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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.

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Department of Psychology
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<thead>
<tr>
<th>Name</th>
<th>E-Mail Address</th>
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</tr>
</thead>
<tbody>
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REGISTRATION PROCEDURE

Students formally register for classes via the Helixnet Self-Service App. Registration for a specific quarter is completed one 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 Assistant or your advisor.

1. Students consult with their advisor about the courses they intend to take. Any deviations from the typical course schedule should be discussed prior to registering for courses.
2. Students will complete the google form sent by the administrative assistant regarding course registration.
3. The administrative assistant will register students for courses.
4. Your advisor will review your registration and approve the courses.
5. Students will login in again to the Self-Service App and finalize their registration.
STUDENT PROGRAM INVOLVEMENT AND STUDENT INFORMATION

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 Awards Committee, Clinical Training & Practice Committee; Colloquium Committee; Curriculum Committee; Diversity & Inclusion Committee; Interview Day Planning Committee; Policy & Procedures Committee; Program Evaluation Committee; 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**
RFUMS’s Executive Student Council offers $200 in travel awards every month. Student Council request for funding forms are available [here](#).

**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.
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 Master of Science Degree for Doctoral Program Students

- Please see the RFUMS Course Catalog for a list of graduation requirements, including a list of required courses.

Requirements for the Doctor of Philosophy Degree

- Please see the RFUMS Course Catalog for a list of graduation requirements, including a list of required courses.

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:

   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 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.

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

1 Updated 4-4-17
2 Updated 6-20-17
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

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.

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.

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, 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 students 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 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.

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:

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<th>Course Code</th>
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<tr>
<td>HIPS515A &amp; B</td>
<td>Foundations for Interprofessional Practice Culture in Healthcare</td>
</tr>
<tr>
<td>HPSC500</td>
<td>Clinical Practicum Supervision</td>
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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.

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3 Revised 9-28-17
4 Updated 9/5/17
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, submit the signed petition, transcript and course syllabus to the senior administrative assistant. The senior administrative assistant will forward the materials 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 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.5

- **Psychopathology track**: 10 credit hours of elective credits is required.6
- **Health Psychology track**: 6 credit hours of elective credits is required.7
- **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.

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

<table>
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<th>Course</th>
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<tbody>
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<tr>
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</tr>
<tr>
<td>1</td>
<td>HPSC571</td>
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5 Section revised October 7, 2014; Health Psychology & psychopathology revised again on 4-4-17
6 Revised 4-4-17
7 Revised 4-4-17
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).

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.

Comprehensive Examinations

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 3 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. Students will typically take the Research Design and Statistics at the end of their second year in June. Students will typically take their clinical exam in January of their third year.

    1a) For the research design/statistics examination, students are provided with the questions on the day of the examination and given time to outline their response to the questions. The outline is shared with the student’s review committee, and the student presents their response to their review committee during a one hour meeting that occurs on the day they receive the questions. The committee may ask the student...
to expand on their response. 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.

1b) For the clinical comprehensive exam, students receive the questions a week prior to the examination day and are required to prepare a response to the questions. They will receive a deadline for turning in their response, which will be shared with the student’s review committee. The student presents their response to their review committee during a one hour meeting and the committee may ask the student to expand on their response. 8

2) 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 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.

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. 9

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, 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. Please see the CHP Student Handbook for a full description of the dismissal procedure. The CHP Student Handbook is available on InSite under the Student Resources tab.

5) Student performance will be communicated to the student by the end of the day by the student’s advisor. For Provisional Pass or Fail grades, final grading decisions will typically be available two to three weeks after the remediation assignment or the second examination is completed. Once a student passes both examinations, a formal letter to that effect is placed in the student’s file.

6) Once the Comprehensive Exams are passed, the student will be elevated to Ph.D. candidacy, if the student has completed the other requirements for doctoral candidacy.
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.

Guidelines for the Master’s Thesis

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. Although the student will work closely with their advisor throughout the thesis process, the writing and analysis of the thesis is expected to be conducted by the student. Students, with advisor approval, may seek out paid or unpaid statistical consulting. The consulting may not involve writing any part of the thesis or running any analyses, including power analyses. Students may not pay copyeditors to edit their thesis. Students with a disability should review the University’s policy in the RFUMS student handbook to pursue disability accommodations relevant to the completion of their thesis, if they are concerned about their ability to complete the thesis.

The student will do the following for the MA thesis:

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.

