2.1.4	Students will demonstrate an appreciation for the impact of culture on the historical and philosophical foundations of psychology.	SLA	Score of 1 (Proficient) on SLA section 2.4 (appreciation for the impact of culture on the historical and philosophical foundations of psychology).

Goal # 3: Professional Behavior: Graduates will be able to function in a professional and ethical manner in their professional and personal interactions with others, across settings.

Objective 3.1: Students will understand principles of ethical behavior, professional competency, and psychological maturity; and implement state and national laws, the APA Ethical Guidelines, sound ethical reasoning, and accountability to the larger community in ethical decision making.

#	Competency	OM	Minimum Threshold for Achievement
3.1.1	Students will demonstrate the ability to apply ethical and professional standards to interactions with clients and others (peers, supervisors, faculty, professionals in other disciplines, etc.).	CCE	Scores of 2 (Appropriate for level of training) or higher on “Ethical and Legal Considerations” section.
		PSE	Mean scores of 1 (Appropriate for basic level of practicum training) and 2 (Appropriate for advanced level of practicum training) on the entire Ethical & Professional Behavior (EPB) domain.
		IE	Mean score of 3 (Appropriate for pre-doctoral internship level of training) on the entire Ethical & Professional Behavior (EPB) domain.
		EI	Rating of 3 (adequately) on the “Ethics, Legal Standards, & Professionalism” portion of the preparation for professional practice question.
		AS	Rating of 3 (adequately) on the “Ethics, Legal Standards, & Professionalism” portion of the preparation for professional practice question.
3.1.2	Students will demonstrate socialization into the profession through advisement, modeling, and education.	PPE	Score of 3 (Above-to-Average)
		PSE	Scores of 1 (Appropriate for basic level of practicum training) and 2 (Appropriate for advanced level of practicum training) on “Life Long learning” (LLL) of the Relationship domain, “Professional Behavior” (PB) of the Ethical and Professional Behavior domain, “Knowledge of Various Systems,” (KVS) “Use of Consultation,” (UC) “Capacity to serve as a Consultant” (CC) of the Consultation & Education domain, and “Leadership” (Lead) of the Management-Administration domain.

		IE	Scores of 3 (Appropriate for pre-doctoral internship level of training) on “Life Long learning” (LLL) of the Relationship domain, “Professional Behavior” (PB) of the Ethical and Professional Behavior domain, “Knowledge of Various Systems,” (KVS) “Use of Consultation,” (UC) “Capacity to serve as a Consultant” (CC) of the Consultation & Education domain, and “Leadership” (Lead) of the Management-Administration domain.
3.1.3	Students will demonstrate an understanding of legal obligations that may or may not conflict with ethical guidelines.	CCE	Score of 2 (Appropriate for level of training) or higher on “Ethical and Legal Considerations” section.
		SLA	Score of 1 (Developing) on SLA section 3.3 (understanding of legal obligations that may or may not conflict with ethical guidelines).
		EPPP	Score of 70% on the Ethical, Legal, and Professional Issues section.
3.1.4	Students will demonstrate the development of skills in reflective practice and quality control.	PSE	Scores of 1 (Appropriate for basic level of practicum training) and 2 (Appropriate for advanced level of practicum training) on “Self-Assessment” (SA) of the Relationship domain, “Articulation of Personal Culture” (PC) of the Individual-Cultural Differences domain, “Clinical Judgment and Skills,” (CJ) of the Intervention domain, “Use of Feedback to Inform Professional Practice” and “Use of Feedback for Professional Growth” (PG) of the Management & Supervision domain.
		IE	Scores of 3 (Appropriate for pre-doctoral internship level of training) on “Self-Assessment” (SA) of the Relationship domain, “Articulation of Personal Culture” (PC) of the Individual-Cultural Differences domain, “Clinical Judgment and Skills,” (CJ) of the Intervention domain, “Use of Feedback to Inform Professional Practice” and “Use of Feedback for Professional Growth” (PG) of the Management & Supervision domain.
3.1.5	Students will demonstrate effective functioning in multiple professional roles.	PPE	Score of 3 (Above-to-Average)
		PSE	Scores of 1 (Appropriate for basic level of practicum training) and 2 (Appropriate for advanced level of practicum training) on “Quality of Relationships” (QR) on the Relationship domain, “Management Hierarchy” (MH) and “Administration” (A) from the Management-Administration domain.

