ROOSEVELT UNIVERSITY

DEPARTMENT OF PSYCHOLOGY

PSYD STUDENT MANUAL

Fall 2014

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Welcome

Welcome to the PsyD Program at Roosevelt University and to the start of your professional development as a clinical psychologist! We recognize that you have worked hard to arrive at this point and have made a commitment to a career that, while demanding at times, is among the most rewarding of endeavors. This manual is intended to guide you through your graduate training and make clear what is expected of you and what you must do in order to be successful. We have attempted to be as detailed and clear as possible to avoid confusion. We hope that you are not overwhelmed or disheartened by the information below, but will re-read the manual at any time you need clarification and guidance about various tasks or events. We wish every capable student to graduate with the doctoral degree, and hope that this manual will assist you in that goal.

The Mission of the University

"Roosevelt University aspires to be a national leader in educating socially conscious citizens for active and dedicated lives as leaders in their professions and their communities. The University's student-centered faculty and staff inspire academically qualified students from diverse backgrounds and all ages to benefit from rigorous higher education and professional development opportunities in the dynamic Chicago metropolitan environment. Deeply rooted in practical scholarship and principles of social justice expressed as ethical awareness, leadership development, economic progress, and civic engagement, Roosevelt University encourages community partnerships and prepares its diverse graduates for responsible citizenship in a global society."

Introduction

Program and Department contact information

- Your graduate advisor throughout your time in the program is the Director of the PsyD Program, Dr. Cami McBride. You can make an appointment with Dr. McBride by calling her office at (312) 341-2388 or by contacting her via email at camcbride@roosevelt.edu.
- The Director of Training (DOT) is Dr. Tom Farmer (847-619-8424, tfarmer@roosevelt.edu). Consult with him on practicum and internship issues.
- Please inform Diana Zak-Beaton, administrative assistant to the PsyD Program (341-2287, dzak@roosevelt.edu), of any changes in your address, phone, email, and so forth.
- Faculty members are available to discuss the PsyD Program, clinical psychology, and careers in clinical psychology. The general format for all faculty and staff e-mail at Roosevelt is the first letter of the faculty member's first name and the full last name, followed by @roosevelt.edu.
- The Office Manager for the Department of Psychology is Karen Smith (341-3760, ksmith@roosevelt.edu).

Questions and concerns

The Department and the PsyD Program encourage students to adopt a problem-solving approach to any questions, uncertainties, or difficulties. Students should begin such problem-solving by exploring the several sources of information that are available on the Roosevelt website or in print, including…

- the PsyD Student Manual,
- the Clinical Training Manual,
- the Doctoral Project Manual,
- the Roosevelt University Student Handbook,
- the Graduate Catalog,
- the Department of Psychology web pages,
- the PsyD Program web pages and tabs (http://www.roosevelt.edu/CAS/Programs/Psychology/PsyD.aspx),

- the Roosevelt University web pages,
- and, in particular, the RU Graduate Student web pages - (http://www.roosevelt.edu/CurrentStudents.aspx)

It is very likely that most questions have arisen in the past and have been addressed by policies and procedures developed by the Program, the Department, or the University. Because the Graduate Catalog is updated biennially, consider the PsyD Student Manual the most up-to-date resource for the PsyD Program.

Program requirements

Advising and course planning
Currently, the Director of the PsyD program does all advising. Students will meet with the Director on beginning the program to develop a Program Completion Plan that will outline coursework and major tasks (e.g., practica, Comprehensive Exam, internship) for the next several years. There is a sequential development to the coursework as outlined in the curriculum plan (see below). For subsequent semesters, students contact Dr. McBride for advising as needed and Ms. Zak-Beaton to receive their registration code for online registration (students can also register in person using the Course Selection Worksheet, which requires the Director of the PsyD Program's signature). Students entering with an MA or MS must meet with Dr. McBride to arrange for course waivers (see below).

Curriculum and schedule of courses
The curriculum for the PsyD Program was reviewed and revised in response to feedback from students, faculty, clinical training sites, and the APA's Committee on Accreditation. The new curriculum took effect for the 2008-2009 academic year. The Psychopathology course is now a two-semester sequence, as are the two required psychotherapy courses, Cognitive-Behavioral Therapies and Psychodynamic Therapies. Community Psychology and Social Justice is now a required course, consistent with the mission of the University. The Department is in the process of developing related combinations of electives for clinical "emphases," including neuropsychology, children and families, general adult mental health, and health and geropsychology. See the curriculum plan for details.

