

***Rosalind Franklin University
of Medicine and Science***

Department of Psychology

Policy and Procedures Manual

**M.S. in Clinical Counseling
Program**

AY 2023-2024

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[APPENDIX 4:](#) Evaluation of Student's Research

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[APPENDIX 6:](#) Temporary Policy Changes due to Covid-19 Pandemic

QUICK GUIDE: FORMS STUDENTS COMPLETE **Connections to online resources**

[Research Practicum Contract](#) (*research track students* only complete annually)

Clinical training contracts (complete the practicum contract during the first week of your practicum)

- [Unpaid practicum contract](#): complete this form if you will NOT be paid for conducting psychological services.
- [Student Employment contract](#): complete this form if you will be paid to conduct psychological services.

Submit news to weekly digest email: Submit your updates via [this form](#).

INTRODUCTION

This handbook provides information about the major policies and procedures germane to the Psychology Department at Rosalind Franklin University of Medicine and Science. Other important sources of information about the University and the Department are: the Department of Psychology Brochure. Additionally, information can be obtained from our website and on the Insite system. All Department policies and procedures are consistent with the University guidelines. In some instances, Department policies and procedures have been detailed further to reflect specific goals/objectives of the Clinical Counseling program. All students must also comply with the RFUMS student handbook, RFUMS student catalog and the College of Health Professions (CHP) 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](#) and the [RFUMS student handbook](#) 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](#).

Student Lounge: Room 2.675

Students can use the computers in the student lounge for printing. Student mailboxes and drinking water are located in the interior room. A microwave and refrigerator are available for student use.

Headshot

Students can have their headshot taken by the University photographer. To schedule an appointment, see [this protocol](#) on InSite.

Mailing Address:

Rosalind Franklin University of Medicine and Science
Department of Psychology
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Faculty and Staff

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STUDENT RECORDS

Students' records are on file in the Psychology Department. Faculty have access to these files. Students also have access to these files if confidentiality requirements have been waived. A complete set of records is also maintained in the Registrar's office.

The Department also maintains a set of records which includes course and practica evaluations. These are available for students to examine. Student requests to examine these files are coordinated by the Administrative Assistant.

STUDENT REPRESENTATION

1. **Faculty Meeting Representative.** One or more student representatives 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 (with the exception of the Faculty Affairs committee) and for select ad-hoc committees. Students are voting members of the following standing committees: the Awards Committee, Clinical Training & Practice Committee; Colloquium Committee; Curriculum Committee; Justice, Equity, Diversity & Inclusion Committee; Interview Day Planning Committee; Policy & Procedures Committee; Program Evaluation Committee; Research Infrastructure and Computer Committee; and the Student-Faculty Committee. Students are also voting members of the Awards Committee, although they do not vote on awards being given to students. Students on committees represent the entire student body and are encouraged to seek feedback from their classmates to inform their vote. Descriptions of these committees and their responsibilities are available [here](#). Students are asked to serve on a committee for at least one year. Committee assignments typically occur at the beginning of the Fall quarter; however, if students are interested in joining a committee part-way through the academic year, they may inquire about that option with the committee chair, and we will attempt to honor those requests

4. **Student Organizations.** RFUMS has a Student Council, which represents the common interests of the student body at large and is made up of representatives from each "class" and each university club. The Student Council meets monthly and provides representation of student issues and disbursement of the Student Activity Fund to classes and clubs. Psychology students have Student Council representation through their "class" and through the Graduate Association of students in Psychology (GASP). GASP is a student initiated and student run "University Club" with faculty support.

5. **Psi Chi Honor Society.** [Psi Chi](#) is the International Honor Society in Psychology. Members have access to more than \$400,000 in annual awards, grants, and scholarships (e.g., for assistance traveling to conferences, conducting research, and financing your education) as well as other benefits (e.g., it is an honor that can be listed on your CV, it provides opportunities for

presentations, publications, and networking). Additional benefits of membership can be found [here](#).

Students who are interested in joining Psi Chi must complete 1 quarter of coursework at RFU to be eligible to join. After completing 1 quarter of coursework, students can apply to join our chapter [here](#). There is a one-time \$60 fee to join (\$55 membership fee + \$5 processing fee). Once you join, you are a member for life. Once your application is approved, Psi Chi will send you an automated email including a payment link. Once your payment is received, your membership will be processed and you will receive a welcome email, which will include information about accessing your member account and benefits. Students who joined Psi Chi at a prior institution can transfer their membership to the RFU chapter (at no cost) by emailing our chapter's Faculty Advisor (Dr. Brian Feinstein). Please include your Psi Chi member ID in the email. If you don't know your member ID, you can contact Psi Chi [here](#).

Each Spring quarter, the Department of Psychology hosts an induction ceremony to welcome and celebrate new Psi Chi members.

INTERNATIONAL STUDENTS

We aim to provide international students with the same training opportunities as non-international students. While the practicum experiences should be comparable, there are some practicum sites that may not allow international trainees. All questions about practicum settings for international students should be directed to the Program director.

See [RFUMS' guidance on financial aid](#) for international students and their list of [common questions](#). You also may be interested in the [global health experiences RFUMS provides](#).

[Here](#) and [here](#) you can find a list of grants and other funding opportunities that are available to international students.

TRAVEL AWARDS

Executive Student Council offers \$200 in travel awards every month. Student Council requests for funding forms are available on the [Student Council InSite](#) page.

CURRICULUM

Overview

The Department reviews the curriculum on an annual basis and this review may lead to modifications in the curriculum described. Course descriptions are available [here](#).

The academic curriculum consists of a two-year, full-time program of study and sequence of courses and internship/practicum. A 700 hour internship/practicum is required to fulfill the requirements for the M.S. in Clinical Counseling degree. The M.S. degree can be completed in two years of full-time study. There is a part-time study option as well, in which it will take the student at least three years to complete the program.

The changing knowledge base of the field necessitates the assurance that our graduating students are conversant with current and important findings and practices. Hence, students must complete their studies within five years of beginning the program. Failure to complete all program requirements in five years may result in dismissal from the program.

It is the student's responsibility to request continued student status beyond five 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.

Registration

Several weeks before the start of the new quarter, students will receive an email from the department administrative assistant requesting that they complete a google form listing their preferences related to courses for the upcoming quarter. Students should complete this form by the stated deadline. Information from this form is entered into a spreadsheet received from the Registrar's Office. This information once received in the Registrar's Office is uploaded to the University registration system (Self Service) by the IT department.