		IE	Scores of 3 (Appropriate for pre-doctoral level of training) on “Quality of Relationships” (QR) on the Relationship domain, “Management Hierarchy” (MH) and “Administration” (A) from the Management-Administration domain.
3.1.6	Students will demonstrate a commitment to life-long learning.	PSE	Scores of 1 (Appropriate for basic level of practicum training) and 2 (Appropriate for advanced level of practicum training) on “Life Long Learning” (LLL) on the Relationship domain.
		IE	Score of 3 (Appropriate for pre-doctoral internship level of training) on “Life Long Learning” (LLL) on the Relationship domain.

Goal #4: Professional Practice: Graduates will be able to foster supportive and reflective professional working relationships in multiple roles, provide leadership, and provide a range of evaluation and intervention services.

Objective 4.1: Students will develop and maintain constructive alliances with clients, colleagues, supervisors, faculty, and others, as well as awareness and connection to self-identity.

#	Competency	OM	Minimum Threshold for Achievement
4.1.1	Students will demonstrate the capacity to develop and maintain constructive therapeutic and working alliances with others (including peers, faculty, supervisors, professionals in other disciplines, etc.).	PPE	Score of 3 (Above-to-Average)
		PSE	Scores of 1 (Appropriate for basic level of practicum training) and 2 (Appropriate for advanced level of practicum training) on “Quality of Relationship” (QR) of the Relationship domain and “Supervisory Relationships” (SR) of the Management & Supervision domain.
		IE	Scores of 3 (Appropriate for pre-doctoral internship level of training) on “Quality of Relationship” (QR) of the Relationship domain and “Supervisory Relationships” (SR) of the Management & Supervision domain.
4.1.2	Students will demonstrate openness to feedback and accurate self-reflection.	CCE	Score of 2 (Appropriate for level of training) or higher on “Ability to Respond Effectively to Feedback/Questions” section.
		PPE	Score of 3 (Above-to-Average)
		PSE	Scores of 1 (Appropriate for basic level of practicum training) and 2 (Appropriate for advanced level of practicum training) on “Self-Assessment” (SA) and Feedback” (FB) of the Relationship domain and “Use of Feedback for Professional Growth” (UF) of the Management & Supervision domain.

		IE	Scores of 3 (Appropriate for pre-doctoral internship level of training) on “Self-Assessment” (SA) and Feedback” (FB) of the Relationship domain and “Use of Feedback for Professional Growth (UF) of the Management & Supervision domain.
4.1.3	Students will demonstrate an appreciation of the use of self in the therapeutic relationship.	CCE	Mean score of 2 (Appropriate for level of training) on “Interpersonal Effectiveness” sections (written and oral).
		PSE	Scores of 1 (Appropriate for basic level of practicum training) and 2 (Appropriate for advanced level of practicum training) on “Clinical Judgment and Skills” (CJ) from the Intervention domain.
		IE	Score of 3 (Appropriate for pre-doctoral internship level of training) on “Clinical Judgment and Skills” (CJ) from the Intervention domain
4.1.4	Students will demonstrate empathy, respect for others, and interpersonal relatedness.	PSE	Scores of 1 (Appropriate for basic level of practicum training) and 2 (Appropriate for advanced level of practicum training) on “Culturally-Sensitive Behavior” (CB) of the Individual-Cultural Differences domain and “Clinical Judgment and Skills” (CJ) of the Intervention domain.
		IE	Scores of 3 (Appropriate for pre-doctoral internship level of training) on “Culturally-Sensitive Behavior” (CB) of the Individual-Cultural Differences domain and “Clinical Judgment and Skills” (CJ) of the Intervention domain.
4.1.5	Students will demonstrate an understanding of cultural values, worldviews, and history of cross cultural relationships.	SLA	Score of 1 (Proficient) on SLA section 4.5 (understanding of cultural values, worldviews, and history of cross cultural relationships).
Objective 4.2: Students will develop advanced proficiency in psychological assessment; deriving inferences from multiple sources of information to achieve a broad and cohesive clinical understanding, and communicating inferences and recommendations clearly.			
#	Competency	OM	Minimum Threshold for Achievement
4.2.1	Students will demonstrate aptitude in the administration, scoring, and interpretation of standard tests.	PSE	Mean scores of 1 (Appropriate for basic level of practicum training) and 2 (Appropriate for advanced level of practicum training) on the entire Assessment (A) domain and a score of 1 (Appropriate for basic level of practicum training) or higher and 2 (Appropriate for advanced level of practicum training) on “Diagnosis and Assessment” (DA) of the Scientific Knowledge-Methods domain.