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10 Section revised 9-27-16
11 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.\(^{12}\)

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 to remain on track with program milestones. Entry into the third year of the program without an approved thesis proposal will result in a subject to dismissal hearing.**\(^{13}\)

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 to remain on track with program milestones. Failure to complete the Master’s thesis by the start of the fourth year (Fall Quarter) will result in a subject to dismissal hearing.**\(^{14}\)

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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\(^{12}\) Revised 10-26-16

\(^{13}\) This change in policy will begin with the 2020-2021 student cohort

\(^{14}\) This change in policy will begin with the 2020-2021 student cohort
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?siteld=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). If the student and advisor do not feel that the thesis is appropriate for publication, another first-authored manuscript submission can fulfill this requirement. See the requirements for internship section for more information on what qualifies as a first-authored manuscript submission.

Note. Prior to submitting internship applications, the student must have submitted their Master’s thesis to a journal for publication (or some other first-authored manuscript). 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

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. Although the student will work with their advisor throughout the dissertation process, the writing and analysis of the thesis is expected to be conducted by the student. Students, with advisor approval, may seek out paid or unpaid statistical consulting. The consulting may not involve writing any part of the dissertation or running any analyses, including power analyses. Students may not pay copyeditors to edit their dissertation. Students with a disability should review the University’s policy in the RFUMS student handbook to pursue disability accommodations relevant to the completion of their dissertation, if they are concerned about their ability to complete their dissertation. 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 consistent 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

15 Section revised 10-26-16
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. Failure to propose their dissertation by the start of their 6th year (Fall Quarter) in the program, will result in a subject to dismissal hearing.**

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. If students anticipate that their dissertation will include costs, students, in partnership with their advisor and/or dissertation chair, will do the following:

   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](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’s direct costs (e.g. participant stipends, equipment, supplies, software…). The dissertation budget cannot include student salary or travel, and should not be used to cover resources available for use on campus (e.g., software). It is expected that funding requests will not exceed $1000/student. Additional justification may be required if the budget that exceeds $1000. Appendix 9 includes the form for requesting Department funding, which includes a budget template.

   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:

   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. If the data are coming from an institution other than

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16 This change in policy will begin with the 2020-2021 cohort
17 Revised 8/7/8
18 Revised 9/5/17
RFUMS, students should secure a data use agreement prior to proposing their dissertation to ensure that they will be able to use these data for their dissertation.\textsuperscript{19}

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

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?siteld=44](http://www.etdadmin.com/cgi-bin/school?siteld=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. Do not schedule your defense meeting unless you have your advisor’s approval.

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 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 their final examination are subject to dismissal. 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. 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.

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

\textsuperscript{19} Revised 8/7/18
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*. Once the senior administrative assistant provides you with the final form, 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](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. A complete draft of your dissertation defense must be submitted to your advisor by April 1st. Do not schedule your final oral examination until you have sent your advisor the final draft and your advisor provides permission for you to schedule the defense.

b. The final oral examination must be scheduled by **May 1** and must be satisfactorily completed no later than **May 15**;

c. The Dean’s Office must receive the final, signed examination forms;

d. Once the senior administrative assistant provides you with the final form, the student must complete the “Submission of Thesis Online” [http://www.etdadmin.com/cgi-bin/school?siteId=44](http://www.etdadmin.com/cgi-bin/school?siteId=44) requirement and complete the national “Survey of Earned Doctorates”

e. The student’s diploma will be sent once the student has successfully completed their internship.
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. All practicum placements must have DCT approval prior to students accepting a practicum position.20

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. Please know that it is possible you may incur some out of pocket clinical-training related costs (e.g., for purchasing of a book, clinical material). These costs are not reimbursable. We recommend that you check with advanced students who completed their practicum at that site to see if you can borrow required materials.

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 10-16 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, 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 up to 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 have permission from their advisor and the DCT to gain more clinical training. Students who have not

20 Revised 8/7/18
completed their Master’s Thesis must obtain approval from their advisor and the DCT if they want to pursue additional clinical training beyond the recommended amount.

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 fall 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 track specific clinical training experiences.

Around the time of the Triangle meeting, students apply to clinical practicum training sites. The application typically requires a cover letter indicating interest and 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. You are required to contact the DCT prior to accepting a practicum to ensure that it is an appropriate placement. It is expected that a student will confirm their practicum placements for the following year, by the end of the academic year (May 31)

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 Department 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.
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” 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 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, the student will receive notification from the Department Chair informing the student of the reason for possible dismissal. Unless the student voluntarily withdraws from the program, the Department Chair will take the matter to the departmental faculty. 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.

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.

1. **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.

2. **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.

