Rosalind Franklin University of Medicine and Science

Department of Psychology

Policy and Procedures Manual Doctoral Program in Clinical Psychology

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INTRODUCTION

This handbook provides information about the major policies and procedures pertaining to the doctoral training program in clinical psychology provided by the Psychology Department at Rosalind Franklin University of Medicine and Science (RFUMS). Other important sources of information about the University and the Department include the Department of Psychology Brochure and information on the university and department's web sites. All department policies and procedures are consistent with the University guidelines and policies. In some instances, department policies and procedures have been detailed further to reflect specific goals/objectives of the Psychology Program. All students must also comply with the CHP student handbook and the RFUMS student handbook.

RFUMS reserves the right to amend these policies as needed. All policies are subject to change at any time with appropriate notification to the student population of RFUMS.

EQUAL OPPORTUNITY STATEMENT

Please refer to the current RFUMS academic catalog for our statement on non-discrimination / equal opportunity.

FACT SHEET

Hours of Operation
Student ID cards allow students access to the building and the department student room 24 hours a day, 7 days a week.

Boxer Library: For information on hours and resources please access the Library website.

Photocopying:
Photocopying machines are available in the Library and Student Union. Poster printing services are available via the Print Production Services Department. Access their website via InSite.

Mailing Address:
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PROGRAM ADMISSION, APPLICATION PROCEDURES, AND FACULTY ADVISOR

The following are the basic requirements each applicant must fulfill to be considered for admission:

1. BA or BS degree from an accredited college or university.

2. Three letters of reference from former professors or employers familiar with the applicant's professional or educational capabilities. Preferably, two letters should be from former professors.

3. Graduate Record Examination Scores – Verbal, Quantitative, and Analytical Writing. The Advanced Psychology GRE is required for those students who are not undergraduate Psychology majors or have a master's degree in a non-psychology discipline.

The following are the **preferred** test scores, grades, and academic preparation for program applicants.

*   A minimum grade point of 3.2 (on a 4-point scale) for the last two years of undergraduate study.

*   Adequate preparation in psychology: at least 15 credit hours of psychology, including a course in statistics and biological psychology.

*   A score above the 50th percentile in each area of the GRE: Verbal, Quantitative, Analytical and Advanced Psychology.

    Applications to the Clinical Psychology program are initially received and processed by the Admissions Office. When the application is complete it is forwarded to the Psychology Department for further review. Applicants should receive notification from the Admissions Office once their application has been received, and notice informing them of anything missing from their application. If an applicant has any questions about the status of their application, please feel free to contact the Admissions Office at 847-578-3209 or grad.admissions@rosalindfranklin.edu.

    After review of applications, the Department of Psychology will invite a subset of applicants for an interview. The program interview day usually takes place on the first Friday in March. If an invited applicant is unable to attend the program's interview day, sometimes arrangements can be made for an interview on another date and time.

    Each application is reviewed in terms of the person's strengths and compatibility with the training program. The final decision is based on the applicant's overall profile. Students offered admission to the program receive an official notice of acceptance from the Office of the Dean of the College of Health Professions.

Faculty Advisors
Beginning with the application process, students are asked to indicate the faculty member whose research and clinical interests most closely match their own interests. Through the process of application and admission, this fit is further explored by the student and faculty

member. At the time of admission to the program, students are matched to a faculty advisor based on the best fit of the student's interests with that of the faculty member. The student's faculty advisor:

1. Serves as a research mentor and general advisor, as well as assists the student with their initial orientation to the university and the program;
2. Assists with and approves student course selections;
3. Integrates the student into their research program.

Students are expected to be actively involved in research throughout their training in the program, under the mentorship of their faculty advisor.

Foreign Applicants to the Program
Foreign applicants from a country in which English is not the native language and have not attended an American college or university full-time for 2 consecutive years must provide an official report of TOEFL (Test of English as a Foreign Language) and TWE (Test of Written English) or the computer-based TOEFL. Results of the TSE (Test of Spoken English) are also a requirement. These scores must be from examinations taken within the past two years. Test scores must be sent directly from the Educational Testing Service, Princeton, New Jersey, 08540. If coursework has been taken abroad, an official credential evaluation of that coursework by World Education Services (WES) must be provided. The official WES must be sent directly from the World Education Office to the Office of Admissions. The main telephone number for WES is 212-966-6311, or toll-free at 800-937-3895; fax number is 212-739-6139, and the Web site is www.wes.org.

A completed Financial Statement for International Students accompanied by supporting official documentation must also be submitted. If not enclosed, this form can be obtained from the Office of Admissions.

Application Deadline
The application deadline is December 31. It is the applicant's responsibility to ensure that all application materials have been received by the deadline date. Applications are accepted online via: https://rfucas.liaisoncas.com/applicant-ux/#/login

For general and technical assistance on how to submit your application, please contact RFUCAS at rfucas_info@liaisoncas.com or 617-612-2070 ext. 4.

Our department recognizes the importance of cultural and individual differences and is receptive to, and supportive of diversity at a variety of levels in the program. This includes student recruitment, and program curriculum. The Psychology department is committed to multiculturalism and enhancing the program's diversity and diversity training within the program.

REGISTRATION PROCEDURE

Students formally register for classes by filling out a registration form indicating the courses to be taken that quarter. Registration for a specific quarter is completed one (1) month prior to that quarter's start date. The general procedure and guidelines for registration are listed below. Questions regarding the registration process should be directed to either the Department Administrative Secretary or your advisor.

1. Students obtain a registration form from the Administrative Assistant/Departmental Secretary in the Psychology Department during the pre-registration period.

2. Students complete the registration form in consultation with their advisor, and must obtain their advisor's signature on the registration form.

3. Students return the completed form to the Secretary for the signature of the Chairman. The form is forwarded to the Dean's office for a signature.

4. Registration forms **must** be completed and handed in by the announced due date. The University will charge a late fee of $150 for registration forms submitted after the due date (which is 1 month prior to the start of the quarter).

STUDENT PROGRAM INVOLVEMENT AND STUDENT INFORMATION

Student Records

Some students' records are on file in the Psychology Department while a complete set of records are maintained in the Registrar's office. Department records include practicum and research evaluations, student annual progress letters, and student review meeting summaries. Students can examine their file by making a request to the department's Administrative Assistant.

Student Representation

1. **Department/faculty meeting representatives.** One or more student representative can attend Department/Faculty Meetings. Typically, student representatives are selected by the Graduate Association of Students in Psychology (GASP) Committee. The student representative(s) attend the bi-weekly Department/Faculty Meetings and serves as a liaison for student input. Student representatives are non-voting members of the committee. Students are not present during the closed segment of the meeting where personnel or student performance issues can be discussed.

2. **Quarterly student-faculty meetings**. Quarterly student-faculty meetings are held during which topics of student and faculty concern are discussed.

3. **Department committees**. Student representation is sought for most standing Department of Psychology Committees and for select ad-hoc committees. Students are asked to participate in the following standing committees: the Clinical Training & Practice Committee; Colloquium Committee; Curriculum Committee; Diversity Task Force; Policy & Procedures; Program Evaluation; Program Recruitment/Public Relations; Research Infrastructure and Computer Committee; and the Student-Faculty Committee.

4. **Student organizations.** RFUMS has a Student Council, which represent the common interests of the student body at large and is made up of representatives from each program and each university club. The Student Council meets monthly and communicates student issues to faculty and administration. The Student Council also disburses the Student Activity Fund to student classes and clubs. Psychology students have Student Council representation through their class and student organization, GASP. GASP is a student initiated and student run university club/student group.

5. **Multicultural association of psychology students (MAPS).** MAPS is a student initiated and student run organization with department faculty support. The purpose of MAPS is to provide support, networking, and mentorship to ethnically and culturally diverse students; support ethnically and culturally diverse students; and expand awareness, knowledge, and skills relating to multicultural/diversity issues.

Student Travel Awards

Executive Student Council offers $200 in travel awards every month. Student Council request for funding forms are available on the Student Council InSite page.

PROGRAM CURRICULUM AND PROGRAM COMPLETION REQUIREMENTS

The Department faculty continually reviews the programs curriculum, which can lead to modifications in coursework and program training requirements.

The program's academic curriculum consists of a four-year sequence of courses, practica, and research involvement. A one-year internship is required to fulfill the requirements for the Ph.D. degree in clinical psychology. While the Ph.D. degree can be completed within five years, typically, six to seven years is closer to the average completion time. Students do not pay tuition in the program year five and beyond.

The changing knowledge base of the field necessitates the assurance that our graduating doctoral students are conversant with current and important findings and professional practices standards. Hence, students who have not completed the program after seven years may be required to demonstrate competencies by registering and taking courses, some of which may have been taken previously. Tuition will be waived for such courses.

It is the student's responsibility to request continued full time student status beyond seven years through a formal written petition in consultation with their advisor. The petition will then be reviewed by the full faculty, and will either be approved or denied. After 7 years in the program, students may also be required to sit for all or selective portions of the Comprehensive Examinations prior to graduation. These issues are evaluated by the faculty for such students with input from the student's advisor and the student. Failure to complete all program requirements in a timely manner could result in the student's dismissal from the program.

Requirements for the Doctor of Philosophy Degree

A total of **164.5** credit hours are needed to graduate. The following requirements must be met including the following courses:

Units	Course ID #	Course Description
12	HPSC500	Clinical Practicum Supervision (for 1st and 2nd year students; for 4th year students this becomes a consultation and supervision class)
1	HPSC501	Advanced Specialty Seminar: Psychopathology
1	HPSC502	Advanced Specialty Seminar: Health Psychology
1	HPSC503	Advanced Specialty Seminar: Neuropsychology
5	HPSC510	Psychological Statistics I
4	HPSC511	Psychological Statistics II
4	HPSC515	Experimental Design and Program Evaluation
2	HIPS515A & B	Foundations for Interprofessional Practice

4.5	HPSC520	Descriptive Psychopathology
3	HPSC521	Theoretical Psychopathology
2	HPSC541	History and Systems **(offered every other year, alternates with HPSC575)**[1]
4	HPSC560	Cognition and Cognitive Assessment and Lab
4	HPSC567	Neuropsychological Assessment **(required course for the neuropsychology track only)** **(offered every other year, alternates with HPSC574)** [2]
4	HPSC573	Health Psychology: Psychological Comorbidities of Physical Illness **(required course for the health psychology track only)** **(offered every other year, alternates with HPSC751)**
3	HPSC574	Neuropsychological Models of Cognition and Emotion **(required course for the neuropsychology track only)** **(offered every other year, alternates with HPSC567)**[3]
3	HPSC575	Social Psychology **(offered every other year, alternates with HPSC541)**[4]
3	HPSC576	Essentials of Physiological Psychology and Behavioral Neuroscience (Taken with HPSC750)
1	HPSC750	Advanced Physiological Research Seminar
4.5	HPSC577	Socio and Cultural Foundations of Behavior
4	HPSC664	Personality Assessment
3	HPSC668	Theories of Personality and Emotion
4.5	HPSC669	Theories of Counseling and Psychotherapy
5	HPSC690	Cognitive and Behavior Interventions
4	HPSC751	Health Psychology: Cognitive, Affective and Physiological Bases for Behavior **(offered every other year, alternates with HPSC573)**[5]

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[1] Revised 4/4/2017
[2] Revised 4/4/2017
[3] Revised 4/4/2017
[4] Revised 4/4/2017
[5] Beginning with the 2018/2019 class, this course will be required for all students to address the APA requirement that all students take at least 1 integrated course.