		IE	Mean score of 3 (Appropriate for pre-doctoral internship level of training) on the Assessment domain and a score of 3 (Appropriate for pre-doctoral internship level of training) on “Diagnosis and Assessment” (DA) of the Scientific Knowledge-Methods domain.
4.2.2	Students will demonstrate ability to collect and incorporate information from multiple sources to inform decision making and diagnosis.	CCE	Mean score of 2 (Appropriate for level of training) on “Psychosocial History;” “Clinical Impressions;” “Diagnostic Impressions;” and “Additional Data Needed” sections.
		PSE	Score of 1 (Appropriate for basic level of practicum training) and 2 (Appropriate for advanced level of practicum training) on “Multisource Method” (MM) of the Assessment domain.
		IE	Score of 3 (Appropriate for pre-doctoral internship level of practicum training) on “Multisource Method” (MM) of the Assessment domain.
4.2.3	Students will demonstrate the development of valid clinical inferences that link gathered data with resulting diagnosis and recommendations.	CCE	Score of 2 (Appropriate for level of training) on “Clinical Impressions” section.
		PSE	Mean scores of 1 (Appropriate for basic level of practicum training) and 2 (Appropriate for advanced level of practicum training) on “Differential Diagnosis,” (DD) “Data Integration,” (DI) “Case Conceptualization” (CC) and “Recommendations” (RE) from the Assessment domain.
		IE	Mean scores of 3 (Appropriate for pre-doctoral internship level of training) on “Differential Diagnosis,” (DD) “Data Integration,” (DI) “Case Conceptualization” (CC) and “Recommendations” (RE) from the Assessment domain.
		EI	Rating of 3 (adequately) on the “Assessment, Diagnosis, & Case Conceptualization” portion of the preparation for professional practice question.
		AS	Rating of 3 (adequately) on the “Assessment, Diagnosis, & Case Conceptualization” portion of the preparation for professional practice question.

