Rosalind Franklin University of Medicine and Science

Department of Psychology

Policy and Procedures Manual Doctoral Program in Clinical Psychology

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Research contract

- Research Practicum Contract (complete annually before the Fall Quarter begins)

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

- Unpaid practicum
- Paid practicum
- Student Employment

Master's thesis:

- Thesis proposal form (Complete and send after you successfully ***propose*** your thesis)
- Candidacy Recommendation for MS degree form (Complete after the thesis proposal form is complete)
- Thesis defense form (Complete after you successfully ***defend*** your thesis)
- Recommendation for MS Degree form (Complete after you successfully ***defend*** your thesis)

Dissertation:

- Dissertation proposal form (complete and send after you successfully ***propose*** your dissertation)
- Candidacy Recommendation for PhD degree form (Complete after the dissertation proposal form is complete)
- Dissertation defense form (complete and send after you successfully ***defend*** your dissertation)
- Recommendation for PhD degree form (complete and send after you successfully ***defend*** your dissertation)

Qualifying exams:

- Clinical Science form (begin completion of this form upon approval of committee and topic)
- Research form (complete this form upon satisfaction of the research requirement)

Submit news to weekly digest email: Submit your updates via this form.

Clinical practicum database

Department drive: student resources (e.g., research resources, mental health resources, funding resources…)

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Faculty and Staff

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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.

ACCREDITATION

This clinical program enjoys full accreditation status by the American Psychological Association. Questions related to the program's accredited status should be directed to the Commission on Accreditation:

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

EQUAL OPPORTUNITY STATEMENT

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

FACT SHEET

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

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

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

Student Lounge: Room 2.675
Students can use the computers in the student lounge for printing. Student mailboxes and drinking water are located in the interior room. A microwave and refrigerator are available for student use.

Headshot
Students can have their headshot taken by the University photographer. To schedule an appointment, see this protocol on InSite.

Mailing Address

Rosalind Franklin University of Medicine and Science
Department of Psychology
3333 Green Bay Road
North Chicago, IL 60064

STUDENT RECORDS

Overview

Some 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 Coordinator.

Specialty Track Record

Upon entry to the PhD program or at any point during the program, students should complete the PhD Student Track Information form to designate their specialty track (psychopathology, health or neuropsychology). Students may be a member of multiple tracks and students may switch tracks with approval from their advisor. If a student adds or switches to a different track, students should also notify the Department Coordinator of their track change, so that the Coordinator can communicate this to the registrar's office.

STUDENT DEPARTMENT AND UNIVERSITY INVOLVEMENT

Student Representation

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

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

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

4. **Student organizations.** RFUMS has a Student Council, which represents the common interests of the student body at large and is made up of representatives from each 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. **Psi Chi Honor Society.** Psi Chi is the International Honor Society in Psychology. Members have access to more than $400,000 in annual awards, grants, and scholarships (e.g., for assistance traveling to conferences, conducting research, and financing your education) as well as other benefits (e.g., it is an honor that can be listed on your CV, it provides opportunities for presentations, publications, and networking). Additional benefits of membership can be found here.

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

PROGRAM CURRICULUM

Overview

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. An overview of the course curriculum is available here. 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 for years five and beyond.[1]

The changing knowledge base of the field necessitates the assurance that our graduating doctoral students are conversant with current and important research findings and be held to the highest and most current ethical 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 repeat all or selective portions of the Qualifying 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.

Course Schedule

Each year, an outline of a fixed ***Master Department Schedule*** **(MDS)** for the academic year will be distributed and made available on the department's inSite page to promote course planning. In particular, we want to allow students 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.

Note that classes can be scheduled on class days anywhere between 8 am and 9 pm, unless otherwise noted. Every effort is made 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.[2]

Class and Non-class Days

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

[1] Only relevant for students who matriculated in 2021 and earlier; those who began in 2022 or later do not pay any tuition

[2] Revised 9-28-17

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.

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

Once a student's registration information appears in Self-Service for a given quarter, students need to go into Self Service and final register for the courses**.** Note that students **should not** enter their own registration preferences into self-serve - this creates duplicate entries and causes problems with the system. Students should only use the google form to indicate classes they wish to take. If a change needs to be made to what appears in self-serve, students should **follow the instructions described in the "Modification to Registration" section.**

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

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

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

Modifications to Registration
If you register for the wrong classes, or decide to add or drop a course ***during the first week of classes***, please complete this memo, save it as a PDF with your name and the date, and then forward it to the Coordinator.

If you want to drop a course after the first week of classes, fill out the drop request form on InSite and obtain the necessary signatures before submitting to the Coordinator.

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

Attendance Policy
Students are required to attend class in-person, complete assigned readings prior to class, and participate in class discussions on an ongoing basis. These activities are critical to mastering course material and to achieving the course learning objectives, and 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.
- Exceptions to in-person class attendance can occur in response to COVID or other illness protocols.[3]

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

PROGRAM COMPLETION REQUIREMENTS

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 Qualifying Exam[4]
Overview

[3] Revised 6-7-22
[4] Revised 4/19/22

A Qualifying Exam is the transition between being a Ph.D. student and becoming a doctoral candidate; thus the qualifying exam is completed before the student proposes their dissertation. A doctoral student attends classes, conducts research, engages in clinical/practicum work and works to complete all milestones before the culmination work of the dissertation and internship. A doctoral candidate integrates all previous research experience and accumulated knowledge into their own independent and professional level research project that is their dissertation. A doctoral candidate is also eligible to apply for internship, once they have proposed their dissertation project. That is, a student cannot proceed to work on their dissertation, and thus cannot apply for internship, until they have successfully passed the Qualifying Exam. Students must complete their Master's thesis before beginning the Qualifying exam.

The goal of the Qualifying Exam is to ensure that a student has obtained and can communicate, in both written and oral formats, a scientist-practitioner skill set. It has two primary key components. First, it includes an assessment of the student's ability to formulate a clinical conceptualization, rooted in the empirical literature and based on evidence-based theory. Second, it assesses the ability of the student to both critically evaluate and conduct methodologically sound research. Across these components, the student must be able to demonstrate that they can think critically, ask questions that have important clinical and research implications and have a strong understanding of important constructs within clinical psychology such as assessment, intervention and diagnosis that are informed by the literature.

Format of the Qualifying Exam
The qualifying exam will exist in two parts: a Clinical Science component and a Research component. Passing both components is required for the student to advance to candidacy. It is *recommended* that both components be passed by the end of the third year in the program. It is *required* that both components be passed before the student proposes their dissertation.

1) Clinical Science Component
The Clinical Science component will be a case formulation that answers an important question generated by the student, in consultation with the student's advisor, from one of the student's cases. The formulation/answer to the question must be rooted in a conceptual framework that has a clear empirical basis and must include considerations of each of the following issues: ethical, cultural, etiological, diagnostic and interventional. The consideration of these issues must be consistent with a chosen conceptual framework and treatment. The formulation must include a comprehensive review of the supporting literature which includes a discussion of methodological strengths and weaknesses of the research and an evaluation of the implications of research studies for theories or for key mechanisms related to etiology or treatment of the form of psychopathology, condition, or issue under discussion. The student must not only review the supporting literature but be able to integrate it to answer their question of interest. This component will consist of a written outline that is approved by a faculty committee of three, and an oral presentation to that committee. It is the student's decision regarding if the format of the exam will be in-person or virtual. They will communicate this to the committee ahead of the meeting and make the appropriate arrangements (e.g., sending calendar invite with zoom invite or room location).

Procedure
1. Student meets with advisor to narrow down some topic ideas (i.e. question to be asked and answered) based on (ideally) current cases. Previous cases are also possible, but the student might want to have access to charts or assessments, although it is not necessary (see Appendix 15 for an example topic and outline).

Note: the student needs assurance from their clinical supervisor that they can use not only the case, but any supportive materials, should they choose to use extra materials. They can

assure the supervisor that the case will be fully de-identified. No permission is necessary for past cases with no supporting materials.

2. Student comes back to their advisor with 2-3 questions flushed out in terms of the literature that an outline might include.
3. Advisor and student pick a tentative/possible case and question to be asked/answered of it
4. Student selects a committee of 3 RFU faculty members (2 + advisor).
5. Topic to be approved by committee via email. **Student starts the Clinical Science Qualifying Exam form to document committee question approval. See Appendix 16 for the steps to complete the approval form.**
6. Student works on an outline individually (see Appendix 15 for an outline example). The outline should be no more than 4 pages, single spaced, excluding references. Note: any identifying information about the client needs to be redacted or removed.
7. Advisor gives feedback on (close to) final draft of fully flushed out outline.
8. Committee approves the outline or makes recommendations for changes. Student works through the feedback until all RFU committee member signatures are obtained. Note: if there are disagreements among the committee members on what should or should not be included, the advisor works with the student and committee to reconcile all suggestions for change. Student updates outline with advisors/committee's suggestions and then sends outline with the approval form to the committee members (this is the second and last time the advisor gives feedback)*.The approval of the committee signifies that the outline topics are inclusive enough to meet the requirements, but exclusive enough to be focused and able to be presented in 90 minutes.

*Student receives feedback from the advisor at two time periods; before the outline to the committee and after the committee provides feedback. **Students will not receive input from the advisor at any other time.**

9. Student and committee set a date for the presentation that is at least 2 weeks in advance. Once the date is finalized, the **student continues the process of completing the Clinical Science Qualifying Exam form to document the committee's approval of the outline. See Appendix 16 for the steps to complete the approval form.**
10. Student prepares a 75-90-minute talk of the outline with a slide show. The meeting is two hours in total. Student should leave 15 minutes for questions and 15 minutes for faculty discussion of the passing decision. Note: timing is an important element of any talk, so how a student respects the time constraints is assessed.
11. Faculty complete the Clinical Science Grading Rubric, which is listed in Appendix 14.

Grading categories are as follows:

- Pass with Distinction (95% overall score and above)
- Pass (80-94% overall score)
- Pass conditional on….. (70-79%)
- Fail (below 70%)

    - For students with a Conditional Pass, faculty from the student's Clinical Science committee will provide feedback on their performance, a well-defined task or tasks for remediation, and a due date for submitting their remediation response. A student's 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 Clinical Science component, or the student fails to complete the remediation plan by the due date, the Provisional Pass rating will be changed to a Fail and the student will have to redo the Clinical Science component.

- If a student fails the Clinical Science component, they will meet with a faculty review committee that will include the faculty from the student's Clinical Science Quals committee and the student's faculty advisor. During that meeting, feedback regarding their performance will be provided and followed by a written summary of issues. A competency plan will be developed with clear guidelines for preparing for the exam re-take. The student and the committee will set a date for the re-take of the exam.

Note. The Clinical Science component may be completed only **twice**. If a second failure occurs, the student will receive notification from the Department Chair informing the student of a Subject to Dismissal Hearing. 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.

12. **After the committee meeting, the student continues the process of completing the Clinical Science Qualifying Exam form to document the final outcome of the exam (distinction, pass, provisional pass, fail). See Appendix 16 for the steps to complete the approval form.** It is the student's responsibility to make sure this form is routed to each committee member. Note: The Clinical Science component of the Qualifying Exam will not be considered complete until each member of the committee has signed this form.

Note: The outlines, slides and all products of the Quals are considered exam material and thus cannot be shared with other students. However, the faculty may request that an outline of a passing Quals exam be used as an example to distribute to all students, without the name of the student attached. The owner of that outline has the option to agree or deny the request. All identifying case information will be omitted or changed in order to protect the privacy of the patient before distribution. See Appendix 15 for an outline example.

2) Research Component

The Research component can take multiple forms, including an empirical paper, a review article, a meta-analysis or a significant grant proposal (e.g. NRSA). This component most often will follow from the Master's Thesis work but can be as related as the student wants it to be.

Here is a list of several examples of what would qualify for this component.

1. Submit their Master's Thesis empirical study for publication.
2. Use the questions generated from their Master's work to come up with a meta-analysis on a related topic that is submitted for publication.
3. Conduct a critical review of the literature for submission that is based on a question from their Master's work that has not been previously answered. This type of submission would take the form of an article found in such journals as Psychological Bulletin.
4. Apply for a significant grant based on what the student wants to know next, given what they found in their Master's work.
5. Come up with any of the above that is not related to their Master's Thesis, but is of current interest.

The student will work with their advisor to determine what type of submission makes the most sense for them, given their previous research findings, their internship or career goals or their desire to learn more about a particular topic area. The research component of the Qualifying Exam will be approved by the student's research advisor and communicated to the faculty.

The successful completion of this portion of the Qualifying exam must be documented by the advisor on this form. It is the student's responsibility to make sure the form is signed by the advisor and routed back to the department.

Note: A substantial amount of the work for this part of the Qualifying Exam must take place while the student is enrolled in our program. This means that while a student entering with a completed Master's Thesis can count some of this work towards this component, it must be clear that a significant portion of the project to be submitted for publication must have been completed while the student was enrolled in the RFU Ph.D. program. Examples of such work can be a significant re-analysis of the Master's data, collection or use of more data, or a substantial rewrite of the Master's Thesis. One exception for this requirement of substantial amount of work conducted at RFUMS is if a doctoral student transferred from another psychology doctoral program with a Master's degree and completed thesis. In that circumstance, then a substantial amount of work could have been conducted at the previous institution.

Once the Qualifying exam is passed (Clinical Science and Research components), the student will be elevated to Ph.D. candidacy, if the student has completed the other requirements for doctoral candidacy.

Requirements for Internship

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

1. Successful completion of Master's Thesis and both components of the Qualifying Exams.

2. The dissertation proposal meeting must be scheduled by **August 22nd and** dissertation proposal must be approved by **September 6th of the year the student intends to apply for internship.**

3. Successful completion of a minimum of 750 total practicum hours (inclusive of therapy hours, assessment hours and supervision 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 the 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. Total program-specific quarter hours for degree: 233.5

2. Successful completion of all required courses in the program curriculum and an approved group of elective courses within seven years from the date of matriculation

3. A minimum of 750 clinical practicum pre-internship hours

4. Completion of a master's thesis research project*

5. Passing the qualifying examinations

6. Completion of a dissertation proposal and satisfactory oral defense of the dissertation

7. Successful completion of the internship year

8. Completion of an APA approved internship

9. Good academic standing defined by an overall average of B or better

*Incoming students with a master's degree may have this requirement waived provided a master's thesis research project was previously completed and deemed acceptable by the faculty.

It is important to note that these are minimum requirements and final determination of the adequacy and completion of students' coursework and training rests with the department. At the discretion of the department, a student may be required to take additional courses and/or training.

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.[5]
- Health Psychology track: 6 credit hours of elective credits is required.[6]
- Neuropsychology track: 3 credit hours of elective credits is required

****Neuropsychology track students will need to take the Neuropsychological Assessment course.
****Health Psychology track students will need to take both Health Psychology courses.

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.

Credits	Number	Name
3	HPSC505	Psychological Trauma: Assessment & Training
4	HPSC512	Longitudinal Models
4	HPSC513	Categorical Models
2	HPSC532	Introduction to Pediatric/Adolescent Neuropsychology
1-5	HPSC571	Independent Study
3	HPSC783	Family Systems and Therapy
2	HPSC788	Forensic Psychology
4.5	HPCC503	Cognitive & Behavioral Therapy: Child & Adolescent*
7	HPC503A & HPSC503B	Medical Neuroscience
2	HPSC621	Psychopharmacology Essentials
1/per quarter quarters)	HPSC605-02	Special Topics: Professional Writing (must take 3
4.5	HPSC634	Substance Abuse, Assessment and Treatment
4.5	HPSX635	Group Dynamics & Counseling
2	HPSC605-03	Special Topics in Psychology Couples and Relationships:Assessment and Therapy

[5] Revised 4-4-17
[6] Revised 4-4-17

2	HPSC605	Special Topics in Psychology: Emerging Treatments

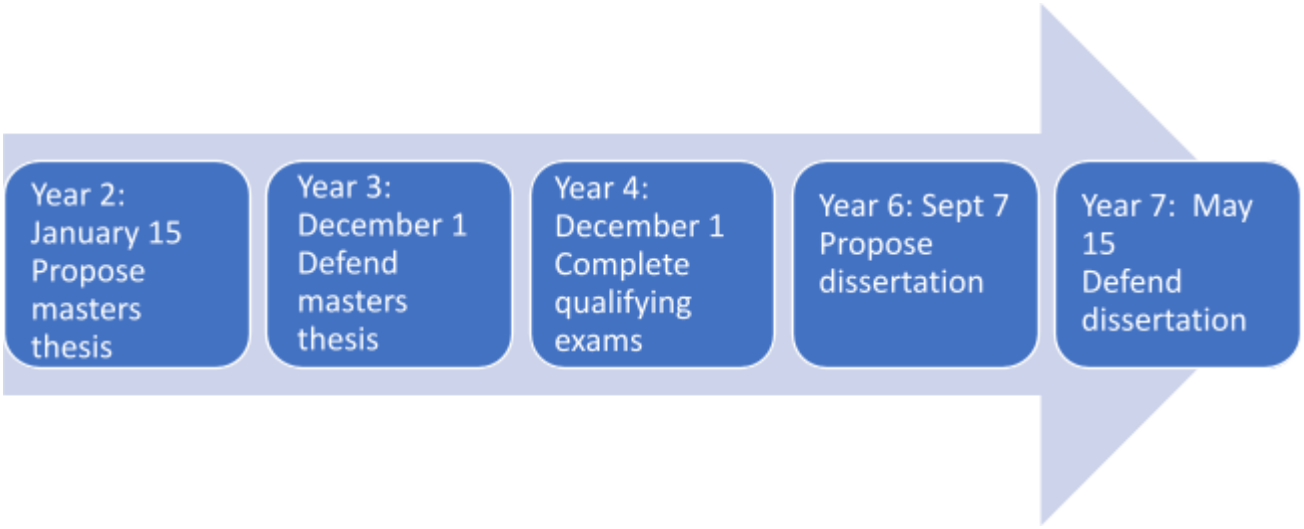
Note. Elective courses may also be taken outside of the department.

Expected student timelines

Students can use these timelines as a guide for completing major milestones to complete their doctoral program in either 6 or 7 years.

Ideal Timeline for Major Milestone Completion (finish PhD in 6 years)

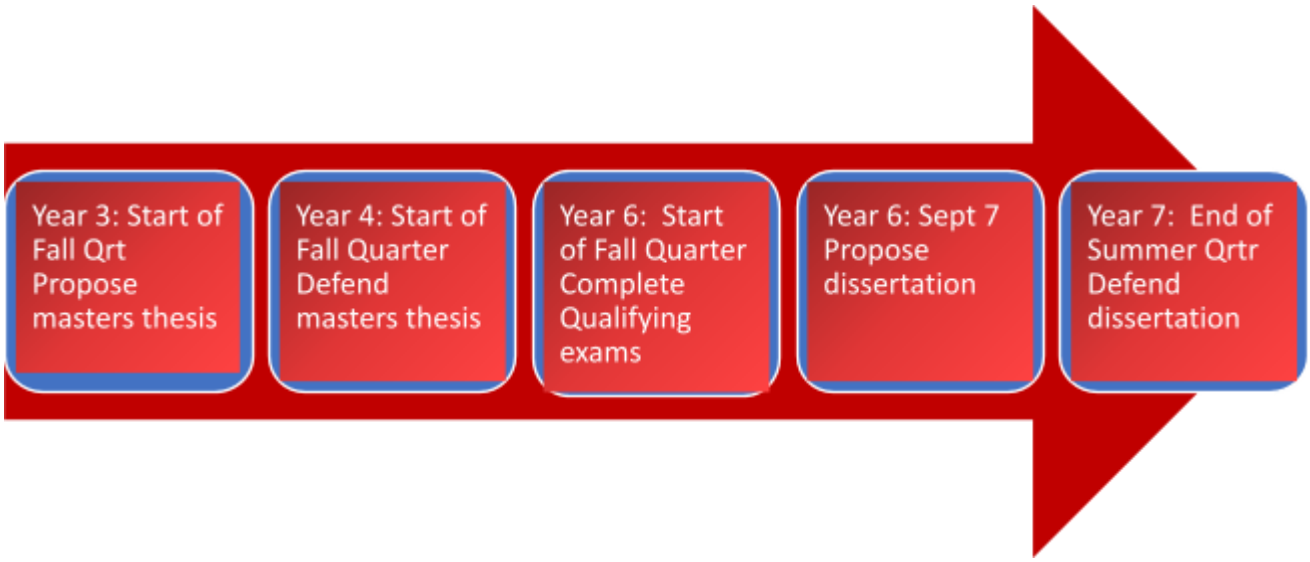
Acceptable Timeline for Major Milestone Completion (finish PhD in 7 years)



Note. Students do not have to follow either timeline exactly to graduate. These are merely provided as guidance and should be used to prompt a regular conversation with your advisor about your intended and current progress.