4.5	HPSC754	Lifespan Developmental Psychology
1	HPSC755	Ethical Issues and Professional Standards in Clinical Psychology I
3	HPSC756	Ethical Issues and Professional Standards in Clinical Psychology II
3	HPSC784	Professional Seminar in Clinical Fundamentals-Therapy

Additional program requirements:

34 credit hours of clinical practica (HPSC800)

12 credit hours of research credit for Master's Thesis (HPSC850)

18 credit hours of research credit for dissertation (HPSC890)

48 credit hours of internship credit (HPSC891)

Elective credit hours. This requirement varies by track.[6]

- Psychopathology track: 6 credit hours of elective credits is required.[7]
- Health Psychology track: 6 credit hours of elective credits is required.[8]
- Neuropsychology track: 0 credit hours of elective credits is required[9]

*NOTE. Due to changes in course requirements, the number of elective credits varies depending on when students matriculated:

- For the 2012/2013 incoming classes and earlier, elective credit requirements are 9 credits for the Psychopathology track students and 6 credits for the Neuropsychology and Health Psychology track students.

- For the 2013/2014 thru the 2015/2016 incoming classes, elective credit requirements are 6 credit hours for the Psychopathology track and 3 credit hours for the Health Psychology and Neuropsychology credit tracks because Cognitive & Behavioral Therapy: Child and Adolescent (HPCC503) became a required course instead of an elective at that time.

- For the 2016/2017 and 2017/2018 incoming classes, elective credit requirements are 10 credits for the Psychopathology track, 6 credits for the Health Psychology track and 3 for the Neuropsychology track.

- For the 2018/2019 incoming classes and later, the requirement that all students take Health Psychology: Cognitive, Affective and Physiological Bases for Behavior, means

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[6] Section revised October 7, 2014; Health Psychology & psychopathology revised again on 4-4-17; revised again 5-7-18

[7] Revised 4-4-17; revised 5-7-18

[8] Revised 4-4-17; revised 5-7-18

[9] Revised 5-7-18

Elective courses: May not be offered annually or even every other year.

3	HPSC505	Psychological Trauma: Assessment & Training
4	HPSC512	Longitudinal Models
4	HPSC513	Categorical Models
2	HPSC532	Introduction to Pediatric/Adolescent Neuropsychology
1	HPSC571	Independent Study
1	HPSC620	Psychopharmacology Essentials (YPHP620 Pharmacotherapy I)
3	HPSC783	Family Systems and Therapy
2	HPSC785	Professional Issues Seminar
2	HPSC788	Forensic Psychology
4	HPSC789	Developmental Psychopathology
4.5	HPCC503	Cognitive & Behavioral Therapy: Child & Adolescent*
7	MNSC501	Neuroscience

Note.

Both health psychology courses (HPSC573 and HPSC751) are required for health track students; other students are only required to take HPSC751 to address the APA requirement that all students take at least 1 integrated course. The change of requiring HPSC751 for all students begins with the 2018-2019 student cohort. Students enrolled prior to 2018-2019 are encouraged to take an integrated course (e.g., HPSC751 or HPSC574-Neuropsychological Models of Cognition and Emotion), but they are not required to do so.

*Effective April 4, 2017, Cognitive & Behavioral Therapy: Child and Adolescent (HPCC503) is no longer required; offered as an elective.

Requirements for the Master of Science Degree for Doctoral Program Students

Doctoral students must complete a master's thesis unless the student qualifies for waiver of the Master's Degree requirement (see below). All of the following criteria must be satisfied to earn the M.S. degree in clinical psychology:

1. Completion of two academic years of full time graduate study in the Department of Psychology;

2. Completion of at least 12 of the following courses with passing grades in conformity with general department criteria for maintaining good standing in the program:

   HPSC510   Psychological Statistics I
   HPSC511   Psychological Statistics II
   HPSC515   Experimental Design & Program Evaluation I
   HPSC520   Descriptive Psychopathology
   HPSC521   Theoretical Psychopathology
   HPSC560   Cognition and Cognitive Assessment
   HPSC575   Social Psychology
   HPSC573   Health Psychology: Psychological Comorbidities of Physical Illness
   HPSC574   Neuropsychological Models of Cognition and Emotion
   HPSC576   Essentials of Physiological Psychology and Behavioral Neuroscience
   HPSC664   Personality Assessment

HPSC690	Cognitive and Behavior Interventions/
HPSC668	Theories of Personality and Emotion
HPSC669	Theories of Counseling and Psychotherapy
HPSC751	Health Psychology: Cognitive, Affective and Physiological Bases for Behavior
HPSC754	Life Span Developmental
HPSC755	Ethical Issues & Professional Standards in Clinical Psychology I
HPSC784	Professional Seminar in Clinical Fundamentals

3. Satisfactory completion of 12 credit hours of clinical practicum. (HPSC800)

4. Satisfactory completion of the Master's Thesis.

Course schedule

Each year, an outline of a fixed *Master Department Schedule* **(MDS)** for the academic year will be distributed to promote your planning. In particular, we want to allow you to be able to better plan clinical training by knowing when required classes will be scheduled during the academic year.

This MDS is structured for each program and for each year of training in each of our two department programs. Our hope is that the MDS will make planning easier for students and faculty as the university moves toward a yearlong schedule. Note that although we will make every effort not to deviate from this schedule, periodic unforeseen circumstances will arise. When this happens, we will do all we can to work with you on the resultant scheduling issues.

Days without classes

One of the goals of the MDS is to structure specific days during which classes for required courses will not occur. The schedule is as follows:

1st year students
Required classes will be/can be held on Monday, Wednesday and Thursday. Tuesdays and Fridays will be class free days.

2nd year students
Required classes will be/can be held anytime on Monday and Wednesday and Thursday morning before noon. Tuesdays and Fridays will be class free days.

3rd year and more advanced students
Required classes can be held on Monday and Wednesday, with all other days open.

Note that classes can be scheduled on class days anywhere between 8 am and 9 pm, unless otherwise noted. We will make every effort to schedule classes in a more manageable way for students (e.g., avoid large mid-day gaps), although the MDS has to accommodate the availability of multiple part-time faculty.[10]

Comprehensive Examinations

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[10] Revised 9-28-17

The comprehensive examination is designed to assess high-level mastery in the respective subject areas. It is therefore not merely a long edition of a final examination and broad knowledge of the subject matter is a requisite for success on this examination. All of this should be discussed thoroughly with your advisor prior to preparing for the exam. To facilitate a student's successful performance on the comprehensive examinations, reading lists and sample questions (i.e., study guides) are distributed approximately 6 months prior to the exams. Additionally, the faculty is available to meet with students taking comprehensive exams to discuss any questions/concerns they may have.

Doctoral students are required to successfully pass the two comprehensive examinations: Clinical and Research Design/Statistics. The clinical and research design/statistics examinations involve preparing a response to specific questions provided to the student and then discussed with a faculty review panel as an oral examination.

1) Comprehensive Exams will be fixed to the academic calendar. All students will take the Research Design and Statistics **at the end of their second year in June**. All students will take their clinical exam in **January of their third year.**

2) Students are **not** permitted to bring notes, computers, books or other reference materials to the examination. Students typically use computers – use of the Computer Lab in the lower level of the library -- to prepare their responses and for the oral component of the exam. The oral component of the examination takes place in the Department of Psychology.

3) Student performance will be rated as follows: 1. Pass; 2. Provisional Pass with a specific remedial plan to be developed; 3. Fail, with the student required to retake the exam.[11]

      3a) For students with a Provisional Pass who require remediation, faculty from the student's examining committee will provide feedback on their performance, a well-defined task for remediation and a due date for submitting their remediation response. Students remediation responses will be reviewed and may require a follow-up assignment to clarify or enhance their response. If the student's follow-up response is not sufficient to pass the comprehensive exam, the Provisional Pass rating will be changed to a Fail and the student will have to retake the exam.

      3b) If a student fails an examination, he/she will meet with a faculty review committee that will include the faculty from the student's examining committee and the student's faculty advisor. During that meeting, feedback regarding their exam performances will be provided and followed by a written summary of issues. The written review meeting summary will include recommendations for required remediation activity. The recommended remediation activities will vary depending on consideration of student specific issues. The student and the committee will set a date for retaking the comprehensive exam. The specific nature of the exam retake will be decided on a case-by-case basis with input from faculty and students.

4) Any comprehensive exam may be taken only **twice**. If a second failure occurs, a recommendation will be made to the Dean that the student be discontinued from the program.

5) The examining committee will be composed of faculty members with expertise in the topics covered by the exam. Usually the student's advisor is not part of the specific student's evaluation committee. The student will distribute their outline to the faculty review group, two-three core faculty. The student will make a 15-30 minute oral presentation to the faculty

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[11] Revised 12-1-15

explaining their responses to questions followed by additional faculty questions and discussion of issues relevant to the question. The intent of the process is to provide a forum for students to demonstrate their knowledge and faculty can provide prompts to speak to specific issues if needed.

6) Final grading decisions will typically be available two to three weeks after the examination. Once a student passes both examinations, a formal letter to that effect is placed in the student's file.

7) Once the Comprehensive Exams are passed, the student will be elevated to Ph.D. candidacy.

Policy for Transferring Credit for Required Courses and other Program Requirements
In general, students who have taken graduate-level courses at other institutions may petition: a) to transfer credits for courses that are required for the Ph.D. in this Department; b) to earn credit toward the Department elective requirement. Students may get credit for courses that were taken either in the service of earning a Master's Degree, or that were taken for other reasons, but which were beyond the requirements for their Bachelor's degree. Students who receive credit for prior graduate work will work with their advisor and faculty to develop an appropriate, accelerated course of study. Please be advised that there is a limit to the amount of courses that can be transferred from another Institution to count towards your degree.

Courses the Department will NOT accept transfer credit for any student:[12]
HIPS515A & B   Foundations for Interprofessional Practice Culture in Healthcare

HPSC500   Clinical Practicum Supervision

Transferring credit for required and/or elective courses: Credit hour limit
The limit for transferring credit for required and/or elective courses is 10 credit hours (quarter hours). However, the faculty reserves the right to make exceptions for individual students, under exceptional circumstances, who petition the department for an additional exemption to this.