4.2.4	Students will demonstrate effective communication of assessment results and recommendations.	CCE	Score of 2 (Appropriate for level of training) on “Results of Tests Used and/or Additional Suggested” section.
		PSE	Scores of 1 (Appropriate for basic level of practicum training) and 2 (Appropriate for advanced level of practicum training) on “Communication Skills” (CS) of the Relationship domain and “Recommendations” (RE) of the Assessment domain.
		IE	Scores of 3 (Appropriate for pre-doctoral internship level of practicum training) on “Communication Skills” (CS) of the Relationship domain and “Recommendations” (RE) of the Assessment domain.
4.2.5	Students will demonstrate proficient identification and conceptualization of client strengths and limitations.	CCE	Score of 2 (Appropriate for level of training) on “Case Formulation” section.
		PSE	Scores of 1 (Appropriate for basic level of practicum training) and 2 (Appropriate for advanced level of practicum training) on “Theory-based Conceptualization” (TC) and “Comprehensive Approach” (CA) of the Intervention domain.
		IE	Scores of 3 (Appropriate for pre-doctoral internship level of training) on “Theory-based Conceptualization” (TC) and “Comprehensive Approach” (CA) of the Intervention domain
4.2.6	Students will demonstrate culturally sensitive choices of assessment tools or methods to constitute a battery.	CCE	Score of 2 (Appropriate for level of training) on “Results of Tests Used and/or Additional Suggested” section.
		PSE	Scores of 1 (Appropriate for basic level of practicum training) and 2 (Appropriate for advanced level of practicum training) on “Reliability & Validity” (RV) and “Test Selection” (TS) from the Assessment domain.
		IE	Scores of 3 (Appropriate for pre-doctoral internship level of training) on “Reliability & Validity”(RV) and “Test Selection” (TS) of the Assessment domain.
		EPPP	Score of 70% or greater on the Assessment and Diagnosis section.
Objective 4.3: Students will develop intervention approaches that include activities that promote, restore, sustain, and/or enhance positive functioning, as well as a sense of well-being in clients through preventive, developmental, and/or remedial services.			
#	Competency	OM	Minimum Threshold for Achievement
4.3.1	Students will demonstrate the ability	CCE	Score of 2 (Appropriate for level of training) on the “Case Formulation” section.

	to develop and present plausible formulations for understanding psychological phenomena using theory.	PSE	Scores of (Appropriate for basic level of practicum training) and 2 (Appropriate for advanced level of practicum training) on “Theory and Intervention” (TI) of the Scientific Knowledge-Methods domain and “Theory-based Conceptualization” (TC) & “Theory Based Practice” (TP) of the Intervention domain.
		IE	Scores of 3 (Appropriate for pre-doctoral internship level of training) on “Theory and Intervention” (TI) of the Scientific Knowledge-Methods domain and “Theory-based Conceptualization” (TC) & “Theory Based Practice” (TP) of the Intervention domain.
4.3.2	Students will demonstrate the use of theory to guide formulations regarding the conditions that create, maintain, and change behavior or distress.	CCE	Score of 2 (Appropriate for level of training) on “Case Formulation” section.
		PSE	Scores of 1 (Appropriate for basic level of practicum training) and 2 (Appropriate for advanced level of practicum training) on “Theory and Intervention” (TI) from the Scientific Knowledge-Methods domain, “Theory-based Conceptualization” (TC) & “Theory Based Practice” (TP) from the Intervention domain and “Determinants of Health” (DH) and “Recognition of Barriers” (RB) from Individual-Cultural Differences domain.
		IE	Scores of 3 (Appropriate for pre-doctoral internship level of training) on “Theory and Intervention” (TI) from the Scientific Knowledge-Methods domain, “Theory-based Conceptualization” (TC) & “Theory Based Practice” (TP) from the Intervention domain and “Determinants of Health” (DH) and “Recognition of Barriers” (RB) from Individual-Cultural Differences domain.
		EPPP	Score of 70% or greater on the Treatment, Intervention, Prevention, and Supervision section.
4.3.3	Students will demonstrate effective implementation and revision of treatment strategies.	PSE	Scores of 1 (Appropriate for basic level of practicum training) and 2 (Appropriate for advanced level of practicum training) on “Theory-based Practice” (TP) and “Evidence Basis” (EB) of the Intervention domain.
		IE	Scores of 3 (Appropriate for pre-doctoral internship level of training) on “Theory-based Practice” (TP) and “Evidence Basis” (EB) of the Intervention domain.
		EI	Rating of 3 (adequately) on the “Relationships & Intervention Techniques” portion of the preparation for professional practice question.
		AS	Rating of 3 (adequately) on the “Relationships & Intervention Techniques” portion of the preparation