Degree requirements
The requirements you will need to fulfill before you can be awarded the degree can be found in the Graduate Catalog and PsyD Student Manual. Students should read the Catalog carefully and become acquainted with the tasks that they are expected to accomplish over the next few years. The Catalog includes a list of required clinical and non-clinical courses and a description of all graduate courses offered by the Department. Students should also thoroughly review the PsyD Clinical Training Manual for more details on practica and internship and, near the mid-point of their first doctoral practicum, the Comprehensive Examination Manual. The PsyD Student and Clinical Training Manuals are available online, via links on the PsyD Program web pages. The Comprehensive Examination Manual is provided via email attachment in January or February to students who plan to take the exam in August.

Program requirements do change from time to time. In such cases, students may follow the requirements that were in place at the time they began the Program, or they can follow the requirements of the latest Catalog and curriculum revision. However, students cannot mix and match requirements from two different Catalogs or curricula. *It is ultimately students' responsibility to insure that they have met the requirements of the Program prior to their anticipated graduation.*

Academic standing
Doctoral students must maintain at least a 3.25 cumulative GPA. Students who earn a C in a course must retake the course. PsyD students who earn a D or F or a second C in any course will be dismissed from the Program. PsyD students may also be dismissed from the Program for lack of progress on a thesis or

doctoral project if they do not meet a deadline decided by their thesis or doctoral project chair and the Director of the PsyD Program.

Time limits on Program completion
There is a 10-year limit for completion of the PsyD Program. Students who do not complete the Program within this limit will automatically be recommended to the faculty for dismissal. Students may also be reviewed for dismissal by the faculty for problems in progressing through the Program after 7 years (e.g., for such issues as failure to make progress on the doctoral project, lack of responsiveness to requests, failure to meet deadlines).

PsyD student meetings
PsyD students meet as a group at least once per semester (in October and February). These meetings are *mandatory*, as aspects of the program that concern all students are discussed on these occasions. At these meetings, one to two student representatives are selected every year. These students are invited to faculty meetings to represent student interests. A representative is also elected to the PsyD PEG, a faculty committee within the Department of Psychology that reviews and develops the PsyD Program. These meetings also provide opportunities for students to socialize with classmates and students at other stages of progress through the Program.

Student representatives. Student representatives provide the students' point of view at the faculty and PsyD PEG meetings, present student concerns, solicit feedback from students on issues addressed at the meetings, and provide summaries of meetings to the student body.

Mentors
Students meet throughout each semester with their faculty mentor. The mentor for new students during their first year in the program is the Director of the PsyD Program, Dr. McBride. Once students begin practica, their practicum seminar instructor becomes their mentor. The mentor for students who elect to complete a thesis rather than an introductory practicum is their thesis committee chair. Once students have completed their practica and are working on their doctoral projects, their doctoral project Chair becomes their mentor. Mentors write yearly evaluation letters for students, which are generally sent at the end of summer.

Milestones

Practicum vs. thesis
Students entering the program with a BA or BS have the choice of completing either a thesis or an introductory practicum during their second year in the program (for students attending full time). Students must complete either project before beginning their doctoral practica. In order to insure that students develop adequate clinical skills in preparation for internship, students with little or no clinical experience are encouraged to complete an introductory practicum rather than a thesis or, if selecting a thesis, to plan to complete three doctoral practica. Completing three practica also improves one's candidacy for internship, the final clinical training experience of the PsyD degree. See the Clinical Training Manual for more details. Students are encouraged to discuss the decision of whether to complete a thesis or an introductory practicum with their mentor, the DOT, and other faculty, as the appropriateness of each will vary with one's area of interest, experience, and long-term goals.

Regardless of students' choice of practicum or thesis, all students are encouraged to participate in faculty research. Conference presentations, in particular, are excellent ways to build a vita and network with other professionals. See the Scholarship section below.