Transferring credit for required courses: Procedure
Students who wish to transfer credit one or more departmental courses should submit a formal petition to their advisor for each course they wish to waive. With the exception of the fall quarter of the first year, these petitions must be submitted at least 4 weeks prior to the quarter in which each course in question is offered. All petitions should be submitted within the first two years of the doctoral program. The petition will include transcripts and syllabi of courses they attended in their Master's program or other post-baccalaureate program. Students are not allowed to transfer credits from courses based on their pre-baccalaureate training. Students must have earned a "B" or better for faculty to consider waiving a department course requirement. With the advisor's approval, the petition will be forwarded to the course instructor. The advisor and department faculty member offering the course in question will evaluate a syllabus with a view toward whether the course taken by the student covered material that is consistent with a scientist-practitioner approach, covers the relevant material in the department course, and provides the knowledge-base needed for the student to pass departmental comprehensive exams. If the faculty judges the previously completed course meets all requirements, then the paperwork will be completed to document the transfer of credit. Transfer credit documentation

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[12] Updated 9/5/17

will include the previously taken course syllabi, and a summary of evidence of mastery. The department chair will review the documentation and provide final approval.

Transferring credit for elective courses: Procedure
Incoming students with a Master's Degree may also receive credits toward electives. This policy applies to elective courses that were taken for other reasons than earning a Master's Degree, but which were beyond the requirements for the Bachelor's degree. Students will write a formal petition that specifies for which elective courses they wish to get credit. The petition will include transcripts and syllabi of the courses they attended in their Master's program. The Chair, in consultation with relevant faculty and/or the DCT, will make decisions regarding the granting of elective credits. However, the faculty reserves the right to make exceptions for individual students, under exceptional circumstances, who petition the department for an additional exemption to this.

*Evaluating elective credit hours and the number of courses
This requirement varies by track.[13]

- Psychopathology track: 10 credit hours of elective credits is required.[14]
- Health Psychology track: 6 credit hours of elective credits is required.[15]
- Neuropsychology track: 3 credit hours of elective credits is required

*NOTE. Due to changes in course requirements, the number of elective credits varies depending on when students matriculated. For the 2012/2013 incoming classes and earlier, elective credit requirements are 9 credits for the Psychopathology track students and 6 credits for the Neuropsychology and Health Psychology track students. For the 2016/2017 classes and later, elective credit requirements are 10 credits for the Psychopathology track, 6 credits for the Health Psychology track and 3 for the Neuropsychology track.

Policy to waive Master's Thesis requirement for incoming students with a Master's Degree
The Department may waive the Master's Thesis requirement for incoming students who have completed a Master's – level thesis in a Master's degree program. A Master's Thesis based on an empirical study (a study that involved forming hypotheses around research questions, describing methods, statistical analyses of data, and interpretation) may meet the Department's Master's level thesis requirement.

Students seeking this waiver **must** submit a petition that includes a copy of their previously completed final thesis project and a copy of the formal approval of the thesis from their former advisor and any relevant committee. The student's current advisor, if in agreement regarding the waiver, will then submit a recommendation to the faculty for review, discussion, and possible approval.

Note that students who have the Master's level thesis requirement waived by this department will still have to meet other department requirements before advancing to Ph.D. candidacy (e.g., satisfactory completion of course work, passing Comprehensive Examinations, and accumulating required clinical training hours).

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[13] Section revised October 7, 2014; Health Psychology & psychopathology revised again on 4-4-17
[14] Revised 4-4-17
[15] Revised 4-4-17

To earn a Master's Degree in Clinical Psychology from this department and RFUMS, students will need to propose and complete a Master's level project at RFUMS under the direction of his/her faculty advisor.

Summary of credit transfer and thesis waiver policy. Students may transfer credits for required and/or elective courses, or waive the Master's Thesis requirements provided they meet all eligibility requirements and follow all application procedures. Transferring credits for required and/or elective courses, and waiving the Master's Thesis requirement are independent events with separate sets of requirements, procedures, and approvals. Students may fulfill any or all of these requirements.

Requirements for Internship

Clinical internship is required for completion of the Ph.D. in clinical psychology. The internship is completed at a site chosen to meet students' individual career goals. The internship typically involves 12 months (2000 hours) of intensive training and supervised experience. Typically, the internship facility must comply with the American Psychological Association accreditation standards and must be approved by the Department of Psychology. To apply for internship the student must meet the following requirements:

1. Successful completion of Master's Thesis and Comprehensive Exams.
    a. Successful completion of Master's Thesis and Comprehensive Exams includes submission of the Master's Thesis or any first authored submission to a journal for publication. The Master's Thesis or any first authored submission must be submitted to a journal for publication prior to registration with the national match service[16] and internship applications are submitted. The manuscript does not need to be formally accepted for publication. Case studies, meta-analyses or review papers are acceptable as an alternative to submitting the Master's thesis[17].

2. The dissertation proposal meeting must be scheduled by **August 8th and** dissertation proposal must be approved by **August 22nd.**

3. Successful completion of 1000 practicum hours. The student will be apprised of any negative feedback from practicum sites that might indicate the need for additional training experiences prior to applying for internship.

4. Completion of all course work (including electives) prior to start of internship.

5. Students are required to attend all internship preparation meetings with the Director of Clinical Training when applying for internship. The purpose of these meetings is to facilitate the internship application process for the student and make sure that the student's application meets APPIC standards.

Requirements for graduation
1. Completion of a minimum of 164.5 *** credits (required courses, research, practica, electives)

2. A minimum GPA of 3.0 in courses and research and a passing grade in practica

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[16] Updated 4-4-17
[17] Updated 6-20-17

3. Completion of Master's thesis

4. Completion of Comprehensive Exams

5. Completion of Dissertation project

6. Completion of a one-year pre-doctoral internship

*** Neuropsychology track students will need to take the Neuropsychological Assessment course to graduate.

*** Health Psychology track students will need to take both Health Psychology courses to graduate.

STUDENT EVALUATION

Grading System and Academic Standards

All grades for academic courses will be recorded as pass, fail, or with the grade designations that follow:

A = Outstanding academic performance.

B = Good to Satisfactory academic performance for graduate school.

C = Below expected academic performance for graduate school
See details below

F = Unsatisfactory academic performance. See details below.

I = Incomplete. Evidence required for a grade has not yet been submitted, but arrangements have been made with the instructor to do so. The privilege of completing the work required to change a grade of "I" <u>cannot</u> be extended beyond the end of the quarter after this grade is received. Personal exigencies, such as continued health problems, may provide the student with a modest extension in time. An "F" will be entered if the work is not completed by the end of the quarter after an "I" is awarded. No credit hours will be awarded until a permanent grade is entered.

W = Withdrawn.

A grade of Fail, "C" or "F" in any course will result in a formal review of the student's record by the faculty. The faculty will review the student's academic, research, and clinical performance to date, and based on this review, can make a recommendation to Dean of the CHP regarding continuation in the program, academic probation, or termination from the program. Students earning a "C" may be required to repeat a course or complete some other remedial activity (see below for details). Students receiving a second "C" grade elicit review for continuation in the program and could result in recommendation for a terminal Masters.

Student Performance Evaluation and Feedback

Students' performance in four areas is evaluated: 1) course work, 2) clinical training, 3) research training, and 4) professionalism and ethical behavior.

Course work. Letter grades will be assigned to student's performance in courses. Students are encouraged to discuss their course performance with the instructor at any time during the duration of the course should they experience difficulties.

Students also evaluate each course experience by completing a course evaluation (see Appendix 1). The student course evaluation provides feedback to the course instructor concerning multiple aspects of the training experiences. Student course evaluations are evaluated by the department chair.

Clinical training. Written evaluations (Appendix 2) are prepared twice a year by the supervisor of the clinical practicum. The evaluation provides detailed information about the student's performance in the clinical setting. In addition to these evaluations, a practicum supervisor may contact the DCT at any time should there be concerns regarding a student's performance in the practicum.

Students also evaluate each of their clinical practicums (Appendix 3). The DCT reviews these evaluations and takes steps as necessary to address any clinical training issues.

Students in years 1 and 2 will also meet twice a month with the DCT for group supervision of clinical practica training. Students register for HPSC500-Clinical Practicum Supervision, autumn, winter and spring quarters, and receive 1 credit per quarter. The course is required for students in the first and second year of training. In the third year, students will meet twice a month for clinical supervision and didactic training focused on training track. Advanced students and professors from their specialty area participate in this clinical seminar. In fourth year clinical training, students will meet twice a month with the DCT in a clinical seminar focused on consultation and providing clinical supervision to others.

Research training. Each student is expected to be actively involved in research and to develop high-level research skills. As such, students work closely with a faculty advisor and receive regular feedback about their performance. Student's performance in research is evaluated each quarter (Appendix 4) and a grade assigned.

Additionally, students also complete an evaluation of their research training experience in the program on an annual basis (Appendix 5). Summary data from these evaluations are made available to advisors by the Chair of the Department.

Students can request to change their research mentoring and transfer to a different faculty member's laboratory. Requests for such a change should be made in writing to the Department Chairperson, and the request should explain the rationale for the requested change. The Department Chairperson will then consult with the student and faculty members involved, and other faculty as necessary.

Professional and ethical conduct. Professional and ethical conduct is critical to the development of a competent clinician. Students are evaluated regarding their professional conduct and understanding of and adherence to ethical standards throughout graduate training. Examples of issues that could be related to professional behavior include attendance, professional dress, and interpersonal demeanor. If, in the judgment of a faculty member, a student's behavior is deemed significantly unprofessional or unethical in some manner, a faculty review committee would be convened to evaluate the issue, provide feedback to the student, and to make recommendations to the department chair.

Annual student review. Additionally, each student's progress is reviewed annually, typically in July, by the entire faculty. The objective of the annual review is to assess the student's overall progress in the program including academic, clinical training, and research progress. Following this evaluation, a brief written summary is provided to the student, and more detailed feedback is available from the student's advisor. If student progress in training is judged problematic, a faculty review committee can be convened to further evaluate issues and make recommendations.

Annual student feedback should most often emphasize and summarize the graduate student's many positive accomplishments. Such positive accomplishments can include outstanding clinical training evaluations, significant research training successes (e.g., co-authorship on a publication; receipt of a grant or fellowship), timely completion of important program milestones (e.g., completion of the Master's degree by the end of the second year).

Student progress indicators and the student special review process[18]. Student performance or progress issues occur infrequently. When these issues do occur, it is important to determine causes and remediate problems whenever possible. Whenever significant student progress or performance issues do occur, a review of the situation is conducted by a faculty committee, which includes the student's advisor. Examples of significant student progress or performance issues are as follows:

a. "C" grade or lower in a course
b. "C" grade or lower in research
c. A failing grade in clinical practicum
d. An ethical/professional behavior problem
e. Entry into the third year of the program without an approved thesis proposal
f. Failure to complete the Master's thesis by the start of the fourth year (Fall Quarter)

The student special review process is as follows:

a. A review of the student's progress or performance issues will take place by a faculty review committee (i.e., alert meeting);
b. This faculty review committee will be comprised of the student's advisor and two other faculty members selected by the department chair.
c. The student's advisor will chair the review committee meeting and will take primary responsibility for coordination of the review and documentation of the review process;
d. The process will include a meeting between the review committee and the student;
e. The faculty review committee will present their findings and recommendations to the department chair, and input from the full faculty will be sought as needed;
e. A letter summarizing the conclusions and recommendations for action of the faculty review committee will be provided to the student.