Students can request to change their training track (i.e., psychopathology, health or neuropsychology) and transfer to a different track. Requests to change a track should be made in writing to the Department chair. The Department Chairperson will then consult with the student and other faculty if necessary. Students should be aware that switching to a different track may require completion of additional coursework and/or clinical training experiences.

3. **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.

4. **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. A student is subject to sanctions that could include up to discipline or dismissal for violation of:
   - Professional 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.

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.

**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**\(^{21}\). 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. An examples of significant student progress or performance issues is the first failure on the methods comprehensive exam or the clinical comprehensive exam.

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;

f. A learning contract will be created by the student's advisor or someone else from the faculty review committee. 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 asked to sign the contract. See Appendix for the learning contract template.

f. Failure to complete any part of the learning contract could result in a subject to dismissal hearing.

Student special review outcomes and faculty review committee recommendations will vary depending on evaluation of the student’s overall progress in the program. 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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\(^{21}\) Section revised October 7, 2014.
STUDENTS' RIGHTS AND GRIEVANCES

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 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 his or her 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 his/her 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, 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. If the student is unable to resolve the matter to his/her 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 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 (see the Professional and Ethical Conduct section).

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 a long period of time, departmental approval must be secured. 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. Please 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. Please see the University guidelines in the RFUMS academic catalog for further information on returning from a Leave of Absence.

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/

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

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.
GUIDELINES FOR STUDENT EMPLOYMENT

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:
Read more about the issues here.
The Trust insurance company insures students. Learn more here:

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)
   f) Is in good standing, academically (e.g., met thesis milestones, passed comprehensive exams…)

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).

22 Section revised 12-1-15
Selection Process:
   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

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

* Your answer

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

* Your answer
33. Do you have any constructive suggestions for improving the course?

* 

Your answer

SUBMIT
APPENDIX 2: Teaching Assistant - Lab Evaluation Template 12/20

Start of Block: Introduction

Q1 Teaching Assistant: XXX  Course:XXX  Thank you for your participation in this survey. This survey is used to evaluate the teaching assistant and lab portion of the course. 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 members. Some questions may not apply to your TA. If this is the case, please select "Not applicable."

Q2 Please indicate your current program

- Ph.D. in Clinical Psychology (1)
- MS in Clinical Counseling (2)

End of Block: Introduction

Start of Block: Domain 1: TA (no lab)

Q3 How effective was the teaching assistant in:
<table>
<thead>
<tr>
<th></th>
<th>Not at all effective (1)</th>
<th>Minimally effective (2)</th>
<th>Moderately effective (3)</th>
<th>Very effective (4)</th>
<th>Not Applicable (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating preparedness for lab meetings (1)</td>
<td></td>
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<td>Showing respect for student time (e.g., arrived on time for</td>
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<tr>
<td>class, did not cancel lab meetings frequently, etc.). (2)</td>
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<tr>
<td>Presenting the subject matter clearly (3)</td>
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<tr>
<td>Presented the material in an interesting and engaging way.</td>
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<tr>
<td>(4)</td>
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<td></td>
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<tr>
<td>Demonstrating respect for student opinions and individual</td>
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<tr>
<td>differences during discussions. (5)</td>
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<tr>
<td>Clarifying questions and misconceptions regarding either the</td>
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<tr>
<td>course material of the lab material. (6)</td>
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</tr>
</tbody>
</table>
Demonstrating the knowledge necessary to teach lab. (7)

Returning assignments and tests handled by the TA with useful feedback. (8)

Willing to explain grading and evaluation of my work. (9)

Using electronic communication (e.g., email, D2L) (10)
Q4 For each of the following statements, you endorsed the teaching assistant as "not at all effective." Please provide further information.

○ Demonstrating preparedness for lab meetings (1)

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

○ Presenting the subject matter clearly (3)

○ Presented the material in an interesting and engaging way. (4)

○ Demonstrating respect for student opinions and individual differences during discussions. (5)

○ Clarifying questions and misconceptions regarding either the course material or the lab material. (6)

○ Demonstrating the knowledge necessary to teach lab. (7)

○ Returning assignments and tests handled by the TA with useful feedback. (8)

○ Willing to explain grading and evaluation of my work. (9)

○ Using electronic communication (e.g., email, D2L) (10)
Q5 For each of the following statements, you endorsed the teaching assistant as "not at all effective." Please provide further information.

