



Psy.D. Clinical Psychology  
Chicago  
Program Guidebook  
2014-2015

NOTE:

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

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## PROGRAM MISSION

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

## PROGRAM GOALS

**Goal 1: Professional Knowledge & Behavior:** Produce graduates who are reflective practitioners with strong relational skills and who possess the attitudes and values necessary to practice psychology in a professional and ethical manner.

**Goal 2: Diversity:** Produce graduates who are able to apply theoretical and practical knowledge about individual and cultural diversity in their professional work.

**Goal 3: Professional Practice:** Through training in empirically supported procedures and exposure to clients and clinical issues, prepare graduates for entry level practice with strong diagnostic, assessment, and clinical skills.

**Goal 4: Scholarship:** To produce graduates who are informed, critical consumers of scientific research and possess a broad and general scientific and theoretical knowledge base to inform their professional practice and prepare scholarly work broadly defined.

## PROGRAM GOVERNANCE

The Clinical Psychology Doctoral Program (Clinical PsyD) Chicago Campus of TCSPP, offers education in psychology, utilizing the scholar/practitioner model, and prepares students for the practice of professional clinical psychology in accordance with its designation as an APA accredited doctoral program.

Questions related to the program's accreditation status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation  
American Psychological Association  
750 1st Street, NE, Washington, DC 20002  
Phone: (202) 336-5979 / E-mail: [apaaccred@apa.org](mailto:apaaccred@apa.org)  
Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)

The Clinical Psychology Doctoral Program, Chicago Campus, is part of The Chicago School of Professional Psychology (TCSPP), a multi-campus, private, not-for-profit institution. The Clinical PsyD Program at the Chicago campus is led by the Department Chair and two Associate Department Chairs. The Department Chair reports to the Chicago Campus Dean of Academic Affairs, who in turn reports to the Vice President of Academic Affairs (VPAA) and the Campus President who report to TCSPP's National President. The National President reports to the TCSPP Board of Trustees.

## **OVERVIEW OF PROGRAM REQUIREMENTS**

The Clinical Psychology Program requires that each student complete a minimum number of academic years of graduate study or its equivalent and an internship prior to awarding a doctoral degree. Students who entered the program in Fall 2012 or after must complete a minimum of four full-time academic years of graduate study or its equivalent and complete an internship prior to awarding a doctoral degree. Students who entered before Fall 2012 must complete a minimum of three years of academic graduate study and internship prior to awarding a doctoral degree. All students must fulfill the Program's one year, continuous Residency Requirement, which may be satisfied by completion of two consecutive semesters of full-time on-campus study (11 credits or more, excluding summer semester) or the completion of 30 credit hours within one 12-month period (including summer semester). A total of 106 credits of graduate study must be completed prior to awarding of the degree. Graduate study includes two to three years of department approved practicum training (three for all students enrolled since August, 2012), the successful defense of a dissertation and the successful passage of a Clinical Competency Exam.

The Program, which operates on a three-semester, year-round schedule, is five years in duration with a seven-year limit on time to complete all requirements for award of the doctoral degree. 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 published on TCSPP's website: (<http://www.thechicagoschool.edu/Home>).

## **ORIENTATIONS, TRACKS AND CONCENTRATIONS**

### **ORIENTATIONS**

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





in identifying the theoretical orientation(s) that best fit(s) with their beliefs regarding change, their identity, and worldview.

#### CHILD AND ADOLESCENT TRACK

Students who desire greater focus on work with children, adolescents, and families may enroll in the Child and Adolescent (C&A) Track at the start of their first year in the program. The C&A Track curriculum provides the same foundation of broad and general knowledge of psychology received by all students in the program and includes greater emphasis on work with children and families. Students who are enrolled in the Child & Adolescent track are required to choose from specific electives to meet graduation requirements.

If a student desires to transfer into or out of the C&A track after the first semester in the program, the student must notify his or her advisor to discuss and plan for how this will impact requirements for graduation. Once a plan for this adjustment is completed, it must be submitted to the Department Chair for review and approval. It is possible that changing to or out of the C&A track may require a student to take additional courses to meet the requirements for graduation.

**CONCENTRATION IN NEUROPSYCHOLOGY.** The Neuropsychology Concentration offers students the opportunity to take courses that are aligned with the Houston Conference guidelines for graduate preparation for internship and postdoctoral training in clinical neuropsychology. ([http://www.theaacn.org/position\\_papers/houston\\_conference.pdf](http://www.theaacn.org/position_papers/houston_conference.pdf)) The curriculum covers the following content areas:

- Neuroanatomy/Neuropathology including a three day brain dissection lab.
- Neuropsychological Assessment across the lifespan, including child, adult, and geriatric age groups
- Forensic Neuropsychology. The role of the neuropsychologist in legal/court settings where mental health and neurocognitive impairment are issues in the proceedings.
- Neuropsychological Rehabilitation. Empirically based remedial strategies and psychotherapeutic approaches for individuals with neurocognitive disorders.