Student special review outcomes and faculty review committee recommendations will vary depending on evaluation of the student's overall progress in the program. Recommendation could include any of the following: Specific remediation training; limitations on advanced clinical training; a terminal Master's degree; or dismissal from the program. When specific remediation is required of the student, the student will be required to prepare and submit a remediation written plan and time line.

If a student has not successfully completed his/her Master's Thesis by the start of the fourth year (fall quarter), the Department will automatically review the student's progress and standing in the program. Failure to complete the Master's thesis by the start of the fourth year, will result in limitations being imposed on the student's continued participation in advanced clinical training.

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[18] Section revised October 7, 2014.

STUDENTS' RIGHTS AND GRIEVANCES

Below are department specific guidelines. For additional information, please refer to the CHP Student Handbook and the RFUMS student handbook.

Academic Appeals Policies and Procedures
The following procedures are outlined to provide guidance for students when there is a grievance or when conditions may warrant an appeal or review of a decision made by a faculty member, practicum supervisor, or departmental committee. Students have access to a variety of different administrative officials should they have trouble or have specific concerns (e.g., grading decision in a course; comprehensive exam outcomes; conflicts with advisors or other faculty) during the course of training in the program.

Students who wish to appeal a decision or seek action on a matter of grievance are encouraged to seek clarification and review through informal avenues before initiating formal actions.

1. Students should speak to course instructor/faculty member with whom they have a grievance.

> a. If student feels uncomfortable doing so individually, could consult with student-faculty student representative, GASP faculty advisor, own advisor, or any trusted faculty member for support.
> b. Such support could take the form of student representative, GASP advisor, own advisor, etc. participating in a joint meeting to help resolve issue, or one of the aforementioned individuals meeting individually with the student to provide coaching/problem-solve in potential solutions to the issue.
> c. Informal discussions with a student-faculty student representative or faculty member shall be treated as confidential and will not be discussed with other parties until the complainant grants permission. Neither will a corrective action that would reveal the identity of the complainant be undertaken without permission from the complainant.

2. If situation cannot be resolved via #1, student should speak to Department Chair, if the Chair is involved in the grievance, the student should speak to the Vice Chair.

> a. Department chair/Vice chair will meet with individual faculty involved and formulate a plan to help address issue. This meeting may/may not include student depending on the nature of the concern.
> b. Department chair/Vice chair will communicate general plan of action with student following the meeting with faculty member.
> c. Department chair/Vice chair will follow up (as appropriate) with student and faculty member to ensure solution has been implemented/resolution has occurred.

3. If situation cannot be adequately resolved via #2, student may reference policy and procedure manual for escalating issue beyond Department (see details below).[19]

If the student(s) has concerns that they feel cannot be addressed within the department, the student(s) may see the Associate Dean of Student Affairs, CHP and file an informal or formal complaint. The Associate Dean for Student Affairs in the CHP provides planning, leadership, direction and review of student development for the variety of professional training programs

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[19] Revised 10-26-16

housed in the CHP. The role of student affairs is to support, complement and enhance the University's mission by providing students with programs, activities and assistance that contribute to their personal, academic and professional development and well-being. The Associate Dean has a direct reporting relationship to the Dean of the College and works closely with the Office of Student Affairs and Inclusion and with student affairs leadership in the other Schools and Colleges in the University to provide services, which are student-centered, inclusive, and innovative for all students in the College.

Time frame for appeals. Appeals need to be made in a timely manner. An appeal should be made in writing to the Chair of the Department; the Associate Dean for Student Affairs of CHP; and the Dean of CHP as quickly as possible but no later than two weeks from occurrence of the incident of concern. For example, appeals regarding grades should be made within two weeks of a student first being informed of their grade.

Grades. Questions concerning grade changes (course work, clinical training, research or comprehensive exams) or related issues are to be handled intra-Departmentally by the student, course instructor, his/her advisor, and the Department Chair (Please refer to "Policy on Evaluation of Student Progress", pages 19-21 of this manual). Specifically, if the student and course instructor fail to resolve the question under discussion satisfactorily, the student and instructor should contact the student's advisor in an attempt to resolve the issue. If this step does not successfully resolve the concern, the Chair should be notified. If the student is not satisfied by the results of departmental intervention, he/she has the right to discuss the situation with the Associate Dean of Student Affairs and the Dean of the CHP.

Comprehensive exams. Procedures to be followed for Comprehensive exams are described in section on "Comprehensive Exams" on page 14 this Manual.

Changing in Faculty Advisor
Occasionally students request to transfer to a different faculty member's lab. Requests for change of advisor/lab should be made in writing and addressed to the Department Chair who will then consult with the student and faculty member directly involved (Please refer to section on "Faculty Advisors" on page 7 of this Manual).

Clinical Training
Any concerns/problems that a student may have regarding their clinical training should be first addressed with the clinical supervisor. If the matter is not successfully resolved, a student should bring the matter to the attention of the DCT within two weeks of first experiencing the concern. The DCT will consult with the clinical supervisor and if the situation cannot be successfully addressed, the DCT will consult with the Chair, Academic Advisor, and the Clinical Practice and Training Committee and may make recommendations regarding a student's continuance of training at the particular practicum site. This decision will be communicated by the DCT to the site supervisor.

Ethical Behavior
The Department treats students with courtesy and respect and gives careful attention to ethical principles. All faculty believe that training of professional psychologists should be conducted in a manner that is reflective of the highest standards of the scholarly community and of the profession. The American Psychological Association's "Ethical Principles of Psychologists and Code of Conduct" specifies clear standards of behavior for psychologists. Students are expected to be knowledgeable of these principles and conduct themselves in accord with these

principles. Students are subject to dismissal for grossly unethical or unprofessional behavior. These materials and issues are discussed in more detail in the Professional Issues I course.

Grievances related to ethical issues with respect to taking exams, research or clinical matters, should be brought to the attention of the Department Chair who will assemble an appropriate faculty committee to immediately investigate the matter and if warranted bring the matter to the attention of the Dean of the CHP for final disposition. For more information on Academic Integrity, please see the University's policy as described in the RFUMS student handbook.

Disability Accommodations
Please review the University's policy as described in the RFUMS student handbook.

Sexual Harassment Policy
Please review the University's policy as described in the RFUMS student handbook.

Student Petitions for Leave of Absence
The Department expects students to maintain continuity and diligence in pursuing their program of study in the department. When a student must be absent from academic work for periods exceeding 3 weeks, departmental approval must be secured. A leave of absence is typically granted for a period of up to one year. Students are encouraged to discuss their plans with their advisor before submitting a formal Request for a Leave of Absence Form to the Department Chair. Requests for a Leave of Absence are reviewed by faculty who make a recommendation for approval or denial of the request (please the RFUMS Policy on withdrawal and Leave of Absence in the RFUMS student handbook and the RFUMS academic catalog).

Upon completion of the leave of absence period, students are required to submit a Return from leave of absence form and a Student Clearance form. In some instances, the Department may require a student to submit a specific study plan as to how they plan to meet program requirements upon resumption of their training.

Counseling Services
Students may seek counseling through the University Counseling Center. Appointments can be made by calling 847.578.8723. Please note that they may not answer your call because they are in session, so you should leave a message on their confidential voicemail box. They will work with you to find a time that fits your busy schedule. More information is available at https://rosalindfranklin.edu/campus-life/student-counseling-service/

Other Academic Decisions
Other decisions pertaining to a student's status or progress in a program are delegated to the faculty (e.g., admission to a program, permission to apply for a practicum or internship, approval for graduation, etc.). Students wishing to appeal a decision of a faculty member, advisor, or committee may appeal to the Chair. Requests for appeals should be directed to the department chair in writing within two weeks of such a decision. A review of and/or hearing will determine the position of the department. In those instances where a grievance cannot be resolved at the departmental level, the complaint may be filed with the Associate Dean of Students of the CHP for review and possible action.

Student Honor Council
Rosalind Franklin University of Medicine and Science take violations of an ethical and professional nature very seriously.
I.   Honor Council Goals

A. To ensure an academically honest environment so that students may maximize their studies.
B. To expose students to the practice of peer review, a major part of their future practices.

II. Honor Council Membership
   A. Three first-year medical students, three second-year medical students, and one third-year medical student.
   B. One student from the Graduate School.
   C. One student from the CHP.

III. Function of the Honor Council
   A. Students, administrators, or faculty encountering a situation of academic dishonesty, lying, cheating, stealing, vandalism, or other unethical behavior are required to report the event to the Chair or other member of the Honor Council.
   B. The Honor Council allows students and others to address wrongs without having to "expose themselves" and without embarrassment.
   C. This mechanism is an attempt to remediate and evaluate problems within the student body.

IV. The Honor Council, with the support of the Student Council, respectfully invites the faculty to utilize this body should the need arise.

General concerns or Suggestions
If the student(s) has any concerns or suggestions that they feel are less serious or more general, the student(s) may place their concerns or suggestions in the "suggestion box" located in the student room under the bulletin board. Concerns or suggestions from this box will be kept confidential and upon review, brought to the attention of the department as a concern or suggestion of GASP.

RESEARCH, MASTER'S THESIS, AND DISSERTATION

Institutional Review Board Review and Approval

University policy requires that all students obtain training certification in conducting human subjects' research. Completion of this training, the approved CITI course required by the University's Institutional Review Board (IRB), must occur prior to the student's involvement in human subjects research. CITI training must be completed every 3 years, which results in the student receiving annual human subjects training certification.

All research with human subjects, including pilot data and data collected at other institutions, must be approved by your advisor and the RFUMS IRB. Any advertising (e.g., newspaper) or public solicitation (e.g., flyers) for research subjects must also be approved by the IRB. The current requirements for IRB review and a detailing of the review process are provided on the university website:
https://rosalindfranklin.edu/research/research-support-offices/institutional-review-board/

The chair of the IRB will notify the student's faculty advisor when approval has been granted for a research protocol. **DO NOT TEST SUBJECTS OR EXAMINE DATA UNLESS YOU HAVE WRITTEN IRB APPROVAL FROM THE RFUMS IRB, AND YOU HAVE COMPLETED RESEARCH ETHICS TRAINING AND HAVE RECEIVED THE TRAINING CERTIFICATE.**

Research at Other Institutions

Each institution has its own research policies. Please check with respective institutions for possible additional research review requirements. In some settings, in addition to approval of the IRB at RFUMS, you might need the additional approval of the institution's IRB or other administrative review and approval.