- Demonstrating preparedness for lab meetings (1)
- Showing respect for student time (e.g., arrived on time for class, did not cancel lab meetings frequently, etc.). (2)
- Presenting the subject matter clearly. (3)
- Presented the material in an interesting and engaging way. (4)
- Demonstrating respect for student opinions and individual differences during discussions. (5)
- Clarifying questions and misconceptions regarding either the course material of the lab material. (6)
- Demonstrating the knowledge necessary to teach lab. (7)
- Returning assignments and test handled by the TA with useful feedback. (8)
- Willing to explain grading and evaluation of my work. (9)
- Using electronic communication (e.g., email, D2L) (10)

End of Block: Domain 1: TA (no lab)

Start of Block: Block 2

Q6 Were there any topics not covered during lab that you would have liked to have discussed?

- No, all topics that I wanted to discuss were covered (4)
- Yes, I would like to learn more about: (5)
Q7 What did you like most about the lab?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Q8 Do you have any specific suggestions for improving the lab?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Q9 What might your TA do to improve his/her/their teaching?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Q10 Please provide an overall rating for the lab.

- Very Good (1)
- Good (2)
- Adequate (3)
- Poor (4)

Q11 You rated the lab as "poor." Please provide additional information about your lab rating.

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Q12 You rated the lab as "adequate." Please provide additional information about your lab rating.

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

End of Block: Block 2
APPENDIX 3: Teaching Assistant - 12/20

Start of Block: Introduction

Q1 Teaching Assistant: XXX Course:XXX Thank you for your participation in this survey. This survey is used to evaluate the teaching assistant and lab portion (if applicable) of the course. 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 members. Some questions may not apply to your TA. If that is the case, please select “Not applicable.”

Q2 Please indicate your current program

- Ph.D. in Clinical Psychology (1)
- MS in Clinical Counseling (2)

End of Block: Introduction

Start of Block: Domain 1: TA (no lab)
Q3 How effective was the teaching assistant in:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not at all effective (1)</th>
<th>Minimally effective (2)</th>
<th>Moderately effective (3)</th>
<th>Very effective (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating preparedness for individual or group meetings with students. (1)</td>
<td>o</td>
<td></td>
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</tr>
<tr>
<td>Showing respect for students' time. (2)</td>
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<tr>
<td>Demonstrating respect for student opinions and individual differences during discussions. (3)</td>
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<tr>
<td>Clarifying questions and misconceptions regarding the course material. (4)</td>
<td>o</td>
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<tr>
<td>Providing useful feedback on assignments and tests handled by the TA (5)</td>
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<tr>
<td>Demonstrating the knowledge necessary to serve as a teaching assistant. (6)</td>
<td>o</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using electronic communication (e.g., email, D2L) (7)</td>
<td>o</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q4 For each of the following statements, you endorsed the teaching assistant as "not at all effective." Please provide further information.

- Demonstrating preparedness for individual or group meetings with students. (1)
- Showing respect for students' time. (2)
- Demonstrating respect for student opinions and individual differences during discussions. (3)
- Clarifying questions and misconceptions regarding the course material. (4)
- Providing useful feedback on assignments and tests handled by the TA (5)
- Demonstrating the knowledge necessary to serve as a teaching assistant. (6)
- Using electronic communication (e.g., email, D2L) (7)
Q5 For each of the following statements, you endorsed the teaching assistant as "not at all effective." Please provide further information.

- Demonstrating preparedness for individual or group meetings with students. (1)
- Showing respect for students' time. (2)
- Demonstrating respect for student opinions and individual differences during discussions. (3)
- Providing useful feedback on assignments and tests handled by the TA. (4)
- Demonstrating the knowledge necessary to serve as a teaching assistant. (5)
- Using electronic communication (e.g., email, D2L). (6)

End of Block: Domain 1: TA (no lab)

Start of Block: Block 2

Q6 Can you identify TA related responsibilities which were particularly helpful for this course (e.g., holding study sessions, helpful grading comments)?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Q7 Can you identify TA related responsibilities which were not particularly helpful for this course?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Q8 Do you have any suggestions for how a future teaching assistant could better facilitate learning in this course (e.g. holding review sessions, providing practice problems/questions)?

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

Q9 What might your TA do to improve his/her/their teaching?