Subject to Dismissal Timeline
Students who do not complete these major milestones by the following timeline will be notified of a subject to dismissal hearing.

Note. Students who take a leave of absence or have a program deceleration plan may not be required to meet these deadlines depending on the scope of their leave of absence or deceleration plan.



RESEARCH GUIDANCE

Research Practicum
All students that are engaged in research (i.e., working on their thesis or dissertation, contributing to lab research…) should be enrolled in research practicum credits or Dissertation research credits. Anyone with an assistantship within the Department is expected to complete 5-8 hours of work per week for the duration of the assistantship (excluding any time directly focused on thesis or dissertation completion) and comply with all other documentation/time card submission requirements. Note that those with TA responsibilities are to complete 5 hours per week and those with no TA responsibilities are to complete 8 hours per week. Any changes to goals or meeting frequency will be mutually agreed upon by student and advisor. Research tasks may only be undertaken following approval of the research advisor and after obtaining IRB approval (if required).

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

Procedure: ***ANNUAL STUDENT TASK***

1. During the summer, meet with your research advisor to identify your research goals for the upcoming academic year, the number of credit hours of research you should select (When registering for research credit, a minimum of 3 hours per week is the equivalent of 1

quarter hour of credit), and how frequently you will meet. You will need this information to complete the research contract.

2. Prior to the start of the Fall Quarter, complete the Annual Research Contract for PhD Program Students

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.

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:

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.

Student Travel Awards for Conferences
RFUMS's Executive Student Council offers $200 in travel awards every month for conferences. Student Council Request for Funding Forms are available here.

Department funds may be available to support student travel to conferences for students presenting first authored talks or posters. The exact dollar amount varies by year and depends on other budgetary restrictions. The expenses covered include: travel, conference registration, accommodations, food (no alcohol), and presentation materials for the 1st author presenter.

Access to these funds will follow the following procedure (submit all required documents to the Psychology coordinator):

Prior to attending the conference,
The department can pay for student registration using the Department T&E card so that students do not have to pay this expense up front, and then get reimbursed.

If your conference registration is under $250, ***one month before the early registration deadline,*** send the Department coordinator an email with the following documentation:

- name of conference and conference dates
- conference registration website
- documentation of first author acceptance
- advisor approval

Please keep in mind that the registration has to be under $250. The department often makes more funds available later on in the fiscal year, but this cannot be guaranteed. Please save your receipts.

After attending the conference, submit the following forms to the Department Coordinator:

- Student Travel Award Verification (Appendix 13)
- Documentation confirming you are a first author on a conference poster or presentation (e.g., an email notification of poster acceptance)
- A completed Travel Expense Report (access via InSite), along with receipts for costs incurred.

Note: Submission of all materials must occur within 1 month following return from the conference and no later than May 15th.

MASTER'S THESIS

Guidelines for the Master's Thesis[7]

Overview

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.

Procedure: The student will do the following for the MS thesis:

1) In consultation with their 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.[8]

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's 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. Advisors will work with the Department Chair when necessary to identify needed funding.[9]

3) The student will prepare an Introduction section consisting of a relatively short literature review, theoretical rationale, and hypotheses consistent with typical length of a journal manuscript submission. A Methods section will be written that is sufficiently detailed that adequately describes the proposed study. The Methods section will include power analyses and data analytic plan sections. The proposal document (i.e., title page, abstract, intro, methods) should be no more than 40 pages. Page limits do not include tables, appendices, references. Students can seek permission from their advisor to go over the maximum page limit. If advisor permission is given, then the student would seek permission from their committee by providing a rationale for going beyond the 40 page limit. With the advisor's approval, the proposal will be submitted to the committee.[10]

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 Coordinator.** In addition, the student will provide an electronic copy of the thesis proposal to committee members, and to the Coordinator one week prior to the meeting. The proposal meeting should be scheduled for 90-120 minutes to allow time for the student to present their proposal and to allow time for questions and discussion.

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[7] Section revised 9-27-16
[8] Revised 1-30-18
[9] Revised 10-26-16
[10] Revised 10-17-23

5) Once the student proposes their thesis, **and all committee members approve the thesis proposal,** the student should follow the procedures outlined in Appendix 8, to complete the required paperwork within one week of committee approval. As described in Appendix 8, you will send two forms to your committee ("Thesis Proposal Examination Report" and "Recommendation to Candidacy for the Degree of Master of Science Form") for them to complete.

Entry into the third year of the program (Fall quarter) without an approved thesis proposal will result in a subject to dismissal hearing, unless academic accommodations or a program deceleration plan specify an alternate timeline.[11]

6) 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.

7) With the advisor's approval, a penultimate draft of the (journal-length, electronic copy) thesis will be submitted to the committee and Coordinator. The defense document (i.e., title page, abstract, intro, methods, results, discussion) should be no more than 60 pages. Page limits do not include tables, appendices, references. Students can seek permission from their advisor to go over the maximum page limit. If advisor permission is given, then the student would seek permission from their committee by providing a rationale for going beyond the 60 page limit.[12] Once all members have approved a final draft, the student will follow the procedures outlined in Appendix 8, to complete the required paperwork within one week of committee approval. As described in Appendix 8, the student sends the Recommendation for the MS degree form to their committee for them to complete; this form is then submitted to the Chair and the Dean.

Failure to complete the Master's thesis by the start of the fourth year (Fall Quarter) will result in a subject to dismissal hearing, unless academic accommodations or a program deceleration plan specify an alternate timeline.[13] 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.

8) 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.

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

10) Once Master's Thesis is completed and approved by the student's committee, the student can submit a manuscript based on their master's project to a preferred journal to meet the qualifying exams research component requirement. See the qualifying exam requirements section for more information on what qualifies as a first-authored manuscript submission.

[11] This change in policy began with the 2020-2021 student cohort
[12] Revised 10-17-23
[13] This change in policy began with the 2020-2021 student cohort

DISSERTATION[14]

Overview

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 idea development, 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.

The Dissertation Proposal Procedure

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

2) The Dissertation Proposal will include a critical review of relevant research that leads to a theoretical rationale for the project. Specific aims and detailed hypotheses related to the critical literature review presented should be provided. The Proposal document will minimally include an Introduction and Method section followed by References. The statistical tests proposed to evaluate specific hypotheses and an analysis of statistical power are presented in the Method section. When appropriate, a Preliminary Studies section may be added to the document that can include earlier work including analyses of pilot data. The Dissertation Proposal document cannot be sent to the Dissertation Committee until the advisor provides their approval. The proposal document (i.e., title page, abstract, intro, methods) should be no more than 50 pages. Page limits do not include tables, appendices, references. Students can seek permission from their advisor to go over the maximum page limit. If advisor permission is given, then the student would seek permission from their committee by providing a rationale for going beyond the 50 page limit. With the advisor's approval, the proposal will be submitted to the committee.[15]

3) The student will structure a Dissertation Committee with the guidance of their advisor. All members of the committee must be approved by the student's advisor. The committee must be composed of at least five individuals. The committee must contain:

- A chairperson of the committee who must hold full academic rank in the Psychology Department and be a full member of the CHP faculty.
- At least 3 members who must be full members or associate members of the University Faculty.
- At least 3 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 2 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 their major affiliation in another department of the University OR be a person unaffiliated with the University.

Note: Emeritus faculty are **NOT** considered members with a full academic rank in the Department of Psychology, though they can be included as an outside member. However, if a faculty member held a full academic rank at the time of the proposal, and then retired before the

[14] Section revised 10-26-16

[15] Revised 10-17-23

defense, they can still be considered a faculty member with a full academic rank to minimize disruption to the student's dissertation committee. Emeritus faculty are not able to serve as Chair of the Dissertation Committee.

4) The student will orally defend the proposal in a formal meeting with Dissertation Committee members. **A two-week notice of meeting date must be given to the committee and the Department Coordinator.** The proposal meeting should be scheduled for at least 2 hours to allow the student to present their proposal and provide ample time for questions and discussion. At least one week before the scheduled dissertation proposal meeting, the student will provide an electronic copy of the dissertation to committee members, and to the Coordinator.

5) Once the student proposes their dissertation, **and all committee members approve the proposal,** the student should follow the procedures outlined in Appendix 9, to complete the required paperwork within one week of committee approval. As described in Appendix 9, you will send two forms to your committee ("Dissertation Proposal Examination Report" and "Recommendation to Candidacy for the PhD degree Form") for them to complete.

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

7) Failure to propose their dissertation by Sept 7th of their 6th year in the program, will result in a subject to dismissal hearing, unless academic accommodations or a program deceleration plan specify an alternate timeline.[16]

Information Relevant to Dissertation Data

Data collection

It is the Department of Psychology's 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: 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 exceeds $1000. Appendix 10 includes the form for requesting Department funding, which includes a budget template.[17]
c. Prior to submitting the budget to the Department for funding, the budget will be reviewed and approved by the student's dissertation chair.

[16] This change in policy began with the 2020-2021 cohort

[17] Revised 8/7/18

d. Submit the budget to the Department Coordinator and to the Department Chair. For requests exceeding $1000, the request will be forwarded to the Research Infrastructure Committee for approval.
e. Students submit receipts for the costs they incur and are then reimbursed by the Department.

Note: If a student's dissertation does not/will not include costs, they may apply for department funds for a different project, as long as the criteria outlined above are met (e.g., applied for extramural funding, does not include salary…).

Preexisting data

If the student's advisor approves the use of an existing data set, 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 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.[18]

Students may also access Department funding for Dissertation projects that use existing data if they need funding for statistical training, data access, or other expenses. Students should follow the same procedures outlined above (under Data Collection) for obtaining funding. Students are again expected to apply for external funding before requesting Department funds. If a student cannot apply for external funding, they cannot petition to waive this requirement in their request for Department funding.

Dissertation Completion

1) Once committee members approve the Dissertation proposal, the student will obtain IRB approval, collect the data (if applicable), and 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 preferred journal, if approved by the dissertation chair, or prepare an extended Results and Discussion section traditional for a dissertation report.

2) 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. Students cannot schedule their defense meeting unless they have their advisor's approval. The defense document (i.e., title page, abstract, intro, methods, results, discussion) should be no more than 70 pages. Page limits do not include tables, appendices, references. Students can seek permission from their advisor to go over the maximum page limit. If advisor permission is given, then the student would seek permission from their committee by providing a rationale for going beyond the 70 page limit.[19]

Dissertation Defense Procedure

1) Final Dissertation defense meeting**. A two-week notice of meeting date must be given to the committee and the Department Coordinator.** At least one week before the scheduled dissertation defense meeting, the student will provide an electronic copy of the dissertation to committee members, and to the Coordinator. Students on internship may defend their dissertation virtually, rather than traveling to campus to present in person.[20] The proposal meeting should be scheduled for at least 2 hours to allow the student to present their proposal and provide ample time for questions and discussion.

[18] Revised 8/7/18
[19] Revised 10-17-23
[20] Revised 5/25/21

2) 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.

3) The final dissertation examination is oral and is open to all members of the University community. The student's defense date, time and title will be promoted on the weekly department email.[21] Students may also invite their family members to attend their defense.[22] 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. 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.

4) Once all members have approved a final draft, the student will follow the procedures outlined in Appendix 9, to complete the required paperwork within one week of committee approval. As described in Appendix 9, the student sends the Recommendation for the PhD degree form to their committee for them to complete; this form is then submitted to the Chair and the Dean. All other Department and School requirements must have also been met (e.g., internship completion) before the degree is awarded.

The student is expected to complete their final dissertation defense by the end of their 7th year in the program (i.e., end of internship). Failing to do so will trigger a subject to dismissal hearing, unless academic accommodations or a program deceleration plan specify an alternate timeline.

5) Dissertation Abstracts. Once the senior Coordinator provides the student 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

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 Coordinator provides you with the final form, the student must complete the "Submission of Thesis Online" 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.

[21] Policy change begins with the 2023-2024 cohort and later
[22] Revised 6/22/21

CLINICAL TRAINING

Overview

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. Across practica experiences, 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 clinical practicum database and in this Shared Folder.

Around the time of the annual milestone meeting, students apply to clinical practicum training sites. A database listing clinical training sites is available online for program students. Students are encouraged to apply to the Chicagoland Practicum Consortium sites as first choice placements and the ACEPT practicum sites as backup placements. 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). Recommendations for the next clinical training experience are based on student overall progress in the program, their career goals, the preferences of their advisor, 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.

The Associate DCT (ADCT) is the Practicum Coordinator for the department. The ADCT 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 ADCT approval prior to students accepting a practicum position.***[23]

All students are expected to submit a formal practicum contract once their practicum placement has been finalized and before they begin their training.

- Unpaid practicum
- Paid practicum

It is the student's responsibility to complete the contract in collaboration with their practicum supervisor or practicum DCT and then have it signed by themselves and their supervisor. It will then be routed to the DCT for signature and filing. Practicum contracts should be submitted within one month of beginning any practicum placement.

Year 1 Practicum Experiences

Students are not required to complete a practicum during their first year, although they may pursue clinical training experiences through the Interprofessional Community Clinic (ICC). The ICC is a student-led clinic that provides free-health care to uninsured adults in the Lake County

[23] Revised 8/7/18 and 11/29/23

community, the majority of whom are Spanish-speaking. Through the ICC, students can gain experience working on interprofessional teams, conducting consults, and providing psychotherapy. Information on how to become involved will be discussed during the Fall quarter. ICC hours count as pre-doctoral practicum hours.

A pre-practicum is possible for interested students in the first year. This experience will be assigned by the ADCT for interested students and will not entail more than 6 hours per week of work. Students entering the program with a clinical Master's degree may complete a practicum during their first year of doctoral training with permission from the ADCT to do so. Students should have a conversation with their advisor and the ADCT to decide whether they will pursue formal clinical training experiences during their first year.

Year 2 Practicum Experiences
Beginning in the second year, each student begins a series of practicum experiences that will total a minimum of 1000 hours (36 credit hours). Across practica, students obtain 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, which is signed by the practicum supervisor, students' advisor and the DCT. ***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, drug testing). 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. 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.

Year 3 and Beyond Practicum Experiences
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 help them apply to appropriate 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 work. 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, unless they have permission from their advisor and the DCT to gain more clinical training. Students who have not 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.

Clinical Evaluation
Clinical training evaluation forms are sent to supervisors at practicum sites twice per year. Clinical supervisors are required to review evaluation outcomes with students after each evaluation. These forms are typically sent via Google Forms and routed to the supervisor, the student, the DCT and the Department Coordinator who will place a copy in the student's file. If a site is unable to access Google Forms, a hard copy can be scanned, sent and routed similarly. A summary of practicum performance is shared with faculty in the context of student annual review meetings.

Students are also required to provide an evaluation of their clinical training experiences each academic year (see Appendix 5). These evaluations are reviewed by the DCT.

Tracking Clinical Practicum Hours
Students are required to report practicum hours, in detail, every year for which they have a practicum. These hours will be collected by the DCT towards the beginning of summer quarter. Therefore, students are encouraged to maintain an on-going record of clinical practicum training hours and other details regarding their practicum experiences, **as they occur**. Training hour tracking increases the accuracy of reporting at the time of internship application, helps the DCT in the verification of hours process that is required by APA, 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. Students should use a spreadsheet or commercial program (e.g., Time2Track) to keep track of their clinical hours *from the beginning of their prac experiences*. This allows for the DCT to easily verify hours, as well as making it easier for the student to access this information for internship applications. It is also helpful for students to take more detailed notes on some cases from their prac experiences that may be particularly noteworthy for internship applications and interviews, such as cases relevant to DEI or supervisor challenges, or a particularly successful/challenging case. Finally, whether you use the department spreadsheet or Time2Track, make sure that your tracking system includes the ability to track patient demographics (i.e., race/ethnicity, gender identity, sexual orientation), physical disabilities and mental health concerns for individual and group therapy sessions, since you will need this information when you apply for internship.

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

STUDENT EVALUATION

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

A 4.00 High Achievement

B 3.00 Above Average Achievement

C 2.00 Average Achievement (*See details below)

F 0.00 Failure (*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 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.

NR = Need remediation; Faculty may include a NR option in their grading. This will be communicated in the course syllabus.

W = Withdrawn.

*Although the university considers a C to be "average achievement", it is considered below expected academic performance for Ph.D level work and will lead to a subject to dismissal meeting. A grade of Fail in any course initiates a subject to dismissal hearing. The student will receive notice of the meeting from the Department Chair of this hearing. 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) responsible and ethical behavior.

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

   Students also evaluate each course 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 2 and 4 will also meet twice a month with the DCT for group supervision of clinical practica training. Students register for HPSC610 or HPSC810-Clinical Practicum Supervision, autumn, winter and spring quarters, and receive 1 credit per quarter. The course is required each of these years. 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. While the second year supervision course focuses more on issues related to the practicum experience, the fourth year supervision course focuses 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 for every year they are in the program. 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 mentor 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. **Responsible and ethical conduct.**
   Responsible and ethical conduct is critical to the development of a competent clinician. Students are evaluated regarding their conduct and understanding of and adherence to ethical standards throughout graduate training. Examples of issues that could be related to responsible and ethical conduct include, but are not limited to, attendance, interpersonal demeanor, communications (e.g., email, in-person conversations, classroom communication), physical conduct (e.g., classroom behavior, threatening behavior), and attire. Responsible and ethical conduct should be consistent with norms and expectations of RFUMS and practicum sites; any individual or cultural exceptions are discussed and addressed in a civil and solution-focused manner.

   Of note, communications also include a student's personal social media communications. Social media include, but are not limited to, online communications via apps, wikis, blogs, and websites. Social media can be a terrific way to connect with students and faculty at RFUMS and outside of RFUMS. The department has no intention to monitor students' social media for concerning content. We encourage students to be mindful of their posts to ensure that content does not violate the department's guidance for responsible and ethical

conduct, RFUMS's social media policy, the APA ethics code, and relevant state, city and international laws. Posts brought to the Department's attention may result in the student being subjected to the sanctions described below.

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

- Responsible Standards
- Ethical Standards
- Academic Integrity Standards

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

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. Students are asked to complete a google form where they highlight their accomplishments for the year (e.g., GPA, clinical practica, research experiences, publications, awards…) and set goals. 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).

Milestone Meetings

Milestone Meetings take place annually, at the beginning of the Winter Quarter and before practicum placements are determined. **Students may not apply for practicum placement for the following year until after this meeting**. The meeting includes the student, their advisor, the DCT and the Associate DCT. It is at this meeting that progress towards milestones, progress towards fulfilling class requirements, and plans for the following year's practicum placements are discussed. All students are required to have milestone meetings every year other than the year they apply for internship and when they are on internship.