Once a student's registration information appears in Self-Service for a given quarter, students need to go into Self Service and final register for the courses. Note that students **should not** enter their own registration preferences into self-serve - this creates duplicate entries and causes problems with the system. Students should only use the google form to indicate classes they wish to take. If a change needs to be made to what appears in self-serve, students should **email the Psychology coordinator and let them know of any changes**.

Please note: Students who fail to submit department-required paperwork (e.g., clinical practicum contracts, research practicum contracts) or fail to complete other tasks required as a part of their program of study (e.g., complete immunization requirements) **will be placed on registration hold, and will be unable to register for classes for the subsequent quarter until that task is completed**. Immunization holds are implemented through the student affairs office, not by the Department. Thus, to resolve issues related to immunization holds, students must contact student affairs at student.affairs@rosalindfranklin.edu. Administrative staff in the Psychology Department do not have the ability to access immunization records or to resolve immunization holds.

The general procedure and guidelines for registration are listed below. Questions regarding the registration process should be directed to either the Department Coordinator or the Program Director.

Procedure

1. Each quarter, students should consult with their advisor about the courses they intend to take. Any deviations from the typical course schedule should be discussed prior to completing the Google form.
2. Students will complete the Google form sent by the Coordinator regarding course registration
3. The Coordinator will register students for courses
4. Students will login to the Self-Service App and finalize their registration. Students **should not** enter their own registration preferences into self-serve. Students should notify the psychology coordinator to let them know about any changes that need to be made.

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 With and 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 can be on Monday, Tuesday, Wednesday, Thursday and Friday.

2nd year students

Required classes can be on Monday, Wednesday and Thursday.

Note that classes can be scheduled on class days anywhere between 8 am and 9 pm. We will make every effort to schedule classes in a more manageable way for students (e.g., avoid large mid-day gaps), although the MDA has to accommodate the availability of multiple part-time faculty.¹

Course Syllabi

Draft course syllabi will be distributed prior to the beginning of the quarter so that students can plan accordingly. Often these syllabi will not be the final course version, so students are responsible for accessing the final syllabus from Brightspace (D2L).

Attendance Policy

Students are required to attend class in-person, complete assigned readings prior to class, and participate in class discussions on an ongoing basis. These activities are critical to mastering course material and to achieving the course learning objectives, and student who regularly miss class will not be able to successfully master the learning objectives. *At the discretion of the course instructor, students who miss a large proportion of classes may receive an incomplete for*

¹ Revised 9/28/17

the course, be asked to repeat some or all of the course, or be asked to complete additional assignments to demonstrate content mastery.

- Faculty will provide students with clear expectations regarding attendance and being on time for all educational activities. Specific expectations and consequences for non-attendance will be communicated in the course syllabus.
- Students should contact the course instructor to notify them that they will be late or absent from class.
- Faculty may conduct attendance checks at the beginning of class sessions.
- Points may be taken off the final grade for repeated tardiness or any absences.
- If a student is absent from any class, the student may be required to complete additional work as assigned at the discretion of the faculty.
- If a student is absent from class, the student should contact their classmates to access the notes and handouts from class.
- Exceptions to in-person class attendance can occur in response to covid protocols.²

Turnitin Policy

RFUMS provides access to Turnitin software, which can be used to assess the originality of student assignments. All major student papers that are submitted as a part of any course within the Department of Psychology will be subject to review via Turnitin for overlap/plagiarism concerns. Students can use Turnitin for reviewing their submission prior to turning it in; instructions for doing so are located [on InSite](#).

TRANSFER CREDIT

Transfer Credits for Required Courses: Restrictions

- The limit for waiver of required courses is 10 credit hours (quarter hours).
- Students must have earned a “B” or better for faculty to consider waiving a department course requirement.
- Students are not allowed to transfer credits from courses based on their pre-baccalaureate training.
- The Department/University will NOT accept transfer credit for any student³ for HIPS515A & B Foundations for Interprofessional Practice Culture in Healthcare.

Transfer Credits for Required Courses: Procedure

Students who wish to transfer credit one or more departmental courses:

- Complete [this course waiver form available on InSite](#), at least 4 weeks prior to the quarter in which each course in question is offered, with the exception of the fall quarter of the first year.
- Gather transcripts and syllabi of courses attended in their Master’s program or other post-baccalaureate program to support the course waiver.
- Submit the course waiver form, transcript and course syllabus to the Psychology Coordinator who will forward the materials to the course instructor(s) for their review.
- The department faculty member offering the course in question, or a designee, will evaluate the syllabus based on the following criteria:
 - Course material is consistent with a scientist-practitioner approach
 - Covers the relevant material in the department course.
- If the faculty judges the previously completed course meets all requirements, then they will email the Department Chair with their approval, and forward the waiver and included materials for review.

² Revised 5-25-21

³ Updated 9/5/17

- The Department Chair will review the documentation, provide final approval, and notify the student of the outcome. If approved, the paperwork will be signed by the Chair and submitted to the Registrar to document the transfer of credit. Transfer credit documentation will include the previously taken course syllabi.

Note. All petitions should be submitted within the first year of the Master's program.

Transferring Credit for Elective Courses: Restrictions

- The limit for waiver of elective courses is 10 credit hours (quarter hours).
- 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 must have earned a "B" or better for faculty to consider waiving a department course elective.

Transferring Credits for Elective Courses: Procedure

Students who wish to transfer credit one or more elective courses:

- Complete [this course waiver form available on InSite](#), at least 4 weeks prior to the quarter in which each course in question is offered, with the exception of the fall quarter of the first year.
- Gather transcripts and syllabi of courses attended in their Master's program or other post-baccalaureate program to support the course waiver.
- Submit the course waiver form, transcript and course syllabus to the Chair who will evaluate the syllabus based on the following criteria:
 - Course material is consistent with a scientist-practitioner approach
- The Department Chair, in consultation with relevant faculty, will review the documentation, provide final approval, and notify the student of the outcome. If approved, the paperwork will be signed by the Chair and submitted to the Registrar to document the transfer of credit. Transfer credit documentation will include the previously taken course syllabi.

REQUIREMENTS FOR THE MASTER OF SCIENCE IN CLINICAL COUNSELING DEGREE:

Please see the [RFUMS Course Catalog](#) for a list of graduation requirements, including a list of required courses.

Elective Courses

Elective Courses may be selected from coursework offered by the Department of Psychology or from courses offered in other Departments within the University. Electives should be selected based on student interest and career goals, and the consent of the student's advisor must be obtained prior to registering for elective courses. Elective choices outside of the department must be approved by the Program Director. The number of elective credits varies depending on whether the student is enrolled in the research track.