Practica
See the *PsyD Clinical Training Manual* for essential details about and a timeline for clinical training. Search for a practicum in the Chicagoland area is a complex process. Students compete for training

positions with students from other universities. It is exceptionally rare for students not to place in a practicum; however, in the event that a student does not successfully secure a practicum by the start of fall classes, the student will be reviewed regarding his or her continuation in the Program. Students are eligible to begin an introductory practicum after accumulating 24 semester hours of coursework (eight courses), which must include Basic Clinical Skills, Psychopathology, either Cognitive-Behavioral Therapy or Psychodynamic Psychotherapies, and either Intellectual or Personality Assessment.

Theses and doctoral projects
See the Doctoral Project Manual for details. Students should complete their MA degree requirements and select a chair for their doctoral project before enrolling in Psych 789 Doctoral Project Seminar. Please note that upon successful completion of the oral Doctoral Project Proposal meeting and the oral Doctoral Project Final defense, students must provide a hard copy of their document to the PsyD Director.

The Comprehensive Examination
The Comprehensive Examination (or "Comps") provides an opportunity for students to demonstrate their integration of knowledge and skills developed from coursework and clinical training. Students are eligible to take the Comps after accumulating 72 semester hours and after having completed at least one doctoral practicum. Comps are offered in the late summer, typically in mid August. Students must indicate their intention to take the Comps at the beginning of the spring semester of the year in which they plan to take the Comps. During the spring semester, Comps preparation sessions, led by Dr. Meyers, will be provided for all students planning to take Comps in late summer. Students who fail the August administration of the exam may retake it in late October or the following August. Students who fail the Comps for the second time will be terminated from the Program. See the *Comprehensive Examination Manual* for details on the exam and on preparing for the exam.

If, after declaring intention to take the Comprehensive Exam, students decide to withdraw and delay the exam until the following year, students must notify the PsyD Director of their intention to withdraw <u>in writing, and no later than one month before the exam administration</u>. Students who withdraw less than one month before the exam or do not appear on the day of administration, will be considered to have failed their 1st comps exam attempt, and have one attempt remaining.

Doctoral Candidacy
PsyD students will achieve doctoral candidacy after successfully passing the comprehensive exam. Until achieving this milestone, students may refer to themselves as a "Doctoral Student" or "PsyD Student". Students should refrain from identifying themselves as "Doctoral Candidates" until successful completion of the Comprehensive Exam.

Internship
Internship is a year of full-time supervised clinical activity, begun after completion of all the other requirements for the PsyD except the doctoral project. Doctoral projects may be ongoing throughout the course of internship but, as noted above, it is best to have completed or made substantial progress on the doctoral project *before* beginning internship. In addition, students must pass their doctoral project proposal defense meeting by October 31 in order to participate in the internship application process for that year. Students apply for internship the fall semester of their last year of coursework, but preparation should begin the summer before. See the PsyD Clinical Training Manual for more details on the internship process.

Graduation
Students must apply for graduation in the *first 2 weeks of the semester in which they intend to graduate*. There is no fee to apply for graduation. Students in the doctoral program will complete modified criteria for a master's degree in the process of obtaining their doctorate. It is up to the student whether he or she wishes to formally apply for and participate in graduation for the master's degree.

MA Graduation: Students in the PsyD Program have the option of receiving an MA once they have

completed 36 semester hours, including completion of a practicum or thesis. Some students elect to skip the official acknowledgment of the MA, given that the PsyD is the culminating degree (and students will not use "MA" after their name once having earned the PsyD). However, students may choose to receive an MA, and students who plan to teach must officially receive their degree. *Students who wish to pursue an MA graduation must complete the master's degree verification form and submit it to Dr. McBride.* Students may receive the degree and have it registered on their transcript with or without participating in the graduation ceremony. If a student wishes to participate in the graduation ceremony, he or she must submit a graduation application from the Registrar at the start of the semester of intended graduation. Refer to the Registrar's website for the deadline to apply for graduation. Graduation applications received after this deadline will be charged $100, starting in Fall 2013. See the relevant Roosevelt University webpage for additional details and deadlines re: graduation.

PsyD graduation: PsyD graduation actually involves three components: 1) Completing all the requirements for the PsyD degree, including coursework, clinical practica, the Comprehensive Examination, the doctoral project, and internship; 2) having a transcript indicating completion of the Program; and 3) "walking" in the graduation ceremony.