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

End of Block: Block 2
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

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

### 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

- 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

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<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>N/A</th>
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</thead>
</table>

### V. Applied research skills

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

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<th></th>
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<th>2</th>
<th>3</th>
<th>N/A</th>
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</thead>
</table>

### VI. Consultation and liaison skills

- 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

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<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>N/A</th>
</tr>
</thead>
</table>
IV. Ethics and standards

- 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)

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<th>1</th>
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<th>N/A</th>
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</tbody>
</table>

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:
APPENDIX 5: CLINICAL PRACTICUM EVALUATION FORM-Student Completes

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)?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td>somewhat</td>
<td>very congruent</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments: __________________________________________________________

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

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td>somewhat</td>
<td>very much so</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments: __________________________________________________________

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

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td>somewhat</td>
<td>very much so</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.)?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td>somewhat</td>
<td>very much so</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments: __________________________________________________________
5. Did you receive adequate feedback regarding your performance?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td>somewhat</td>
<td></td>
<td>very much so</td>
<td></td>
</tr>
</tbody>
</table>

Comments: _______________________________________________________

6. How would you rate the practicum experience overall?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>poor</td>
<td></td>
<td>fair</td>
<td></td>
<td>excellent</td>
</tr>
</tbody>
</table>

Comments: _______________________________________________________

7. Would you recommend this practicum to other students?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td>somewhat</td>
<td></td>
<td>very much so</td>
<td></td>
</tr>
</tbody>
</table>

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?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td>somewhat</td>
<td></td>
<td>very much so</td>
<td></td>
</tr>
</tbody>
</table>

Comments: _______________________________________________________

3. How often did clinical supervision occur?

______________________________________________
4. Was the didactic information provided during supervision adequate?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td>somewhat</td>
<td>very much so</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 6: RESEARCH PRACTICUM EVALUATION FORM-ADVISOR COMPLETES

Research Evaluation Form

Start of Block: Default Question Block

Q1 Student's 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 scare 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
<table>
<thead>
<tr>
<th>Q6 Basic Research and Lab Skills</th>
<th>1-Low (1)</th>
<th>2 (2)</th>
<th>3-Med. (3)</th>
<th>4 (4)</th>
<th>5-High (5)</th>
<th>NA (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aware of need for evidence to corroborate assertions (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questions assumptions of knowledge (2)</td>
<td></td>
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<tr>
<td>Reviews and appropriately evaluates the methodology and scientific basis of studies relevant to research in the lab objectives (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Present own work for scrutiny of other (4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Formulates appropriate research question and hypotheses (5)</td>
<td></td>
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<tr>
<td>Identifies errors or areas for improvement when proofreading papers or grants that are being prepared for submission (6)</td>
<td></td>
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<tr>
<td><strong>Identifies methodological strengths and weaknesses for articles under review (7)</strong></td>
<td></td>
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<tr>
<td><strong>Works independently on own research (8)</strong></td>
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</tbody>
</table>

Q7 Comments

________________________________________________________________________

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End of Block: Block 5

Start of Block: Block 6
### Q8 Program Research Milestones

<table>
<thead>
<tr>
<th>Milestone</th>
<th>1-Low (1)</th>
<th>2 (2)</th>
<th>3-Med. (3)</th>
<th>4 (4)</th>
<th>5-High (5)</th>
<th>NA (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposes thesis by start of fall quarter of 3rd year (1)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Completes thesis by start of fall quarter of 4th year (2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposes dissertation by December 1st and 5th year (3)</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Completes dissertation by end of spring quarter of 6th year (4)</td>
<td></td>
<td></td>
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</tbody>
</table>

### Q9 Comments

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

End of Block: Block 6

Start of Block: Block 7
### Q10 Scientific Foundation of Psychology

<table>
<thead>
<tr>
<th>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, manuscripts, grant application)</th>
<th>1-Low (1)</th>
<th>2 (2)</th>
<th>3-Med (3)</th>
<th>4 (4)</th>
<th>5-High (5)</th>
<th>NA (0)</th>
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**Conducts a comprehensive and critical literature review that identified, applied, and communicated the best evidence for a specific topic or lab project**

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<thead>
<tr>
<th>1-Low (1)</th>
<th>2 (2)</th>
<th>3-Med (3)</th>
<th>4 (4)</th>
<th>5-High (5)</th>
<th>NA (0)</th>
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<tbody>
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### Q11 Comments

______________________________________________________________________________________________

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61
<table>
<thead>
<tr>
<th>Q12 Ethics</th>
<th>1-Low (1)</th>
<th>2 (2)</th>
<th>3-Med. (3)</th>
<th>4 (4)</th>
<th>5-High (5)</th>
<th>NA (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aware of performing and role of ethics in the research activities conducted in the lab (1)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Aware of the legal and professional standards and guidelines associated with the research activities conducted in the lab (2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asked questions or raised concerns related to ethical, legal, and/or professional standards or guidelines (3)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
The student's research in your lab complied with all ethical, legal, and/or professional standards or guidelines (4)