Health Insurance Portability and Accountability Act 1996 (HIPAA)

All students engaged in research at clinical sites or with clinical populations are expected to comply with HIPAA guidelines. Please direct all research related questions regarding these guidelines to your advisor (direct clinical training related HIPAA questions to the Director of Clinical Training). Information on the HIPAA guidelines and related guidelines is available on the university website:
https://rosalindfranklin.edu/research/research-support-offices/institutional-review-board/related-guidelines/

Guidelines for the Master's Thesis[20]

The Masters' Thesis provides the student an opportunity to design and execute a scientifically sound empirical study. The project involves writing and orally presenting a detailed proposal for the study including study aims, hypotheses, methods, analytic plan and power analysis. The student will do the following:

1) In consultation with her/his faculty advisor, the student will form a 3-person Master's Thesis Committee. The Master's Thesis Committee will include the student's advisor, as chair, in addition to two other doctoral-level (or comparable degree) professionals; one of which must be a faculty member in the Psychology Department.[21]

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[20] Section revised 9-27-16
[21] Revised 1-30-18

2) In consultation with the advisor, the student will identify specific aims for their thesis study. **Students are strongly encouraged to use an existing dataset for their Master's thesis project.** Please note that it is the Department of Psychology, College of Health Professions, and RFUMS' policy that students are not allowed to incur direct costs (e.g., out of pocket payment for participant stipends, equipment, measures) for the completion of program research requirements including their Master's Thesis. Because most students will use existing data sets to complete this requirement, project related costs should most often be avoided. If the student's Master's Thesis has associated costs, work with your advisor to find a source for needed funding. Your advisor will work with the Department Chair when necessary to identify needed funding.[22]

3) The student will prepare an Introduction section comprised of a relatively short literature review, theoretical rationale, and hypotheses consistent with typical length of a journal manuscript submission. A Method section will be written that is sufficiently detailed that adequately describe the proposed study. The Method section will include power analyses and data analytic plan sections. With the advisor's approval, the proposal will be submitted to the committee.

4) The student will orally defend the proposal in a formal meeting with the 3-person committee. **A two-week notice of meeting date must be given to the committee and the Department Administrative Assistant.** In addition, the student will provide a hard (paper) or electronic copy of the thesis proposal to committee members, depending on the committee member's preference, and a hard copy to the Administrative Assistant. At this time, the student will also provide the Administrative Assistant with the names of committee members and title of the thesis so that official forms for the proposal meeting can be prepared.

The student is expected to complete the Master's Thesis proposal by January 15th of their 2nd year.

5) Once approval for the research project is obtained from all committee members, the student will obtain IRB approval and conduct data collection (if existing data is not used). Next, the student will analyze the data, followed by writing the Results and Discussion sections. The Results and Discussion sections will be written in a format and length consistent with typical journal submission requirements.

6) With the advisor's approval, a penultimate draft of the (journal-length) thesis will be submitted to the committee and Administrative Assistant (a hard copy must be submitted to the Administrative Assistant; hard or electronic submissions will be given to committee member, per their preference). Once all members have approved a final draft, the advisor will notify the Administrative Assistant who will then complete the official paperwork, and the recommendation for awarding the Master's Degree will be submitted to the Chair and the Dean.

The student is expected to complete their Master's Thesis by December 1st of their 3rd year in the doctoral program.

7) The student will give an oral presentation of the completed project to the Department. This presentation will typically occur during a Department Colloquium time slot in the Spring of the year following their thesis completion.

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[22] Revised 10-26-16

8) A copy (unbound) of the approved final Master's thesis document must be submitted to UMI Dissertation Publishing. The website is:
http://www.etdadmin.com/cgi-bin/school?siteId=44

9) Once the Master's Thesis is completed and approved by the student's committee, the student will be required to submit a manuscript based on the master's project to a referred journal for consideration for publication. The student is expected to submit their thesis to a journal for publication within one year from the approval date of their Master's thesis (at the discretion of their advisor).
Note. Prior to submitting internship applications, the student must have submitted their Master's thesis to a journal for publication. Thus if the student defends their Master's thesis late, the time period between approval of the Master's thesis and submission of the thesis to a journal for publication may need to be less than one year in order to be eligible for applying for internship.

Guidelines for the Doctoral Dissertation[23]
The Dissertation Proposal
The dissertation involves the development of a specific research study under the supervision of the student's advisor and research mentor. The process includes a formal dissertation proposal meeting and a final oral defense of the dissertation thesis. The guidelines and procedures for the proposal meeting, Dissertation Committee composition, and the final dissertation defense are provided below.

1) The student will structure a Dissertation Committee with the guidance of her/his advisor. All members of the committee must be approved by the student's advisor. The committee must be composed of at least five individuals, three of whom must be full members or associate members of the University Faculty. Three of the five-committee members must have a Ph.D. degree. All members must have a doctoral level or medical degree consonant with their faculty appointment and professional training. At least two members of the committee, in addition to the committee chair, must hold full academic rank in the Department of Psychology. At least one member should have his or her major affiliation in another department of the University or be a person unaffiliated with the University. The chairperson of the committee must hold full academic rank in the Psychology Department and be a full member of the CHP faculty.

2) In consultation with the advisor, the student will identify specific aims for the research project and a series of hypotheses.

3) The Dissertation Proposal will include a critical review of relevant research that leads to a theoretical rationale for the project. Specific aims and detailed hypotheses related to the critical literature review presented should be provided. The Proposal document will minimally include an Introduction and Method section followed by References. The statistical tests proposed to evaluate specific hypotheses and an analysis of statistical power are presented in the Method section. When appropriate, a Preliminary Studies section may be added to the document that can include earlier work including analyses of pilot data. The Dissertation Proposal document cannot be sent to the Dissertation Committee until the advisor provides her/his approval.

Doctoral students are expected to complete the dissertation proposal process no later than December 1st of their 5th year in the program.

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[23] Section revised 10-26-16

4) It is the Department of Psychology, CHP's, and RFUMS' policy that students are not allowed to incur direct costs (e.g., participant stipends, equipment) for the completion of program research requirements including their doctoral dissertation research. <u>If students anticipate that their dissertation will include costs, students, in partnership with their advisor and/or dissertation chair, will do the following:</u>

    a. The student will identify at least one extramural research support source appropriate for funding their dissertation (e.g., American Psychological Dissertation Award; The Foundation for Rehabilitation Psychology Dissertation Award) and apply. See APS' list of funding opportunities to find an appropriate potential source of support: http://www.psychologicalscience.org/members/apssc/online_funding_database

    b. Students who have applied for extramural funding, but were not funded, will apply to the Department of Psychology for dissertation funding. The budget used for their attempt to secure extramural funding can be used for the Department funding submission. Alternatively, students can prepare a budget detailing the project costs (e.g. participant stipends, equipment, supplies, software…). The dissertation budget cannot include student salary. It is expected that funding requests will not exceed $2000/student. Additional justification may be required if the budget that exceeds $2000. A budget template is included in Appendix 9.

    c. Prior to submitting the budget to the Department for funding, the budget will be reviewed and approved by the student's dissertation chair.

    d. Submit the budget to the Department Administrative Assistant and to the Department Chair.

    e. Funds will be dispersed 4-6 weeks after submission to the Department.

5) In general, students are expected to collect data for their dissertation research. If a student wishes to propose a dissertation based on existing data, approval must first be obtained from the student's advisor, who will evaluate whether the project is appropriate based on the following:[24]

    a) Study aims and hypotheses;

    b) A brief overview of study design including data source and whether they already have permission to access/analyze the data

    c) The unique skill(s) the student will gain by using this existing dataset (e.g., complex analytic technique);

    d) The student's experience with data collection in graduate school, either with the existing dataset the student wants to use for their dissertation or their experience with a different data set. Students are expected to have had previous experience during graduate school with data collection if they are seeking approval to use an existing dataset for their dissertation.

If the student's advisor approves the use of an existing data set, the student will then write a formal Dissertation Proposal, as described above. Students should be aware that many large datasets require formal approval prior to gaining access to data. Students are strongly encouraged to fully research the process of permission from the data source prior to submitting their proposal to their Dissertation Committee.

6) The student will orally defend the proposal in a formal meeting with Dissertation Committee members.

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[24] Revised 9/5/17

7) The format of the dissertation proposal should be consistent with the requirements of UMI Dissertation Publishing, to facilitate eventual submission of the dissertation defense. Their website is:
http://www.etdadmin.com/cgi-bin/school?siteId=44

Dissertation Completion and Dissertation Defense

8) Once approval of the Dissertation proposal is obtained from committee members, the student will obtain IRB approval, collect the data (if applicable) and later complete data analyses. The student will write study Results and Discussion sections consistent with the study proposal. Students may generate a final dissertation document in a form appropriate for submission to a referred journal, if approved by the dissertation chair, or prepare an extended Results and Discussion section traditional for a dissertation report. The committee chair will consult with committee members regarding their preferences for the final defense document.

9) With the advisor's approval, a penultimate draft of the report is submitted to the dissertation committee. The student will orally defend the report in a formal meeting with the dissertation committee.

10) *Final Dissertation defense meeting***.** A minimum of two weeks public notice must be provided to all RFUMS faculty members. At least two weeks before the scheduled dissertation defense meeting, the student will provide a hard (paper) or electronic copy of the thesis proposal to committee members, depending on the committee member's preference, and a hard copy to the Administrative Assistant. The dissertation defense meeting will be open to all members of the Department and University.

11) The final dissertation examination can be wide ranging in nature. In the defense, the student is expected to demonstrate a scholarly understanding of the specific topics related to the dissertation study and research area, and the significance of their study findings for the field. In the defense, the student will be expected to address methodology, results, and study implications, as well as the limitations of their study. The committee might also pose other questions to assess students' knowledge, knowledge reasonable to expect of an advanced doctoral student.

12) The final examination for the Ph.D. degree is oral and is open to all members of the University community. Because the defense is an examination and involves a systematic evaluation of the doctoral student's knowledge, the meeting is not open to the public including the family members of students. The decision to pass or fail the student rests exclusively with the dissertation committee, and their deliberations are conducted privately. Dissertation committee members can request changes in the presentation or dissertation document and withhold their passing of the student until such changes are completed. If more than one dissertation committee member judges the student's performance to be unsatisfactory, the examination will be failed. Students who fail this examination might be terminated from the program. In some cases, a remediation plan might be proposed by the dissertation committee with specific recommendations made to the Department of Psychology Faculty. The faculty can accept, modify, or reject a remediation plan and make recommendations for such action to the Department Chair. The dissertation committee will submit the results of the examination, in writing, to the Dean.

13) Once all dissertation committee members have approved a final dissertation report, a recommendation for awarding the Doctoral Degree is made to the Department Chair and the

Dean. All other Department and School requirements must have also been met (e.g., internship completion) before the degree is awarded.

The student is expected to complete their final dissertation defense by the spring of their 6th year in the program.

14) *Dissertation Abstracts.* A copy of the approved final thesis of the dissertation must be submitted to UMI Dissertation Publishing. The website is: http://www.etdadmin.com/cgi-bin/school?siteId=44

15) Participation in commencement. **To receive a diploma during the university's June commencement ceremony, the student must complete the following:**
a. The final oral examination must be scheduled by **May** 1 and must be satisfactorily completed no later than **May 15**;
b. The Dean's Office must receive the final, signed examination forms;
c. The student must complete the "Submission of Thesis Online" http://www.etdadmin.com/cgi-bin/school?siteId=44 requirement and complete the national "Survey of Earned Doctorates" https://sed.norc.org/doctorate/showRegister.do
d. The student must have successfully completed the internship.