The Neuropsychology concentration is open to students who have completed the prerequisite courses -Biological Bases of Behavior (PY/PC 449) and Introduction to Neuropsychology (PY/PC 479) and are in good standing in the program. Students must notify the Department Manager of the intention to pursue the concentration. Students planning to pursue postdoctoral specialty training are encouraged to choose neuropsychological topics for dissertation, to participate in the APA chapter of the

Association of Neuropsychology Students in Training (APA Division 40) (<http://www.div40-anst.com/>), and to complete an advanced practicum in neuropsychology. Students are provided early guidance and opportunities to facilitate their eventual candidacy for board certification in Clinical Neuropsychology.

## ELECTIVES

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

Students take eleven credit hours of electives – two credits of which are met by completion of Research Clerkship. Some students choose to cluster electives around an area of interest. Based on availability of courses, students may focus electives on topics such as the study of the Child, Adolescent, and Family; Health Psychology; International Psychology & Human Rights; Psychotherapy & Spirituality in Psychology; and Sexual Orientation & Gender Identity.

These are detailed at:

[http://catalog.thechicagoschool.edu/preview\\_program.php?catoid=40&poid=479&return\\_to=1868#The\\_Curriculum2](http://catalog.thechicagoschool.edu/preview_program.php?catoid=40&poid=479&return_to=1868#The_Curriculum2)

## INSTITUTIONAL POLICIES

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

## TRANSFER/WAIVER OF COURSES

Students with previous graduate coursework may petition to transfer in and/or waive the requirement to take comparable courses in the Program's curriculum. A total of 30 semester hours through either transfer of credit or waiver of credit are allowed, with either category accounting for no more than 21 credits. Review by the department and approval by the Department Chair for the transfer/waiver of credit and documentation of this approval is required. Each petition is reviewed individually and evaluated based upon the current department curriculum and institutional requirements related to credit hour definition. Transfer/waiver of credit is not granted for clinical practicum or internship.



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

## **COMPREHENSIVE EVALUATION**

### **OVERVIEW**

The Clinical Psychology Doctoral Program (Clinical PsyD) at TCSP's Chicago campus requires that students demonstrate the highest standards of academic, personal, and professional conduct. The determination of students' performance is not limited to grades or grade point average, but includes all factors involved in students' academic and clinical progress and professional development (e.g. cognitive, emotional, psychological, interpersonal, technical, and ethical). Upon entry, students enrolled in the Clinical PsyD Program at the Chicago campus are provided at orientation with 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. These standards are derived from the recommended policies for the comprehensive evaluation of student-trainee competence in professional psychology programs developed by the Student Competence Task Force of the Council of Chairs of Training Councils. Such comprehensive evaluation of student-trainees is necessary to protect the public and the profession.

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, common assignments, internship, 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. These competencies are derived from those endorsed by professional organizations such as the American Psychological Association (APA), the Canadian Psychological Association (CPA), and the National Council of Schools and Programs in Professional Psychology (NCSPP).

The Program recognizes that the attainment of competence is a progressive process. Beginning in their first year of the program students are provided with opportunities to receive support in attaining professional competence through their participation in Professional Development Group, a two-semester-long sequence of meetings with a primary advisor and a small group of students from their cohort. Further support is offered through individual advising, group and individual advising from Applied

Professional Practice (APP) Faculty mentorship in Research Clerkship and feedback and support from faculty during coursework. In this way, the attainment of competence is promoted through a developmental network that involves the program community.

## COMPETENCIES

The competencies that students are expected to attain during their matriculation in the program are:

<b>“Core” competencies</b>	<b>“Foundational” Competencies</b>	<b>1st-level “Functional” Competencies</b>	<b>2<sup>nd</sup>-level “Functional” Competencies</b>
Reflective practice/ Self-assessment	Ethics – legal standards – policy	Assessment – diagnosis – case conceptualization	Consultation
Relationships	Individual – cultural differences	Intervention	Supervision – teaching
Interdisciplinary systems	Scientific knowledge - methods	Research – evaluation	Management - administration

Professional growth and mastery are expected of students as they progress toward their degrees. Persistent difficulty in demonstrating core and foundational competencies raise concerns about suitability of a student for the profession of clinical psychology. To support student development in these competencies, Instructors may submit a written evaluation (PPE) of students’ performance in any or all of the above areas of development and functioning, including observations, strengths, weaknesses, and recommendations for any additional work that may be needed. The program considers this feedback in assessing student progress.

## ASSESSMENT OF COMPETENCIES

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.

The APA Ethics code requires psychologists to address issues of peer impairment that may reasonably raise concerns about clinical care. Students who become aware of behavior that raises concerns about the clinical competency or suitability of another student are encouraged to consult with their advisor, a faculty member, program chair or associate chair about the concern. The following section on student responsibilities and outcomes is an overview of professional behavior expectations.