In order for a student to graduate—that is, to have a transcript indicating that program was completed and that the student intends to walk in the graduation ceremony—students must register early in the semester they intend to graduate. For exact dates, see the University's Graduation web page, at http://www.roosevelt.edu/Registrar/Graduation.aspx

Doctoral students are permitted to walk in the graduation ceremony "early," if the following conditions are met: 1) the student must have completed all the Program's course requirements, 2) the student has successfully defended his or her doctoral project and submitted the final copy to the Graduate Dean, 3) is more than 2/3 of the way through their internship year, and 4) received a positive midyear internship evaluation, then the student can walk in the Spring Graduation ceremony. Please note that their degrees would be conferred in the September degree conferral, after most internships finish (between July and August). Check the Graduate Student web pages for due dates re submission of theses and doctoral projects to the Graduate Dean's Office.

Note that because there is no summer graduation *ceremony*, if a student completes his or her requirements in the summer, the transcript will indicate a September graduation, but the student will have to wait until December to walk in the ceremony. *Walking in the graduation ceremony is optional, but it is an important experience, given that it is the acknowledgement of your many years' work.*

Scholarship

Research and other scholarship opportunities

Students have the opportunity *and are encouraged* to participate in empirical research and other scholarship ("scholarship" in this context refers to an activity, not a funding source) with faculty members throughout the course of the PsyD Program. Collaborative research and scholarship with faculty often result in posters, presentations, and publications, building the scholarship skills that are an important component of the Program's practitioner-scholar model of clinical training. See Halpern et al.'s (1998) article, "Scholarship in Psychology: A Paradigm for the Twenty-First Century," available through the library's online full text articles service. Limited funding for travel to conferences where students present their scholarly work is available from the Psychology Department – contact the Department Chair for more information. Priority for funding is given to students who are the first author and/or presenter.

Faculty have a range of scholarly interests, including research in assessment (Drs. Choca, Rossini, and Morris), children and families (Drs. Meyers, McBride, Roberts, & Torres-Harding), social skills development and training (Dr. Dygdon), health psychology (Drs. Campbell, Dienes, Torres-Harding, and

Kvaal), neuropsychology (Rossini, Choca, Morris, & Lu), and relaxation and meditation (Dr. Smith). Many faculty members have ongoing programmatic research (i.e., a series of projects related to a particular theme) that students may participate in at any time during the course of their studies.

The Instructor Development Program
Students who are interested in teaching and who have earned their master's degree have the opportunity to teach undergraduate courses in psychology. In order to do so, students must take the Instructor Development course (Psyc 681) the semester they are teaching or the semester before they begin to teach. This is taught by Dr. Meyers; contact him for more information. After discussing their teaching plans with Dr. Meyers, students who will be eligible to teach must contact the Chair of the Psychology Department, Dr. Choca, and Jennifer Hinton to indicate their interest in teaching and which courses they would like to teach. Students are considered teaching fellows and are paid for each course taught. Students are restricted from teaching during their internship year so that their focus is on clinical training and the doctoral project, if applicable.

Student reviews, expectations, and other issues

Evaluation of students
As part of our accreditation, APA would like increased documentation of student competency tied specifically to the program's competency benchmarks. We believe increasing formal feedback will also assist students in feeling good about the progress they are making in the program and in identifying future goals. To this end, we are implementing a comprehensive evaluation plan.

Course instructors will evaluate students at the end of each semester on mastery of the course learning objectives and professionalism. Practicum seminar instructors and practicum supervisors will evaluate students on clinical and professional competencies appropriate to the level and type of practicum at the end of the fall semester and the end of the practicum. The student self-evaluation will contain the same items as instructor and supervisor forms, and it will be completed according to the PsyD Calendar. Instead of the annual letter, students will receive a report with aggregate data, strengths, and suggested goals.

To get an idea of what the evaluation will look like, please see the Sample Practicum Evaluation in the Practicum Resource Center on Bb under General Info. Once we complete work on the aesthetics of the evaluation form, we will post more samples in Bb. Students can also refer to the full Competency Benchmarks document on the PsyD website to review competencies and related objectives and behavioral anchors. The items on each evaluation form are tailored to course, level, and type of practicum.