Practicum selection involves a collaborative process between the student, Associate DCT, and the student's advisor to be discussed in this meeting. Students are required to complete three years of clinical practica to ensure they meet the minimum number of pre-doctoral hours recommended for internship applications. After the fourth year, permission of the ADCT or DCT is required for a practicum placement, which again can occur in the Milestone Meetings.

Student Progress Indicators and the Student Alert Meeting[19]

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, during a student alert meeting. An example of significant student progress or performance issues is the first failure on the clinical science qualifying exam.

The student alert meeting process is as follows:

a. A review of the student's progress or performance issues will take place by a faculty review committee (i.e., alert meeting);
b. This faculty review committee will be comprised of the student's advisor and two other faculty members selected by the department chair.
c. The student's advisor will chair the review committee meeting and will take primary responsibility for coordination of the review and documentation of the review process;
d. The process will include a meeting between the review committee and the student;
e. The faculty review committee will present their findings and recommendations to the department chair, and input from the full faculty will be sought as needed;
e. A support plan or a competency remediation plan (depending on the nature of the issues) will be created by the student's advisor or someone else from the faculty review committee. Support plans are structured plans for students displaying mild to moderate challenges. They are designed to get students back on track and prevent more serious issues. Competency remediation plans are structured plans for students not displaying professional competencies appropriate for their level in the program. They are designed to get students back on track while also laying out consequences for not successfully remediating. The plan 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 plan and be asked to sign the plan. See Appendix for the support and competence remediation plan templates.
f. Failure to complete any part of the competency remediation plan will 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.

STUDENTS' RIGHTS AND GRIEVANCES

For additional information, please refer to the CHP Student Handbook (available on InSite under the Student Resources tab) and the RFUMS student handbook. The CHP Student Handbook has an updated policy and procedure for students to file complaints. Please see the CHP Student Handbook for more information; the complaint form is available on InSite under the Student Resources tab.

Communication

Open and respectful communication is encouraged between students and all faculty and staff. If a problem with a student has been identified by faculty, it will be addressed in one of several ways

1. The advisor can convey the information to the student in an informal meeting;
2. The DCT or Chair can convey the information to the student with the advisor present or not in an informal meeting;
3. An alert or "Subject to Dismissal Meeting" can be convened in order to address more substantive concerns in the areas of significant breaches of behavioral expectations, grades, clinical work or slow progress on milestones.

If a student has an issue to discuss, the following order should be followed as to whom to go to for which issues. **Note** that many of the issues brought to any of the people in the positions listed below are discussed among the people in these positions in order to assure a smooth running of the program. Whenever possible, students will be informed who is being brought into the discussions.

1. Advisor: The student should first consult their advisor on any concerns they are having with the program, their clinical placements, their own progress or any individual faculty member;
2. DCT: The advisor or the student can then opt to elevate the issue to the DCT, who serves as the de facto head of the doctoral program.
    a. For specific matters of *practicum concerns,* the student is advised to consult their advisor and then the *Associate Director of Clinical Training* who is responsible for all practicum matters.
    b. Students can go directly to the DCT if their concern is with their advisor.
3. Chairperson: Should the student not be able to resolve their issue with any of the above referenced people, they can further elevate the problem to the chairperson of the department. They may go directly to the chairperson if the issue is with the DCT.

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

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

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

Clinical Training
Any concerns/problems that a student may have regarding their clinical training should be first addressed with the clinical supervisor. If the matter is not successfully resolved, a student should bring the matter to the attention of their advisor and/or the ADCT. The ADCT will consult with the clinical supervisor and if the situation cannot be successfully addressed, the ADCT will consult with the DCT, Chair and Academic Advisor, and may make recommendations regarding a student's continuance of training at the particular practicum site. This decision will be communicated by the ADCT to the site supervisor. If the student is unable to resolve the matter to their satisfaction and believes that a procedural issue is involved, the student should bring the matter to the attention of the Dean of the College of Health Professions who will render a final decision.

Addressing Conflict between Professional Competence and Trainee Beliefs
We are strongly committed to the training of individuals in the research and practice of professional clinical psychology. As such, we take appropriate steps to ensure that PhD-level graduates are prepared to serve a diverse public. We demonstrate a commitment to ensure psychology trainees obtain acceptable levels of knowledge, skills, and awareness to work effectively with diverse individuals primarily through didactic coursework, varied clinical practica, and other opportunities like JEDI committee trainings, department-wide meetings and University presentations and trainings. These competencies in professional practice are regularly evaluated at appropriate training intervals.

We recognize that some trainees possess worldviews, values, or religious beliefs that conflict with serving specific subgroups within the public. For example, they may experience strong negative reactions toward patients who are of a particular sexual orientation, religious tradition, age, or disability status. Based on APA's diversity training statement, it is our policy that when such conflicts arise, they present an opportunity for the trainee, with the support of the Program, to develop and foster core competencies in working with diverse populations.

We will respect the right of trainees to maintain their personal belief systems, while simultaneously assisting them in acquiring such professional competencies. Personal introspection and the exploration of personal beliefs, attitudes, and values are key processes in the identification and development of skills to serve a broad spectrum of patients. As a provider of clinical services to the public, trainees will eventually work with individuals whose group membership, demographic characteristics, or worldviews and beliefs will conflict with their own. Working effectively and professionally with such individuals is a skill highly valued by the Department and the field of Psychology. Certain situations may arise where the Program or clinical training sites may elect to consider patient reassignment to allow trainees time to work on developing their competence to work with individuals that challenge their beliefs. The overriding consideration in such cases must always be the welfare of the patient. We also recognize that tensions arising from sincerely held beliefs or values require support and time to understand and integrate with standards for professional conduct. Trainees should have no reasonable

expectation of being exempted from having any particular category of potential patients assigned to them for the duration of their training while enrolled in the Program.

Ethical Behavior
The Department treats students with courtesy and respect and gives careful attention to ethical principles. All faculty believe that training of psychologists should be conducted in a manner that is reflective of the highest standards of the scholarly community and of the profession. The American 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 irresponsible behavior (see the Responsible 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.

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

Disability Accommodations
Please review the University's policy as described in the RFUMS student handbook. The Office of Student Affairs is an important resource for students who feel that they may need academic accommodations to help manage any physical or mental health issue. The Department organized a presentation on this topic, and we strongly encourage all students to review the recording of that presentation here. To inquire about possible accommodations, you can contact the Office of Student Affairs at the following email: ada.coordinator@rosalindfranklin.edu.

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

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

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

(1) go to the EthicsPoint website
(2) dial the EthicsPoint toll-free telephone number of 1-800-254-0460.

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

General 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.

Student Petitions for Leave of Absence
The Department expects students to maintain continuity and diligence in pursuing their program of study in the department. However, at times it may be necessary or desirable for a student to take a leave of absence. There are five types of voluntary leave of absence outlined in the RFUMS academic catalog, including a medical leave of absence. Students who must temporarily interrupt their progress toward a degree due to a physical or mental health need could take a medical leave of absence. When a student must be absent from academic work for a long period of time for any reason, 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 see the RFUMS Policy on withdrawal and Leave of Absence in the RFUMS student handbook and the RFUMS academic catalog for more information. Students should be aware that taking a leave of absence will likely add to their completion time and also may impact their practicum placement.

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

Parental Leave
Students who request parental leave are asked to follow the Leave of Absence process that is detailed in the RFUMS academic catalog. Students can also request any accommodations needed due to medical condition through RFUMS’ ADA Process, including pregnancy, nursing, and/or pumping. Accommodations may change during and after pregnancy; students are encouraged to meet with their appropriate accommodations coordinator as their accommodations needs change. During the pregnancy, if the student feels comfortable, they should notify their advisor and the Director of Clinical training of their request to develop a plan for how their research, academic, and clinical work may be impacted. Students should be aware that taking a leave of absence will likely add to their completion time and also may impact their practicum placement. They should also check with their practicum placement or internship site to coordinate accommodations required at that site.

Counseling Services
Students may seek counseling through the University Counseling Center. Appointments can be made by calling 847.578.8723. Please note that they may not answer your call because they are in session, so you should leave a message on their confidential voicemail box. They will work with you to find a time that fits your busy schedule. See their website for more information. The department’s student faculty committee also created a Mental Health Resources database for RFUMS Psychology students.

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

GUIDELINES FOR STUDENT EMPLOYMENT[24]

Overview

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

Procedure

- 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.
- All student employment must be documented with a contract signed by the supervisor and the DCT prior to registration. This contract can be accessed here.

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.

Note. It is not advised for any student to continue with clinical employment or previous practicum responsibilities while on internship. If a student desires to do so, they need permission from the RFU DCT and their internship DCT. They also must have fulfilled all RFU requirements (other than completing the internship) in order to receive approval.

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.

DOCTORAL RESEARCH AND TEACHING ASSISTANTSHIPS (Version 3.0)[25]

Overview

The following outlines a procedure for student assistantship allocation. Assistantships are designed to be 8 hours per week. Students are expected to work for their department assistantships for the designated # of hours per week (typically 8 hours per week) for the full academic year (fall - summer), but are paid in an accelerated fashion (fall-spring quarters only) due to the financial aid award calendar differing from the academic year calendar. In the past, teaching and research assistantships have been separate ways that students receive funding. However, to ensure sufficient funds for the maximum number of students, this policy outlines a new assistantship procedure; this allows Federal Work Study to fund as many assistantships as possible, thus allowing the most funding for our students.

All students receiving assistantships will be assigned to be a research assistant (RA) in years 1-3 and a teaching assistant (TA) in years 4 and higher. Students wishing more teaching experience can petition to serve as a TA in year 3 and if there is not sufficient coverage for TA needs in

[24] Section revised 12-1-15

[25] Section added 3-29-22

students in years 4 or higher, year 3 students may be asked to serve as a TA. Students not receiving department funds are not held to these expectations. Should there be an insufficient number of students available to serve as a TA, or an insufficient number wishing to receive these department funds, classes eligible for a TA assignment will be determined by the faculty.

Students who are interested in a department assistantship should meet with their advisor and discuss the option of serving as a TA and/or RA. RAs may not be used for a student's thesis or dissertation but can be used to work on additional research activities. Advisors are encouraged to be supportive of student TAs, and should realize that students need to engage in research as well to effectively complete the program and be competitive in the future. Students may not serve solely as a TA with no research experience, but the precise balance can be determined with advisors based on needs and interests. It is the case that some students are funded through advisor grants and already have commitments to research. Furthermore, we know some students are employed outside of the department (e.g., teaching at local colleges, being a tech, etc.). We should aspire to avoid having students work over 20 hours per week, especially within the department.

Teaching Assistantships
TA's are an assistant to the instructor of record for the class. TA's are different from lab instructors and regular classroom instructors. An *instructor* is responsible for the whole class or lab component of a class. Thus, *TA* positions are assigned and will be paid from the department budget for assistantships; Instructors will be paid from a separate line item on the budget..

Time requirement
Most teaching assistantships are expected to take up to 3 hours per week on average. Students should recognize that there may be some variability from one week to the next in terms of the time commitment, but on average, students should expect to devote 3 hours per week to TA-related tasks such as course prep, grading, and/or teaching. Furthermore, instructors will be cautious about overworking TAs and not using up their remaining research-dedicated hours per week. If instructors notice that very few hours are being utilized, the course will be evaluated for whether a TA is needed in subsequent school years. Students will be encouraged to maintain open communication about their TA experience with the Research Infrastructure Committee, as well as their advisors and course instructors for whom they TA.

Teaching assistantship assignments
We hope that students will TA courses that they wish to TA. However, because it is necessary to provide coverage for all TA positions, some students may be asked to TA courses that are not their primary choice. It is theoretically possible to TA for courses one has not taken (e.g, master's program courses), if one has demonstrated competence in an area, but this situation is exceptional rather than normal. Consideration will include who has TAed in the past and who has been assigned courses they did not request in the past. We will also attempt to limit students to one TAship in any given quarter. There may be reasons that students are unable to TA courses (e.g., health concerns, part of their offer letter, etc.) that will also be considered.

The Research Infrastructure Committee will allocate potential TAs to courses based on student interest. In some cases, there may only be one student interested in TAing a course; in these cases, the course instructors will not be contacted. However, if multiple individuals are available, the names of students will be passed along to the course instructors, so that they may select their own TAs, after departmental needs are met. Instructors may choose to request e-mails or letters from students describing their interests.

In the past, students were told that they were to TA any given course only once, so as to give as many individuals as possible the opportunity to TA In selecting TAs, the Research Infrastructure

Committee will prioritize this goal, as well. However, limited availability of TAs for certain courses may require that individuals *may be selected* to TA a course multiple times.

In the future, we encourage use of the word “Assistantship” rather than research assistant or teaching assistant, so as to convey that there is not preference per se.

In the future, faculty will provide descriptions of what is required for each TA position (e.g., grading, review sessions, teaching lectures, etc.). Part of this description will also detail the training the TAs will receive for their upcoming rolls.

Teaching Assistant Selection Procedure
T.A. Requirements: Completed course with grade of A or have a waived course with a grade of A [i.e., waiving a course only occurs when there is substantial overlap with an RFUMS course’s content], preference to those with master’s degrees).

1. March 1: The curriculum committee will identify a list of courses that require T.A.s for the upcoming academic next school year and share that with the Research Infrastructure Committee.

2. March 15: The list of courses with associated T.A. positions and their terms offered will be circulated to students who are in their 3rd year or higher and not leaving for internship.

3. March 15 - April 15: Students discuss TA interest with advisor

4. April 15: Students submit information about TAing to research infrastructure committee. In the future, this will happen via Google Forms. Students will submit a rank ordering of *all* courses they will be eligible to T.A,for the upcoming academic year. Students who do not complete a rank order list will still be considered for TA opportunities, but will not have their preferences considered in the allocation of T.A. positions,

5. April 15 - May 1: Research infrastructure will handle issues related to multiple students wanting a course, no students wanting a course, etc.

6. May 15: Research infrastructure committee will provide students with information about TA and RA assignments.

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 Psychology Department Coordinator.

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

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

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

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

TRANSFERRING CREDITS/REQUIREMENTS

Credit transfer from the RFUMS MS in Clinical Counseling program
Students who received their MS in clinical counseling from RFUMS and are accepted into the doctoral program can transfer over all equivalent courses from the MS program to the PhD program. In addition, a maximum of 10 credits of electives can be transferred to the doctoral degree.

- Students can only transfer courses with a grade of B or higher.
- Students can only transfer courses that are equivalent between the two programs. Thus, students who transfer from the MS program are required to take the first year Introduction to Clinical Psychology course.

Procedure

- After the student's MS graduation and no later than August 1st of the upcoming academic year, students should send the Psychology Coordinator a list of the required and elective courses they wish to transfer to the doctoral degree.
- The Psychology Coordinator will send a memo to the registrar's office requesting the course transfer.
- Students will not need to register for courses that they are transferring.

Transfers from Other Accredited Clinical Psychology PhD Programs
Students who seek to transfer from another APA accredited PhD clinical psychology program must apply to the RFUMS clinical psychology PhD program during the year before they seek to gain admittance (at least one quarter prior to their start date) by completing the standard application process and be admitted to work with a core faculty member. Upon admission, transfer students will have their previous graduate transcripts audited by the Curriculum Committee or designee, and transfer credits will be awarded as appropriate.

Requirements
To have their degree(s) conferred from RFUMS, department policy requires that transfer students satisfy the following requirements:

1. Complete a minimum of two years in residence in the RFUMS program plus an internship year
2. Propose and complete a doctoral dissertation project while at RFUMS
3. Complete all qualifying examinations at RFUMS
4. Complete the 3rd year advanced track specialty seminar at RFUMS
5. Complete the 4th year supervision seminar at RFUMS

6. Complete a minimum of 18 credits of core, track-specific, and/or elective courses at RFUMS. Note that this does not include research or practicum credit hours.
7. Complete a minimum of one year (i.e., 12 month) clinical practicum experience at RFUMS.

In accord with the American Psychological Association Committee on Accreditation Implementing Regulations, we view residency and the completion of the aforementioned requirements while in residency as serving to assist with student development and to allow for opportunities for student assessment across the domains of academics, professional training, and scholarship. The full APA regulations related to residency requirements can be found here beginning on page 8.

Credit transfer and thesis waiver policy for students transferring from a non-accredited clinical psychology PhD program OR another graduate-level program
Students may transfer credits for required and/or elective courses, and/or waive the Master's Thesis requirement 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.

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; and b) to earn credit toward the Department elective requirement. Students may receive 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.

Restrictions
- 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.
- The Department/University will NOT accept transfer credit for any student[26] for HIPS515A & B Foundations for Interprofessional Practice Culture in Healthcare.
- Students must have earned a "B" or better for faculty to consider waiving a department course requirement.
- Students are not allowed to transfer credits from courses based on their pre-baccalaureate training.

Procedure for required courses:
Students who wish to transfer credit one or more required departmental courses:
- Complete this course waiver form available on InSite, at least 4 weeks prior to the quarter in which each course in question is offered, with the exception of the fall quarter of the first year.
- Gather transcripts and syllabi of courses attended in their Master's program or other post-baccalaureate program to support the course waiver.
- Submit the course waiver form, transcript and course syllabus to the Psychology Coordinator, who will forward the materials to the course instructor(s) for their review.

[26] Updated 9/5/17

- The department faculty member offering the course in question, or a designee, will evaluate the syllabus based on the following criteria:
  - Course material is consistent with a scientist-practitioner approach
  - Covers the relevant material in the department course.
  - Provides the knowledge-base needed for the student to pass departmental qualifying exams.
- If the faculty judges the previously completed course meets all requirements, then they will email the Department Chair with their approval, and forward the waiver and included materials for review.
- The Department Chair will review the documentation, provide final approval, and notify the student of the outcome. If approved, the paperwork will be signed by the Chair and submitted to the Registrar to document the transfer of credit. Transfer credit documentation will include the previously taken course syllabi.

Note. All petitions should be submitted within the first two years of entering the doctoral program.

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

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

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 (for those who received their Master's from an accredited Clinical Psychology program, please see the instructions above). A Master's Thesis based on an empirical study (i.e., a study that involved developing research questions (and often hypotheses), describing methods, analyses of data, and interpretation), may meet the Department's Master's level thesis requirement.

Procedure for Master's Thesis:

- 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 petition should be submitted to the student's current advisor.
- 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 the Qualifying 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 their faculty advisor.

INTERNATIONAL STUDENTS

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

Funding Opportunities
Here and here you can find a list of grants and other funding opportunities that are available to international students.

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

Internship
Please note that there are special considerations for internship relevant to international students. These include how internship *and* post-doctoral study factor into the allotted time limits under the international student visas, as well as the fact that not all pre-doctoral internships allow international students. More details on the visa length of stay issue can be provided by the International Student Office. More information on international students and internship availability is available on the APPIC website.

Internship Application Guidance:

- Students on a F1 visa will need to use their curricular practical training (CPT) for internship year. Students are not eligible to use optional practical training (OPT) because that is for use POST graduation. However, if students use a complete year of full time CPT (as required for internship), they forfeit the ability to use their OPT for fellowship (i.e., students who complete internship in the states as a student on F1 visa, forfeit their ability to do fellowship on that same visa).
- Students should contact RFUMS' international department prior to participating in the match to ensure they are eligible for CPT.
- With respect to sites and applications, check the AAPIC website/ directory, as not all sites will accept non-American or permanent resident applicants due to utilizing particular funding that necessitates American status. This will be indicated on their AAPIC page. Students should verify eligibility for a particular site prior to applying. If students are unsure of whether they are eligible because it is unclear on the APPIC page, reach out to the program director for clarification.
- On the AAPIC application itself, it will ask for students' nationality/ immigration status. Indicate:
    1. your visa type
    2. the expiration date of your visa
    3. that you are eligible for and planning to use your CPT.