Research Track

Students interested in strengthening their research skills while pursuing the Master of Science in Psychology: Clinical Counseling can apply to the Research Track of the Clinical Counseling program. Students accepted into the Research Track will complete the usual curriculum of the Master of Science in Psychology: Clinical Counseling with the following modifications:

- HPCC500 Research Methods for Counselors is deleted

- HPSC510 Psychological Statistics I is added in year 1
- HPSC515 Experimental Design and Program Evaluation I is added in year 1
- HPSC850 Research Practicum (2 hrs) is added each quarter (starting with Winter quarter of Year 1)

Students completing the Research Track must still complete a 700 hour clinical internship and practicum in their second year and must also complete a minimum of six hours of elective studies. Students completing the Research Track of the Master of Science in Psychology: Clinical Counseling satisfy the educational requirements of the State of Illinois for licensure as a Professional Counselor. Students earning a C or lower grade in any class, including Research practicum, will have their eligibility for remaining in the research track reviewed as part of any student review meetings scheduled as a result.

Research Practicum

All students on the research track should be enrolled in research practicum credits and follow the procedures outlined below. First year students will enroll in research credit starting with winter quarter. Second year students will enroll in research credit starting in the fall. Any changes to goals or meeting frequency will be mutually agreed upon by student and research advisor. Please note that research tasks may only be undertaken following approval of the research advisor and after obtaining IRB approval (if required).

Evaluation

Research mentors will provide a letter grade to reflect research performance each quarter. Failure to attend meetings or to make progress towards goals may impact the grade students receive. Students will complete annual evaluations of their research practicum experience during the Spring quarter of each academic year and this feedback will be shared, in aggregate form, with their research advisor.

Procedure: **ANNUAL STUDENT TASK**

1. Meet with your research advisor to identify your research goals for the upcoming academic year, the number of credit hours of research you should select (When registering for research credit, a minimum of 3 hours per week is the equivalent of 1 quarter hour of credit), and how frequently you will meet. You will need this information to complete the research contract.
2. Prior to the start of the Fall Quarter (second year students) or prior to the start of the Winter Quarter (first year students), complete the [Annual Research Contract for PhD Program Students or MS Clinical Counseling Students](#).

RESEARCH

Human Subjects

University policy requires that all students obtain annual formal certification from the IRB prior to conducting research with human subjects.

All research with human subjects, including pilot data and data collected at other institutions, must be approved by your advisor and the RFUMS Institutional Review Board. To obtain approval, provide the I.R.B. with a description of the project, consent forms, and a cover memo from your advisor. The I.R.B. has produced a manual fully describing the procedure to be followed. A copy of the manual is available in the Departmental Office. Access to the manual is also available on the University website. An annual IRB certification examination must also be successfully completed every year. The chair of the IRB will notify you when approval has been granted. **DO NOT TEST SUBJECTS OR EXAMINE DATA UNLESS YOU HAVE WRITTEN IRB APPROVAL AND HAVE RECEIVED IRB CERTIFICATION!**

Any advertising (e.g., newspaper) or public solicitation (e.g., posters) for research subjects must also be approved by the IRB.

Please visit the [IRB website](#) for more information.

Student Research Funding

It is 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 research.

Research at Other Institutions

Each institution has its own research protocol. Please check with the respective institution.

Health Insurance Portability and Accountability Act 1996 (HIPAA)

All students engaged in research and clinical activities are expected to comply with HIPAA guidelines. Please direct all questions to your advisor or the Program Director. 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/>

CLINICAL PRACTICUM/INTERNSHIP

Overview

Clinical training is considered an integral part of the clinical counseling program. Clinical practica are organized to ensure a progression of clinical training experiences that correspond with the sequence of the 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 practicum training sites. These settings include, but are not limited to, hospitals, medical centers, community mental health centers, school districts, private practices. The department also has clinical programs that are supervised by department faculty. Although the department emphasizes training in empirically validated cognitive-behavioral interventions, students are exposed to a range of theoretical orientations. Additionally, the practicum training at the different sites exposes students to multiple theoretical orientations and intervention techniques.

Requirements

Each student must complete a 700 hour minimum Practicum/Internship as part of their program requirements. Students will typically complete their 700 hour practicum experience beginning in the summer of their second academic year (specific start date is dictated by practicum site). The practicum experience is unpaid since it is connected to course credit. Participation in the Interprofessional Community Clinic (ICC) does not count toward the 700 practicum hours. The ICC is a student-led clinic that provides free-health care to uninsured adults in the Lake County community, the majority of whom are Spanish-speaking. Through the ICC, students can gain experience working on interprofessional teams, conducting consults, and providing psychotherapy. Information on how to become involved is presented during the Fall quarter.

In order to prepare the student for successful completion of the 700 hour experience, students will be assigned to participate in various clinical preparation experiences during their first year. These experiences could include simulation, shadowing experiences and other forms of training. Students will participate in a 1 credit hour practicum supervision course during the Winter and Spring quarters of their first academic year of attendance. These preparatory experiences will NOT count toward the 700 hour practicum/internship requirement.

Practicum sites

Students will be informed of available program sites during the spring of their first year by the Program Director. Students may be assigned a program-approved practicum experience for their second year. Some sites require formal application, a letter of interest, letter(s) of recommendation and an interview. The Program Director will advise the student of the particular process necessary for each site. Due to the long process of vetting new sites and establishing collaborative agreements between the University and the site, there is no provision for students to be placed in self-initiated practicum placements.

Each site will make a formal written offer of a practicum to students they wish to accept as trainees. Students are expected to notify the Program Director within 2 business days of receiving any interview offers or any practicum offers. Students may not accept an offer prior to discussing with the Program Director. Students should hold no more than one offer at a given time. Once a student accepts a practicum, that student is obligated to complete their clinical training at that site. Students may not end the practicum experience early. Violations of acceptance/hold/completion policies will lead to a subject to dismissal hearing and or failure of the practicum requirement, which would preclude graduation until the deficiency is resolved.

Please know that it is possible for students to incur some out of pocket clinical-training related costs (e.g., for purchasing of a book, clinical material, required training/certification, medical or drug tests or immunizations, etc.). These costs are not reimbursable. We recommend that you check with the site prior to accepting a practicum placement with them to determine what additional costs might be associated with that site.

Some training sites have specific days of the week in which they require students to be in attendance. The student should ascertain this information from the site in advance of accepting the practicum. The student should consult the year-long schedule before accepting the practicum. If practicum requirements conflict with scheduled classes, the student should contact the Program Director before making an acceptance decision. If the student accepts the practicum and regularly scheduled classes occur on a day that the student is required to be in regular attendance at the practicum, the student will be required to fulfill their practicum responsibilities and defer taking the conflicting courses until the following academic year (adding a third year to the student's completion of the degree requirements).