Our intention is to provide students with specific, frequent, and helpful information regarding training. We fully appreciate that any evaluation process is anxiety provoking, but we hope the new system will reduce ambiguity – which can also be anxiety provoking. Because evaluation items are derived primarily from the behavior anchors of the Competency Benchmarks, we are expecting the added bonus of useful language for future cover letters and LOR's.

First year students are encouraged to review their annual report with the PsyD Director or research advisor (if applicable). All others are encouraged to review their annual report with either their practicum seminar instructor or research advisor.

To summarize, every student's progress is reviewed at the end of fall and spring semesters. Students are evaluated on their academic performance, their clinical training performance, and their progress through the program (the *academic* and *clinical* competencies). Students' ability to create and maintain productive relationships with clients, fellow students, faculty, and staff during their studies, practica, and internship is also an important component of academic and clinical performance (the *relationship* competency). Formal, yearly evaluations are compiled by each student's mentor and are based on information from

instructors, faculty, and practicum supervisors. These evaluations are provided in writing to each student. Evaluations can indicate good progress through the program; adequate progress through the program, with some deficiencies, delays, or suggestions for improvement; significant problems, including delineation of such problems and steps necessary for remediation; or dismissal from the program.

Student self-evaluations. Students' yearly self-evaluations, are also an important component of the evaluation process. Self-evaluations provide an opportunity for faculty to evaluate the extent to which students are developing personal and professional goals, are planning ahead for the coming semesters, and are aware of their strengths and areas needing work.

"Action Status"
When problems arise that suggest that a student is not developing appropriate academic, clinical, or relationship competencies, he or she must meet with the relevant faculty (typically including the student's mentor or the DOT and the Director of the PsyD Program) for a review meeting, where *their action status will be determined*. This status could be immediate dismissal, placed on Action Status, or Action Status with Remediation Plan. Action status may include additional support and more frequent updates with the faculty, and/or it may include a remediation plan. Remediation plans include articulation of problems, specific goals, and a timeline for remediation and review. A consequence of failure to meet the requirements of a remediation plan is often dismissal from the Program. Egregious failures to meet academic, clinical, or relationship competencies noted at any point in a student's training will result in immediate dismissal from the Program.

The identification of problems and development of a remediation plan require that problems and concerns have been communicated to the student; feedback has been obtained from the student; and a remediation plan has been developed with a timetable for review and, typically, consequences for failure to address problems. However, the problems that lead to this step in the PsyD Program are broader than those noted in the University's Student Handbook, which focus largely on academic competencies more narrowly defined. The broader performance review (academic, clinical, and relationship competencies) of the PsyD Program is justified because of the nature of the Program and the profession for which it is preparing students. Students entering the Program consent to being reviewed on this broader range of competencies (See Fouad et al, 2009).

Note that, in reality, all three competencies are "academic" concerns, in that students' clinical activities and ability to form productive relationships are part and parcel of the requirements of the academic program. They are differentiated in name only to separate grades in courses from clinical and other activities.

Dismissal from the PsyD Program
As noted above, students will be dismissed from the Program if they fail to comply with the terms of their remediation plan, if this has been noted as a consequence in the plan. Recommendation for termination is proposed by the Director of the PsyD Program in consultation with the clinical faculty and is voted on by the faculty as a whole (a simple majority is required). Students may be terminated for poor grades; failure to complete requirements in timely manner; failure to obtain a practicum placement; failing the Comprehensive Examination; failure to maintain registration without application for a leave of absence; failure to meet financial obligations to Roosevelt University; failure to comply with policies in the student manual, handbook, and catalog; and for other issues noted in the student review or remediation plan.

Ethical issues
The University expects students to behave in a professional and ethical manner at all times. Students are required to adhere to the APA's ethical guidelines and principles and to the student rights and responsibilities noted in the Roosevelt University Student Handbook, under the Code of Student Conduct. Serious lapses in judgment or ethical behavior, or failure to behave in an appropriate and professional manner, will be reviewed by the Program Director and the faculty. Such lapses can be grounds for placing

a student on probation or dismissing a student from the program.