Seeks consultation regarding complex ethical and legal dilemmas to research conducted in the lab (5)

Q13 Comments

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

End of Block: Block 8

Start of Block: Block 9
<table>
<thead>
<tr>
<th>Q14 Professional &amp; Diversity</th>
<th>1-Low (1)</th>
<th>2 (2)</th>
<th>3-Med. (3)</th>
<th>4 (4)</th>
<th>5-High (5)</th>
<th>NA (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reliable and accountable for behavior (e.g., arrives on time, prepared, meets deadline promptly, handles absences) (1)</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Behavior consistent with the professional values and codes of conduct of psychology (2)</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Identifies and ethically addresses potential conflict between personal belief systems, APA ethics code and legal issues in practice (3)</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Professional in communications, Physical conduct (4)</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Integrated into the lab and actively engages in lab activities (5)</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
Demonstrates self-care, including attention to personal health and well-being, to assure effective professional 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 disclosers regarding problematic 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)

Q15 Comments

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

End of Block: Block 9

Start of Block: Block 10

Q16 Grade

▼ A (1) ... F (4)

End of Block: Block 10
APPENDIX 7: EVALUATION OF RESEARCH TRAINING-STUDENT COMPLETE

PhD. Lab/Advisor

* Required Evaluation of RESEARCH Training Summer 2019/2020 Please rate your degree of satisfaction with the following aspects of the RESEARCH program, if statement is not applicable, just put N/A:

1. Statistics training within your Lab:
   * Check all that apply.

  1= Completely Dissatisfied
  2= Slightly Dissatisfied
  3= Slightly Satisfied
  4= Satisfied
  5= Completely Satisfied
  6=N/A

COMMENTS:

2. Research methods and design training within your Lab:
   * Check all that apply.

  1= Completely Dissatisfied
  2= Slightly Dissatisfied
  3= Slightly Satisfied
  4= Satisfied
  5= Completely Satisfied
  6=N/A

COMMENTS:

3. Training in ethics in conducting Research:
   * Check all that apply.

  1= Completely Dissatisfied
  2= Slightly Dissatisfied
  3= Slightly Satisfied
  4= Satisfied
  5= Completely Satisfied
  6=N/A

COMMENTS:

4. The frequency and quality of lab meetings (where applicable):
* Check all that apply.

1= Completely Dissatisfied
2= Slightly Dissatisfied
3= Slightly Satisfied
4= Satisfied
5= Completely Satisfied
6=N/A

COMMENTS:

5. The amount/quality of guidance/mentoring on Master's Thesis:
   * Check all that apply.

1= Completely Dissatisfied
2= Slightly Dissatisfied
3= Slightly Satisfied
4= Satisfied
5= Completely Satisfied
6=N/A

COMMENTS:

6. Communication of requirements for Master's Thesis:
   * Check all that apply.

1= Completely Dissatisfied
2= Slightly Dissatisfied
3= Slightly Satisfied
4= Satisfied
5= Completely Satisfied
6=N/A

COMMENTS:

7. The amount/quality of guidance/mentoring on doctoral dissertation
   * Check all that apply.

1= Completely Dissatisfied
2= Slightly Dissatisfied
3= Slightly Satisfied
4= Satisfied
5= Completely Satisfied
6=N/A

COMMENTS:

8. Communication of requirements for a doctoral Dissertation:
9. Training and experience in Grant writing and obtaining funding:

* Check all that apply.

1= Completely Dissatisfied
2= Slightly Dissatisfied
3= Slightly Satisfied
4= Satisfied
5= Completely Satisfied
6=N/A

COMMENTS:

10. Training and experience in preparing for publications in professional journals:

* Check all that apply.

1= Completely Dissatisfied
2= Slightly Dissatisfied
3= Slightly Satisfied
4= Satisfied
5= Completely Satisfied
6=N/A

COMMENTS:

11. Training and experience in preparing for professional meetings:

* Check all that apply.

1= Completely Dissatisfied
2= Slightly Dissatisfied
3= Slightly Satisfied
4= Satisfied
5= Completely Satisfied
6=N/A

COMMENTS:
12. The degree to which the research training reflects the scientist-practitioner model:

* Check all that apply.