Once an international student matches for internship, contact RFUMS to let them know the match site, and have them register you for CPT through the government. RFUMS will ask students to complete a CPT application, with help from the internship site director.

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 their evaluation strategy and/or providing a grading rubric?
*

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

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

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

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

Your answer

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

10. Objective 1:
*

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

11. Objective 2:
*

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

12. Objective 3:
*
1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE
4= VERY EFFECTIVE

13. Objective 4:
*
1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE
4= VERY EFFECTIVE

14. Objective 5:
*
1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE
4= VERY EFFECTIVE

15. Please provide more information about any of the above items for which you chose "not at all effective" or "minimally effective."
DOMAIN 3: TEXT AND READINGS
How effective were the textbook(s) and/or readings in achieving the following objectives:
16. Objective 1:
*
1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE
4=VERY EFFECTIVE

17. Objective 2:
*
1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE
4=VERY EFFECTIVE

18. Objective 3:
*
1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE
4=VERY EFFECTIVE

19. Objective 4:
*
1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE
4= VERY EFFECTIVE

20. Objective 5:
*

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

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

Your answer

DOMAIN 4: COURSE ASSIGNMENTS

How effective were course assignments in meeting the following objectives:

22. Objective 1:
*

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

23. Objective 2:
*

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

24. Objective 3:
*

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

25. Objective 4:
*

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

26. Objective 5:
*

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

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

*

Your answer

DOMAIN 5: OVERALL COURSE RATING

28. Please provide an overall rating for the course using the following scale:

*

POOR
ADEQUATE
GOOD
VERY GOOD

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

*

Your answer

DOMAIN 6: ADDITIONAL QUESTIONS:

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

*

Your answer

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

*

Your answer

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

*

Your answer

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

*

Your answer

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

*

Your answer

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:

	Not at all effective (1)	Minimally effective (2)	Moderately effective (3)	Very effective (4)	Not Applicable (5)
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 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)	○	○	○	○	○

Display This Question:

If How effective was the teaching assistant in: = Not at all effective

Carry Forward Selected Choices from "How effective was the teaching assistant in: "

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 of 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 Non-Lab Evaluation 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:

	Not at all effective (1)	Minimally effective (2)	Moderately effective (3)	Very effective (4)
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)	○	○	○	○

Display This Question:

If How effective was the teaching assistant in: = Not at all effective

Carry Forward Selected Choices from "How effective was the teaching assistant in: "

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 as 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

APPENDIX 4: PRACTICUM EVALUATION FORM-SUPERVISOR COMPLETES

ROSALIND FRANKLIN UNIVERSITY
OF MEDICINE AND SCIENCE

Clinical Psychology Program - Practicum Evaluation Form

(To be completed by Supervisor)

Name of Student:

Practicum Supervisor:

Name of Practicum:

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

Academic Year:

Pass_____ Fail _____

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

Please circle the student's level of development with regard to the current practicum placement.

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

PRACTICUM GOALS AND OBJECTIVES:

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

MID-YEAR EVALUATION OF GOALS AND OBJECTIVES:

(To be completed in collaboration with the student)
Evaluate progress toward goals and objectives; modification or revision of original goals and objectives

FINAL EVALUATION OF GOALS AND OBJECTIVES:

Indicate goals and objectives achieved by completion of practicum

Evaluation rating scale:

1. **Development required: Further development and supervision needed in order to meet expectations**
2. **Meets expectations: Functions adequately for level of training**
3. **Meets and exceeds expectations: Functions at above average level for training**

NA - Not applicable to current practicum placement

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

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

I. Interpersonal skills

- When working with patients:

1	2	3	N/A

  - The ability to form a working alliance, deal with conflict, negotiate differences, understand and maintain appropriate boundaries.

- When working with colleagues:

  - The ability to work collegially with fellow professionals.
  - The ability to support others and their work, and to gain support for one's own work.
  - Effective oral communication with others (e.g., colleagues, staff, and supervisors).

II. Work skills	1	2	3	N/A
● 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	1	2	3	N/A
● Helps referral source to clarify and formulate appropriate referral questions				
● Is knowledgeable about a diversity of assessment procedures and methods				
● Selects assessment procedures/methods appropriately				
● Conducts effective structured and unstructured diagnostic interviews				
● Administers psychological tests appropriately and capably				
● Formulates meaningful case conceptualizations and hypotheses about the assessment question(s)				
● Makes appropriate diagnoses				
● Skilled at assessment report writing				
● Formulates appropriate action plans				

IV. **Intervention skills**	1	2	3	N/A
● Formulates meaningful case conceptualizations and hypotheses about factors contributing to the problems				
● Selects appropriate intervention methods				
● Sets clear and appropriate therapy goals				
● Accurately assesses intervention effectiveness				
● Communicates conceptualizations and goals to clients in a meaningful and sensitive manner				
● Facilitates collaborative interaction with clients to effect changes and resolve problems				

V. **Applied research skills**	1	2	3	N/A
● Able to apply research knowledge to case conceptualization and treatment planning				

VI. **Consultation and liaison skills**	1	2	3	N/A
● Knowledgeable about consultation role				
● Effective as a consultant				
● Effectively communicates verbally with other disciplines				
● Effectively communicates in writing with other disciplines				
● Maintains rapport with colleagues and is aware of other disciplines' contributions				

IV. <u>Ethics and standards</u>	**1 2 3 N/A**
● Knowledgeable about ethical principles as well as standards of responsible and ethical 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)	

<u>AREAS OF GROWTH, STRENGTHS, OR IMPROVEMENT NOTED</u>

<u>AREAS FOR FURTHER DEVELOPMENT</u>

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

ADDITIONAL 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

ROSALIND FRANKLIN UNIVERSITY
OF MEDICINE AND SCIENCE

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

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

Student Name (optional) _____
End of the _____ Quarter, 20 _____
Practicum site _____
Supervisor (s)
_____

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

_____

_____

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

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

Comments: _____

_____

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

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

Comments: _____

_____

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

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

Comments: _____

_____

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

| - - - - - - - - - - - - - - - - - - | - - - - - - - - - - - - - - - - - - | - - - - - - - - - - - - - - - - - - | - - - - - - - - - - - - - - - - - - |

1 2 3 4 5

not at all somewhat very much so

Comments: _____

_____

5. Did you receive adequate feedback regarding your performance?

| - - - - - - - - - - - - - - - - - - | - - - - - - - - - - - - - - - - - - | - - - - - - - - - - - - - - - - - - | - - - - - - - - - - - - - - - - - - |

1 2 3 4 5

not at all somewhat very much so

Comments: _____

_____

6. How would you rate the practicum experience overall?

| - - - - - - - - - - - - - - - - - - | - - - - - - - - - - - - - - - - - - | - - - - - - - - - - - - - - - - - - | - - - - - - - - - - - - - - - - - - |

1 2 3 4 5

poor fair excellent

Comments: _____

_____

7. Would you recommend this practicum to other students?

| - - - - - - - - - - - - - - - - - - | - - - - - - - - - - - - - - - - - - | - - - - - - - - - - - - - - - - - - | - - - - - - - - - - - - - - - - - - |

1 2 3 4 5

not at all somewhat very much so

Comments: _____

_____

Clinical orientation emphasized at the site: _____

_____

Types of patients worked with during the quarter: _____

_____

Skills you feel you learned during the quarter: _____

_____

EVALUATION OF SUPERVISION

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

_____

_____

_____

_____

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

| - - - - - - - - - - - - - - - - - - | - - - - - - - - - - - - - - - - - - | - - - - - - - - - - - - - - - - - - | - - - - - - - - - - - - - - - - - - |

1 2 3 4 5

not at all somewhat very much so

Comments: _____

_____

3. How often did clinical supervision occur? _____

4. Was the didactic information provided during supervision adequate?

|---|---|---|---|---|

1 2 3 4 5

not at all somewhat very much so

Comments: _____

_____

_____

_____

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

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

7. Supervisor suggests readings as appropriate Yes No

Rate the following items using this scale:

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

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

APPENDIX 6: RESEARCH PRACTICUM EVALUATION FORM-ADVISOR COMPLETES

Research Evaluation Form

Start of Block: Default Question Block

Q1 Students name

_____

End of Block: Default Question Block

Start of Block: Block 1

Q2 Which quarter is the evaluation for?

▼ Fall (1) ... Summer (4)

End of Block: Block 1

Start of Block: Block 2

Q3 What year is it?

▼ 2020 (1) ... 2023 (4)

End of Block: Block 2

Start of Block: Block 3

Q4 What is your name?

▼ Dr. Kosson (1) ... Dr. Calamari (6)

End of Block: Block 3

Start of Block: Block 4

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

Q6 Basic Research and Lab Skills	1-Low (1)	2 (2)	3-Med. (3)	4 (4)	5-High (5)	NA (0)
Aware of need for evidence to corroborate assertions (1)	○	○	○	○	○	○
Questions assumptions of knowledge (2)	○	○	○	○	○	○
Reviews and appropriately evaluates the methodology and scientific basis of studies relevant to research in the lab objectives (3)	○	○	○	○	○	○
Present own work for scrutiny of other (4)	○	○	○	○	○	○
Formulates appropriate research	○	○	○	○	○	○

question and hypotheses (5)						
Identifies errors or areas for improvement when proofreading papers or grants that are being prepared for submission (6)	○	○	○	○	○	○
Identifies methodological strengths and weaknesses for articles under review (7)	○	○	○	○	○	○
Works independently on own research (8)	○	○	○	○	○	○

Q7 Comments

_____

_____

_____

_____

_____

End of Block: Block 5

Start of Block: Block 6

Q8 Program Research Milestones

	1-Low (1)	2 (2)	3-Med. (3)	4 (4)	5-High (5)	NA (0)
Proposes thesis by start of fall quarter of 3rd year (1)	○	○	○	○	○	○

Completes thesis by start of fall quarter of 4th year (2)	○	○	○	○	○	○
Proposes dissertation by December 1st and 5th year (3)	○	○	○	○	○	○
Completes dissertation by end of spring quarter of 6th year (4)	○	○	○	○	○	○

Q9 Comments

_____

_____

_____

_____

_____

End of Block: Block 6

Start of Block: Block 7

Q10 Scientific Foundation of Psychology

	1-Low (1)	2 (2)	3-Med (3)	4 (4)	5-High (5)	NA (0)
Knowledgeable of the bases of human behavior (biological, social, affective, and/or cognitive), as	○	○	○	○	○	○

evidenced through lab discussions and/or work products in the lab (e.g., literature reviews, manuscripts, grant application) (1)						
Conducts a comprehensive and critical literature review that identified, applied, and communicated the best evidence for a specific topic or lab project (2)	○	○	○	○	○	○

Q11 Comments

_____

_____

_____

_____

_____

End of Block: Block 7

Start of Block: Block 8

Q12 Ethics	1-Low (1)	2 (2)	3-Med. (3)	4 (4)	5-High (5)	NA (0)
Aware of performing and role of	○	○	○	○	○	○

ethics in the research activities conducted in the lab (1)						
Aware of the legal and professional standards and guidelines associated with the research activities conducted in the lab (2)	○	○	○	○	○	○
Asked questions or raised concerns related to ethical, legal, and/or professional standards or guidelines (3)	○	○	○	○	○	○
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 la (5)						

Q13 Comments

_____

_____

_____

_____

_____

End of Block: Block 8

Start of Block: Block 9

Q14 Responsible & ethical behavior; Diversity	1-Low (1)	2 (2)	3-Med. (3)	4 (4)	5-High (5)	NA (0)
Reliable and accountable for behavior (e.g., arrives on time, prepared, meets deadline promptly, handles absences) (1)	○	○	○	○	○	○
Behavior consistent with the professional values and codes of conduct of psychology (2)	○	○	○	○	○	○
Identifies and ethically addresses potential conflict between personal belief systems,	○	○	○	○	○	○

APA ethics code and legal issues in practice (3)						
Responsive to communications (4)	○	○	○	○	○	○
Integrated into the lab and actively engages in lab activities (5)	○	○	○	○	○	○
Demonstrates self-care, including attention to personal health and well-being, to assure effective functioning (6)	○	○	○	○	○	○
Demonstrates appropriate and effective affective and self-regulatory skills (e.g., affect tolerance, tolerance of interpersonal differences, tolerance of ambiguity and uncertainty, effective negotiation of interpersonal differences, active problem solving, and appropriate 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 COMPLETES

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:

* Check all that apply.

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

COMMENTS:

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:

APPENDIX 8: Thesis and Master's Degree Form Instructions

Thesis and MS Degree Forms

Instructions for Students:

- **Important:** Students should send their committee members an email outlining the signature process before initiating the thesis proposal or thesis defense forms.
  - *Thesis proposal email template on page 2*
  - *Thesis defense email template on page 3*
- **Thesis Proposal – Two Forms:**
  - After your committee has approved your proposal, you will send these two forms:
    - "Thesis Proposal Examination Report"
    - "Recommendation to Candidacy for the Degree of Master of Science Form"
- **Thesis Defense – Two Forms:**
  - Once your Chair and committee members have reviewed your final thesis document and have confirmed that they are ready to sign off, you will initiate these two forms:
    - "Thesis Defense Examination Report"
    - "Report of Final Examination for the Degree of Master of Science"
  - *Notes:*
    - The defense date should reflect the date as of which all committee members have approved the final document.

Links to Forms and Instructions for Committee Members/Respondents:

Thesis Proposal Examination Report…….. p.81

Recommendation to Candidacy for the Degree of Master of Science Form ……p.82

Thesis Defense Examination Report…….p.83

Report of Final Examination for the Degree of Master of Science ……..…..…p.84

Thesis Proposal Forms Email Template

Subject: Requesting Signatures for Thesis Proposal Forms

Dear Committee Members,
Thank you all so much for serving on my committee! You will shortly receive emails to complete two forms.

The first form is the "Thesis Proposal Examination Report," and the email subject will be "YOUR NAME Thesis Defense Evaluation." Please select the "provide signature" button at the bottom of the email, ***write "pass" in the comments section,*** and submit.

The second form is called "Recommendation to Candidacy for the Degree of Master of Science Form," and the email subject will be "YOUR NAME - Recommendation for the Degree of MS." Please provide your signature.

I've attached a document that outlines the instructions in further detail. Please let me know if you have any questions.

With much gratitude for your support and feedback,
YOUR NAME

Thesis Defense Forms Email Template

Subject: Requesting Signatures for Final Thesis Forms

Dear Committee Members,
Thank you all so much for serving on my committee! You will shortly receive emails to complete two forms.

The first form is the "Thesis Defense Examination Report," and the email subject will be "YOUR NAME Thesis Proposal Evaluation." Please select the "provide signature" button at the bottom of the email, ***write "pass" in the comments section,*** and submit.

The second form is called "Report of Final Examination for the Degree of Master of Science," and the email subject will be "YOUR NAME - MS Candidacy Recommendation." Please provide your signature.

I've attached a document that outlines the instructions in further detail. Please let me know if you have any questions.

With much gratitude for your support and feedback,
YOUR NAME

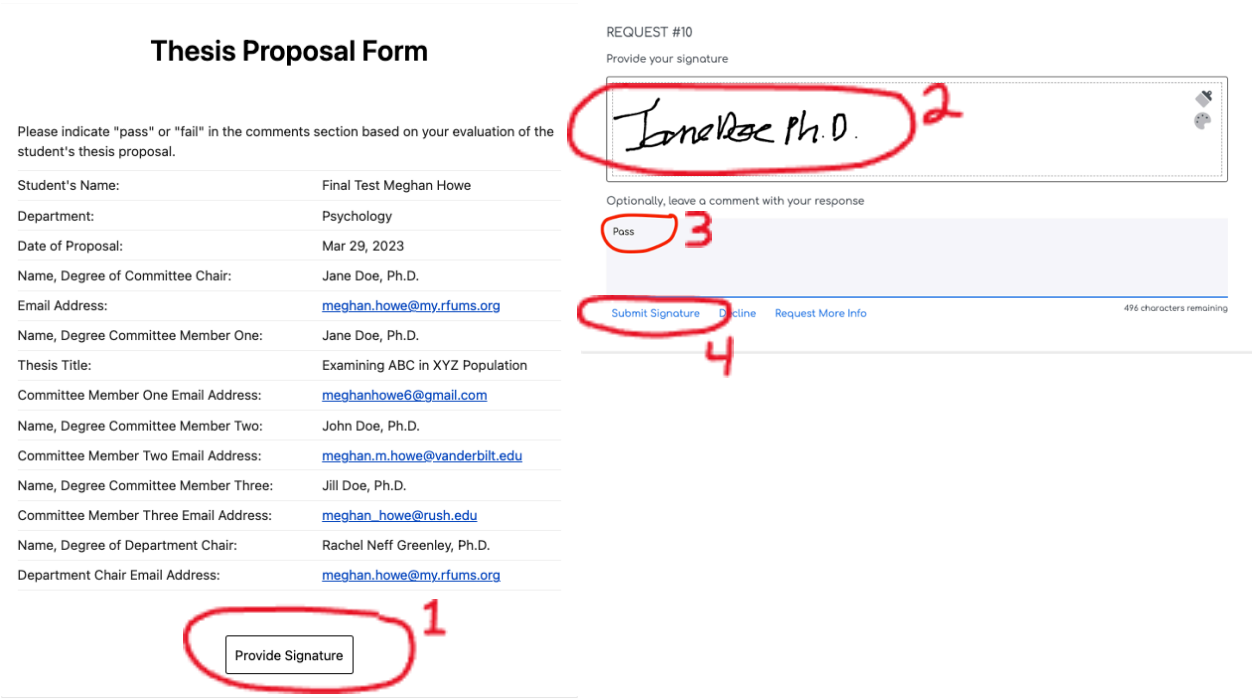
Thesis Proposal Examination Report Instructions

Step 1 – Student initiates "Thesis Proposal Form" google form

- https://forms.gle/Gxwi2odLWF77DoyX8

Step 2 – Form is sent to committee members to sign electronically.

- Committee members will receive an email with the subject "Student Name Thesis Proposal Evaluation".
- **Step 1**: Click the 'provide signature' button at the bottom of the email.
- **Step 2:** Provide your signature.
- **Step 3:** Type "pass" or "fail" in the comments section based on your evaluation of the student's thesis proposal.
- **Step 4:** Click the 'submit signature' button.
- *Order of recipients: committee chair, committee member 2, committee member 3*



Thesis Proposal Form

Please indicate "pass" or "fail" in the comments section based on your evaluation of the student's thesis proposal.

Student's Name:	Final Test Meghan Howe
Department:	Psychology
Date of Proposal:	Mar 29, 2023
Name, Degree of Committee Chair:	Jane Doe, Ph.D.
Email Address:	meghan.howe@my.rfums.org
Name, Degree Committee Member One:	Jane Doe, Ph.D.
Thesis Title:	Examining ABC in XYZ Population
Committee Member One Email Address:	meghanhowe6@gmail.com
Name, Degree Committee Member Two:	John Doe, Ph.D.
Committee Member Two Email Address:	meghan.m.howe@vanderbilt.edu
Name, Degree Committee Member Three:	Jill Doe, Ph.D.
Committee Member Three Email Address:	meghan_howe@rush.edu
Name, Degree of Department Chair:	Rachel Neff Greenley, Ph.D.
Department Chair Email Address:	meghan.howe@my.rfums.org

Provide Signature

1

REQUEST #10

Provide your signature

Jane Doe Ph.D.