			for professional practice question.
4.3.4	Students will demonstrate the effectiveness of a chosen intervention approach or strategy through evaluation.	PSE	Scores of 1 (Appropriate for basic level of practicum training) and 2 (Appropriate for advanced level of practicum training) on “Critical Evaluation” (CE) and “Use of Scientific Method” (SM) of the Research & Evaluation domain.
		IE	Scores of 3 (Appropriate for pre-doctoral internship level of training) on “Critical Evaluation” (CE) and “Use of Scientific Method” (SM) of the Research & Evaluation domain
4.3.5	Students will demonstrate the recognition of theory limitations as they relate to individual and system functioning and change.	CCE	Score of 2 (Appropriate for level of training) on “Treatment Interventions” section.
		PSE	Scores of 1 (Appropriate for basic level of practicum training) and 2 (Appropriate for advanced level of practicum training) on “Knowledge” of “c. Theory and Intervention” (K) of the Scientific Knowledge-Methods domain and “Theory Based Practice” (TB) of the Intervention domain.
		IE	Scores of 3 (Appropriate for pre-doctoral internship level of training) on “Knowledge” of “c. Theory and Intervention” (K) of the Scientific Knowledge-Methods domain and “Theory Based Practice” (TB) of the Intervention domain.
4.3.6	Students will demonstrate adjustment of traditional models of treatment and treatment planning to better meet diverse clients’ needs.	CCE	Score of 2 (Appropriate for level of training) on “Treatment Plan” section.
		PSE	Scores of 1 (Appropriate for basic level of practicum training) and 2 (Appropriate for advanced level of practicum training) on “Evidence Basis” (EB) and “Comprehensive Approach” (CA) of the Intervention domain.
		IE	Scores of 3 (Appropriate for pre-doctoral internship level of training) on “Evidence Basis” (EB) and “Comprehensive Approach” (CA) of the Intervention domain.
Objective 4.4: Students will develop management and supervisory skills in order to direct, organize or control the services of psychologists and others offered to the public.			
#	Competency	OM	Minimum Threshold for Achievement
4.4.1	Students will demonstrate an	SLA	Score of 1 (Developing) for 1 st and 2 nd year students and 2 (Proficient) for 3 rd and 4 th year students on

	understanding of the business aspects of psychological practice and the laws, standards, and regulations that affect practice.		SLA section 7.1 (understanding of the business aspects of psychological practice and the laws, standards, and regulations that affect practice).
4.4.2	Students will demonstrate effective utilization of (including seeking-out, when appropriate) and openness to supervision and professional review.	PSE	Scores of 1 (Appropriate for basic level of practicum training), and 2 (Appropriate for advanced level of practicum training) on the entire Consultation & Education domain (CE), and the entire Management & Supervision domain (MS), and scores of 1 (Appropriate for basic level of practicum training) and 2 (Appropriate for advanced level of practicum training) on “Supervision of Ethical Dilemmas” (ED) of the Ethical & Professional Behavior domain.
		IE	Scores of 3 (Appropriate for pre-doctoral internship level of training) on the entire Consultation & Education domain (CE), and the entire Management & Supervision domain (MS), and a score of 3 (Appropriate for pre-doctoral internship level of training) on “Supervision of Ethical Dilemmas” (ED) of the Ethical & Professional Behavior domain.
4.4.3	Students will demonstrate supervisory skills or skills in mental health administration.	PSE	Scores of 1 (Appropriate for basic level of practicum training) and 2 (Appropriate for advanced level of practicum training) on “Supervision” (SU) and “Management/Administration” (MA) of the Scientific Knowledge-Methods domain and on “Administration” (AD) of the Management-Administration domain.
		IE	Scores of 3 (Appropriate for pre-doctoral internship level of training) on “Supervision” (SU) and “Management/Administration” (MA) of the Scientific Knowledge-Methods domain and on “Administration” (AD) of the Management-Administration domain.
		EI	Rating of 3 (adequately) on the “Supervision & Consultation” portion of the preparation for professional practice question.
		AS	Rating of 3 (adequately) on the “Supervision & Consultation” portion of the preparation for professional practice question.
4.4.4	Students will demonstrate effective case management of clients.	CCE	Score of 2 (Appropriate for level of training) on “Treatment Plan” section.