CLINICAL TRAINING

Clinical training is considered an integral part of the doctoral program in clinical psychology. Clinical practica are organized to ensure a progression of clinical training experiences that correspond with the program's course curriculum. Clinical practicum training plays an important role in the integration of theory, research and practice. Clinical practice provides opportunities for students to integrate critical thinking and hypotheses testing into their clinical activities and to assimilate an empirical, scientifically informed approach to clinical practice. The department works collaboratively with a number of off-site training sites in Illinois and Wisconsin. These settings include, but are not limited to, hospitals, medical centers, community mental health centers, school districts, and private practices. The department also has clinical training programs that are supervised by department faculty. Students gain experience in therapy and assessment skills, as well as specific clinical training experiences which are program training track related in neuropsychology, health psychology and psychopathology. The department emphasizes training in empirically validated assessment and interventions. Students are exposed to a range of theoretical orientations in their clinical training. A detailed description of the different practicum sites is available on the department's InSite web site:
https://insite.rosalindfranklin.edu/AcadPrgmsStuSuprt/Schools/CHP/Psych/Pages/Practicum.aspx

The DCT works closely with the different sites to ensure that practicum experiences are appropriately structured to meet the training needs of students.

Beginning in the first year, each student begins a series of practicum experiences that will total a minimum of 1000 hours (34 credit hours). Student obtains a breadth of clinical experiences including diagnostic interviewing skills, assessment, and intervention skills. Decisions regarding appropriateness of practicum training must be made in consultation with the student's advisor and the DCT. All Clinical practica must be confirmed by a Department contract (Appendix 8), which is signed by the practicum supervisor, students' advisor, Director of Clinical Training and Department Chair.

The amount of time per week devoted to clinical practica is determined by year in program and overall progress in the program. First year students are typically assigned to a practicum placement. The objective of first year practicum training is to introduce students to settings providing clinical services so that a student is able to understand the roles and functions of clinical psychologists. First year students are typically expected to spend 6-8 hours per week in clinical practicum training.

The second year practicum typically consists of 10-14 hours per week of clinical training. At the end of the second year, it is expected that students will have a solid foundation of training in order to begin more specialized training in track-specific settings.

Beginning in year three and **after** approval of the Master's Thesis proposal, students may spend 16-20 hours per week in practicum training. Students at this level typically choose practicum placements that match their area of interest (i.e., health psychology, neuropsychology, and psychopathology). The DCT works with the student to facilitate specific placements. After completion of all coursework and successful completion of the Master's Thesis, students may spend 20 hours per week in clinical practicum. Students who enter the program with a Master's degree and who receive approval for waiver of the Master's Thesis will follow the same guidelines with respect to hours spent in clinical training in first and second year of the program

unless they obtain the approval of their advisor and the DCT to pursue additional clinical training. It is expected that a student will confirm their practicum placements for the following year, by the end of the academic year (May 31).

A database listing clinical training sites is available online for program students. Practicum selection for second and third year students involves a collaborative process between the student, DCT, and the student's advisor (i.e., triangle meetings). Triangle meetings with the student, advisor and the DCT are held in the winter quarter to discuss practicum placement for the following academic year. Students sign up for meetings with their advisor and DCT. Recommendations for next clinical training experience are based on student overall progress in the program, their career goals, and the student's clinical training history. The goal is to ensure that students get both a breadth of clinical training as well as more training track specific clinical training experiences.

After the Triangle meeting, students apply to clinical practicum training sites. The application typically requires a cover letter indicating interest and forwarding a copy of the student's vitae. Some sites request one or two recommendation letters, also. Students should check with each site for the specific application process and requirements.

Clinical training evaluation forms are sent to supervisors at practicum sites twice a year. Clinical supervisors are required to review evaluation outcomes with students after each evaluation. A copy of each evaluation is returned to the department, reviewed by the DCT, and placed in the student's file.

Students are also required to provide an evaluation of their clinical training experiences each academic year (see Form 3 in Appendix). These evaluations are reviewed by the DCT.

Tracking Clinical Practicum Hours
Students applying for internship are required to report in detail their practicum hours. Therefore, students are encouraged to maintain an on-going record of clinical practicum training hours and other details regarding their practicum experiences. Training hour tracking each quarter by the student will increase the accuracy of reporting at the time of internship application, and assists in the practicum selection process. The DCT is available to answer any questions regarding tracking of practicum experiences. The Association of Psychology Postdoctoral and The Internship Centers (APPIC) has created a free program, MyPsychTrack, which is available to students at NO CHARGE. Students are not required to report their hours using this program. The Department also created an excel spreadsheet that can be used to track clinical practicum hours; contact the DCT to obtain access to this program if you have not received it. Some program or system should be used in preparation for applying for internship and to allow the DCT to verify hours on an ongoing basis.

Professional Appearance
Students complete clinical training in different settings (e.g., schools, hospital, private practice setting, and community agencies). It is important that students be aware that they are presenting themselves as professionals, and dress appropriately for the setting. This may require students to dress more formally than they dress when attending a class. Students are expected to dress appropriately and professionally.

GUIDELINES FOR STUDENT EMPLOYMENT[25]

Financial considerations may necessitate that students seek paid employment in the community. Often, students obtain positions that involve the administration of psychological services, such as the provision of psychotherapy, the administration and interpretation of psychological tests, or research activities. Indeed, such time limited employment activities may provide valuable experiences for the professional growth of the student.

Prior to acceptance of **any** outside employment involving psychology related activities, students must notify in writing and consult with their advisor **and** the Director of Clinical Training (DCT). This process is intended to protect the student from employment situations in which the lack of appropriate supervision or the requirement for conducting tasks beyond the student's level of training could place the student in ethical or legal jeopardy. This process is **not** intended to impede or prevent student employment. Notification by students and approval regarding any employment **is required** prior to registration (See Form in Appendix 7).

Student employment must also be consistent with RFUMS' policy on student employment. which prevents students from being employed by the site that is providing clinical training, unless approval is granted by the Dean. Please refer to the RFUMS student handbook for more information on this policy.

Liability coverage for student employment.

Students are advised to check with their employer about whether the employer's practice insurance will cover them for liability insurance. APA has resources for student liability insurance if the practice does not provide coverage for students:
http://www.apa.org/membership/insurance.aspx

APPLYING FOR A TEACHING ASSISTANT POSITION

Students who are interested in being a teaching assistant (TA) for one of the Department's courses should follow the following application procedures. *The courses that have available TA positions are posted on the Department's Insite webpage: https://insite.rosalindfranklin.edu/AcadPrgmsStuSuprt/Schools/CHP/Psych/Pages/Psychology.aspx*

1. Ensure that you are eligible to serve as a TA by meeting the following criteria:
    a) Grade of A in the course you would like to TA
    b) Work study eligible (check with RFUMS financial aid if you are unsure of your work study status)
    c) Has not previously served as a TA for that course
    d) Not designated as a TA for another course that same quarter
    e) 2nd year standing or higher in program (though priority will be given to 3rd year students and beyond)

2. Apply:
    a) Students submit a short (1 page maximum) letter of interest 4 weeks in advance of term in which course will be offered.
    b) Letters should be emailed to the Department Administrative Assistant
    c) Letter may indicate up to 2 courses in which student would like to be considered as TA (though student will be assigned to only 1 course).

---

[25] Section revised 12-1-15

<u>Selection Process</u>:

      a) The faculty member teaching the course will review applications for their TA position and provide the Administrative Assistant with list of preferred candidates 3 weeks in advance of term in which course will be offered.

      b) Faculty will discuss any overlap in desired TAs (same person desired for multiple courses) in faculty meeting prior to start of term (2-3 weeks in advance of term).

      c) Students will be notified by the faculty member who will be teaching that course.

GUIDELINES FOR USE OF DEPARTMENT OWNED
ASSESSMENT MATERIALS

The Department maintains a library of assessment materials for use by students and faculty in classroom, laboratory, and clinical training. Listed below are the procedures and guidelines, which must be adhered to in the use of these materials:

    1.   The Department's assessment materials are for use in Department sponsored and supervised activities only.

    2.   All assessment materials, books, or journals, removed from the library must be signed out with the Department Secretary.

    3.   The checkout period for assessment materials is **seven** days. An exception to this is for assessment materials used in a class. For the term of the course, the instructor can establish the duration of the checkout period for the materials used in the course.

    4.   The checkout period for the assessment materials can be extended for an additional seven day period if no one else has requested use of the materials. Renewals may be requested by contacting the Department Secretary. If someone else has requested use of the materials, the borrower is responsible for returning them to the Department within 24 hours.

    5.   The borrower is responsible for the physical condition of reusable assessment materials and manuals. If the materials or manuals are damaged or lost, the borrower will be liable for repairing or replacing them.

    6.   The borrower assumes responsibility for the appropriate and ethical use of the assessment materials checked out in his/her name. Students are not to use assessment materials without the approval and supervision of a faculty member. In addition, students are to use the materials only in the activities approved by their faculty supervisor. Faculty supervision does not absolve the student from responsibility for appropriate and ethical use of the materials.

APPENDICES

APPENDIX 1: DEPARTMENT OF PSYCHOLOGY COURSE EVALUATION
COURSE NAME/NUMBER:
INSTRUCTOR:
QUARTER/YEAR:
Thank you for completing this survey. Please note that this is anonymous. To ensure anonymity, survey responses are routed to the department secretary who synthesizes responses and provides summary data only to individual faculty members:

Please indicate what program you are in: *
PhD in Clinical Psychology Program
MS in Clinical Counseling Program

DOMAIN 1: COURSE ORGANIZATION, STRUCTURE, & GRADING
How effective was the instructor in...
1. Conveying course expectations (i.e., course objectives, required assignments, required readings, and grading criteria) in the syllabus?

*

1 = NOT AT ALL EFFECTIVE
2 = MINIMALLY EFFECTIVE
3 = MODERATELY EFFECTIVE
4 = VERY EFFECIVE

2. Showing respect for student time (e.g., arrived on time for class, did not cancel class frequently, etc.)?

*

1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE
4= VERY EFFECTIVE

3. Demonstrating preparedness for class?

*

1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE
4= VERY EFFECTIVE

4. Demonstrating respect for student opinions and individual differences during classroom?

*

1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE
4= VERY EFFECTIVE

5. Covering issues that are currently relevant within the field?

*

1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE

4= VERY EFFECTIVE

6. Grading exams and assignments in an objective manner?

*

1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE
4= VERY EFFECTIVE

7. Being open to discussing his/her evaluation strategy and/or providing a grading rubric?

*

1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE
4= VERY EFFECTIVE

8. Please provide more information about any of the above items for which you chose "not at all effective" or "minimally effective."
Your answer

DOMAIN 2: CLASS CONTENT
How effective were class meetings in achieving the following objectives:

9. Objective 1:

*

1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE
4= VERY EFFECTIVE

10. Objective 2:

*

1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE
4= VERY EFFECTIVE

11. Objective 3:

*

1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE
4= VERY EFFECTIVE

12. Objective 4:

*

1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE
4= VERY EFFECTIVE

13. Objective 5:

*

1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE
4= VERY EFFECTIVE

14. Please provide more information about any of the above items for which you chose "not at all effective" or "minimally effective."
DOMAIN 3: TEXT AND READINGS
How effective were the textbook(s) and/or readings in achieving the following objectives:
15. Objective 1:

*

1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE
4=VERY EFFECTIVE

16. Objective 2:

*

1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE
4=VERY EFFECTIVE

17. Objective 3:

*

1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE
4=VERY EFFECTIVE

18. Objective 4:

*

1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE
4= VERY EFFECTIVE

19. Objective 5:

*

1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE

4= VERY EFFECTIVE

20.. Please provide more information about any of the above items for which you chose "not at all effective" or "minimally effective."