2

Optionally, leave a comment with your response

Pass

3

Submit Signature Decline Request More Info

496 characters remaining

4

Step 3 – Form is sent to the chair of the department

- Department Chair signs the form (outlined above).

Form is Complete

- Student and department Coordinator will receive an email notifying them that the form is complete.
- Thesis Proposal Examination Report form with signatures attached to this email as a PDF.

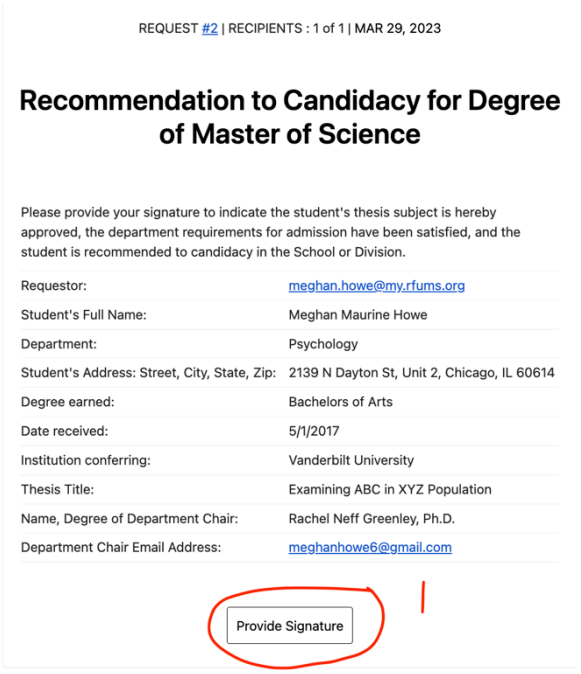
Recommendation to Candidacy for Degree of Master of Science Instructions

Step 1 – Student initiates "Candidacy Recommendation for MS Degree" google form (*below*).

- https://forms.gle/AyA1VvYfpNEuNjGe9

Step 2 – Form is sent to the Department Chair to sign electronically.

- The Chair will receive an email with the subject "Student's Name MS Candidacy Recommendation".
- **Step 1**: Click the 'provide signature' button at the bottom of the email.
- **Step 2:** Provide your signature.
- **Step 3:** Click the 'submit signature' button.



Step 3 – Completed form is sent to the psychology department Coordinator.

- Department administrator will receive an email notifying them that the form is complete.
  - Recommendation to Candidacy for the Degree of Master of Science form with signatures attached to this email as a PDF.
- **Administrator sends PDF to the Registrar and Dean.**

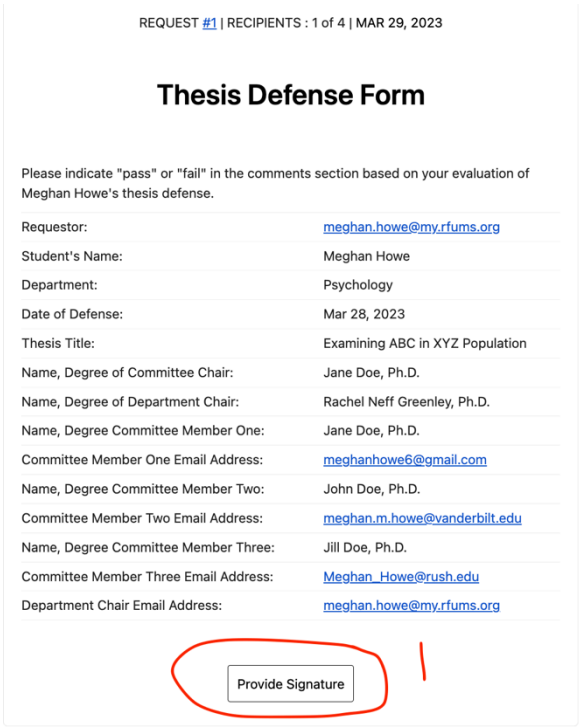
Thesis Defense Examination Report Instructions

Step 1 – Student initiates "Thesis Defense Form" google form.

- https://forms.gle/uUHHVpvubhR7c1zY9

Step 2 – Form is sent to committee members to sign electronically.

- Committee members will receive an email with the subject "Student Name Thesis Defense Evaluation".
- **Step 1**: Click the 'provide signature' button at the bottom of the email.
- **Step 2:** Provide your signature.
- **Step 3:** Type "pass" or "fail" in the comments section based on your evaluation of the student's thesis proposal.
- **Step 4:** Click the 'submit signature' button.
- *Order of recipients: committee chair, committee member 2, committee member 3*



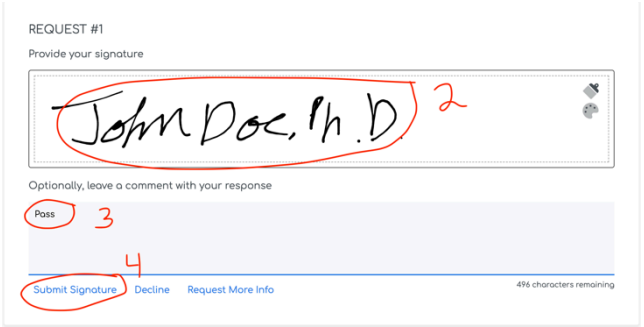
REQUEST #1 | RECIPIENTS : 1 of 4 | MAR 29, 2023

Thesis Defense Form

Please indicate "pass" or "fail" in the comments section based on your evaluation of Meghan Howe's thesis defense.

Requestor:	meghan.howe@my.rfums.org
Student's Name:	Meghan Howe
Department:	Psychology
Date of Defense:	Mar 28, 2023
Thesis Title:	Examining ABC in XYZ Population
Name, Degree of Committee Chair:	Jane Doe, Ph.D.
Name, Degree of Department Chair:	Rachel Neff Greenley, Ph.D.
Name, Degree Committee Member One:	Jane Doe, Ph.D.
Committee Member One Email Address:	meghanhowe6@gmail.com
Name, Degree Committee Member Two:	John Doe, Ph.D.
Committee Member Two Email Address:	meghan.m.howe@vanderbilt.edu
Name, Degree Committee Member Three:	Jill Doe, Ph.D.
Committee Member Three Email Address:	Meghan_Howe@rush.edu
Department Chair Email Address:	meghan.howe@my.rfums.org

Provide Signature 1



REQUEST #1

Provide your signature

John Doe, Ph.D 2

Optionally, leave a comment with your response

Pass 3

4

Submit Signature Decline Request More Info

496 characters remaining

Step 3 – Form is sent to the Chair of the department.

- Department Chair signs the form (outlined above).

Form is Complete

- Student and department Coordinator will receive an email notifying them that the form is complete.
- Thesis Defense Examination Report form with signatures attached to this email as a PDF.

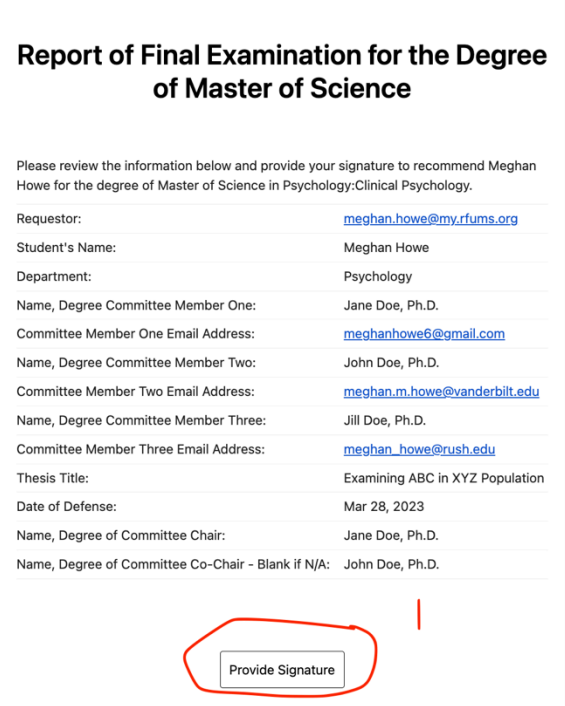
Report of Final Examination for the Degree of Master of Science Instructions

Step 1 – Student initiates "Recommendation for MS Degree" google form (*below*).

- https://forms.gle/Ni9UzgaNRaR3PVgX6

Step 2 – Form is sent to committee members to sign electronically.

- Committee members will receive an email with the subject "Student Name Recommendation for the Degree of MS".
- **Step 1**: Click the 'provide signature' button at the bottom of the email.
- **Step 2:** Provide your signature.
- **Step 3:** Click the 'submit signature' button.
- *Order of recipients*: *committee chair, committee member 2, committee member 3*



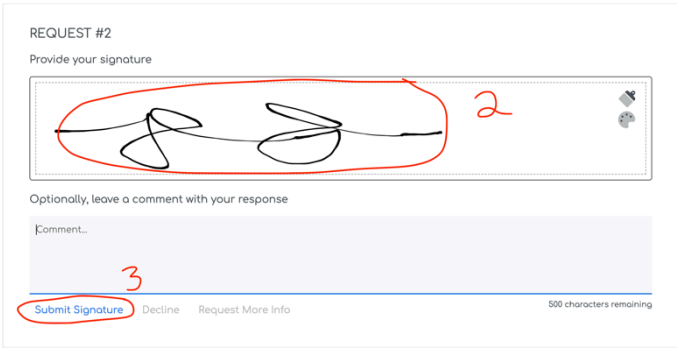
Report of Final Examination for the Degree of Master of Science

Please review the information below and provide your signature to recommend Meghan Howe for the degree of Master of Science in Psychology:Clinical Psychology.

Requestor:	meghan.howe@my.rfums.org
Student's Name:	Meghan Howe
Department:	Psychology
Name, Degree Committee Member One:	Jane Doe, Ph.D.
Committee Member One Email Address:	meghanhowe6@gmail.com
Name, Degree Committee Member Two:	John Doe, Ph.D.
Committee Member Two Email Address:	meghan.m.howe@vanderbilt.edu
Name, Degree Committee Member Three:	Jill Doe, Ph.D.
Committee Member Three Email Address:	meghan_howe@rush.edu
Thesis Title:	Examining ABC in XYZ Population
Date of Defense:	Mar 28, 2023
Name, Degree of Committee Chair:	Jane Doe, Ph.D.
Name, Degree of Committee Co-Chair - Blank if N/A:	John Doe, Ph.D.

1

Provide Signature



REQUEST #2

Provide your signature

2

Optionally, leave a comment with your response

Comment...

3

Submit Signature Decline Request More Info

500 characters remaining

Step 3 – Form is sent to the Dean of the College of Health Professions

- Dr. Dutton signs the form (outlined above).

Form is Complete

- Student and department Coordinator will receive an email notifying them that the form is complete.
- Report of Final Examination for the Degree of Master of Science with signatures attached to this email as a PDF.

APPENDIX 9: Dissertation and PhD Degree Forms Instructions

Dissertation and PhD Degree Forms

Instructions for Students:

- **Important:** Students should send their committee members an email outlining the signature process before initiating the dissertation proposal or dissertation defense forms.
  - *Dissertation proposal email template on page 2*
  - *Dissertation defense email template on page 3*
- **Dissertation Proposal – Two Forms:**
  - After your committee has approved your proposal, you will send these two forms:
    - "Dissertation Proposal Examination Report"
    - "Recommendation to Candidacy for the Degree of Doctor of Philosophy"
- **Dissertation Defense – Two Forms:**
  - Once you have defended your dissertation, and your Chair and committee members have reviewed your final document and have confirmed that they are ready to sign off, you will initiate these two forms:
    - "Dissertation Defense Examination Report"
    - "Report of Final Examination for the Degree of Doctor of Philosophy".

Links to Forms and Instructions for Committee Members/Respondents:

Dissertation Proposal Examination Report p.4

Recommendation to Candidacy for the Degree of Doctor of Philosophy ……p.5

Dissertation Defense Examination Report…….……p.6

Report of Final Examination for the Degree of Doctor of Philosophy ……..…..…..…p.7

Dissertation Proposal Forms Email Template

Subject: Requesting Signatures for Dissertation Proposal Form

Dear Committee Members,
Thank you all so much for serving on my committee! You will shortly receive an emails to complete an electronic form.

The electronic form is called the "Dissertation Proposal Examination Report," and the email subject will be "YOUR NAME Dissertation Proposal Evaluation." Please select the "provide signature" button at the bottom of the email, ***write "pass" in the comments section,*** and submit.

I've attached a document that outlines the instructions in further detail. Please let me know if you have any questions.

With much gratitude for your support and feedback,
YOUR NAME

Dissertation Defense Forms Email Template

Subject: Requesting Signatures for Final Dissertation Forms
Dear Committee Members,
Thank you all so much for serving on my committee! You will shortly receive emails to complete two forms.

The first form is the "Dissertation Defense Examination Report," and the email subject will be "YOUR NAME Dissertation Defense Evaluation." Please select the "provide signature" button at the bottom of the email, ***write "pass" in the comments section,*** and submit.

The second form is called "Report of Final Examination for the Degree of Doctor of Philosophy," and the email subject will be "YOUR NAME - Recommendation for the Degree of PhD in Psychology." Please select the "provide signature" button at the bottom of the email, ***write "pass" in the comments section,*** and submit.

I've attached a document that outlines the instructions in further detail. Please let me know if you have any questions.

With much gratitude for your support and feedback,
YOUR NAME

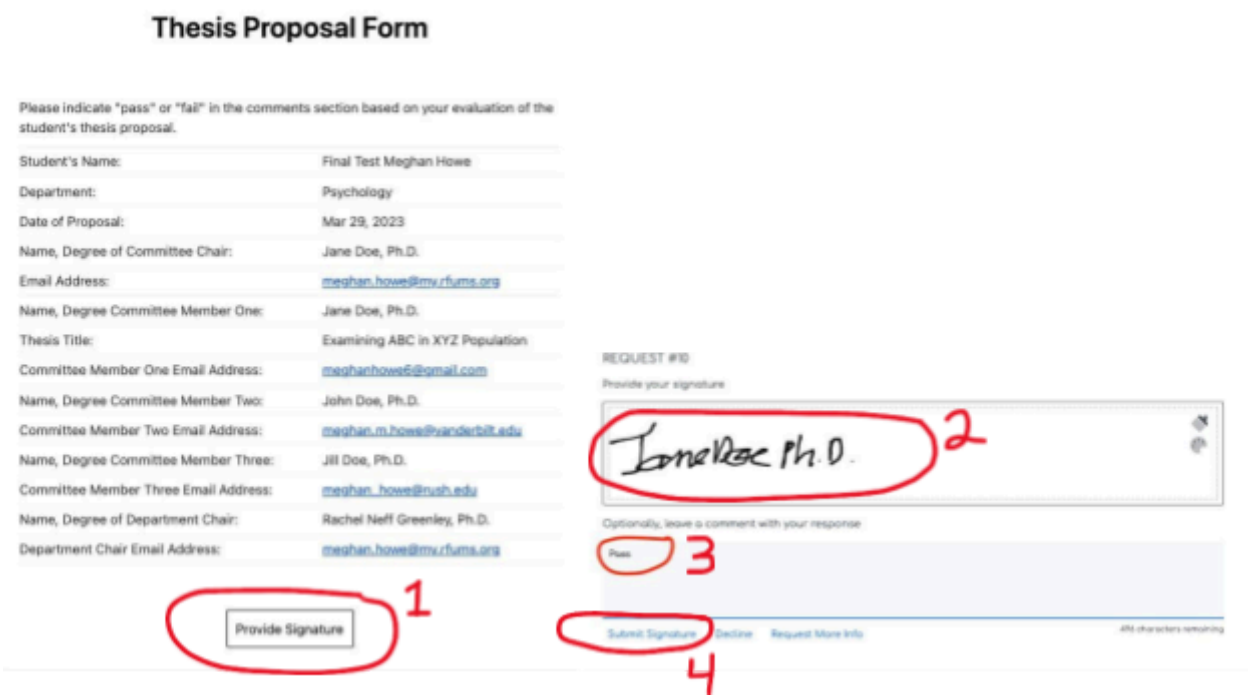
Dissertation Proposal Examination Report Instructions

Step 1 – Student initiates "Dissertation Proposal Form" google form below.

- https://forms.gle/QNE3TDYi3XMUpaT76

Step 2 – Form is sent to committee members to sign electronically.

- Committee members will receive an email with the subject "Student Name Dissertation Proposal Evaluation".
- **Step 1**: Click the 'provide signature' button at the bottom of the email.
- **Step 2:** Provide your signature.
- **Step 3:** Type "pass" or "fail" in the comments section based on your evaluation of the student's dissertation proposal.
- **Step 4:** Click the 'submit signature' button.
- *Order of recipients: committee chair, committee member 2, committee member 3, committee member 4, committee member 5*



Step 3 – Form is sent to the chair of the department

- Department Chair signs the form (outlined above).

Form is Complete

- Student and department administrative assistant will receive an email notifying them that the form is complete.
- Dissertation Proposal Examination Report form with signatures attached to this email as a PDF.

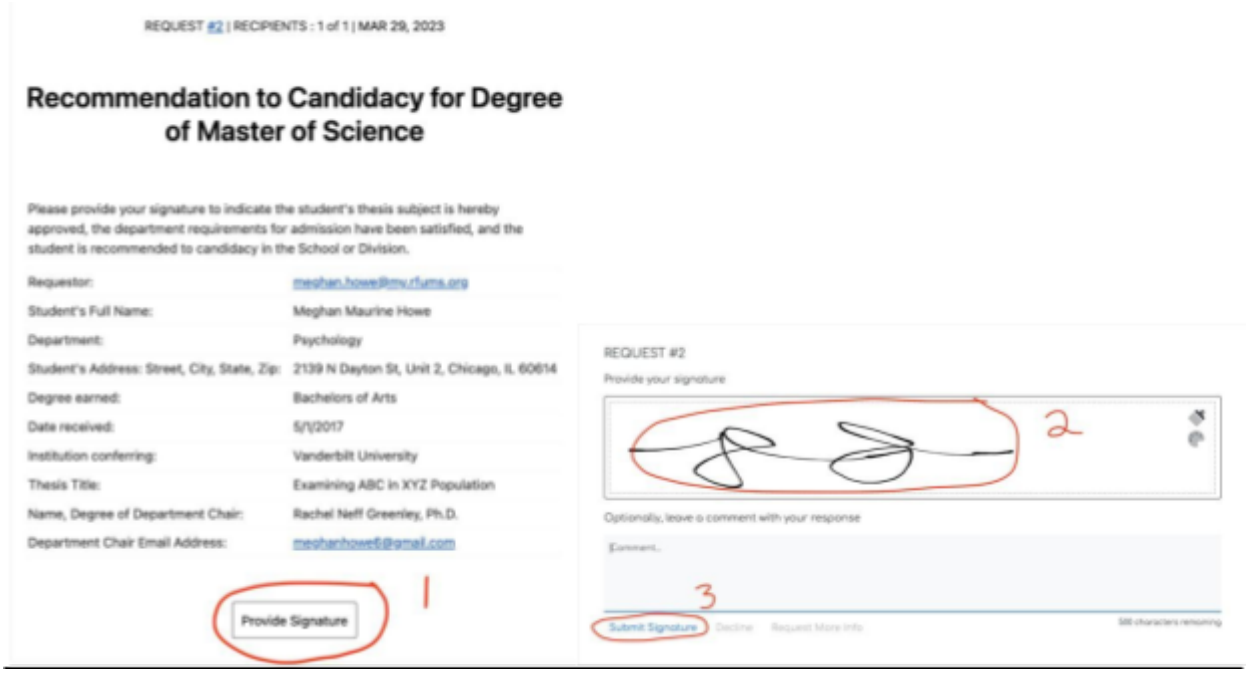
Recommendation to Candidacy for Degree of Doctor of Philosophy Instructions

Step 1 – Student initiates "Candidacy Recommendation for PhD Degree" google form (*below*).