Evaluation

Evaluation forms are sent to supervisors at practicum sites twice each academic year. Once returned to the Department, they are reviewed and placed in the student's file. These are available for student examination upon request. Students are also required to provide an evaluation of these sites so that the Department can monitor the training opportunities available at the various placement sites (see Form 3 in Appendix). Should a student have a concern about a practicum that concern should be brought to the attention of the Program Director or Department Chair.

Tracking Practicum Hours

Students are encouraged to maintain an on-going record of practicum hours and other details regarding their practicum experiences. This increases the accuracy of reporting at the time of licensure application. Some states require very specific information regarding the applicant's training experiences whereas others take a more global approach. There are several sources whereby a student can access sample forms. Many students find it easy enough to create a written or electronic log in which they record their experiences. A commercially available program that students have found to be particularly helpful in tracking their clinical training hours is www.time2track.com. There is an annual subscription fee for this. It is NOT necessary to pay money to track your practicum hours. The Department created an excel spreadsheet that can be used to track clinical practicum hours.

Attire

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 health profession trainees, and dress appropriately for the setting. This may require students to dress more formally than they dress when attending a class since clinical settings may have strict guidelines for attire (e.g., no sandals). Attire should be consistent with norms and expectations of RFUMS and practicum sites. Any individual or cultural exceptions should be discussed and addressed in a civil and solution-focused manner with the site.

STUDENT EVALUATION

Students receive regular evaluations in three areas: 1) course work, 2) clinical practica, and 3) responsible and ethical conduct.

1. **Course Work**: Letter grades will be assigned to a 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 by completing a standard form (see Form in Appendix 1), which provides feedback concerning the relevance and interest in topics covered in the course.

Grading System: All grades for academic courses will be recorded as:

A = Outstanding academic performance.

B = 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" cannot 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 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.

"Practicum/Internship and Seminar" (HPCC603) will be graded "Pass" or "Fail" based on the reports of the student's clinical supervisor(s) and their group seminar leader.

If a student receives a grade of "F" in any course or clinical practicum, or if the student is fired/dismissed from their practicum, the student will receive notification from the Department Chair informing the student of the reasons for possible dismissal. Unless the student voluntarily withdraws from the program, the Department Chair will take the matter to the departmental faculty, who will hold a hearing to review the evidence and make a decision concerning dismissal. Please see the CHP Handbook for a full description of the dismissal procedure. The CHP handbook is available on [InSite](#) under the Student Resources tab.

Each grade of C will result in a review of the student's record by the Clinical Counseling program director. If the student receives a cumulative total of three or more grades of C during the program, the student will receive notification from the Department Chair informing the student of the reasons for possible dismissal. Unless the student voluntarily withdraws from the program, the Department Chair will take the matter to the departmental faculty. Again, the faculty of the department will hold a hearing to review the evidence and make a decision concerning dismissal. Please see the CHP Handbook for a full description of the dismissal procedure. The CHP handbook is available on [InSite](#) under the Student Resources tab.

2. **Clinical Practica:** Written evaluations (see Form in Appendix 2) are prepared on a quarterly basis by the supervisor of the practicum. The evaluations follow a standard format and give detailed information about the student's performance in the clinical setting. In addition to these evaluations, a practicum supervisor may contact the DCT or Program Director at any time should there be concerns regarding a student's performance in the practicum. Students also evaluate their practicum training (see Form in Appendix 3). The DCT and Program Director review these evaluations and take steps as necessary to address any concerns that may arise.

3. **Responsible and Ethical Conduct:** Responsible and ethical conduct is critical to the development of a competent clinician. Students are evaluated regarding their responsible and ethical conduct in various aspects of graduate school training. Examples of issues that could be related to responsible and ethical conduct include, but are not limited to, attendance, interpersonal demeanor, communications (e.g., email, in-person conversations, classroom communication), physical conduct (e.g., classroom behavior, threatening behavior) and attire. Responsible and ethical conduct should be consistent with norms and expectations of RFUMS and practicum sites; any individual or cultural exceptions are discussed and addressed in a civil and solution-focused manner.

Of note, communications also include a student's personal social media communications. Social media include, but are not limited to, online communications via apps, wikis, blogs, and websites. Social media can be a terrific way to connect with students and faculty at RFUMS and outside of RFUMS. The department has no intention to monitor students' social media for concerning content. We encourage students to be mindful of their posts to ensure that content does not violate the department's guidance for responsible and ethical conduct, RFUMS's [social media policy](#), the APA ethics code, and relevant state, city and international laws. Posts brought to the Department's attention may result in the student being subjected to the sanctions described below.

The most current version of the Ethics Code of the American Counseling Association (ACA) is incorporated herein as one, but not the only basis upon which student behavior will be judged. This document is available from the Program Director or on the ACA's website www.counseling.org.

Sanctions for Responsible, Ethical & Academic Integrity Standards Violations

A student is subject to sanctions that could include up to discipline or dismissal for violation of:

- Responsible Standards
- Ethical Standards
- Academic Integrity Standards

The College of Health Professions will work with the Associate Vice President of Student Affairs to investigate allegations regarding breaches of student integrity. Please consult the RFUMS Student Handbook for specific standards and program handbook or policy and procedures.

In addition to evaluations concerning performance in specific areas, 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 in academic, clinical and research domains and responsible, ethical and clinical conduct. Student involvement in Departmental and other professional activities are also considered. Following this evaluation, a brief written summary is provided to the student. The Department Chair and Program Director are, of course, available to discuss issues relating to the student's development.

Students who fail to submit department-required paperwork (e.g., clinical practicum contracts, research practicum contracts) or fail to complete other tasks required as a part of their program of study (e.g., complete immunization requirements) will be placed on registration hold, and will be unable to register for classes for the subsequent quarter until that task is completed. Students may be pulled from their practicum for failure to submit their clinical practicum contract.

Policy on Evaluation of Student Progress

The purpose of the policy is to identify and acknowledge indicators of outstanding graduate student progress and to identify and intervene when progress difficulties are observed.

Whenever graduate students demonstrate outstanding accomplishments during their graduate training, it is the intent of the Faculty to acknowledge these achievements. These achievements will be acknowledged in the written end-of-year evaluations.

A “C” grade in a course or clinical practicum (unless the student has already received two C grades, since three grades of ‘C’ necessitates a subject to dismissal hearing) is an indicator of student progress difficulty. When progress difficulty is observed, the Clinical Counseling program director will meet with the student to discuss the difficulty and come up with a plan to support the student’s continued progress. A learning contract will be created by the Clinical Counseling program director, who may involve the course instructor in creation of the learning contract. The contract will summarize the meeting conclusions, and provide specific tasks and a timeline for completion of those tasks for the student to accomplish. The student will receive the learning contract and be asked to sign the contract. See Appendix for the learning contract template. Failure to complete any part of the learning contract could result in a subject to dismissal hearing.