Your answer

DOMAIN 4: COURSE ASSIGNMENTS
How effective were course assignments in meeting the following objectives:
21. Objective 1:

*

1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE
4= VERY EFFECTIVE

22. Objective 2:

*

1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE
4= VERY EFFECTIVE

23. Objective 3:

*

1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE
4= VERY EFFECTIVE

24. Objective 4:

*

1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE
4= VERY EFFECTIVE

25. Objective 5:

*

1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE
4= VERY EFFECTIVE

26. Please provide more information about any of the above items for which you chose "not at all effective" or "minimally effective."

*

Your answer

DOMAIN 5: OVERALL COURSE RATING
27. Please provide an overall rating for the course using the following scale:

*

POOR
ADEQUATE
GOOD
VERY GOOD

28. Please provide more information about why you gave a rating of "poor" or "adequate" above.

*

Your answer

DOMAIN 6: ADDITIONAL QUESTIONS:
29. Were there any topics covered that overlapped too much with other classes?

*

Your answer

30. Were there any topics not covered that you would liked to have discussed?

*

Your answer

31. What did you like most about the course?

*

Your answer

32. Do you have any constructive suggestions for improving the course?

*

Your answer

33. Were there any readings that you found particularly useful?

*

Your answer

34. Were there any readings that you did not find useful?

*

Your answer

SUBMIT

Page 1 of 1

APPENDIX 2: PRACTICUM EVALUATION FORM-SUPERVISOR COMPLETES

ROSALIND FRANKLIN UNIVERSITY
OF MEDICINE AND SCIENCE

Clinical Psychology Program - Practicum Evaluation Form

(To be completed by Supervisor)

Name of Student:

Practicum Supervisor:

Name of Practicum:

Current academic quarter please (circle one):   **MID-YEAR/FINAL**

Academic Year:

Pass_____   **Fail** _____

STUDENT'S LEVEL OF CLINICAL DEVELOPMENT AT BEGINNING OF PRACTICUM:
Please circle the student's level of development with regard to the current practicum placement.

Beginning level; focus on learning basic skills; requires close supervision and structured format
Intermediate level; skills more developed; focus on integration; greater autonomy, requires less structure
Advanced level; well-developed, flexible skills; able to work quite autonomously; collegial supervision

PRACTICUM GOALS AND OBJECTIVES:
(To be completed at beginning of practicum, in collaboration with the student)
List specific goals and objectives re: competencies to be developed, case load, types of clients, frequency and style of supervision, criteria for evaluation

MID-YEAR EVALUATION OF GOALS AND OBJECTIVES:
(To be completed in collaboration with the student)
Evaluate progress toward goals and objectives; modification or revision of original goals and objectives

FINAL EVALUATION OF GOALS AND OBJECTIVES:
Indicate goals and objectives achieved by completion of practicum

Evaluation rating scale:

1. **Development required: Further development and supervision needed in order to meet expectations**

2. **Meets expectations: Functions adequately for level of training**

3. **Meets and exceeds expectations: Functions at above average level for training**

NA - Not applicable to current practicum placement

Please place an X in the rating box for each objective within each category in the column to the right.

Examples of skills and characteristics are given for each category in order to aid conceptualization. Following each category, space is provided for the rater to discuss any additional comments or concerns

	1	2	3	N/A
I. Interpersonal skills				
When working with patients:				
o The ability to form a working alliance, deal with conflict, negotiate differences, understand and maintain appropriate professional boundaries.				
When working with colleagues:				
o The ability to work collegially with fellow professionals.				
o The ability to support others and their work, and to gain support for one's own work.				
o Effective oral communication with others (e.g., colleagues, staff, and supervisors).				

	1	2	3	N/A

II.   Work skills

- Plans work thoroughly

- Manages time effectively

- Capable of making difficult or non-routine decisions

- Willingness to accept and utilize feedback when needed

- Uses supervision effectively

- Can take charge of a situation and get things done

- Meets deadlines promptly

	1	2	3	N/A

III.   Assessment skills

- Helps referral source to clarify and formulate appropriate referral questions

- Is knowledgeable about a diversity of assessment procedures and methods

- Selects assessment procedures/methods appropriately

- Conducts effective structured and unstructured diagnostic interviews

- Administers psychological tests appropriately and capably

- Formulates meaningful case conceptualizations and hypotheses about the assessment question(s)

- Makes appropriate diagnoses

- Skilled at assessment report writing

- Formulates appropriate action plans

IV.	Intervention skills	1	2	3	N/A

- Formulates meaningful case conceptualizations and hypotheses about factors contributing to the problems

- Selects appropriate intervention methods

- Sets clear and appropriate therapy goals

- Accurately assesses intervention effectiveness

- Communicates conceptualizations and goals to clients in a meaningful and sensitive manner

- Facilitates collaborative interaction with clients to effect changes and resolve problems

V.	Applied research skills	1	2	3	N/A

- Able to apply research knowledge to case conceptualization and treatment planning

VI.	Consultation and liaison skills	1	2	3	N/A

- Knowledgeable about consultation role

- Effective as a consultant

- Effectively communicates verbally with other disciplines

- Effectively communicates in writing with other disciplines

- Maintains rapport with colleagues and is aware of other disciplines' contributions

IV. Ethics and standards	1	2	3	N/A
• Knowledgeable about ethical principles as well as standards of professional conduct				
• Proactively identifies potential ethical dilemmas				
• Able to apply ethical decision-making skills and effectively resolve ethical dilemmas				
• Sensitive to diversity issues (e.g. ethnic, gender, disability)				

AREAS OF GROWTH, STRENGTHS, OR IMPROVEMENT NOTED

AREAS FOR FURTHER DEVELOPMENT

AREAS OF CONCERN REQUIRING POSSIBLE REMEDIAL ACTION
(Indicate magnitude of concern and recommended action)

ADDITONAL COMMENTS:

LIVE OBSERVATION OF STUDENT WITH PATIENT (S):

TYPE:

DATE:

THIS EVALUATION HAS BEEN SHARED AND DISCUSSED WITH STUDENT:

SUPERVISOR SIGNATURE: **DATE:**

STUDENT SIGNATURE: **DATE:**

ROSALIND FRANKLIN UNIVERSITY
OF MEDICINE AND SCIENCE

CLINICAL PRACTICUM EVALUATION FORM
(Complete by student at the end of each quarter)

Please provide below the information requested for the clinical practicum you have been involved in during the quarter.

Student Name (optional) _____

End of the _____   **Quarter, 20** _____

Practicum site _____

Supervisor (s) _____

Nature of the clinical training experience (e.g., individual psychotherapy, neuropsychological assessment, etc.)

_____

1. Was the clinical training experience congruent with your expectations (e.g., site was described as individual therapy and you have seen multiple patients in individual therapy)?

|-------------------|-------------------|-------------------|-------------------|
1   2   3   4   5
not at all   somewhat   very congruent

Comments: _____

2. Did the clinical training experience increase your knowledge and clinical skills?

|-------------------|-------------------|-------------------|-------------------|
1   2   3   4   5
not at all   somewhat   very much so

Comments: _____

3. Was the experience (both clinical and didactic) you received with regard to working with clients from diverse backgrounds adequate?

|-------------------|-------------------|-------------------|-------------------|
1   2   3   4   5
not at all   somewhat   very much so

Comments: _____

4. Were the resources at the site adequate to support your clinical training (e.g., up-to-date psychological testing materials, adequate numbers of patients, etc.)?

|-------------------|-------------------|-------------------|-------------------|
1   2   3   4   5
not at all   somewhat   very much so

Comments: _____

5. Did you receive adequate feedback regarding your performance?

|- - - - - - - - - - - - - - - - - -|- - - - - - - - - - - - - - - - - -|- - - - - - - - - - - - - - - - - -|- - - - - - - - - - - - - - - - -|
1   2   3   4   5
not at all   somewhat   very much so

Comments: _____

6. How would you rate the practicum experience overall?

|- - - - - - - - - - - - - - - - - -|- - - - - - - - - - - - - - - - - -|- - - - - - - - - - - - - - - - - -|- - - - - - - - - - - - - - - - -|
1   2   3   4   5
poor   fair   excellent

Comments:_____

7. Would you recommend this practicum to other students?

|- - - - - - - - - - - - - - - - - -|- - - - - - - - - - - - - - - - - -|- - - - - - - - - - - - - - - - - -|- - - - - - - - - - - - - - - - -|
1   2   3   4   5
not at all   somewhat   very much so

Comments: _____

Clinical orientation emphasized at the site: _____

Types of patients worked with during the quarter: _____

Skills you feel you learned during the quarter: _____ _____

EVALUATION OF SUPERVISION

1. Who functioned as your primary practicum supervisor(s)? Were there any additional people involved in your supervision?

_____

_____

2. Did you judge the amount of clinical supervision to be adequate?

|- - - - - - - - - - - - - - - - - -|- - - - - - - - - - - - - - - - - -|- - - - - - - - - - - - - - - - - -|- - - - - - - - - - - - - - - - -|
1   2   3   4   5
not at all   somewhat   very much so

Comments: _____

_____

3. How often did clinical supervision occur? _____

_____

Page 2

4. Was the didactic information provided during supervision adequate?

| - - - - - - - - - - - - - - - - - - -| - - - - - - - - - - - - - - - - - -| - - - - - - - - - - - - - - - - - -| - - - - - - - - - - - - - - - - -|
1   2   3   4   5
not at all   somewhat   very much so

Comments: _____

_____

5. Supervisor reviews audiotapes, videotapes or does direct observation   Yes   No

6. Supervisor closely monitors clients through careful reading of progress and termination notes and recommendations for necessary changes.   Yes   No

7. Supervisor suggests readings as appropriate   Yes   No

Rate the following items using this scale:

1	2	3	4	5	DK	NA
Highly ineffective	Ineffective		Effective	Highly effective	Don't Know	Not Applicable

1. Develops and maintains working alliance with supervisee. _____
2. Creates an environment where trainee feels free to make mistakes and learn from them. _____
3. Assists supervisee in establishing goals for supervision. _____
4. Evaluates and clarifies goals periodically. _____
5. Provides feedback in a constructive manner, which includes not avoiding necessary confrontation.
6. Provides structure to help supervisee keep anxiety at manageable levels. _____
7. Addresses both strengths and weaknesses with supervisee. _____
8. Encourages an appropriate increase in autonomy. _____
9. Provides feedback regarding both verbal and nonverbal dynamics of treatment. _____
10. Recognizes parallel processes in supervisory and client relationships. _____
11. Monitors ethical concerns. _____
12. Monitors legal concerns. _____
13. Demonstrates sensitivity to multiple, contextual issues:
        Racial _____
        Ethnic _____
        Gender _____
        Sexual orientation _____
        Religious/spiritual _____
        Age _____
        Disability _____
14. Keeps supervisory boundaries clear. _____
15. Recognizes own limitations in providing supervision. _____
16. Models work for supervisee. _____
17. Assists supervisee in managing how the supervisory hour is utilized. _____

Comments:

ROSALIND FRANKLIN UNIVERSITY
OF MEDICINE AND SCIENCE

EVALUATION FORM
RESEARCH PRACTICUM – HPSC850

STUDENT: **FACULTY:**
DATE: **QUARTER:** Fall Winter Spring Summer
                                                                (circle one)

Please evaluate the student's activity in the course completed this quarter. A rating scale (5 pts.) is available for use and this may be supplemented by any additional comments that you may care to provide.