## **STUDENT RESPONSIBILITIES**

Professional and ethical conduct is required in interactions with faculty, administrators, other students, clinical supervisors, and staff members. The APA code of Ethics, Program Guidebook, Academic Catalog & Student Handbook and APP Handbook address and describe general expectations for professional conduct. Students with questions as to whether a particular course of action meets the Program's expectations for student conduct are expected to seek guidance from their faculty advisors, Department Chairs, or the Program Director of Training. As a member of a professional community students are expected contribute to the support of peers in building competency in ethics and other areas central to competent practice. This may require a student to consult with their advisor, program chair or other appropriate faculty when concerns about the competency of a peer is identified including those related to academic integrity such as cheating.

### **ACADEMIC INTEGRITY:**

Students are expected to fulfill academic and clinical requirements in an ethical and honest manner. This expectation includes proper acknowledgment and appropriate use of the ideas and written works of others, submission of one's own work to fulfill course requirements, and honesty during the completion of in-class and take-home examinations. While other programs or areas of study permit or encourage students to work in groups to complete assignments – this is not the practice of the clinical psychology doctoral program. All students are expected to work independently on all assignments unless specifically directed otherwise by their course instructor.

Students are expected to uphold these standards in all settings including practicum, community partnerships, and in the activities related to their dissertation. Failure to comply with the highest standards of academic integrity and conduct, including plagiarism or receiving improper assistance, will result in disciplinary action, and may lead to dismissal from the Program or the School. The TCSPP Academic Catalog and Student Handbook contain information about institutional expectations for academic integrity and consequences of violations of these expectations. In addition, incidents of academic dishonesty raise concerns about a student's suitability for the profession of clinical psychology.

### **COMPORTMENT IN COURSES**

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. e-mail). A student may be subject to disciplinary review or action up to and 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 conduct has been judged to be in violation of professional or ethical standards.

### **EXPECTATIONS FOR COMMUNICATION AND COMPORTMENT AT TRAINING SITES AND IN COMMUNITY SETTINGS**

Attendance and professional behavior in all scheduled practicum is required. Students enrolled in practicum training are expected to maintain on-going communication with APP regarding their training experience and contact APP in alignment with protocols in the APP handbook should questions or concerns about training arise. Professionalism is expected in all communication related to practicum including communication in person and in electronic form (e.g. e-mail). The [APP handbook](#) provides guidance about expectations for professional communication and behavior and resolution of difficulties related to the training experience. Students typically receive access to this resource, which is located on the APP database, during their first semester in the program.

Students who demonstrate unprofessional behavior at a practicum site whether or not it results in a formal remediation plan at the site may be placed on an Academic Development Plan (ADP). Students may also be referred for disciplinary review or action up to and including removal from the site and dismissal from the Program or the School when for whatever reason:

- the student fails to meet the standards of performance established by the site and articulated in the training agreement;

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

### **CLINICAL PRACTICE WHILE ENROLLED AT TCSPP:**

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

Students engaged in activities which are unlawful or unethical or for which they are not qualified or lack appropriate clinical supervision are subject to dismissal from the Program or the School.

### **STUDENT PARTICIPATION IN ACCREDITATION ACTIVITIES AND SURVEYS:**

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

### **PLANNING FOR PROGRAM COMPLETION.**

When a student enters the program- their required course of study for graduation is the one described in the specific catalogue published that academic year. This catalogue lists requirements for graduation. Each semester prior to registration each student should review their current transcript and the graduation requirements in the catalogue they

entered under. Students have not completed the program until all requirements are met including receipt of a B- or better in all required courses, successful completion of the clinical competency exam, completion of 106 credit hours, successful defense of the dissertation, completion of copy editing and documentation of successful completion of internship. Questions about graduation requirements and course planning should be addressed to the student's current advisor. The TCSPP catalogue website contains a link to a printable "[degree planner](#)" that is accessed through the Clinical PsyD Chicago program catalogue page for the year of program entry. Students are expected to complete and bring this planner to all advising meetings where schedule plans are discussed.

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

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

### **STUDENT DEVELOPMENT COMMITTEE (SDC)**

In the Clinical PsyD program, a faculty committee - Student Development Committee (SDC) – regularly reviews information related to student progress and clinical suitability including Professional Performance Evaluations (PPEs), grades, and training evaluations. SDC presents this information to the entire faculty during the annual student review. When a concern about a student's progress comes to the attention of SDC, information is gathered from faculty, advisors and APP. Students receive notice if SDC recommends action be taken. SDC may require that a student meet with the Department Chair or with their advisor to address the concern. SDC may determine that the concern can best be addressed by a formal remediation plan called an Academic Development Plan (ADP). For concerns related to violations of institutional policy (e.g. Academic Integrity) and when student behavior raises significant concerns about clinical suitability the SDC will recommend that a student be referred to the SAC-Clinical Psychology committee (see Disciplinary Committees).

### **ACADEMIC DEVELOPMENT PLANS (ADP)**

The TCSPP Academic Catalog & Student Handbook describes the role of ADPs in assisting students who demonstrate deficiencies in competencies necessary for program completion and entry into professional practice. Even when they are beyond the



student's control, such difficulties present opportunities for growth, insight, and development. In the Clinical Psychology Doctoral Program (Clinical PsyD) ADPs may be used to augment advising and other feedback that addresses student progress, competence, and professional behavior but are not required for any specific circumstance.