Other important circumstances (e.g., concerns articulated by a practicum supervisor) may also precipitate a recommendation from the Faculty for a review of student progress.

GUIDELINES FOR STUDENT EMPLOYMENT

Overview

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 growth of the student.

Procedures

Prior to acceptance of **any** outside employment involving counseling related activities, students must notify in writing and consult with the Director of Clinical Counseling program. 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 by completing [this form](#). (See Form in Appendix 4).

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 located on [CHP's InSite page](#) under the Student Resources tab 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. Read more about the issues [here](#). The Trust insurance company insures students. Learn more [here](#).

GUIDELINES FOR USE OF DEPARTMENT OWNED ASSESSMENT AND LIBRARY 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 Coordinator.
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 periods 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 their 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.

STUDENTS' RIGHTS AND GRIEVANCES

Below are department specific guidelines. For additional information please refer to the College of Health Professions Student Handbook (available on [InSite](#) under the Student Resources tab) and the [RFUMS student handbook](#) for more information. The CHP Student Handbook has an updated policy and procedure for students to file complaints. Please see the CHP Student Handbook for more information; the complaint form is available on [InSite](#) under the Student Resources tab.

Academic Appeals Policies/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 experience difficulty or have specific concerns (e.g., grading decision in a course, clinical training, research, conflicts with faculty) during the course of training in the program.

Time Frame for Appeals

Appeals need to be made in a timely manner and as soon as possible following the occurrence of a grievance.

Grades

If a student has a concern relating to a particular grade or other assessment of their academic work, the student first should speak with the instructor of the class to understand how the grade or other evaluation was derived and to address the student's specific concern.

If the concern is not resolved, the student must document the concern in writing to the instructor. If no resolution of the problem is reached, the student and the instructor of the course must present written documentation to the Department Chair. The Department Chair will have the responsibility for rendering a decision regarding the grade. If at any time the student needs guidance or assistance, they can contact the CHP Director of Student Affairs.

If the student is unable to resolve the matter to their satisfaction and believes that a procedural issue is involved, the student should bring the matter to the attention of the Dean of the College of Health Professions who will render a final decision.

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. The DCT will consult with the clinical supervisor and if the situation cannot be successfully addressed, the DCT will consult with the Chair, 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. If the student is unable to resolve the matter to their satisfaction and believes that a procedural issue is involved, the student should bring the matter to the attention of the Dean of the College of Health Professions who will render a final decision.

Ethical Behavior

The Department treats students with courtesy and respect and gives careful attention to ethical principles. All faculty believe that training of psychologists should be conducted in a manner that

is reflective of the highest standards of the scholarly community and of the profession. The American Counseling Association's "Code of Ethics" specifies clear standards of behavior for counselors. 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 irresponsible behavior. These materials and issues are discussed in more detail in the Ethics Issues and Standards for Counselors 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 College of Health Professions for final disposition. For more information on Academic Integrity, please see the University's policy as described in the [RFUMS student handbook](#).

DEI-related concerns can be shared with Dr. Heather Kind-Keppel, Executive Director of the Office of Equity, Education, and Outreach (heather.kindkeppel@rosalindfranklin.edu), Sage Robles, Assistant Director of Diversity and Inclusion Programs (sage.robles@rosalindfranklin.edu) or Dr. Eric Williams, VP for DEI (eric.williams@rosalindfranklin.edu) from the Office of Equity, Education, and Outreach. In general, what students talk about with them will be kept private, except if it requires mandated reporting (eg, concern about harm to self or others, knowledge of child or elder abuse or neglect, sexual harassment or assault, violence on campus or involving members of the campus community). Students can always ask them to remind you what can and can't be kept private.

Other Academic Decisions

Other decisions pertaining to a student's status or progress in a program are delegated to the faculty (e.g., permission to apply for a practicum, 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. 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 College of Health Professions for review and possible action.

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](#).

Ethics Point

Each of us has a role to help promote within the University a culture of compliance with the law and ethics. That role includes seeking guidance when appropriate and reporting potential, known, or suspected violations of the Code of Conduct or other policies. These reports should be directed as outlined above.

As an alternative, you may direct your report to the Office of Compliance, either directly or through EthicsPoint, Inc. (which allows for anonymity) To make a report through EthicsPoint, Inc., you may either:

- (1) go to the EthicsPoint website at <http://rosalindfranklin.ethicspoint.com> or
- (2) dial the EthicsPoint toll-free telephone number of 1-800-254-0460.

To follow-up on a previously made report, go to the above EthicsPoint website and click the tab just above the RFUMS logo entitled "Follow-up on a Report".

General suggestions or concerns

If the student(s) has any concerns or suggestions which 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.

Student Petitions for Leave of Absence

The Department expects students to maintain continuity and diligence in pursuing their program of study in the department. However, at times it may be necessary or desirable for a student to take a leave of absence. There are five types of voluntary leave of absence outlined in the [RFUMS academic catalog](#), including a medical leave of absence. Students who must temporarily interrupt their progress toward a degree due to a physical or mental health need could take a medical leave of absence. When a student must be absent from academic work for a long period of time departmental approval must be secured. Students are encouraged to discuss their plans with the Program Director before submitting a formal Request for a Leave of Absence Form to the Department Chair. Please see the RFUMS Policy on withdrawal and Leave of Absence in the [RFUMS student handbook](#) and the [RFUMS academic catalog](#) for more information. Students should be aware that taking a leave of absence will likely add to their completion time and also may impact their practicum placement.

Returning from a Leave of absence.

In addition to University policy, notify the chair 8 weeks before their anticipated return date to properly plan for their return to coursework and/or practicum sites. Failure to provide notification 8 weeks in advance of their anticipated return may prevent the student from participating in classes, practicum or other program requirements. Please see the University guidelines in the [RFUMS academic catalog](#) for further information on returning from a Leave of Absence.

Parental Leave

Students who request parental leave are asked to follow the Leave of Absence process that is detailed in the RFUMS [academic catalog](#). Students can also request any accommodations needed due to a medical condition through RFUMS' [ADA Process](#). During the pregnancy, once the student feels comfortable, they should notify their advisor and the Director of Clinical training of their request to develop a plan for how their research, academic and clinical work may be impacted. Students should be aware that taking a leave of absence will likely add to their completion time and also may impact their practicum placement.