- https://forms.gle/4TYQErFv9P4y3Npi8

Step 2 – Form is sent to the Department Chair to sign electronically.

- The Chair will receive an email with the subject "Student's Name PhD Candidacy Recommendation".
- **Step 1**: Click the 'provide signature' button at the bottom of the email.
- **Step 2:** Provide your signature.
- **Step 3:** Click the 'submit signature' button.



Step 3 – Completed form is sent to the psychology department administrative assistant.

- Department administrator will receive an email notifying them that the form is complete.
  - Recommendation to Candidacy for the Degree of Doctor of Philosophy form with signatures attached to this email as a PDF.
- Administrator sends PDF to the Registrar and Dean.

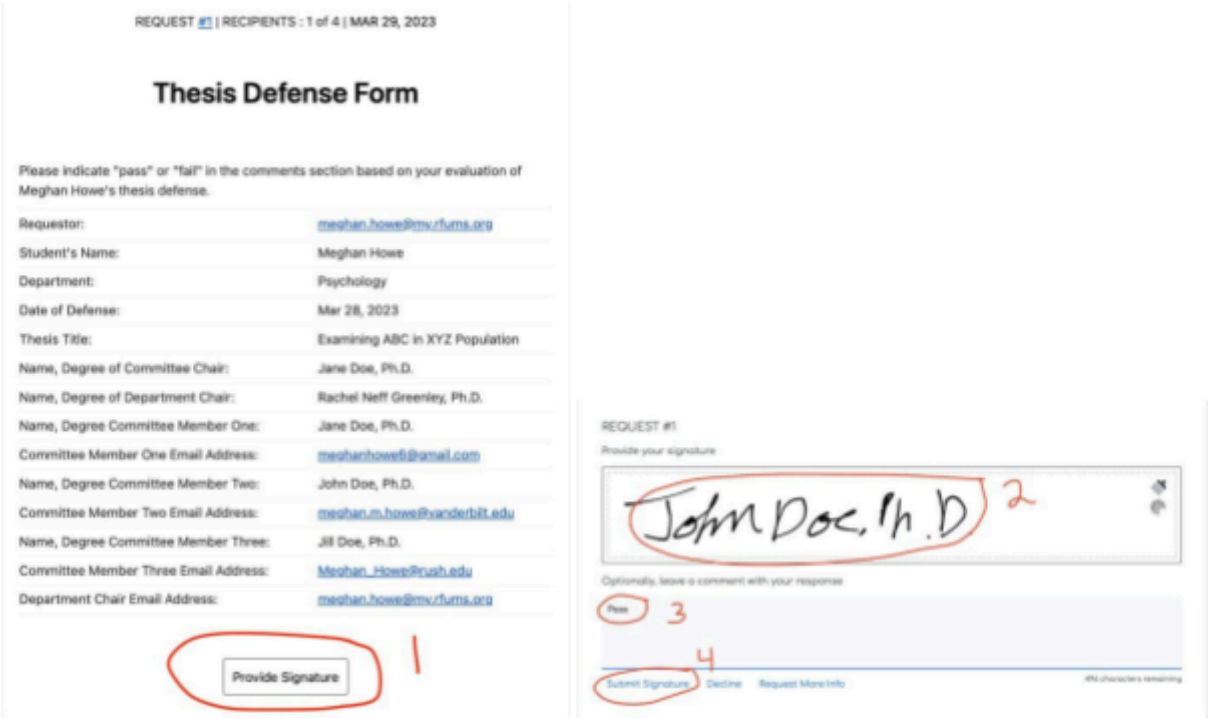
Dissertation Defense Examination Report Instructions

Step 1 – Student initiates "Dissertation Defense Form" google form (*below).*

- https://forms.gle/tRwaCmHbnti9GGYn9

Step 2 – Form is sent to committee members to sign electronically.

- Committee members will receive an email with the subject "Student Name Dissertation Defense Evaluation".
- **Step 1**: Click the 'provide signature' button at the bottom of the email.
- **Step 2:** Provide your signature.
- **Step 3:** Type "pass" or "fail" in the comments section based on your evaluation of the student's dissertation defense.
- **Step 4:** Click the 'submit signature' button.
- *Order of recipients: committee chair, committee member 2, committee member 3, committee member 4, committee member 5*



Step 3 – Form is sent to the Chair of the department.

- Department Chair signs the form (outlined above).

Form is Complete

- Student and department administrative assistant will receive an email notifying them that the form is complete.
- Dissertation Defense Examination Report form with signatures attached to this email as a PDF.

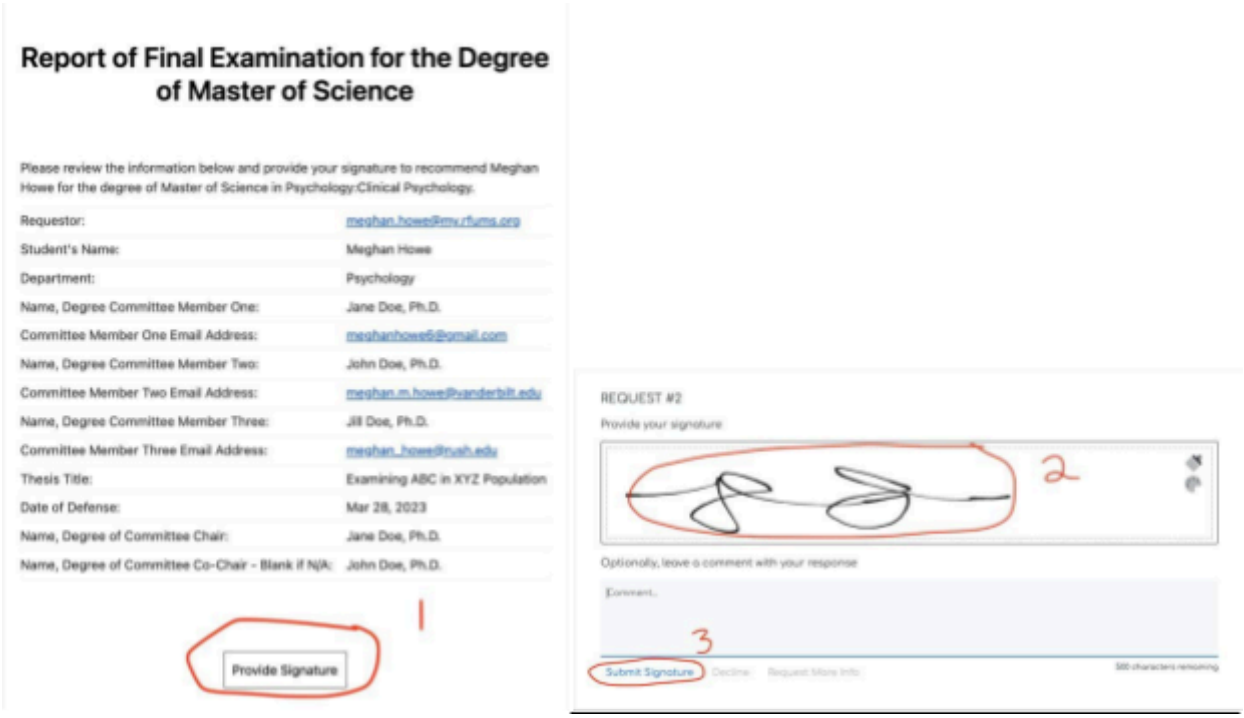
Report of Final Examination for the Degree of Doctor of Philosophy Instructions

Step 1 – Student completes "Recommendation for PhD Degree" google form (*below).*

- https://forms.gle/Wzgff8NDuaDQ3TBo6

Step 2 – Form is sent to committee members to sign electronically.

- Committee members will receive an email with the subject "Student Name Recommendation for the Degree of PhD".
- **Step 1**: Click the 'provide signature' button at the bottom of the email.
- **Step 2:** Provide your signature.
- **Step 3:** Click the 'submit signature' button.
- *Order of recipients: committee chair, committee member 2, committee member 3, committee member 4, committee member 5*



Step 3 – Form is sent to the Dean of the College of Health Professions

- Dr. Dutton signs the form (outlined above).

Form is Complete

- Student and department administrative assistant will receive an email notifying them that the form is complete.
- Report of Final Examination for the Degree of Doctor of Philosophy with signatures attached to this email as a PDF.

APPENDIX 10: PSYCHOLOGY DEPARTMENT – INTERNAL DISSERTATION FUNDING FORM

(Please Fill Out Electronically or Print Neatly and submit to the Chair of the Research Infrastructure Committee)

Name:_____

Dissertation/Study Title:_____

Dissertation Chair/Study mentor:_____

Dissertation Proposal Date (if applicable):_____

Item	Cost Per Unit	Quantity	Total Cost
Total			

(Please attach more pages of detailed budget if necessary)

To what funding agency did you apply? _____

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

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

What was the decision? _____

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

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

If you did not apply for external funding, provide a rationale below for why you are unable to apply for external funding. Please note that every attempt should be made to find an appropriate external funding source.

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.

By April 1st, students who have not used, nor plan to use, this money for their dissertation, can request department funds for other research they plan to conduct. Prior to applying for department funding, they must have applied for a grant to fund the research, and been unsuccessful at securing the necessary funds.

Student signature:_____ **Date**:_____

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

***Research Infrastructure chair's signature:_____Date:_____**

***After review by the Chair of the Research Infrastructure Committee, share this form with the Department Coordinator.**

APPENDIX 11: SUPPORT and COMPETENCY REMEDIATION PLANS

Support Plan

Date of Support Plan Meeting:
Name of Trainee:
Primary Supervisor/Advisor:
Names of All Persons Present at the Meeting:
All Additional Pertinent Supervisors/Faculty:
Date for Follow-up Meeting(s):

Competency Domain/ Essential Component	Expectations for Acceptable Performance	Trainee's Responsibilities/ Actions	Supervisors'/ Faculty Responsibilities/ Actions	Timeframe for Acceptable Performance	Assessment Methods	Dates of Evaluation

_____

Student Signature Date

_____

Student Advisor Signature Date

_____

Director of Clinical Training Date

_____

Department Chair Date

Competency Remediation Plan

Date of Competency Remediation Plan Meeting:
Name of Trainee:
Primary Supervisor/Advisor:
Names of All Persons Present at the Meeting:
All Additional Pertinent Supervisors/Faculty:
Date for Follow-up Meeting(s):

Circle all competency domains in which the trainee's performance does not meet the benchmark:
Foundational Competencies: Professionalism, Reflective Practice/Self-Assessment/Self-care, Scientific Knowledge and Methods, Relationships, Individual and Cultural Diversity, Ethical Legal Standards and Policy, Interdisciplinary Systems

Functional Competencies: Assessment, Intervention, Consultation, Research/evaluation, Supervision, Teaching, Management-Administration, Advocacy

Description of the problem(s) in each competency domain circled above:

Date(s) the problem(s) was brought to the trainee's attention and by whom:

Steps already taken by the trainee to rectify the problem(s) that was identified:

Steps already taken by the supervisor(s)/faculty to address the problem(s):

Competency Remediation Plan

Competency Domain/ Essential Components	**Problem Behaviors**	**Expectations for Acceptable Performance**	**Trainee's Responsibilities/ Actions**	**Supervisors'/ Faculty Responsibilities/ Actions**	**Timeframe for Acceptable Performance**	**Assessment Methods**	**Dates of Evaluation**	**Consequences for Unsuccessful Remediation**

I, _____, have reviewed the above competency remediation plan with my primary supervisor/advisor, any additional supervisors/faculty, and the director of clinical training. My signature below indicates that I fully understand the above. I agree/disagree with the above decision (please circle one). My comments, if any, are below (*PLEASE NOTE: If trainee disagrees, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED).*

_____

Trainee Name Date

Trainee's comments (Feel free to use additional pages):

All supervisors/ faculty with responsibilities or actions described in the above competency remediation plan agree to participate in the plan as outlined above. Please sign and date below to indicate your agreement with the plan.

Clinical Training Director	Date	Department Chair	Date

SUMMATIVE EVALUATION OF COMPETENCY REMEDIATION PLAN

Follow-up Meeting(s):
Date (s):
In Attendance:

Competency Domain/ Essential Components	**Expectations for Acceptable Performance**	**Outcomes Related to Expected Benchmarks (met, partially met, not met)**	**Next Steps (e.g., remediation concluded, remediation continued and plan modified, next stage in Due Process Procedures)**	**Next Evaluation Date (if needed)**

I, _____, have reviewed the above summative evaluation of my competency remediation plan with my primary supervisor(s)/faculty, any additional supervisors/faculty, and the director of clinical training. My signature below indicates that I fully understand the above. I agree/disagree with the above outcome assessments and next steps (please circle one). My comments, if any, are below. (*PLEASE NOTE: If trainee disagrees with the outcomes and next steps, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED).*

_____ _____ _____

Trainee Date Clinical Training Director Date Department Chair Date

Trainee's comments (Feel free to use additional pages):

APPENDIX 12

Summary of Program Modifications within Department of Psychology in Response to COVID-19 Pandemic (updated 2/15/2022)

Student-Progression Milestones

- Students not expected to "make up" general program requirements that were canceled due to COVID-19 (e.g., ASRC research presentation for 2nd year MS students, simulation #3, etc.)
    - 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 (change made permanent in 2022):
    - 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

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

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

For remote/virtual courses the following is expected:

- Students will be permitted to turn their video off for a few minutes (for instance, if there is a disruption in their environment, if they need to run to the restroom, etc.) but they are expected to turn the video back on in a reasonable amount of time (e.g., 5-10 minutes).
- Students may contact professors ahead of time if they feel they have an extenuating circumstance that warrants keeping their video off during any class, and the instructor can consider whether they are willing to make an exception to the above on a case by case basis.
- If students feel they have Zoom fatigue, it is their responsibility to mention this to the professor directly and request one or more breaks be scheduled as part of class time.
- If students are concerned about their background being visible to others, they are encouraged to use a virtual background. Links to instructions for enabling a virtual background for Zoom and Google Meet are found here: Zoom virtual background Google meet virtual background.
- Faculty agree to end each class 10 minutes before the stated end time of class to allow for a brief break in between classes.
- Faculty agree to provide one 5-10 minute break for classes that last more than 90 minutes
- To the extent possible, faculty will offer opportunities for student engagement via discussion questions, Zoom polls, etc., to help promote student engagement with material, rather than relying solely on lecture-based delivery. Faculty may utilize participation points as a way to encourage participation in class.
- Faculty will record class sessions and make those available to students via Brightspace so that students can review class content as desired to facilitate their own learning.

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

APPENDIX 13: Student Travel Award Verification

Department of Psychology
Rosalind Franklin University of Medicine and Science Student
Travel Award Verification

During the fiscal year (July 1 thru June 30), each student within the Ph.D. program may be reimbursed for up to $250 (annual amount) for travel expenses associated with the presentation of 1st author posters or presentations. These expenses include: travel, conference registration, accommodations, food (no alcohol), and presentation materials for the 1st author presenter. These funds are not guaranteed for subsequent academic years. Funds will be tracked by the Psychology Coordinator, so submit all required documents directly to them. Access to these funds will follow the following procedure:

1. Submission of this fully completed form. The form must be signed below by the student's advisor.

2. A copy of the acceptance for presentation must be attached to this form (unless the Department already paid for your registration).

3. Submission of all receipts with the completed University travel form.

4. Submission of all materials must occur within 1 month following return from the conference.

Name of Student: _____

Name of Advisor: _____

Name, Dates, and Location of Conference: _____

_____

Title of Presentation: _____

_____

Signature of Student (dated): _____ _____

Date

Signature of Advisor (dated): _____ _____

Date

APPENDIX 14: Clinical Science Qualifying Examination Evaluation Form

This form indicates the competences that the student is expected to demonstrate. It does not constitute an outline for the presentation itself.

The student presents the necessary background of the case (i.e., what is relevant for the committee to understand in order to understand the question that is posed) as well as the required case conceptualization components (30%)

1 = *poor* (inadequate); 2 = *fair* (weak, somewhat deficient); 3 = *satisfactory* (competent); 4 = *very good* (above average); 5 = *outstanding* (exceptional)

1. **Overview and presentation of *diagnostic* considerations** (6%) - Student justifies patient's symptom presentation using DSM-5, ICD-11 or HiTOP. - Student considers relevant differential diagnoses.	1 2 3 4 5
2. **Overview and presentation of *etiological* considerations** (6%) - Student connects patient's symptom presentation to possible etiological factors.	1 2 3 4 5
3. **Overview and presentation of *intervention* considerations** (6%) - Student describes the intervention approach used (or an intervention approach that could be used). - Student presents the rationale for selecting that approach. Student references pertinent clinical data, theory, research, therapeutic relationship, supervisor expertise, etc., in justifying the rationale. - Student describes the patient's response to any intervention (thus far, by the date of the outline, if case is still on-going). Student references pertinent clinical data, therapeutic relationship, etc., in describing the patient's response to treatment.	1 2 3 4 5
4. **Presentation of *cultural issues*** (6%) - Multiple aspects of the patient's culture (e.g., race and ethnicity, gender and sexual identity, religious affiliation, Veteran status, disability, etc.) are considered in two or more of the following areas that are connected to the student's question: ● Diagnosis ● Etiology ● Intervention ● The therapeutic relationship - The cultural considerations are justified based on clinical data, theory, and research.	1 2 3 4 5
5. **Overview and presentation of *ethical issues*** (6%) - APA ethics code issues that are relevant to the student's question are discussed in enough depth to illustrate at least one key ethical issue.	1 2 3 4 5

In answering their question, the student demonstrates an integrative and critical understanding of the theoretical and empirical literature (50%)

6. **The student demonstrates an integrative and critical understanding of the *theoretical* literature consistent with their question** (25%)
   - Student is able to discuss empirically validated theories (at least two) that are relevant to their question of interest or approach to the case, including an understanding of the similarities/differences in the hypotheses the theories state. Relevant mechanisms (the 'how') should be discussed.
   - If the question is related to treatment, student is able to articulate how the mechanisms thought to underlie the disorder are addressed in effective intervention(s) for the condition. 1 2 3 4 5

7. **The student *integrates* the *empirical* literature to answer their question of interest** (25%)
   - Student demonstrates their understanding of the relevant literature in a clear and cohesive way.
   - Student demonstrates an understanding of how scientific findings have contributed to their answer, including a recognition of ways that previous studies provide *convergent* conclusions and *divergent* findings.
   - Student appropriately qualifies conclusions and answers to questions based on the literature. 1 2 3 4 5

Presentation style and responsiveness to questions (20%)

8. **Case is presented in sufficient detail (i.e., communicates a sense of the patient, their "difficulties," and related contextual information** (1.5%)
   1 2 3 4 5

9. **Question asked of the case is appropriate, well considered and fits the case well** (1.5%) 1 2 3 4 5

10. **The presentation is organized and easy to follow (regardless of the complexity of the case)** (2%)
    - Presentation is well organized generally.
    - Student balances details with the "big picture."
    - The student times the presentation well. 1 2 3 4 5

11. **The student's slides are informative and well balanced** (5%)
    - Slides are not too busy nor too sparse.
    - Slides are well organized.
    - Slides support the oral presentation. 1 2 3 4 5

12. **Student is able to respond to questions in an informed way** (10%)

- Student is factually correct in response to questions.
- Student is able to respond to questions using their knowledge of the literature and knowledge of the case. 1 2 3 4 5

Qualifiers and Pass/Fail Category

Total Score*_____

Pass (80% and above) Fail (may repeat) Fail (second time, no repeat)

Pass with distinction (95% and above)

Pass conditional on (70% - 80%):

Comments attached

***Every committee member completes their own form.Then, a Committee Form is completed that serves as the scoring sheet of record (official scores). Ideally, the scoring of the official ratings should be a consensus across faculty. If consensus cannot be reached, an average of that item is recorded on the official rating sheet.