Faculty advisors or department administrators notify the student when an ADP has been required by the Program through SDC or during an annual review. Students must meet with their advisor, provide their perspective, discuss the concern and are expected to contribute to the development of the ADP. Students are responsible for completing the sections of the ADP for which they are responsible including the student narrative. All ADPs must be reviewed, approved, and signed by the Department Chair.

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. Information about the ADP process in Clinical PsyD can be obtained from advisors and the Department Chair.

### **PROFESSIONAL PERFORMANCE EVALUATION (PPE)**

The PPE is a feedback tool that may be used by faculty and others to document student progress in the attainment of core competencies required for the profession. The PPE is intended to provide a mechanism by which faculty and others can assist in identifying students who are demonstrating delays in the expected attainment of foundational skills needed for progress in the doctoral program. These include academic, clinical, and professionalism skills. Students are notified through their advisor or by a program chair when a PPE documenting a concern has been received by the program. Students are expected to reflect on PPE feedback and consider with their advisor, ways to address this feedback in their future professional development. PPEs are retained in student files. A student may provide a written response to the PPE which will be placed in their student file upon their request. If a student receives feedback deemed to be of a serious nature or multiple PPEs raising concerns about the same area of professional development, the student may be required to engage in a formal remediation plan such as an ADP. Receipt of multiple PPEs in areas of foundational competencies may reasonably raise concerns about clinical suitability for the profession of clinical psychology.

### **STUDENT RESPONSIBILITIES AND SAP:**

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

### **PROGRAM ACADEMIC STANDARDS:**

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

### **STUDENT RESPONSIBILITIES REGARDING ACADEMIC STANDARDS**

Students who receive a failing grade in a course (as designated above) are expected to immediately notify their academic advisor and initiate a dialogue to determine what actions are required to address impact on schedule planning and academic progress. Failing grades may require changes to the course schedule for the following semester, impact eligibility for practicum, and affect departmental standing. No course- elective or required-with a grade below B- will count towards the 106 credit graduation requirement. Clinical Psychology Doctoral (Clinical PsyD) students are required to repeat any non-elective courses in which they receive a grade below B-. If students receive a grade below a B- for elective courses, students may either repeat the specific elective course or to take another elective course. All failing grades remain on the transcript and as such contribute to the determination of the student's program standing (including possible placement on an ADP). Students are responsible for successful completion of ADPs related to unacceptable grades, monitoring their grades, and for alerting advisors and APP to concerns about academic progress related to grades.

### **PROGRAM STANDING:**

#### **ANNUAL STUDENT REVIEW**

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

- Student is placed on a remediation plan at a clinical training site
- Student completes a training site remediation plan
- Student leaves a training site related to her/his performance

- Student receives a grade below B- (including “no credit” and “no pass” grades)
- Student receives a PPE
- Student has engaged in behavior that violates institutional policy
- Student is placed on an ADP
- Student completes an ADP

## **PROGRAM STANDINGS**

### **GOOD STANDING:**

The student is making expected progress toward attainment of the knowledge, attitudes and skills of the profession and demonstrates no barriers to progress to the next phase of academic work and clinical training.

### **GOOD STANDING WITH CONCERNS:**

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

### **NOT IN GOOD STANDING:**

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

## NOTICE OF STANDING:

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

## DISCIPLINARY COMMITTEES

Student Affairs Committees (SAC) as described in the Student Handbook are the institutional bodies that address concerns about student integrity, comportment, and progress in attaining competencies of the profession. SAC conducts formal proceedings when disciplinary action may be warranted due to violations of policy, issues of clinical unsuitability, and when serious and/or persistent concerns about professional comportment have been raised. Referrals to a SAC committee may also be made when remediation (e.g. ADPs, practicum remediation plans, and advising) has not been successful for whatever reason. The TCSPP Student Handbook outlines student rights and responsibilities under the SAC process.

The Clinical Psychology Doctoral Program (Clinical PsyD) – Chicago Campus convenes a Program-specific committee of SAC to address concerns raised about adherence to policy, comportment and progress of students enrolled in the Clinical PsyD program. Students enrolled in the program may be referred for review by the SAC-Clinical Psychology when the student does not conform to the professional expectations defined in the Academic Catalog & Student Handbook, Program Guidebook, or APP Handbook including standards of academic integrity and adherence to institutional or program policy. Failure to make expected progress in mastery of the knowledge, skills, and attitudes appropriate for the practice of clinical psychology is also grounds for referral to SAC-Clinical Psychology. Doctoral students in 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.

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

Students are expected to be familiar with all TCSPP and department policies including SAC 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.