Need for accommodations
If any student has a disability that qualifies under the American with Disabilities Act and needs accommodations of any nature whatsoever, special accommodations may be made. Please advise the PsyD Director, Dr. McBride, of any such disability and the desired accommodations at the start of the first year in the program. Students should also notify individual instructors at the start of each course to indicate need for accommodations as well. In particular, if a student needs accommodations for the Comprehensive Exam, then students should notify the Director at the same time that they indicate their intention to take the exam (in January or February before exam administration). Proactive notification of the need for accommodations will ensure that appropriate and timely accommodation can be made.

Problems encountered by students and grievance procedures
If a student encounters any problems during his or her time at Roosevelt, the student is encouraged to discuss the difficulty with appropriate faculty members, the Director of the PsyD Program or the Chair of the Department of Psychology, or with members of the administration of the University, according to the following protocols:

Departmental level: If the problem involves a course the student is taking, the first contact should be with the instructor of that course. If the problem cannot be resolved at that level, the student should discuss the issue with the Director of the PsyD Program; the Director of Training, if the problem relates to a practicum; or with the Chair of the Department of Psychology. Concerns raised with the Chair often require submission in written form. A more formal grievance can also be addressed in writing to the faculty of the Department of Psychology. This letter should be sent to the Chair of the Department of Psychology for it to be presented at the monthly faculty meeting.

College and University level. If the problem is not resolved at these levels, the University's grievance procedures should be followed, as detailed in the *Roosevelt University Student Handbook*. The procedure depends on the nature of the problem, such as whether it is an issue of student conduct, academic dishonesty, instructor concerns, or discrimination.

See the *Roosevelt University Student Handbook* on students' civil rights and freedom from discrimination; the family education rights and privacy act, regarding the confidentiality and release of academic information; student conduct and discipline; liability and loss; academic integrity; student academic grievance procedures re grades, instructors' decisions on academic dishonesty, and other academic issues; and the evaluation of instruction.

Leaves of absence
Students must maintain registration each fall and spring semester in order to maintain their status in the program. Registration may be maintained, for example, by doctoral project continuation registration (Psyc 790Y) or internship continuing registration (799Y). Students who, for whatever reason, are unable to register for a semester must petition for a leave of absence from the program by writing a letter to the Director of the PsyD Program. Leaves of absence for one to two semesters may be granted by the Director of the PsyD Program. Students must submit a letter of request including the rationale for the leave. The Director may choose not to grant a leave of absence to a student if it has the potential to alter the student's remediation plan. Additional leaves and leaves of absence for longer than two semesters must be reviewed and accepted by the faculty. In these cases, students must submit a letter of request, including the rationale for the leave, which will be presented to the faculty.

Withdrawal from the PsyD Program
Students must notify the Director by letter of their intention to withdraw from the program. Students with other remediation problems may be presented with the option of withdrawal from the program.

Faculty petitions
Individual students may petition the faculty of the Psychology Department for special consideration regarding particular procedures or decisions. The faculty will consider the matter at its next faculty meeting.

Evaluation of instruction
Students have the opportunity to evaluate instructors and courses near the end of each semester. The University has a quantitative evaluation form and the Department of Psychology has a qualitative evaluation form. Some instructors may also use their own individual evaluation forms. Feedback from these forms is provided to instructors *after* grades have been submitted for the term in which the evaluation was done, so students may express their views without fear of repercussion. *If students have concerns about the confidentiality of the administration of any evaluation, they should contact the Department Chair, Dr. Choca.* Students may also discuss instruction and instructors with the Chair of the Psychology Department, who is responsible for staffing courses, or with the Director of the PsyD Program, who consults with the Chair on course assignments.

Financial aid problems re practica, internship, and doctoral project enrollment
Students who do not successfully complete 75% of their coursework over the course of a semester will receive a letter from the Financial Aid Office the following semester indicating that their financial aid and their registration for that semester have been cancelled. *Note that such notification is in response to federal requirements; such notifications are not whims of the Financial Aid Office.* This is a frequent problem for students whose only coursework is a practicum, an internship, the doctoral project or doctoral project seminar, or any combination thereof. Students in these courses often do not complete them during the course of a single semester and thus fall within the 75% cutoff. If this happens, *do not panic*. Students will need to provide verification that they are in good standing and have an anticipated date for completion of those courses. Inform the Director of the PsyD Program know of the receipt of such a notification, describe the courses that are involved, and provide reasonable anticipated completion dates for those courses (e.g., when the doctoral project will be completed, when the internship will end). The Director will provide this information to the Financial Aid Office. Students should also submit any additional petitions required by the Financial Aid Office. Students will then receive notification from Financial Aid that their case has been reviewed and their aid reinstated.