1= Completely Dissatisfied
2= Slightly Dissatisfied
3= Slightly Satisfied
4= Satisfied
5= Completely Satisfied
6=N/A

COMMENTS:

* ANY OTHER COMMENTS ABOUT RESEARCH TRAINING:

Questions:
TO:          Students

FROM:    Administrative Assistant
         Dept. of Psychology

DATE:    

RE:       Student Employment

APPENDIX 8: STUDENT EMPLOYMENT FORM

ROSALIND FRANKLIN UNIVERSITY
OF MEDICINE AND SCIENCE

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 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 requirements 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 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 9: CLINICAL PRACTICUM CONTRACT

**ROSALIND FRANKLIN UNIVERSITY OF MEDICINE AND SCIENCE**

**Department of Psychology**

**SELECTIVE CURRICULUM - CLINICAL PRACTICUM CONTRACT**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Class of</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Title of Practicum</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Primary Responsible Supervisor</th>
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</table>

<table>
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<tr>
<th>Mailing Address</th>
<th>Telephone</th>
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<table>
<thead>
<tr>
<th>Other Supervisors Involved</th>
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<table>
<thead>
<tr>
<th>Institution Where Practicum Is Offered</th>
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<table>
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<tr>
<th>Full Address</th>
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</table>

<table>
<thead>
<tr>
<th>Telephone Number Where You Can Be Reached</th>
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<table>
<thead>
<tr>
<th>Quarter Practicum Is Offered</th>
<th>Give Actual Dates</th>
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<table>
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<th>Number of Hours Per Week Participation By Student</th>
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<tr>
<th>Number of Formal Conference Hours Per Week Participation by Student</th>
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<tr>
<th>Number of Credit Hours Per Quarter Student Qualifies For</th>
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<tr>
<th>Method or Criterion of Student Evaluation</th>
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<tr>
<th>Method of Criterion of Course Evaluation</th>
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</table>

***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.***

<table>
<thead>
<tr>
<th>Signature of Practicum Supervisor</th>
<th>Printed Name</th>
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<tr>
<th>Signature of Advisor</th>
<th>Printed Name</th>
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<tr>
<th>Signature of Director of Clinical Training</th>
<th>Printed Name</th>
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<tr>
<th>Signature of Department Chairman</th>
<th>Printed Name</th>
<th>Date</th>
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APPENDIX 10: 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 11
PSYCHOLOGY DEPARTMENT – INTERNAL DISSERTATION FUNDING FORM
(Please Fill Out Electronically or Print Neatly)

Name: ______________________________________________________________________

Dissertation Title: ______________________________________________________________________

Dissertation Chair: ______________________________________________________________________

Proposal Date: ______________________________________________________________________

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost Per Unit</th>
<th>Quantity</th>
<th>Total Cost</th>
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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? ____________________________

Students may not spend their own funds for the completion of the dissertation. However, the department will fund up to $1000. It will fund some or all of your research, depending on the amount you need and the amount you have received from outside sources. You should submit an electronic copy of the completed IRB application with this form. Funds must be spent or planned for by June 30th of the fiscal year that you receive them, or they will be reallocated to the department; the plan for spending funds must be conveyed to the department by January 1 of the fiscal year, or the money will be redistributed.

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. Decisions about additional funds will be made shortly after May 1 of each year. Furthermore, if you request more than $1000, your advisor is expected to match departmental funding for any amount greater than $1000 if they have money available.

Your signature: ______________________________________________________________________Date: __________

Your advisor’s signature: ______________________________________________________________________Date: __________

Department chair’s signature: ______________________________________________________________________Date: __________

You should receive your funds in six to eight weeks after submitting IRB approval to the department chair and department Administrative Assistant.
APPENDIX 12 LEARNING CONTRACTS
Rosalind Franklin University of Medicine and Science
College of Health Professions
Department of Psychology

Didactic Education/Research/Comprehensive Exams 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, failed comprehensive exams…)].

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 professionalism and professional 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 remain professional 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

<table>
<thead>
<tr>
<th>Intradepartmental Course Goals</th>
<th>Strategies and Resources</th>
<th>Expected Outcome</th>
<th>Criteria for Evaluation and Means of Validation</th>
</tr>
</thead>
<tbody>
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Pertinent Information:
- Upon successful completion of the [name course or research task or comprehensive exam], the student shall continue in the program. If the student successfully completes the [name course or research task or comprehensive exam], 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
[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 professionalism and professional 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 remain professional in all their interactions with all members of their clinical rotation and department faculty

<table>
<thead>
<tr>
<th>Learning Goals and Objectives</th>
<th>Expectations and Goals</th>
<th>Due Date</th>
</tr>
</thead>
</table>
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
_____________________________________________________________________________________
Summary of Program Modifications within Department of Psychology in Response to COVID-19 Pandemic (12/8/2020)