## EVALUATION OF STUDENT ACADEMIC & PROFESSIONAL STANDARDS

### STUDENT ACADEMIC & PROFESSIONAL STANDARDS: PROGRAM STANDING

The good standing of a student in the Clinical PsyD Program may be jeopardized by any of the following:

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

### STUDENT ACADEMIC & PROFESSIONAL STANDARDS: PROGRAM RESPONSE

When a concern arises about a student's progress in the program, the matter is brought to the attention of the Program's Student Development Committee (SDC). SDC then gathers information from faculty, advisors and records about the concern and makes recommendations for action to address the concern. Actions may include, but are in no way limited to:

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

## STUDENT ACADEMIC & PROFESSIONAL STANDARDS: CLINICAL PSYD POLICIES AND PROCEDURES

Policies and procedures related to ADPs, SAC and placement at training sites are found in the Academic Catalog, Student Handbook, Program Guidebook, and the APP Training Manual and may be updated from time to time. Students are expected to be familiar with all TCSP and program policies and procedures including the following:

- ADPs do not constitute disciplinary action, but failure to complete an ADP may lead to disciplinary action.
- If SDC notes that a student has received feedback deemed to be of a serious nature or multiple Professional Performance Evaluations (PPEs) raising concerns about the same area of professional development, a student may be required to engage in a formal remediation plan such as an ADP or may be referred for disciplinary action.
- Students who fail to meet academic or training requirements of the Program or who violate standards of professional, academic, or personal conduct may be placed on an ADP or referred for review by a disciplinary committee to determine if dismissal from the program is warranted.
- For concerns related to violations of institutional policy (e.g. Academic Integrity), failure to successfully complete an ADP, and/or when student behavior raises significant concerns about clinical suitability the SDC may recommend to the Department Chair that a student be referred to the Department's Student Affairs Committee (SAC-Clinical Psychology). Dismissal from the Program is one of the possible outcomes of a referral to SAC.
- SAC-Clinical Psychology conforms to the SAC procedures published in the TCSP Academic Catalog & Student Handbook, including how the student is notified of the hearing date, the right to produce a written response, and the right to have a support person present.
- Student may only seek placement at a training site when they have demonstrated the knowledge, attitudes and skills required for supervised training. Students who have not made adequate progress in meeting program requirements or in skills required for training are ineligible for search or placement at a training site.
- Students with questions about policies or procedures are expected to seek guidance from the Department Chair, Associate Department Chairs, faculty advisors, the Director of Training, or the campus student affairs officer.
- Students will receive notice if SDC recommends an ADP, referral for disciplinary review or a change in program standing.
- Students are expected to work directly with their formal advisors to address all concerns raised about progress including recommendations for actions made by SDC.

## PROGRAM ACADEMIC POLICIES

### ACADEMIC YEAR

All students are expected to maintain enrollment for the entire academic year. An academic year at TCSPP is defined as three consecutive semesters beginning with the fall term (fall, spring, and summer). The TCSPP website (<http://www.thechicagoschool.edu/Home>) provides a calendar of beginning and end dates for each semester as well as important dates for registration for classes, add/drop dates, and dates of semester breaks. Students are expected to be aware of these dates in the planning of time away from campus.

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

### RECEIPT OF A MASTER'S DEGREE

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

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

### INDEPENDENT STUDY

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

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

## CLINICAL TRAINING

### OVERVIEW.

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

Details about applications and approval of sites, conflict resolution and training agreements are detailed in the APP manual.

### THE TRAINING AGREEMENT.

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

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

The program expects sites to provide clear and timely feedback about performance to students. Students who are placed on a formal or informal remediation plan, on "warning" or a performance improvement plan must contact their APP point person





immediately so that the program may support the student in meeting site expectations. Students are encouraged to maintain contact with APP throughout their training experiences so as to assure that they are meeting program requirements.

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

#### EXPECTATIONS FOR CONSULTATION

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

Students are expected to attend training for and appropriately utilize the web based APP database to document their training choices, agreements and evaluations. Details about this database, which documents hours required for graduation and internship, are contained in the [APP manual](#). Each student is expected to comply with the protocols and policies in this manual. Questions about the interpretation or application of any information contained in this manual should first be addressed to the APP advisor who may ask for consultation from the program or campus APP director.

#### MONITORING OF PERFORMANCE AT TRAINING SITES

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

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

## CLINICAL COMPETENCY EXAM (CCE)

Every Program student is required to pass a Clinical Competency Exam (CCE). The aim of the CCE, broadly stated, is to evaluate the student's knowledge of the theory, research, and practice of a chosen theory of intervention, as well as competency to practice that theory in an ethical and culturally sensitive manner. The students' submission and presentation of their CCE permits program faculty to determine whether the student has developed the range of skills and abilities needed to function as a clinical psychologist.

### THE EXAM

The CCE consists of a written paper and an oral presentation of a case chosen by a student from her or his practicum caseload. This requirement is generally completed in the spring term, concurrent with the student's enrollment in Intermediate Practicum Seminar. Specific information regarding the format, case selection process, and requirements of the CCE are distributed during the first semester of Intermediate Practicum Seminar and are contained in the syllabus. The objectives of the CCE are to assess the students' competency in several areas including case conceptualization, basic clinical intervention and relationship-building skills. The ability to conceptualize clinical material in a chosen theory of intervention consistent with the student's advanced course work and then to develop and implement treatment interventions that stem from the chosen theory and conceptualization is evaluated.