		PSE	Scores of 1 (Appropriate for basic level of practicum training) and 2 (Appropriate for advanced level of practicum training) on “Comprehensive Approach” (CA) from the Intervention domain and on “Record Keeping” (RK) and “Administration” (AD) of the Management-Administration domain.
		IE	Scores of 3 (Appropriate for pre-doctoral internship level of training) on “Comprehensive Approach” (CA) from the Intervention domain and on “Record Keeping” and “Administration” of the Management-Administration domain.
4.4.5	Students will demonstrate awareness of contemporary issues related to regulation and practice of the field.	PSE	Scores of 1 (Appropriate for basic level of practicum training) and 2 (Appropriate for advanced level of practicum training) on “Ethical Behavior” (EB) from the Ethical and Professional Behavior domain and on “Life-long Learning” (LL) of the Relationship domain.
		IE	Scores of 3 (Appropriate for pre-doctoral internship level of training) on “Ethical Behavior” (EB) from the Ethical and Professional Behavior domain and on “Life-long Learning” (LL) of the Relationship domain.
4.4.6	Students will demonstrate incorporation of scholarship into quality control procedures for professional practice.	CCE	Score of 2 (Appropriate for level of training) on “Treatment Plan” section.
		PSE	Mean scores of 1 (Appropriate for basic level of practicum training) and 2 (Appropriate for advanced level of practicum training) on the entire Scientific Knowledge-Methods (SKM) domain.
		IE	Mean score of 3 (Appropriate for pre-doctoral internship level of practicum training) on the entire Scientific Knowledge-Methods (SKM) domain.
Objective 4.5: Students will incorporate knowledge of consultation and collaborative interaction in order to effectively communicate with clients or colleagues regarding identified problems area(s) and facilitate the growth of knowledge, skills and attitudes in others.			
#	Competency	OM	Minimum Threshold for Achievement
4.5.1	Students will demonstrate effective presentation skills and the ability to teach others through oral or written presentation of material.	SLA	Scores of 1 (Developing) for 1 st and 2 nd year students and 2 (Proficient) for 3 rd and 4 th year students on SLA section 7.1 (effective presentation skills and the ability to teach others through oral or written presentation of material).
4.5.2	Students will demonstrate the ability to provide feedback regarding a client or	PSE	Scores of 1 (Appropriate for basic level of practicum training) and 2 (Appropriate for advanced level of practicum training) on “Feedback” (FB) from the Relationship domain.

	system issue to multiple sources.	IE	Score of 3 (Appropriate for pre-doctoral internship level of training) on “Feedback” (FB) from the Relationship domain.
4.5.3	Students will demonstrate an understanding of the means of facilitating and evaluating the growth of knowledge, skills, and attitudes in a learner.	SLA	Scores of 1 (Developing) for 1 st and 2 nd year students and 80 2 (Proficient) for 3 rd and 4 th year students on SLA section 7.1 (understanding of the means of facilitating and evaluating the growth of knowledge, skills, and attitudes in a learner).
4.5.4	Students will demonstrate effective peer consultation and constructive feedback.	PSE	Scores of 1 (Appropriate for basic level of practicum training) and 2 (Appropriate for advanced level of practicum training) on “Use of Peer Consultation” (PC) and “Capacity to Serve as a Consultant” (SC) from the Consultation & Education domain.
		IE	Scores of 3 (Appropriate for pre-doctoral internship level of training) on “Use of Peer Consultation” (PC) and “Capacity to Serve as a Consultant” (SC) from the Consultation & Education domain.
4.5.5	Students will demonstrate the development of productive relationships with community helping networks.	SLA	Scores of 1 (Developing) for 1 st and 2 nd year students and 2 (Proficient) for 3 rd and 4 th year students on SLA section 7.1 (development of productive relationships with community helping networks).