Forms

Most forms can be accessed online via the tab on the main PsyD Program web page. Links are provided to many forms and to University web sites where other forms may be accessed.

Miscellaneous

Communication
Students are given an email account from the University. This is the official means of communication from the PsyD program, the Department of Psychology, and the University. Students are expected to check their university email frequently for important communication. University staff will not use students' personal email accounts. Students are encouraged to remember that email is not a confidential means of communication, so that transmitting such confidential information (e.g. clinical information about a client) should be avoided.

Responsibilities Regarding Online Activities

In an increasingly technologically connected and public world, students are encouraged to remain mindful of their behavior and its consequences online, including the use of social networking, blogs, listservs, and email. It is likely that students, clients, supervisors, potential internship sites, research participants, and future employers may be interested in searching or accessing online information about

you. While all of the information that may exist about you may not be within your control, students are urged to exercise caution and restraint and to utilize safeguards when possible. Activities online, including those that you may consider purely personal in nature, may unfortunately reflect upon your professional life. Keep in mind the ideals of the preamble to the APA ethics code in which we aspire to do no harm to our clients, our research participants, or the profession with our actions. With this in mind, you are encouraged to consider the following cautions and suggestions:

1. With social networking sites such as Facebook, utilize privacy settings to limit access to your pages and personal information. Use thoughtful discretion when considering "friend" requests and consider the boundary implications. For example, it is not advisable to become virtual "friends" with clients or former clients or undergraduates for whom you have supervisory or evaluative responsibilities.
2. With email, keep in mind that everything you write may exist perpetually or be retrievable, so be thoughtful about what you write. Emails sent via the Roosevelt email system are considered public records and the property of Roosevelt. Participation in list serves include the peril of inadvertently writing things to a much more public audience than intended, so be cautious with posts to such forums. Email is not an appropriate venue to discuss confidential information, so if such communications are necessary make sure any information is non-identifiable.
3. Email "signatures" should be professional and appropriately represent one's status and credentials. Students are encouraged to consider adding a confidentiality disclaimer to email signature files.
4. Be mindful of voicemail greetings if you utilize a private phone for any professional purposes (clinical work, teaching, or research). Make sure that such messages reflect a maturity and professionalism that you would want to portray to the public.
5. Online photo and video sharing, including within social networking sites, should be considered very public venues, and use discretion when posting such information.

It is not the intention of the clinical psychology program to interfere in your personal life or to limit your ability to enjoy the benefits of online activities, express your personality or opinions, or have a little fun. As with off-line activity, we encourage you to be mindful of the implications and make efforts to protect your professional image and reputation. If the program becomes aware of online activity that represents a violation of the APA Code of Ethics, local, state or federal laws, or conflicts this policy regarding online behavior, such information may be included in evaluation of student progress and may be grounds for disciplinary action, including dismissal from the program (Adapted with permission from the Program Manual at OSU).

Employment while on practica

Note that practica are unpaid positions and that most require that you attend during the day and occasionally during the evening. Because (a) virtually no sites allow students to attend only evenings and weekends, (b) practica extend over the course of at least 9 months, and (c) you will be taking at least one course (the practicum seminar) at the same time as you are attending your practicum, *you are not permitted to engage in full-time paid employment during your practica*. You must be available to meet your clients' individual needs, no matter your employment work schedule. Therefore, practica must be a top priority. Part-time employment is permitted, and all employment must be registered with the PsyD Director *within 2 weeks at the start of each semester*. Please use the Employment Form available on the PsyD webpage. Substantial changes in employment (either obtaining a new position or leaving a position) must be registered shortly after they occur.

Transfer credits and course waivers

Students who enter the PsyD Program with an MA or MS should meet with the Director of the PsyD Program to review which of the required PsyD courses are comparable to those of their master's program and may be *waived*. Such courses must be similar in content and expectations to those of the PsyD Program. These courses are not transferred; rather, the PsyD degree requirements are modified to allow for previous education and training. This process can be done most efficiently if students provide syllabi

for all courses under consideration. Faculty other than the Director may be involved in judging the comparability of coursework, in which cases syllabi are essential.