Students must also demonstrate the ability to reflect upon and critique their own clinical work and effectiveness and their understanding of diversity and difference variables upon rapport, case conceptualization, treatment planning, and therapeutic intervention.

The oral presentation typically includes an audio- or video-taped sample of a therapy session with a client and an accompanying transcript. In the oral presentation, students should be prepared to discuss aspects of the case, intervention, and conceptualization in many areas:

- The chosen theoretical model and its associated interventions
- The rationale for treatment plan design and selection of particular interventions
- The impact of diversity variables on rapport, conceptualization, treatment planning, and intervention selection
- The strategies used to assess the effectiveness of interventions
- The body of scholarly knowledge that supports the selection of the chosen theory for the client and the presenting problem
- conceptualization changes if case data were altered for the CCE
- The ethical and legal issues related to the case

## CCE GRADING

The CCE is a written document submitted in conjunction with enrollment in a separate Clinical Competency Exam (zero credit) course and is evaluated by program faculty based upon the quality of the written paper. Specific grading criteria and format for submission and presentation are provided in the Intermediate Practicum Seminar syllabus. The possible CCE grades are: “High Pass,” “Pass,” “Pass with Revision,” and “Fail.”

- “High Pass” designates the student as having exceeded the expectations for performance across all or most all areas.
- “Pass” designates the student as having met expected overall performance levels.
- “Pass with Revision,” also designates the student as having met expected overall performance levels. It is assigned to students for whom revisions to the written CCE have been required and after such revisions are completed.
- If the written paper and/or oral presentation do not adequately demonstrate expected competencies, a grade of “Fail” is assigned.

Successful completion of CCE includes the requirement that the students pass all semesters of intermediate practicum and intermediate practicum seminar. A CCE or Intermediate Practicum Seminar grade of “Fail” requires that a student meet with his or her advisor so that a plan for further action can be developed. Students may submit a case for CCE evaluation only twice. As with any failing grade, a grade of “Fail” in Intermediate Practicum Seminar and/or on a CCE is reported to the Student Development Committee (SDC) for review. SDC will act on this information in accordance with the procedures outlined in this guidebook.

## DISSERTATION

The dissertation is an essential aspect of a student’s academic experience and clinical education in the Clinical PsyD Program. The dissertation provides the School with the opportunity to formally evaluate the student’s ability to contribute to the field by applying theory and research to areas of clinical psychology, thinking critically and creatively about 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 proposal, the written dissertation and the oral defense.

## DISSERTATION MANUALS AND GUIDELINES

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

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

## TIMELINE FOR COMPLETION OF THE DISSERTATION

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

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

## STUDENTS WISHING TO EXTEND TIME OF DISSERTATION

In rare circumstances, students may petition the Department Chair before the end of the two years for an extension to complete the dissertation. The Department Chair's decision

regarding the request for an extension is final. Students, in collaboration with their 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 agreed due date, students may be referred for disciplinary review and dismissed from the program.

### GRADES IN COURSES RELATED TO DISSERTATION

To receive a grade of “B-” or better in PDS students are required to have their dissertation proposal approved by their dissertation chair and reader(s) 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. Dissertation Maintenance is graded on a “Credit/No Credit” basis. All criteria described in the catalog and course syllabi must be completed in full for a student to pass the PDS or Dissertation Maintenance course. Criteria for successful completion of each course of Dissertation Maintenance are determined by the dissertation chair, in concert with guidelines found in the [Dissertation Manual](#), The Clinical PsyD Dissertation Guide and the dissertation course syllabi. Students should take particular note that failure to make adequate progress on the dissertation – as assessed by the dissertation chair and the faculty may result in student ineligibility to seek and/or rank for internship, even if all other requirements of the program are met.

### FAILURE TO PROGRESS IN THE DISSERTATION PROCESS:

#### PROPOSAL DEVELOPMENT SEMINAR

Students who receive a grade below a B- in PDS may be removed from the dissertation process and be required to retake PDS the following fall semester with a new dissertation chair. Since dissertation completion is required before a student is allowed to proceed to internship, this in effect delays a student’s completion of the program for an additional year. Students with failing grades who arrange to continue with their same dissertation chair may, with consent of the instructor, repeat PDS in spring semester. Successful passage of PDS is required for progress in the program and as such impacts program standing. Repeated failure may lead to referral for disciplinary review.

On rare occasions, a student begins the dissertation process, passes the PDS, but 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.

### DISSERTATION MAINTENANCE COURSES (DM)

A student who receives a “NC” in any section of Dissertation Maintenance must retake that course of the Dissertation Maintenance sequence, as well as take all remaining courses in the sequence, so as to complete all five Dissertation Maintenance courses with grades of “Credit.” A student who defends before the fifth Dissertation Maintenance course is still required to enroll in and complete all five Dissertation Maintenance courses.