APPENDIX 15: Clinical Science Qualifying Examination Sample Outline

What is the Meaning of Sudden Gains in the Therapeutic Treatment of Posttraumatic Stress Disorder?

Qualifying Exam - Clinical Science Component

[student name]

Committee:

I. Introduction to Patient
   - A. Referral Information
   - B. Identifying Information
     1. Demographics
     2. Cultural Considerations
        a) Veteran Status
        b) Relevant religious identity
        c) Gender Match of Therapist-Patient
        d) Education
   - C. Presenting Problem
     1. Trauma
     2. Current Constellation of Symptoms
   - D. Relevant Biopsychosocial History and Background Information
     1. Psychiatric History
     2. Family Psychiatric History
     3. Developmental History
     4. Medical History
   - E. Diagnostic Impressions
     1. Posttraumatic Stress Disorder (APA, 2013)
        a) Note about DSM-5-TR
        b) Intrusive symptoms
        c) Psychological and physiological distress in relation to trauma cues
        d) Avoidance
        e) Negative cognitions and mood
        f) Changes in arousal and reactivity
        g) Duration
        h) Functional Impairment and Distress
     2. Hierarchical Taxonomy of Psychopathology (HiTOP) Approach to PTSD
     3. PCL-5 Baseline Score (Weathers et al., 2013)

4. Differential Diagnostic Considerations
    a) Major Depressive Disorder
    b) Specific Phobia
    c) Panic Disorder

F. Etiological Considerations of Presenting Problem
1. Emotional Processing Theory (Foa & Kozak, 1986)
    a) Prolonged exposure (PE) therapy framework overview (Foe et al., 2007)
        (1) Normal vs. pathological fear structures
    b) Application to patient
2. Moral Injury (Nieuwsma et al., 2015)
    a) Origins of Moral Injury Terminology
    b) Definition of Moral Injury
    c) Moral Injury as a Different, Yet Compatible Etiological Framework for PTSD
    d) Application to patient
        (1) Relevance of Veteran Status and Perceived Violation of Military Standards

G. Intervention Approach
1. Therapeutic Relationship
    a) Relevance of Gender-Match with Clinician
    b) Relevance of Veteran Status and Internalized Military Morals
2. Prolonged Exposure Therapy (Foa et al., 2007)
    a) Changing patient's Pathological Fear Structure as P.E.'s Central Aim
    b) Relevance of Education and Intellectual Standing on Understanding of Treatment
    c) Four Main Components of P.E.
        (1) Psychoeducation
        (2) In Vivo Exposures
        (3) Imaginal Exposures
        (4) Mindfulness / Relaxation Training
    d) Necessary Adjustments to P.E. Protocol
        (1) Difficulties Discerning Progress
        (2) Pervasive Guilt
3. Trauma-Informed Guilt Reduction (Norman et al., 2011)
    a) Moral Injury Work As a Complement to P.E.
    b) Socratic Questioning and Cognitive Restructuring
    c) Story of Job (Kushner, 2004)
4. Progression in Treatment
    a) Introduction to Sudden Gains in the Treatment of PTSD

II. How common and sustainable are sudden gains in the therapeutic treatment of posttraumatic stress symptoms, what factors underlie sudden gains, and are sudden gains associated with better overall outcomes than gradual change?

A. Introduction to Sudden Gains (Tang & DeRubeis, 1999)
    1. Sudden gains first identified in major depression research.
    2. Initial definition of sudden gains as rapid, large symptom improvements (Aderka et al., 2012).
    3. Three-point quantitative criterion to identify sudden gains
    4. Overview of Methodology Employed to Investigate Therapy Trajectory
    5. Sudden gains identified in therapy trajectory research (Brown et al., 2018; Clapp et al., 2015; Dewar et al., 2019)
        a) Specific aspects of studies and findings will be discussed.

B. Frequency and Stability of Sudden Gains (Aderka et al., 2011)
    1. Prevalence Estimates of Sudden Gains in PTSD (Haugen et al., 2015; Jun, 2015; Jun et al., 2013; Kelly et al., 2009; Krüger et al., 2014; Sloan et al., 2022).
        a) Presentation of table created by student showing estimates with consideration of specific PTSD treatments and sample constellations.
        b) Specific aspects of studies and findings will be discussed.
    2. Stability of Sudden Gains in PTSD (Doane et al., 2010;
        a) Review of Relevant Literature (Doane et al., 2010; Kelly et al., 2009; Krüger et al., 2014).
        b) Specific aspects of studies and findings will be discussed.

C. Importance of Sudden Gains
    1. Sudden gains can represent critical points in treatment and thus may be used to elucidate mechanisms of change in PTSD treatment (Hayes et al., 2007; Jun, 2015; Sloan et al., 2022).
    2. Sudden gains can help clinicians identify critically important sessions to specifically prepare for (Doane et al., 2010; Tang & DeRubeis, 1999).
    3. Anticipating trajectories of sudden gains can be of clinical value in representing "buy-in" to a specific treatment model (Clapp et al., 2016).
    4. Anticipating patterns of recovery and their association with therapeutic value is of immense clinical value (Clapp et al., 2016).
    5. Awareness of sudden gains can improve therapist confidence, especially as it pertains to therapists in training.

D. Ethical considerations of sudden gains (APA, 2017)
    1. Principle A: Beneficence and Nonmaleficence
    2. Standard 2.01: Boundaries of Competence
    3. Standard 3.12: Interruption of Psychological Services
    4. Standard 10.09: Interruption of Therapy
    5. Ken Howard's work on therapy trajectory and termination
        a) Howard's research on ceiling of improvement
        b) Howard & Zola's three phases in therapy
        c) Ethically-informed termination of treatment

E. Sudden gains' association with better treatment outcomes.

1. Sudden gains associated with significantly better treatment outcomes across an array of disorders (Greenfield et al., 2011).
2. Sudden gains predict greater reduction in PTSD symptom severity (Clapp et al., 2016; Doane et al., 2010; Kruger et al., 2014; Jun, 2015, Jun et al., 2013; Sloan et al, 2022).
    a) Specific aspects of studies and findings will be discussed.
3. Sudden gains predict reduction in symptoms beyond principle presenting problem (Jun, 2015).

F. Possible Etiological Factors Underlying Sudden Gains in PTSD Treatment
1. Positive hope and attention to negative emotional states
    a) Overview of research by Jun (2015) on a process-oriented, detailed coding system to determine psychotherapy processes that underlie sudden gains in the treatment of PTSD (PE and PE + Sertraline).
2. Activation and awareness of negative emotions
    a) Overview of research by Sloan et al. (2022) regarding Writing Exposure Therapy and Cognitive Processing Therapy
3. Variability of symptom severity in the early sessions of PE treatment (Shalom et al., 2018).
4. Reductions in avoidance/numbing and hyperarousal symptoms of PTSD (Kelly et al., 2009).
5. Reductions in comorbid depression (Jun, 2015).
6. Prevalence estimate differences when comparing treatment efficacy implies that there could be something specific to exposure treatments that facilitate sudden gains (Jun et al., 2013; Sloan et al., 2022)

III. Conclusion

A. Summary of patient

B. Questions of Focus Revisited
1. How common and sustainable are sudden gains?
2. What factors underlie sudden gains?
3. Why are sudden gains important?
4. And are they associated with better treatment outcomes?

C. Concluding Comments

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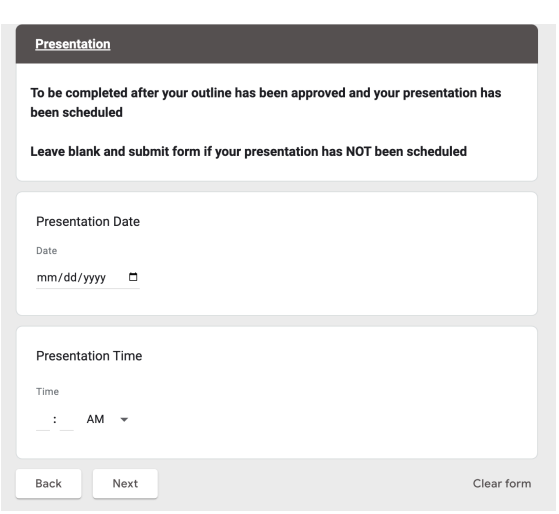
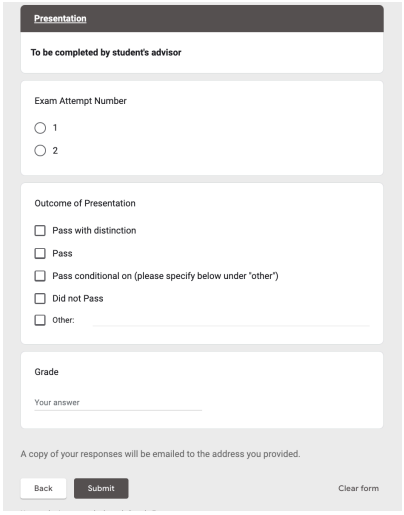
APPENDIX 16: Steps for completing the Clinical Science Qualifying Examination Form

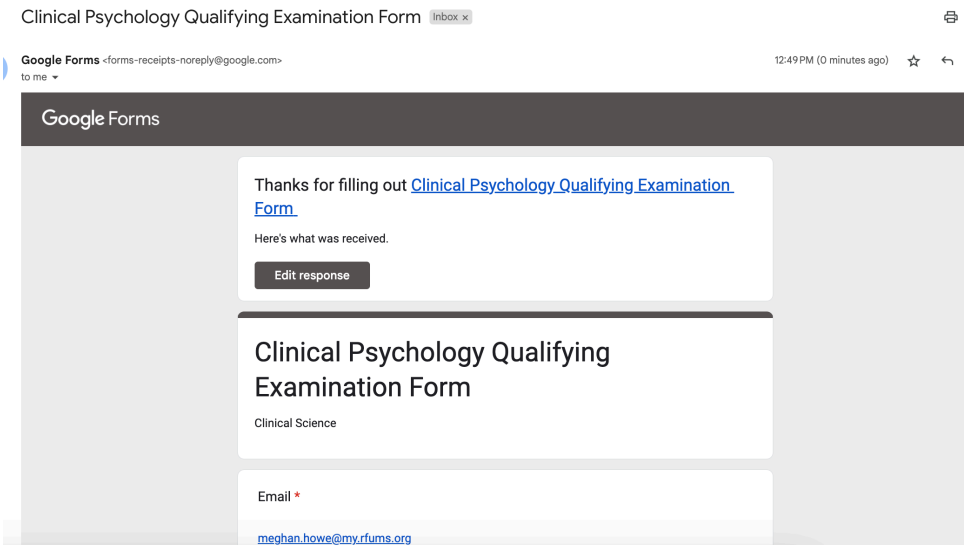
<u>Step 1</u> – Student Initiates Google Form

- Student completes page one of the Clinical Science Quals Form
    - https://forms.gle/kMCLaUsoYNruTU17A
- Leaving page 2 and page 3 blank, (*shown below*) **submit the form**



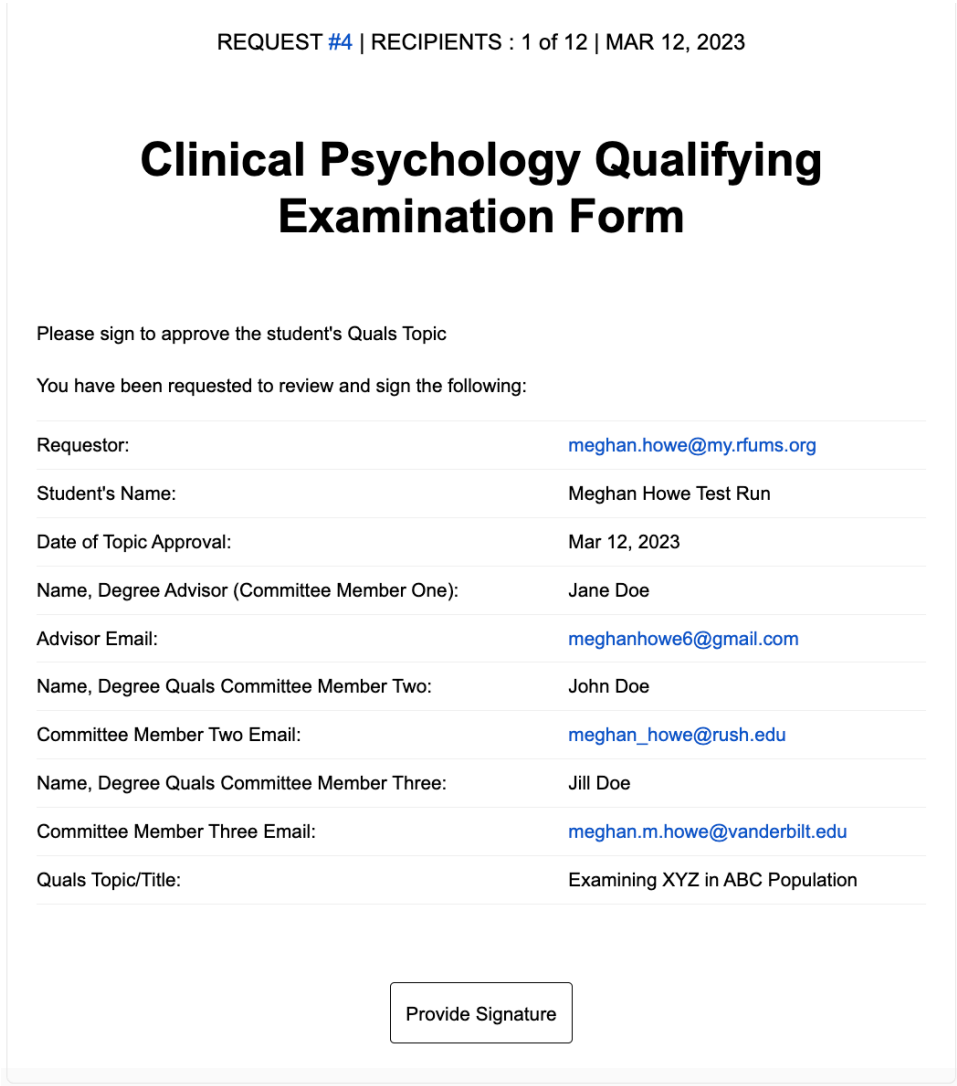


- Student will receive an email (*shown below*) with an option to edit response – **<u>save this email</u>**



<u>Step 2</u> – Committee Members Approve Quals Topic

- Committee members will receive an email to review and approve student's Quals topic
- **Sign form** by clicking "Provide Signature" button at the bottom of the email (*shown below)*



REQUEST #4 | RECIPIENTS : 1 of 12 | MAR 12, 2023

Clinical Psychology Qualifying Examination Form

Please sign to approve the student's Quals Topic

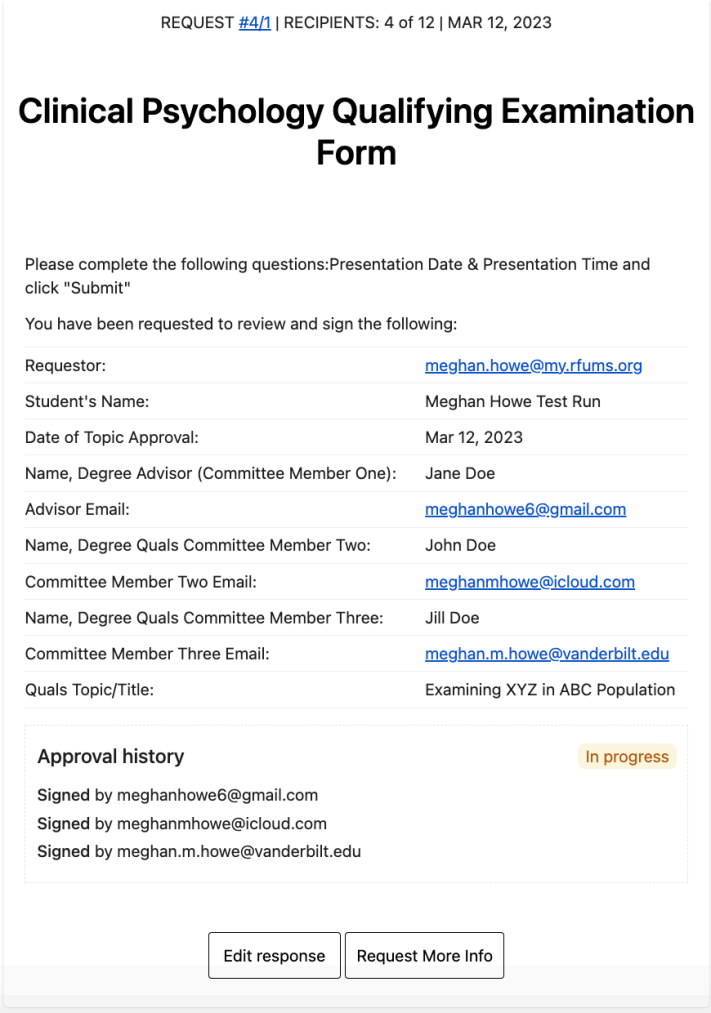
You have been requested to review and sign the following:

Requestor:	meghan.howe@my.rfums.org
Student's Name:	Meghan Howe Test Run
Date of Topic Approval:	Mar 12, 2023
Name, Degree Advisor (Committee Member One):	Jane Doe
Advisor Email:	meghanhowe6@gmail.com
Name, Degree Quals Committee Member Two:	John Doe
Committee Member Two Email:	meghan_howe@rush.edu
Name, Degree Quals Committee Member Three:	Jill Doe
Committee Member Three Email:	meghan.m.howe@vanderbilt.edu
Quals Topic/Title:	Examining XYZ in ABC Population

Provide Signature

<u>Step 3</u> – Student Completes Page 2 of Form to Finalize Presentation Date

- Once the topic has been approved by all three committee members, the student will receive an email notification to complete page 2 of the google form **SAVE THIS EMAIL UNTIL READY TO COMPLETE STEP 3**



REQUEST #4/1 | RECIPIENTS: 4 of 12 | MAR 12, 2023

Clinical Psychology Qualifying Examination Form

Please complete the following questions:Presentation Date & Presentation Time and click "Submit"

You have been requested to review and sign the following:

Requestor:	meghan.howe@my.rfums.org
Student's Name:	Meghan Howe Test Run
Date of Topic Approval:	Mar 12, 2023
Name, Degree Advisor (Committee Member One):	Jane Doe
Advisor Email:	meghanhowe6@gmail.com
Name, Degree Quals Committee Member Two:	John Doe
Committee Member Two Email:	meghanmhowe@icloud.com
Name, Degree Quals Committee Member Three:	Jill Doe
Committee Member Three Email:	meghan.m.howe@vanderbilt.edu
Quals Topic/Title:	Examining XYZ in ABC Population