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. See [their website](#) for more information. The department's student faculty committee also created a [Mental Health Resources database](#) for RFUMS Psychology students.

Student Honor Council

Student Honor Council representatives act as voting members on the Student Affairs Judiciary Committee Hearing Boards

APPENDIX 1: DEPARTMENT OF PSYCHOLOGY COURSE EVALUATION

* Required

Thank you for participating in this survey!

Your feedback is important for improving the quality of this course. Please note that your opinion is highly valued and will be taken into consideration. As such, we ask that you take your time and provide thoughtful feedback so that it can be incorporated and used to improve the quality of this course and increase student satisfaction.

Please note that this is anonymous. To ensure anonymity, survey responses are routed to the department secretary who synthesizes responses and provides only summary data.

This survey is specifically designed for (insert course name) taught by (insert instructor name).

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 EFFECTIVE

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 their evaluation strategy and/or providing a grading rubric?

*

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

8. Incorporating diversity, equity, and inclusion throughout the course?

*

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

9. 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 MEETINGS

How effective were class meetings in achieving the following objectives:

10. Objective 1:

*

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

11. Objective 2:

*

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

4= VERY EFFECTIVE

12. Objective 3:

*

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

13. Objective 4:

*

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

14. Objective 5:

*

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

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

*

Your answer

DOMAIN 3: TEXT AND READINGS

How effective were the textbook(s) and/or readings in achieving the following objectives:

16. Objective 1:

*

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

17. Objective 2:

*

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

18. Objective 3:

*

1= NOT AT ALL EFFECTIVE

2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE
4=VERY EFFECTIVE

19. Objective 4:

*

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

20. Objective 5:

*

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

21. 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:

22. Objective 1:

*

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

23. Objective 2:

*

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

24. Objective 3:

*

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

25. Objective 4:

*

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

26. Objective 5:

*

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

27. 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

28. Overall, how would you rate the course?

*

POOR
ADEQUATE
GOOD
VERY GOOD

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

*

Your answer

DOMAIN 6: ADDITIONAL QUESTIONS:

30. Were there any topics covered that overlapped too much with other classes?

*

No
Yes, Such as:

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

*

No, all topics of interest were covered
Yes, I would like to learn more about:

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

*

All readings were equally useful
Yes, some readings were particularly useful. These include:

33. Were there any readings that were not useful/helpful?

*

No, all readings were useful/helpful

Yes, some readings were not useful. These include:

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

*

Your answer

SUBMIT

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Appendix 2: Rosalind Franklin University Clinical Counseling Practicum Evaluation Form

PRACTICUM EVALUATION FORM

(To be completed by Supervisor)

Name of Student: _____

Practicum Supervisor: _____

Practicum Setting: _____

Dates: From: _____ To: _____ Pass _____ Fail _____

STUDENT'S LEVEL OF CLINICAL DEVELOPMENT AT BEGINNING OF PRACTICUM:

Level I – Beginning level; focus on learning basic skills; requires close supervision and structured format

Level II – Intermediate level; skills more developed; focus on integration, greater autonomy; requires less structure

Level III – Advanced level; well-developed, flexible skills; able to work quite autonomously; collegial supervision

Student's level of development with regard to the ***current practicum placement*** (I – III): _____

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

1ST/ 2ND QUARTER RE-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 required 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

N.B. Evaluations are relative to the student's current level of training.

I. PERSONAL CHARACTERISTICS	Autumn Evaluation n (1-3 or NA)	Winter Evaluation n (1-3 or NA)	Spring Evaluation n (1-3 or NA)	Summer Evaluation (1-3 or NA)
1. Self-awareness: accurately assesses own strengths and weaknesses; aware of his/her impact on others				
2. Social skills: Relates comfortably with others; gets along well with others				
3. Empathy: Able to empathize with thoughts, feelings, and needs of others				
4. Self-confidence: Possesses self-confidence				
5. Motivation: Possesses energy and drive				
6. Imagination and creativity: Able to generate new, useful ideas or alternative solutions to problems				
7. Effective oral communication with individuals				
8. Effective oral communication with small groups				
9. Aware of micro-environment in which people function (e.g., personal differences, family dynamics, gender differences)				
10. Aware of macro-environment in which people function (e.g., work setting, ethnic differences, national customs)				

II. WORK SKILLS	Autumn Evaluation n (1-3 or NA)	Winter Evaluation n (1-3 or NA)	Spring Evaluation n (1-3 or NA)	Summer Evaluation (1-3 or NA)
1. Planning: Plans work thoroughly				

2. Time Management: Manages time effectively				
3. Decision-making: Capable of making difficult or non-routine decisions				
4. Openness to feedback: Willing to accept and utilize when needed				
5. Response to Supervision: Uses supervision effectively				
6. Responsibility: Takes charge of situation and gets things done				
7. Reliability: Meets deadlines promptly				

III. ASSESSMENT SKILLS	Autumn Evaluation n (1-3 or NA)	Winter Evaluation n (1-3 or NA)	Spring Evaluation n (1-3 or NA)	Summer Evaluation (1-3 or NA)
1. Helps referral source to clarify and formulate appropriate referral questions				
2. Is knowledgeable about a diversity of assessment procedures and methods				
3. Selects assessment procedures and methods appropriately				
4. Conducts effective structured diagnostic interviews				
5. Conducts effective unstructured assessment interviews				
6. Administers psychological tests appropriately and capably				
7. Formulates meaningful case conceptualizations and hypotheses about the assessment questions				
8. Makes appropriate diagnoses				
9. Skilled at assessment report writing				
10. Formulates appropriate action plans				

IV. INTERVENTION SKILLS	Autumn Evaluation (1-3 or NA)	Winter Evaluation (1-3 or NA)	Spring Evaluation (1-3 or NA)	Summer Evaluation (1-3 or NA)
1. Establishes and maintains professional relationships with clients				
2. Effectively gathers information about the nature and severity of problems				
3. Formulates meaningful case conceptualizations and hypotheses about the factors that contribute to the problems				
4. Selects appropriate intervention methods				
5. Sets clear and appropriate therapy goals				
6. Communicates conceptualizations and goals to clients in meaningful and sensitive manner				
7. Facilitates collaborative interaction with clients to effect change and resolve problems				
8. Accurately assesses effectiveness of interventions				
9. Is knowledgeable about various alternative interventions and theoretical approaches				
10. Respects and is open to varied theoretical viewpoints and methods				

V. APPLIED RESEARCH SKILLS	Autumn Evaluation (1-3 or NA)	Winter Evaluation (1-3 or NA)	Spring Evaluation (1-3 or NA)	Summer Evaluation (1-3 or NA)
1. Demonstrates critical reasoning skills				
2. Able to apply research knowledge to case conceptualization and treatment planning				