Multiple grades of “NC” across the Dissertation Maintenance course sequence raise concerns about program completion. Students who receive their first grade of “NC” must work with their advisor (the dissertation chair) to develop a plan to resolve the issues that impacted dissertation progress. A formal written plan (ADP) may be required by the program. All students who receive a second grade of “NC” in the dissertation course sequence will be placed on a formal remediation plan (ADP). A third grade of “NC” will result in referral to SAC-Clinical Psychology for review, a possible outcome of which may be dismissal from the program.

As noted above, students must complete the dissertation within the two year period which starts with the semester the student takes Proposal Development Seminar, unless the student is approved for a time extension. Semesters that occur while a student is on a department approved “Leave of Absence” do not count in the two year completion period. Students are not permitted to work with their dissertation chair while on a “Leave of Absence.”

The majority of students will complete copyediting by the end of Internship, and thus receive formal conferral of their degree in the semester after internship is completed. However, students who do not complete the copyediting process prior to the end 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

Grades of “Incomplete” can be awarded for Proposal Development Seminar and Dissertation Maintenance only after extenuating circumstances beyond the student’s control occur that significantly delay that student’s progress. Grades of “Incomplete” are not given in cases where students did not reach course objectives and goals as a result of their own skill level or behavior. A student’s failure to submit a proposal to IRB or respond to IRB requirements for proposal modification in a timely manner is not considered an extenuating circumstance. Grades of “Incomplete” must be resolved within the School’s established time requirements (typically, by the end of the drop/add period of the following semester) or the “Incomplete” will automatically convert to a non-negotiable grade of “F” (for PDS) or “NC” (for Dissertation Maintenance).

## DISSERTATION DEFENSE

Students are required to successfully complete the oral defense of their dissertation before the start of internship, typically in the summer semester of their fourth year. The chair of the dissertation determines when the student may schedule a defense date. The Program hosts a formal “Dissertation Day,” during summer semester that allows the faculty and students of the Program community to attend dissertation defenses and learn from the scholarship of students in the Program. Students are encouraged to defend on this day but are not required to do so.

## INTERNSHIP

### ELIGIBILITY

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

To be eligible for internship a student must receive approval from the program to apply, rank and proceed and successfully meet AND maintain the following criteria:

1. Satisfactory completion of at least 70 credit hours (including transfer credits).
2. Cumulative GPA > 3.00
3. “Good standing” in the program as documented in the most recent student review within the Clinical Psy.D. program.
4. No program incompletes and/or failures of outstanding program requirements.
5. Satisfactory completions of Basic/Diagnostic and Intermediate/Therapy Practicum
6. Satisfactory progress toward meeting all current practicum requirements.
7. Consistently met the semester requirements for dissertation completion.
8. Clinical Psy.D. Departmental approval of student’s Plan to Complete which documents that all required credit hours and dissertation defense will be completed prior to beginning internship
9. Verification of residency requirement by the Clinical Psy.D. Department.

10. Student is in good academic and financial standing with TCSPP.

Students who demonstrate problems in professional skills, comportment or fail to progress in completion of their dissertation during any phase of internship search may become ineligible to proceed towards internship regardless of whether they have been previously approved by the faculty.

### INTERNSHIP APPLICATION PROCESS

The **APP Guide to Clinical Psy.D. Internship** describes the process students must follow to obtain an internship. Students are expected to attend all scheduled meetings related to the internship match process, maintain contact with their APP advisor and adhere to the guidelines established for the match during all phases of the process. The Clinical Psy.D. Department must approve all internship training programs.

### COMPLETION OF INTERNSHIP

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

## ADDITIONAL PROCEDURES AND POLICIES

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

**AUDITING COURSES:** A student who wishes to audit a course must register for the course in the same manner as courses taken for credit (by the add/drop deadline of a semester). Students must contact the registrar in writing and identify the course(s) for which they have registered and wish to take as an auditor. The registrar will be able to provide current information on course audit fees. The course instructor determines the participation requirements for audit students. Failure to follow these steps will result in a course grade and regular tuition charges.

**EMAIL COMMUNICATION:** Staff and faculty of The Chicago School send all education-related e-mail to students via TCSPP email accounts. Students are expected to check their TCSPP e-mail account regularly – usually daily during the semester. Students’



e-mails are viewed as professional communications and as such should reflect attention to basic conventions for professional communication. This includes professional tone and attention to spelling and grammar. Students are expected to use TCSPP e-mail for all e-mail communication related to their enrollment at TCSPP.

## ENROLLMENT

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

**LEAVES OF ABSENCE:** If students find it necessary to interrupt progress toward their degrees, a leave of absence may be granted for acceptable reasons. Students are strongly encouraged to consult with their advisors or Program chairs and Financial Aid when contemplating a LOA. Student should be aware of the following when considering a LOA

- Leaves of absence of any duration (up to the one year maximum) are counted as part of the seven year limit for program completion.
- A leave of absence may only be granted at the beginning or the end of a semester/term.
- A leave of absence allows a student to return under the same program requirements only if the leave is no longer than three consecutive semesters.
- If a student does not return from LOA after the end of the approved period (defined as registering for and attending classes before the 10th day of the semester following their approved leave of absence) the student will be administratively withdrawn from the program and must petition to reenter the program.
- Students on an LOA may not be enrolled in any courses, including dissertation and training courses during the time of the LOA. A student is not allowed to work with their dissertation chair while on a “Leave of Absence”
- If a student is granted a LOA during a period of time when a disciplinary matter has come to the attention of the program, resolution of the pending disciplinary matter (e.g. referral to SAC, SAC hearing) will occur immediately upon the student’s return from the LOA.
- Students on practicum are required to meet with the director of APP to define a plan for leaving the training site **before** notifying the site of plans for a LOA. Failure to do so is considered a disciplinary concern.