Approval history — In progress

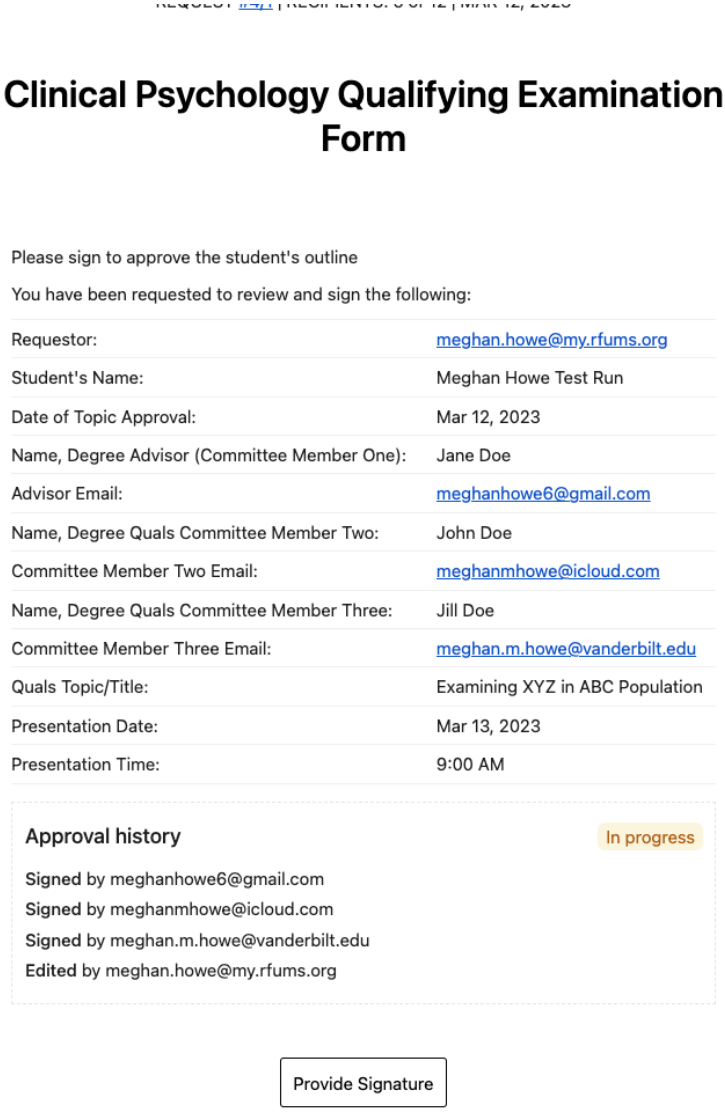
Signed by meghanhowe6@gmail.com
Signed by meghanmhowe@icloud.com
Signed by meghan.m.howe@vanderbilt.edu

Edit response | Request More Info

- Following the Steps for Clinical Science Quals Instructions, the student should work to update their outline with committee's suggestions
- Once the student and committee have set a date for the presentation, the student will return to the email mentioned above to complete page 2 (*presentation date and time*) of the google form:
    - Select the "Edit response" button
    - Complete page 2 of the google form
    - Leave page 3 blank and **submit form**

<u>Step 4</u> – Committee Officially Approves Outline

- Committee members will receive an email to approve the student's Outline
- **Sign form** by clicking "Provide Signature" button at the bottom of the email



Clinical Psychology Qualifying Examination Form

Please sign to approve the student's outline

You have been requested to review and sign the following:

Requestor:	meghan.howe@my.rfums.org
Student's Name:	Meghan Howe Test Run
Date of Topic Approval:	Mar 12, 2023
Name, Degree Advisor (Committee Member One):	Jane Doe
Advisor Email:	meghanhowe6@gmail.com
Name, Degree Quals Committee Member Two:	John Doe
Committee Member Two Email:	meghanmhowe@icloud.com
Name, Degree Quals Committee Member Three:	Jill Doe
Committee Member Three Email:	meghan.m.howe@vanderbilt.edu
Quals Topic/Title:	Examining XYZ in ABC Population
Presentation Date:	Mar 13, 2023
Presentation Time:	9:00 AM

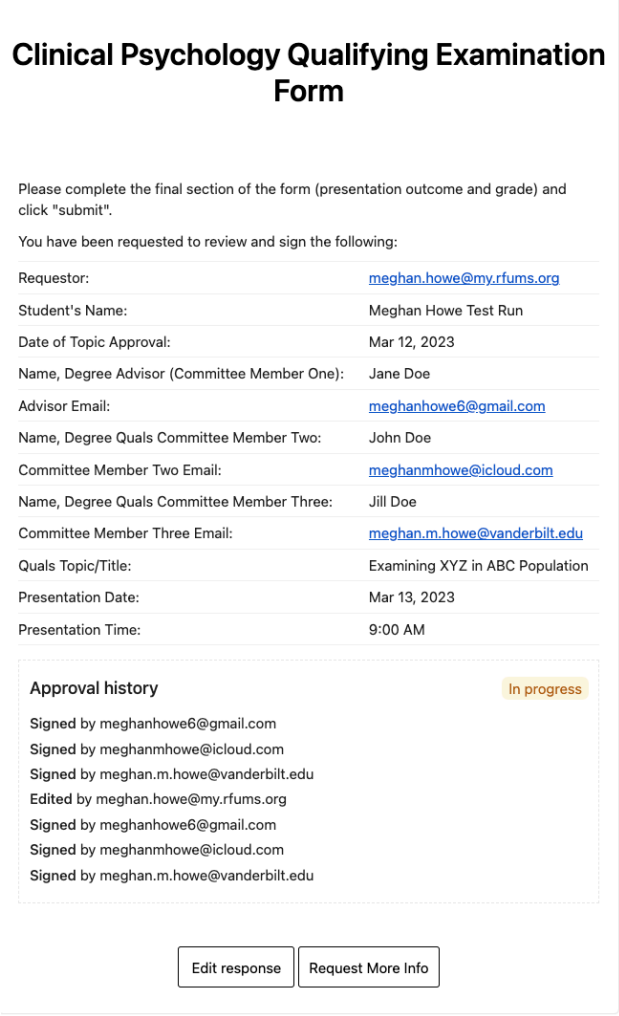
Approval history — In progress

Signed by meghanhowe6@gmail.com
Signed by meghanmhowe@icloud.com
Signed by meghan.m.howe@vanderbilt.edu
Edited by meghan.howe@my.rfums.org

Provide Signature

<u>Step 5</u> – Advisor Completes Final Section of the Form

- Student's advisor receives an email to complete the final section of the form
- After the presentation, Advisor will:
  - Select the "Edit response" button at the bottom of the email (*shown below)*
  - Complete page 3 of the google form (presentation outcome and grade)
  - Click "submit"



Clinical Psychology Qualifying Examination Form

Please complete the final section of the form (presentation outcome and grade) and click "submit".

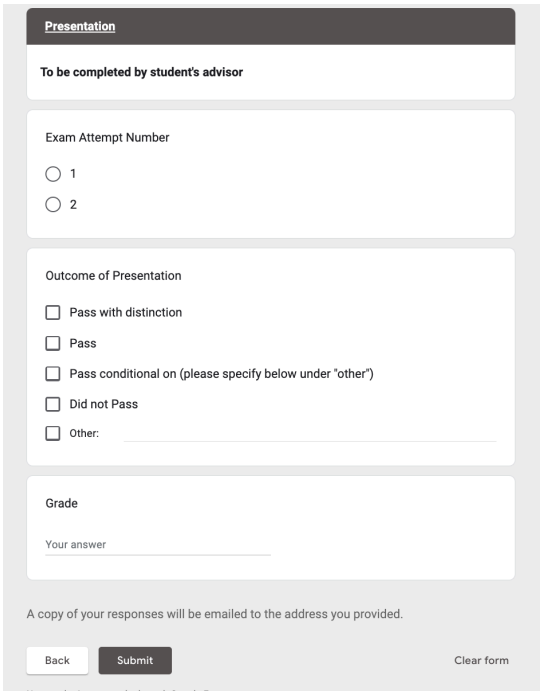
You have been requested to review and sign the following:

Requestor:	meghan.howe@my.rfums.org
Student's Name:	Meghan Howe Test Run
Date of Topic Approval:	Mar 12, 2023
Name, Degree Advisor (Committee Member One):	Jane Doe
Advisor Email:	meghanhowe6@gmail.com
Name, Degree Quals Committee Member Two:	John Doe
Committee Member Two Email:	meghanmhowe@icloud.com
Name, Degree Quals Committee Member Three:	Jill Doe
Committee Member Three Email:	meghan.m.howe@vanderbilt.edu
Quals Topic/Title:	Examining XYZ in ABC Population
Presentation Date:	Mar 13, 2023
Presentation Time:	9:00 AM

Approval history — In progress

Signed by meghanhowe6@gmail.com
Signed by meghanmhowe@icloud.com
Signed by meghan.m.howe@vanderbilt.edu
Edited by meghan.howe@my.rfums.org
Signed by meghanhowe6@gmail.com
Signed by meghanmhowe@icloud.com
Signed by meghan.m.howe@vanderbilt.edu

Edit response | Request More Info



Presentation

To be completed by student's advisor

Exam Attempt Number

- ○ 1
- ○ 2

Outcome of Presentation

- ☐ Pass with distinction
- ☐ Pass
- ☐ Pass conditional on (please specify below under "other")
- ☐ Did not Pass
- ☐ Other:

Grade

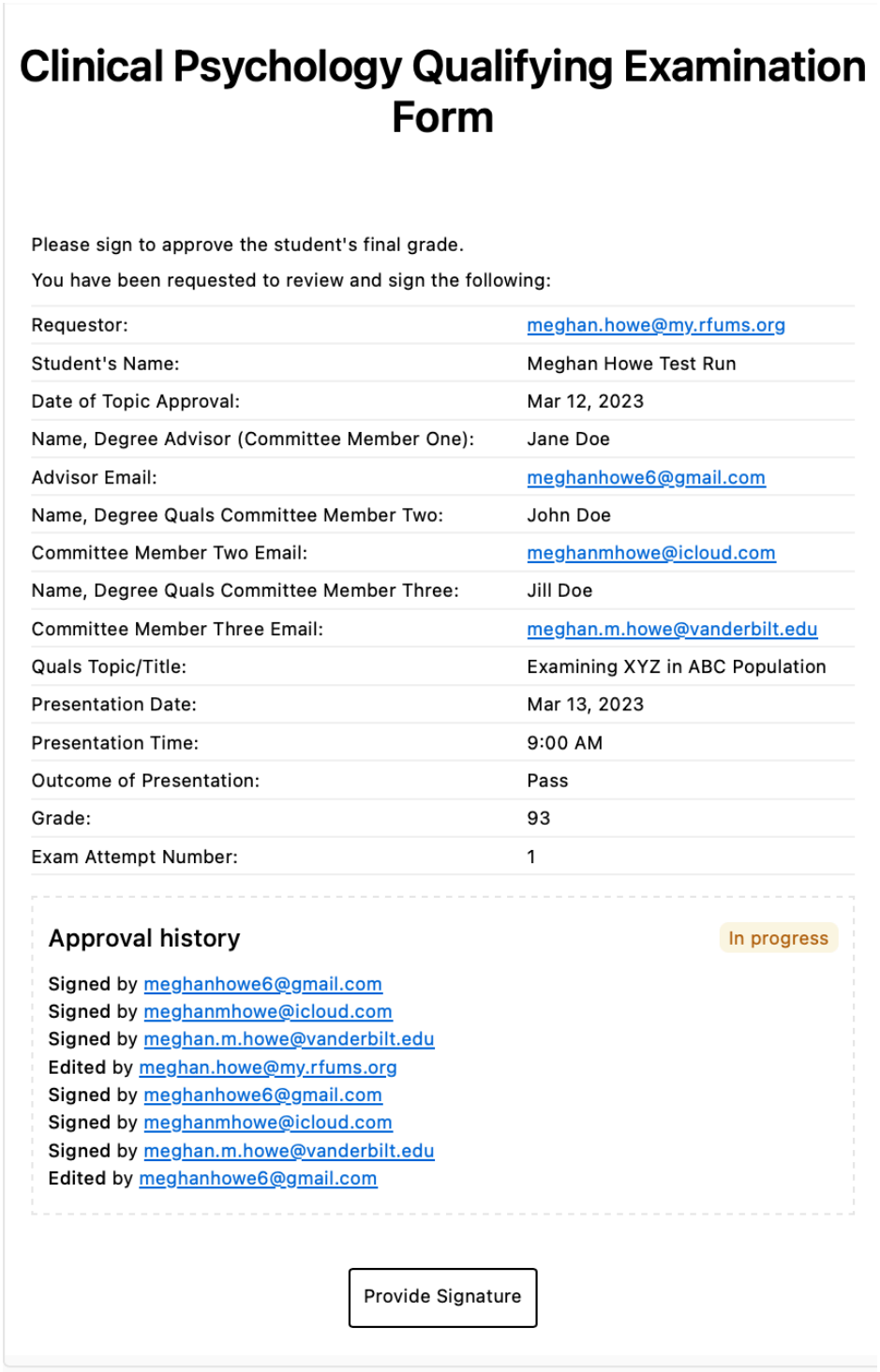
Your answer

A copy of your responses will be emailed to the address you provided.

Back | Submit | Clear form

Step 6 – Committee Members Approve Final Grade

- Committee members 2 and 3 receive an email notification to review the student's final grade
- Click the "provide signature" button to sign form (*shown below)*



Clinical Psychology Qualifying Examination Form

Please sign to approve the student's final grade.

You have been requested to review and sign the following:

Requestor:	meghan.howe@my.rfums.org
Student's Name:	Meghan Howe Test Run
Date of Topic Approval:	Mar 12, 2023
Name, Degree Advisor (Committee Member One):	Jane Doe
Advisor Email:	meghanhowe6@gmail.com
Name, Degree Quals Committee Member Two:	John Doe
Committee Member Two Email:	meghanmhowe@icloud.com
Name, Degree Quals Committee Member Three:	Jill Doe
Committee Member Three Email:	meghan.m.howe@vanderbilt.edu
Quals Topic/Title:	Examining XYZ in ABC Population
Presentation Date:	Mar 13, 2023
Presentation Time:	9:00 AM
Outcome of Presentation:	Pass
Grade:	93
Exam Attempt Number:	1

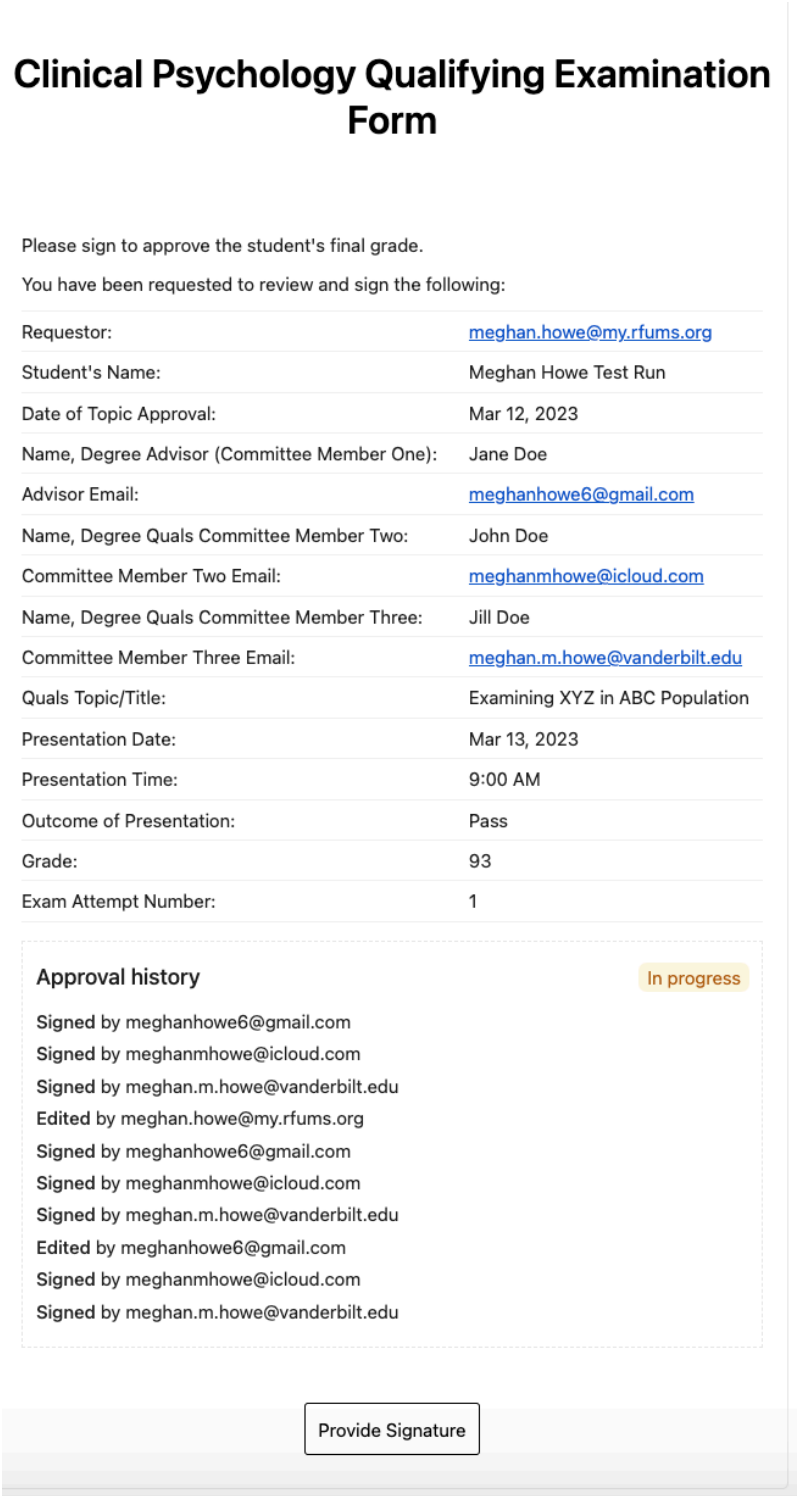
Approval history In progress

Signed by meghanhowe6@gmail.com
Signed by meghanmhowe@icloud.com
Signed by meghan.m.howe@vanderbilt.edu
Edited by meghan.howe@my.rfums.org
Signed by meghanhowe6@gmail.com
Signed by meghanmhowe@icloud.com
Signed by meghan.m.howe@vanderbilt.edu
Edited by meghanhowe6@gmail.com

Provide Signature

Step 7 – Advisor Approves Final Grade

- Advisor receives an email to approve student's final grade and sign form
    - *This step is repetitive, but is necessary in order for the forms to route properly*
- Click the "provide signature" button to sign form (*shown below)*



Clinical Psychology Qualifying Examination Form

Please sign to approve the student's final grade.

You have been requested to review and sign the following:

Requestor:	meghan.howe@my.rfums.org
Student's Name:	Meghan Howe Test Run
Date of Topic Approval:	Mar 12, 2023
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Quals Topic/Title:	Examining XYZ in ABC Population
Presentation Date:	Mar 13, 2023
Presentation Time:	9:00 AM
Outcome of Presentation:	Pass
Grade:	93
Exam Attempt Number:	1

Approval history — In progress

Signed by meghanhowe6@gmail.com
Signed by meghanmhowe@icloud.com
Signed by meghan.m.howe@vanderbilt.edu
Edited by meghan.howe@my.rfums.org
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Signed by meghanmhowe@icloud.com
Signed by meghan.m.howe@vanderbilt.edu
Edited by meghanhowe6@gmail.com
Signed by meghanmhowe@icloud.com
Signed by meghan.m.howe@vanderbilt.edu

Provide Signature

Step 8 – Form is Complete

- Student and their 3 committee members will receive an email notifying them that the form is complete
- Clinical Quals form with signatures attached to the email as a PDF
- Student should send completed form to the Department Coordinator