1.	Effort	1 Lo	2	3 Med.	4	5 High
2.	Motivation	1 Lo	2	3 Med.	4	5 High
3.	Success in Reaching Objectives	1 Lo	2	3 Med.	4	5 High
4.	Reliability	1 Lo	2	3 Med.	4	5 High
5.	Rate of Progress	1 Lo	2	3 Med.	4	5 High
6.	Ethical Conduct of Research	1 Lo	2	3 Med.	4	5 High
7.	Overall Degree of Satisfaction With Student's Progress	1 Lo	2	3 Med.	4	5 High

COMMENTS:_____

_____

                                                GRADE: **A**   **B**   **C**   **F**
(revised 2/9/09)   **(circle one)**

ROSALIND FRANKLIN UNIVERSITY
OF MEDICINE AND SCIENCE

EVALUATION OF RESEARCH TRAINING
2013/2014

Year in the Program: _____   **Lab:** _____

Please rate your degree of satisfaction with the following aspects of the research program. If the statement is not applicable, just put NA:

Statistics training within your lab

1	2	3	4	5
Completely Dissatisfied	Slightly Dissatisfied	Slightly Satisfied	Satisfied	Completely Satisfied

Comments:

Research methods and design training within your lab

1	2	3	4	5
Completely Dissatisfied	Slightly Dissatisfied	Slightly Satisfied	Satisfied	Completely Satisfied

Comments:

Training in ethics in conducting research

1	2	3	4	5
Completely Dissatisfied	Slightly Dissatisfied	Slightly Satisfied	Satisfied	Completely Satisfied

Comments:

The frequency and quality of lab meetings (where applicable)

1	2	3	4	5

Completely Dissatisfied	Slightly Dissatisfied	Slightly Satisfied	Satisfied	Completely Satisfied

Comments:

The quality of guidance/mentoring on master's thesis:

1	**2**	**3**	**4**	**5**	**NA**
Completely Dissatisfied	Slightly Dissatisfied	Slightly Satisfied	Satisfied	Completely Satisfied	

Comments:

Communication of requirements for master's thesis

1	**2**	**3**	**4**	**5**	**NA**
Completely Dissatisfied	Slightly Dissatisfied	Slightly Satisfied	Satisfied	Completely Satisfied	

Comments:

The quality of guidance/mentoring on doctoral dissertation

1	**2**	**3**	**4**	**5**	**NA**
Completely Dissatisfied	Slightly Dissatisfied	Slightly Satisfied	Satisfied	Completely Satisfied	

Comments:

Communication of requirements for a doctoral dissertation

1	**2**	**3**	**4**	**5**	**NA**
Completely Dissatisfied	Slightly Dissatisfied	Slightly Satisfied	Satisfied	Completely Satisfied	

Comments:

Training and experience in grant writing and obtaining funding

1	**2**	**3**	**4**	**5**
Completely Dissatisfied	Slightly Dissatisfied	Slightly Satisfied	Satisfied	Completely Satisfied

Comments:

Training and experience in preparing for publications in professional journals

1	2	3	4	5
Completely Dissatisfied	Slightly Dissatisfied	Slightly Satisfied	Satisfied	Completely Satisfied

Comments:

Training and experience in preparing presentations for professional meetings

1	2	3	4	5
Completely Dissatisfied	Slightly Dissatisfied	Slightly Satisfied	Satisfied	Completely Satisfied

Comments:

The degree to which the research training reflects the scientist-practitioner model

1	2	3	4	5
Completely Dissatisfied	Slightly Dissatisfied	Slightly Satisfied	Satisfied	Completely Satisfied

Comments:

Suggestions for other areas of research training that you would like to see addressed

Any other comments about research training

THANK YOU!

APPENDIX 6: STUDENT EMPLOYMENT FORM

ROSALIND FRANKLIN UNIVERSITY
OF MEDICINE AND SCIENCE

TO: Students

FROM: Vicky Fernandez, Secretary
               Dept. of Psychology

DATE:

RE: **Student Employment**

It has been the department's policy to require in writing, requests for permission to accept employment involving psychological services. As stated in the Dept. of Psychology – Procedures and Policy Handbook, "Prior to acceptance of <u>any</u> outside employment involving psychology related activities, students must notify in writing and consult with their advisor <u>and</u> the Director of Clinical Training (DCT). This process is intended to protect the student from employment situations in which the lack of appropriate supervision or the requirements for conducting tasks beyond the student's level of training could place the student in ethical or legal jeopardy. This process is <u>not</u> intended to impede or prevent student employment. Notification by students about employment is required prior to registration".

Please complete the information requested, get your advisor's signature on the forms and return this form to Sandra Trevino, prior to registration for the _____. If you have any questions, please call Pat Rigwood at (847)578-3305. Thank you!

Name of Student: _____

Are you currently employed in a job involving psychology related activities?   YES   NO

If **yes**, please give complete address, description of responsibilities and hours involved:

Address: _____

Description of Responsibilities: _____

Days & Times: _____

In addition to information regarding outside employment above, please also provide all paid position(s) you hold within the department of psychology/Rosalind Franklin University of Medicine and Science:

Position I: _____ Department: _____ Supervisor: _____

Days/Hours: _____

Position II: _____ Department: _____ Supervisor: _____

Days/Hours: _____

_____
Faculty Advisor Signature

APPENDIX 7: CLINICAL PRACTICUM CONTRACT
ROSALIND FRANKLIN UNIVERSITY OF MEDICINE AND SCIENCE
Department of Psychology
SELECTIVE CURRICULUM - CLINICAL PRACTICUM CONTRACT

Student Name _____ Class of _____

Title of Practicum _____

Primary Responsible Supervisor _____

Mailing Address _____ Telephone _____

Other Supervisors Involved _____

Institution Where Practicum Is Offered _____

Full Address _____

Telephone Number Where You Can Be Reached _____

Quarter Practicum Is Offered _____ Give Actual Dates _____

Number of Hours Per Week Participation By Student _____

Number of Formal Conference Hours Per Week Participation by Student _____

Number of Credit Hours Per Quarter Student Qualifies For _____

Method or Criterion of Student Evaluation _____

_____

Method of Criterion of Course Evaluation _____

_____

***PLEASE LIST DETAILED OBJECTIVES OF THIS PRACTICUM ON A SEPARATE SHEET. PRACTICUM CONTRACTS MUST BE TURNED INTO THE DEPARTMENT SECRETARY AT LEAST THREE WEEKS PRIOR TO THE ABOVE SPECIFIED STARTING DATE FOR ASSURANCE OF APPROVAL OF THIS PRACTICUM. ALL APPROVALS NOTED BELOW MUST BE RENDERED PRIOR TO STUDENT STARTING PRACTICUM. PRACTICUM SUPERVISORS WILL BE SENT A FINAL COPY OF THE APPROVED PRACTICUM CONTRACT.

_____   _____   _____
Signature of Practicum Supervisor   Printed Name   Date

_____   _____   _____
Signature of Advisor   Printed Name   Date

_____   _____   _____
Signature of Director of Clinical Training   Printed Name   Date

_____   _____   _____
Signature of Department Chairman   Printed Name   Date

APPENDIX 8: RESEARCH PRACTICUM CONTRACT
ROSALIND FRANKLIN UNIVERSITY OF MEDICINE AND SCIENCE
SELECTIVE CURRICULUM - RESEARCH CONTRACT

Student Name _____ Class of _____

Title of Research _____

Primary Responsible Faculty Member _____

Mailing Address _____ Telephone _____

Other Faculty Members Involved _____

_____

Institution Where Research Is Offered _____

Full Address _____

Telephone Number Where You Can Be Reached _____

Quarter Research Is Offered _____ Give Actual Dates _____

Number of Hours Per Week Participation By Student _____

Number of Formal Conference Hours Per Week Participation by Student _____

Number of Credit Hours Per Quarter Student Qualifies For _____

Method or Criterion of Student Evaluation _____

_____

Method of Criterion of Course Evaluation _____

_____

***PLEASE LIST DETAILED OBJECTIVES OF THIS RESEARCH ON A SEPARATE SHEET. RESEARCH CONTRACTS MUST BE TURNED INTO THE DEPARTMENT SECRETARY AT LEAST THREE WEEKS PRIOR TO THE ABOVE SPECIFIED STARTING DATE FOR ASSURANCE OF APPROVAL OF THIS RESEARCH. ALL APPROVALS NOTED BELOW MUST BE RENDERED PRIOR TO STUDENT STARTING RESEARCH. RESEARCH SUPERVISORS WILL BE SENT A FINAL COPY OF THE APPROVED RESEARCH CONTRACT.

_____   _____   _____
Signature of Research Supervisor   Printed Name   Date

_____   _____   _____
Signature of Advisor   Printed Name   Date

_____   _____   _____
Signature of Director of Clinical Training   Printed Name   Date

_____   _____   _____
Signature of Department Chairman   Printed Name   Date

APPENDIX 9
PSYCHOLOGY DEPARTMENT – INTERNAL DISSERTATION FUNDING FORM
(Please Fill Out Electronically or Print Neatly)

Name:_____

Dissertation Title:_____

Dissertation Chair:_____

Proposal Date:_____

Item	Cost Per Unit	Quantity	Total Cost
Total			

(Please attach more pages of detailed budget if necessary)

To what funding agency did you apply?

_____

On what date did you apply to the granting agency?   _____

On what date was the decision about your grant made?   _____

What was the decision?   _____

    Please attach evidence of your funding review. An e-mail
    notification is sufficient.

If they funded you, how much were you funded?   _____

How much money are you requesting?   _____

    The department will fund up to $2000. It will fund some or all of your research, depending on the amount
    you need and the amount you have received from outside sources. Under very rare circumstances, more
    internal funding may be available, but a detailed letter of why it is needed must be appended to this form.

Your signature:_____**Date**:_____

Your adviser's signature:_____**Date**:_____

You should receive your funds in six to eight weeks after submitting a completed form to the department chair and department Administrative Assistant.