3. Able to work effectively and communicate with non-researchers in applied setting				
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VI. CONSULTATION AND LIAISON SKILLS	Autumn Evaluation n (1-3 or NA)	Winter Evaluation n (1-3 or NA)	Spring Evaluation n (1-3 or NA)	Summer Evaluation (1-3 or NA)
1. Knowledgeable about the consultation role				
2. Effective as a consultant				
3. Maintains rapport with colleagues and is aware of other disciplines' contributions				
4. Effectively communicates verbally with other disciplines				
5. Effectively communicates in writing with other disciplines				

VII. ETHICS AND STANDARDS	Autumn Evaluation n (1-3 or NA)	Winter Evaluation n (1-3 or NA)	Spring Evaluation n (1-3 or NA)	Summer Evaluation (1-3 or NA)
1. Knowledgeable about ethical principles and standards of responsible conduct				
2. Proactively identifies potential ethical dilemmas				
3. Able to apply ethical decision-making skills and effectively resolve ethical dilemmas				
4. 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)

ADDITIONAL COMMENTS:

Supervisor Signature _____

Date _____

Student Signature _____

Date _____

Appendix 3: 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?

A horizontal scale with tick marks at 1, 2, 3, 4, and 5. Below the scale, the word 'poor' is aligned with 1, 'fair' is aligned with 3, and 'excellent' is aligned with 5.

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? _____

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: _____

APPENDIX 4: EVALUATION OF STUDENT'S RESEARCH -ADVISOR COMPLETES

Research Evaluation Form

Start of Block: Default Question Block

Q1 Students name

End of Block: Default Question Block

Start of Block: Block 1

Q2 Which quarter is the evaluation for?

▼ Fall (1) ... Summer (4)

End of Block: Block 1

Start of Block: Block 2

Q3 What year is it?

▼ 2020 (1) ... 2023 (4)

End of Block: Block 2

Start of Block: Block 3

Q4 What is your name?

▼ Dr. Kosson (1) ... Dr. Calamari (6)

End of Block: Block 3

Start of Block: Block 4

Q5 Please evaluate the student's activity in research practicum completed this quarter. Ratings may be supplemented by any additional comments that you may care to provide. Putting score is as follows:

- ☐ 1= Development lags expectations, remedial action required (1)
- ☐ 2= Development lags expectations, address within supervision (2)
- ☐ 3= Developing as expected towards basic competency (3)
- ☐ 4= Achieved basic competency (4)
- ☐ 5= Achieved advanced competency (5)
- ☐ NA= Not applicable or unable to judge (6)



End of Block: Block 4

Start of Block: Block 5

Q6 Basic Research and Lab Skills

	1-Low (1)	2 (2)	3-Med. (3)	4 (4)	5-High (5)	NA (0)
Aware of need for evidence to corroborate assertions (1)	0	0	0	0	0	0
Questions assumptions of knowledge (2)	0	0	0	0	0	0
Reviews and appropriately evaluates the methodology and scientific basis of studies relevant to research in the lab objectives (3)	0	0	0	0	0	0
Present own work for scrutiny of other (4)	0	0	0	0	0	0
Formulates appropriate research question and hypotheses (5)	0	0	0	0	0	0
Identifies errors or areas for improvement when proofreading papers or grants that are being prepared for submission (6)	0	0	0	0	0	0



Identifies methodological strengths and weaknesses for articles under review (7)	o	o	o	o	o	o
Works independently on own research (8)	o	o	o	o	o	o

Q7 Comments

End of Block: Block 5

Start of Block: Block 6

Q8 Program Research Milestones

	1-Low (1)	2 (2)	3-Med. (3)	4 (4)	5-High (5)	NA (0)
Proposes thesis by start of fall quarter of 3rd year (1)	o	o	o	o	o	o
Completes thesis by start of fall quarter of 4th year (2)	o	o	o	o	o	o
Proposes dissertation by December	o	o	o	o	o	o

1st and 5th
year (3)

Completes
dissertation
by end of
spring
quarter of
6th year (4)

o o o o o o

Q9 Comments

End of Block: Block 6

Start of Block: Block 7



Q10 Scientific Foundation of Psychology

	1-Low (1)	2 (2)	3-Med (3)	4 (4)	5-High (5)	NA (0)
Knowledgeable of the bases of human behavior (biological, social, affective, and/or cognitive), as evidenced through lab discussions and/or work products in the lab (e.g., literature reviews,	o	o	o	o	o	o



manuscripts, grant application) (1)						
Conducts a comprehensive and critical literature review that identified, applied, and communicated the best evidence for a specific topic or lab project (2)	o	o	o	o	o	o

Q11 Comments

End of Block: Block 7

Start of Block: Block 8



Q12 Ethics

	1-Low (1)	2 (2)	3-Med. (3)	4 (4)	5-High (5)	NA (0)
Aware of performing and role of ethics in the research activities conducted	o	o	o	o	o	o

in the lab (1)						
Aware of the legal and professional standards and guidelines associated with the research activities conducted in the lab (2)	o	o	o	o	o	o
Asked questions or raised concerns related to ethical, legal, and/or professional standards or guidelines (3)	o	o	o	o	o	o
The student's research in your lab complied with all ethical, legal, and/or professional standards or guidelines (4)	o	o	o	o	o	o
Seeks consultation regarding complex ethical and	o	o	o	o	o	o



legal
dilemmas
to research
conducted
in the la (5)

Q13 Comments

End of Block: Block 8

Start of Block: Block 9



Q14 Responsible & Ethical Behavior; Diversity

	1-Low (1)	2 (2)	3-Med. (3)	4 (4)	5-High (5)	NA (0)
Reliable and accountable for behavior (e.g., arrives on time, prepared, meets deadline promptly, handles absences) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behavior consistent with the professional values and codes of conduct of psychology (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifies and ethically addresses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



potential conflict between personal belief systems, APA ethics code and legal issues in practice (3)

Responsive to communications (4)

Integrated into the lab and actively engages in lab activities (5)

Demonstrates self-care, including attention to personal health and well-being, to assure effective functioning (6)

Demonstrates appropriate and effective affective and self-regulatory skills (e.g., affect tolerance, tolerance of interpersonal differences, tolerance of ambiguity and uncertainty, effective negotiation of interpersonal differences, active problem solving, and appropriate disclosures regarding problematic

0

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interpersonal
situations) (7)

Demonstrates
appropriate
and effective
expressive
skills (e.g.,
clear and
articulate
verbal
non-verbal
expression of
feelings and
information) (8)

Monitors and
applies
knowledge of
the role of
culture and
awareness of
self and others
in research
activities (9)

0

0

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0

Q15 Comments

End of Block: Block 9

Start of Block: Block 10

Q16 Grade

▼ A (1) ... F (4)

End of Block: Block 10



APPENDIX 5: Learning Contracts
Rosalind Franklin University of Medicine and Science
College of Health Professions
Department of Psychology
Didactic Education/Research Learning Contract v1

[date]: After a [student review meeting or subject to dismissal hearing or annual review of student progress], it was determined that [Student name] would be issued a learning contract. [Student name] failed to successfully complete [describe circumstances that prompted student review meeting or subject to dismissal hearing or concerns elicited at student progress meeting (e.g., failed course,...)].