Approval of a LOA is not final until a student has completed the TCSPP form and it has been approved by the Registrar and the Department Chair of the Program. Application

forms and additional information about LOA policies and procedure are found in the Academic Catalog & Student Handbook.

## REGISTRATION

**OVERVIEW OF PROCESS:** Registration is a first-come, first-registered system. Students are assigned a particular day to register based on the number of completed semester hours. After all students are registered, there is Open Schedule Modification, a period when anyone can drop or add a course with an open seat. Students are strongly encouraged to register early. There is no waitlist option. Closed classes are closed unless a spot is opened when an enrolled student drops the class. The department may create additional course sections when there is sufficient demand and faculty availability. The department may also cancel under-enrolled course sections. Students will be notified via their school email when the department makes such changes. At times it also may be necessary to change faculty for a specific class sections in order to accommodate new courses and sections. Students typically are not notified of instructor changes unless the course is Professional Development Group.

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

**DIFFICULTIES WITH SCHEDULING:** Students with scheduling problems sometimes petition to enter a closed class. The Department Manager is available to assist students in obtaining and submitting the requisite petition forms. Students should present a printed copy of their completed registration when attempting to address any concerns that arise related to computer problems. To obtain a printed copy after registration is completed the student must log out of the registration system, log back in, and print a copy of the schedule.

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

## RELIGIOUS OBSERVATION/MILITARY ACCOMMODATIONS STATEMENT

Students who wish to observe religious holidays or who must meet military requirements that will interrupt class attendance or their ability to fulfill course requirements must inform their instructors in writing within the first two weeks of each semester/term of



their intent to observe the holiday so that reasonable alternative arrangements convenient to both students and faculty can be made. If students would like assistance enrolling in sections of courses that would not conflict with religious holidays, they may consult with the Department Manager prior to the registration period for the semester containing the religious holidays.

## GRADING PROCEDURES

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

1. Turn in signed and completed Training Agreement on the APP database by the second week of the semester.
2. Log onto APP database and begin hour log by fourth week of the semester.
3. Complete hour log by end of semester.
4. Complete site evaluation by end of semester (spring semester only).

## GRIEVANCE POLICY

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

## HONOR SOCIETIES

The Chicago School of Professional Psychology is a member of the prestigious [Edward A. Bouchet Society](#). The Society was formed in 2005 as collaboration between Yale and Howard Universities and honors the legacy of Edward Alexander Bouchet, the first African American to be awarded a Ph.D. degree from a U.S. university (Yale, 1876, Physics).

Membership in the Bouchet Society is open to doctoral students from all racial and ethnic backgrounds that have outstanding academic records and are committed to using their doctoral degrees to advance leadership, diversity, research and/or public service. Contact the Office of the Campus President for more information about eligibility and application.

## SEXUAL HARASSMENT POLICY

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

## STUDENT AFFAIRS

The Division of Student Affairs coordinates the departments that support student registration and records. Student Affairs also coordinates many activities that support the academic and professional success of students in the Clinical Psychology Doctoral Program (Clinical PsyD), providing involvement opportunities through student organizations, support for international students, accommodations for students with disabilities, certification of military student benefits, Career Services and access to student health insurance.

Student Affairs also coordinates criminal background checks required for matriculation, supports orientation and graduation activities, and maintains student records, including registration, degree conferral, and official documentation of satisfactory academic progress.

## STUDENT INVOLVEMENT AND ORGANIZATIONS

At TCSP, there are several student organizations that welcome and support student involvement, including the Chicago School Student Association (CSSA). Students in the Clinical Psychology Doctoral Program (Clinical PsyD) are encouraged to consider involvement.

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

## WELLNESS PROGRAMMING AND THERAPY REFERRAL RESOURCES

Student Affairs sponsors “Self-Development Month” in February; a series of events that offer a variety of wellness activities. Program students are encouraged to actively engage in Wellness programming and other types of self-care as part of their professional development.



Program students may access Student Solutions, a 24-hour-per day, 7-day-per-week counseling resource that provides access to confidential counseling services. Student Solutions is available by calling 1-855-460-6668. The Student Solutions toll-free line is answered by counseling professionals and is strictly confidential, as mandated by law.

Student Solutions also offers a comprehensive website that includes information on wellness, relationships, work and education, financial, legal, lifestyle, and home and auto. Students may visit [www.guidanceresources.com](http://www.guidanceresources.com) and enter TCSP, the institution's web identifier to access the services available through this program. Questions about this program should be addressed to Student Affairs.