Student-Progression Milestones

- Students not expected to “make up” general program requirements that were cancelled due to COVID-19 (e.g., ASRC research presentation for 2nd year MS students, simulation #3, etc.)
  - 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.
- Dissertation proposal deadline for internship applicants is extended by 2 weeks for Fall 2021 applicants:
  - Typical: Scheduled by August 8, Defended by August 22.
  - For 2021: Scheduled by August 23, Defended by September 7
- Student learning contracts
  - No change in student learning contracts process
- Thesis proposal and defense deadlines remain the same
- No change to thesis ms submission deadline

Comprehensive Examinations (PhD Students Only)

- Flexibility in due dates for outstanding remediation assignments- students may request a one-time extension for turning in remediation assignment. Student advisor will discuss with students affected.
- Clinical comprehensive exams: January 2021 administration will be remote, will be pushed back by 1 week based on student request
- Methods comprehensive exams: students to vote on date they prefer: Oral exam June 18 or June 25
- June 2021 Research Design and Methods Comprehensive Exam will be done in take home format following this procedure:
  - Students receive exam via email by 9am on the Friday before oral presentation
  - Students submit exam via email to Pat Rigwood by noon on the Wednesday before oral presentation

  Students meet (virtually via zoom) for 60 minute oral discussion on scheduled date

Dissertation-Related Modifications

- Students in the process of developing a dissertation proposal are strongly encouraged to use existing data or online data collection to propose methods that do not rely on in person contact with participants for any aspect of the study (recruitment, data collection, etc.)
  - Students who wish to utilize in person contact as an aspect of their study must, in consultation with their advisor, develop a timeline which details key markers of project feasibility (IRB approval date, date for beginning recruitment, date by which
X% of data are collected. The timeline is to be shared with internal faculty members of the dissertation committee and adherence to the timeline will be evaluated no less than quarterly. Students must also propose a plan B project/set of project modifications should in person contact become unfeasible/impossible within the proposed timeframe.

- Students may make modifications to already approved dissertation projects via a memo to their committee outlining the nature and rationale for such changes. Committee members will review memo and provide feedback on changes (if necessary) within 2 weeks of receipt of memo.

- Students may opt to develop a new project if concerned about feasibility of in-person contact required for existing project. Faculty will be flexible in allowing for shifts to new projects and new committee structure if necessary.

**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.
- Thesis/dissertation proposal defenses and final dissertation defenses may occur virtually via Google meet, zoom, or similar videoconference format
- Flexibility in attendance of outside committee members at dissertation/thesis meetings. Preferred for them to attend, but if scheduling difficulties make this impossible, outside members can provide written comments to committee chair in advance of meeting but not attend meeting. RFUMS Faculty still expected to attend.
- Allow flexibility on N for students in process of in person data collection given disruption
- Encourage use of preexisting data or online data collection for any new dissertation proposals.

**Course-Related Modifications**
- Assessment of student learning preferences to be conducted by faculty for all non-seminar courses (process outlined in separate document)
- Faculty to host office hours each week (1 hour minimum) for class. Faculty communicate to students office hours and process for scheduling
- Faculty will not require students to use video during live class interactions unless required for delivery of course content
- Students are asked to mute themselves during live class interactions (when not speaking) to reduce distractions
- Faculty agree to one 10 min break per 60 minutes of class meeting time (on average)
• Faculty will end classes 10 minutes before hour to allow student break before next class
• Synchronous and asynchronous content hours per week should not exceed the number of credit hours associated with course. Note that this does not include carrying out assigned readings or completion of other assignments. On average add three hours per credit for these tasks, so a 3 hour class includes 3 hours synchronous + asynchronous and an additional 9 hours of readings/assignment completion, for 12 hours of work total.
• Faculty will allow students to ask for extension for assignment due dates with no penalty. Extensions should be requested in advance of due date. Extension must not interfere with faculty submitting course grades by required University deadline.
• Expectation that synchronous and asychronous content will be included in all classes (except for seminars)
• Faculty will record lectures and make available to students via Brightspace or similar
• Faculty will relax attendance and participation policies so as to not penalize students for absences/limited participation following the transition to remote classes. At faculty member’s discretion, they can require students to submit a reaction paper to earn attendance/participation points for missed class.
• Faculty should administer exams as open book exams
• Faculty should be flexible for assignment due dates when possible
• If feasible for a given course, faculty are encouraged to consider allowing students to drop a low grade on 1 assignment.