Areas of concern identified include [examples below, be specific and edit as necessary]:

- Comprehension and knowledge of course material
- Retention and application of didactic content
- Lapses in responsible and ethical judgment
- Content and time management skills

Special Notices: [example below, be specific and edit as necessary]:

Student will notify the department immediately of any extenuating circumstances that may directly affect course performance. The specifics (i.e. health information, details of personal issues, etc.) need not be specified.

Didactic Requirements [examples below, be specific and edit as necessary]:

- The student will review all assigned content, quizzes and examinations to reinforce foundational concepts.
- Student will openly communicate and act responsibly in all interactions with faculty, students and staff in accordance with the Code of Conduct outlined in the University's Student Policy Handbook.
- Courses taken for credit must be passed based on the criteria outlined in the course syllabi.

Complete the table providing specific goals, strategies, outcomes and evaluation criteria

Intradepartmental Course Goals	Strategies and Resources	Expected Outcome	Criteria for Evaluation and Means of Validation
	•	•	•
	•	•	•
	•	•	•
	•	•	•
	•	•	•
	•	•	•

Pertinent Information:

- Upon successful completion of the [name course or research task], the student shall continue in the program. If the student successfully completes the [name course or research task], but concerns about student learning remain, a new learning contract may be issued for the XX-XX (XXXX) Quarter.

Future Implications: [example below, be specific and edit as necessary]:

If the student fails to meet the outlined criteria in the course syllabus, they will have failed to meet research or curricular expectations. The student understands that receipt of a grade of “F” triggers the need for a Subject to Dismissal hearing in accordance with the policies outlined in the College of Health Professions Student Handbook.

Student Signature

Date

Clinical Counseling Program Director / Student Advisor Signature

Date

Department Chair

Date

Rosalind Franklin University of Medicine and Science
College of Health Professions
Department of Psychology

Clinical Education Learning Contract v1

[date]: After identification of concerns regarding [name of student]’s didactic, professional development, and clinical performance to-date, it was decided a Clinical Education Learning Contract would be issued.

Areas of concern identified include: [examples below, be specific and edit as necessary]:

- Problem-solving and clinical reasoning skills
- Retention of didactic content and translation of aforementioned content into practical application
- Lapses in responsible or ethical judgment

Clinical Timeline:

- Anticipated Start Date: July 1, 20XX



- Anticipated End Date: June 30, 20XX

Special Notices: [example below, be specific and edit as necessary]:

- Student's end date may change depending on rotation availability OR if it is deemed that the student requires additional time in the clinical setting.

Clinical Requirements: [example below, be specific and edit as necessary]:

- Student will complete all assigned objectives, and evaluations exams as detailed below.
- Student will openly communicate and act responsibly in all their interactions with all members of their clinical rotation and department faculty

Learning Goals and Objectives	Expectations and Goals	Due Date
	•	
	•	
	•	

Pertinent Information:

- Evaluation of the Student's learning experience will take place via formal evaluation submitted by the site supervisor to the Director of Clinical Training or Program Director on [date] and [date].

Future Implications: [example below, be specific and edit as necessary]:



If the student fails to meet the outlined goals and expectations, they will have failed to meet curricular expectations. As such, the student will be subsequently given a grade of “F” for the appropriate quarter. Receipt of a grade of “F” triggers the need for a Subject to Dismissal hearing in accordance with the policies outlined in the College of Health Professions Student Handbook.

Student Signature

Date

Director of Clinical Training/ Clinical Counseling Program Director Signature

Date

Student Advisor (if applicable)

Date

Department Chair

Date



APPENDIX 6
Summary of Program Modifications within Department of Psychology in Response to COVID-19 Pandemic (updated 02/15/2022)

Student-Progression Milestones

- Students not expected to “make up” general program requirements that were canceled due to COVID-19 (e.g., ASRC research presentation for 2nd year MS students, simulation #3, etc.)
- o Students who have questions about whether a specific activity falls under this domain should reach out to the program director. This does not apply to clinical activities.

Research-Related Modifications

- Research advisors meet with students at least biweekly for check in
- Research advisors to check in with students about whether research expectations are reasonable given contextual factors. Students are not expected to devote hours not being spent in clinical work to research tasks unless that is something the student desires to do.
- Allow flexibility on N for students in process of in person data collection given disruption

Course-Related Modifications

With some exceptions, students will be returning to in-person classes. For all courses, faculty will record lectures and make available to students via Brightspace or similar platform.

For remote/virtual courses the following is expected:
or classes delivered remotely:

- Students will be permitted to turn their video off for a few minutes (for instance, if there is a disruption in their environment, if they need to run to the restroom, etc.) but they are expected to turn the video back on in a reasonable amount of time (e.g., 5-10 minutes).
- Students may contact professors ahead of time if they feel they have an extenuating circumstance that warrants keeping their video off during any class, and the instructor can consider whether they are willing to make an exception to the above on a case by case basis.
- If students feel they have zoom fatigue, it is their responsibility to mention this to the professor directly and request one or more breaks be scheduled as part of class time.
- If students are concerned about their background being visible to others, they are encouraged to use a virtual background. Links to instructions for enabling a virtual background for zoom and and google meet are found here: [Zoom virtual background](#) [Google meet virtual background](#).
- Faculty agree to end each class 10 minutes before the stated end time of class to allow for a brief break in between classes.

- Faculty agree to provide one 5-10 minute break for classes that last more than 90 minutes
- To the extent possible, faculty will offer opportunities for student engagement via discussion questions, zoom polls, etc., to help promote student engagement with material, rather than relying solely on lecture-based delivery. Faculty may utilize participation points as a way to encourage participation in class.
- Faculty will record class sessions and make those available to students via Brightspace so that students can review class content as desired to facilitate their own learning.

Please note that in general most classes are being offered on campus during the Spring quarter. Only in situations in which adjunct faculty were unable to be physically present on campus during the scheduled time of class will classes be held remotely.