Students who enter with graduate-level coursework but without a master's degree can request *transfer* credits for coursework comparable to that of the PsyD Program. There is a limit of 27 semester hours of transfer credit. Students follow the same process as for course waivers, above.

Professional file
Students are strongly encouraged to maintain records of their coursework and other educational and professional activities. A professional file will be useful in the future for maintaining a vita, reviewing coursework, completing job and graduate school applications, and so forth. Suggested contents include:

Syllabi for all of your classes: In order to facilitate obtaining transfer credits or to demonstrate what material was covered in coursework. A syllabus provides evidence of course content to reviewers and refreshes students' recall.

Vita: A vita typically includes sections on degrees and schools, clinical work, research activities, volunteer activities, coursework, professional memberships, special skills, other work activities, workshops given or attended, and publications. A vita should be updated on a regular basis (e.g., each semester or academic year, or as components such as workshops and courses are completed).

Literature reviews: Students should keep copies of the best of any extended papers they write. These may be used when writing samples are requested (as an alternative to assessment reports), typical of practicum site applications, and may be useful when asked to present a lecture at a practicum or work site.

Workshops: Students should keep a record of workshops attended. This record should include the title, presenter, organizational affiliation, dates, and location (or keep the syllabi or flyers containing this information). After each workshop, write a short (e.g., one paragraph) summary. This will help in preparation for interviews.

Work logs: As required for practicum and including clinical work activities (without identifying information, including dates), including diagnoses; problems; number of sessions; theoretical orientation(s) used; whether the case was for assessment, psychotherapy, or both; if assessment, what tests were used; and whether the case was for individual, group, couples, or family therapy (modality).

Assessment reports: Save copies of reports written for Intellectual Assessment, Personality Assessment, and other courses where you are required to produce clinical material or from practica. Some practicum sites or jobs require work samples as part of an application package. All identifying information and dates must be removed. The only "names" appropriate for use in such reports are Jane Doe or John Doe.

Publications and research projects: For any occasion in which a student has assisted a professor or graduate student with a research project. Record the title of the project, details about the issue addressed by the project, the chief investigator, and the student's responsibilities. If the research is published or presented as a poster or paper, obtain a copy.

Student Services and Activities

The University offers a wide variety of support services to all students:

- for current students: http://www.roosevelt.edu/CurrentStudents.aspx
- the Online Graduate Student Center: http://www.roosevelt.edu/Provost/GraduateStudies.aspx
- the Counseling Center: http://www.roosevelt.edu/Counseling.aspx
- the Academic Success Center: http://www.roosevelt.edu/StudentServices/AcademicSuccessCenter.aspx which includes Disability Services, Learning Support Services Program, and a Tutoring and Writing Lab

- the Student Advocacy Service: http://www.roosevelt.edu/StudentServices/Advocacy.aspx

Consult Roosevelt's weekly student newspaper, The Torch, the Roosevelt website (www.Roosevelt.edu), and flyers throughout the University for information on a variety of activities, presentations, and student organizations.

References

Fouad, N.A., Grus, C.L., Hatcher, R.L., Kaslow, N.J. Hutchings, P.S., Madson, M., Collins, F.L., Jr. & Crossman, R.E. (2009). Competency Benchmarks: A Developmental Model for Understanding and Measuring Competence in Professional Psychology. Training and Education in Professional Psychology. Vol 3(4, Suppl), Nov 2009, S5-S26. doi: 10.1037/a0015832.

Halpern, D. F., Smothergill, D. W., Allen, M, Baker, S., Baum, C., Best, D., et al. (1998). Scholarship in psychology: A paradigm for the twenty-first century. *American Psychologist, 53,* 1292-1297.

PsyD Program Curriculum – Four Year Course Plan

	Year One	Year Two	Year Three	Year Four	Electives
Fall	Adult Psychopathology Part I (516A)	Intro Prac or Thesis (690A/698A)	Doc. Prac Seminar (791A)	Doc. Prac Seminar (792A)	Instructor Devel 681 (I)
	Basic Clinical Skills (520)	Adv Research Methods (530)	Psychotherapy: Res. & Prac (643)	Consultation/ Supervision (735)	Child Assmnt (C)
	Cog-Beh Therapy I (641A)	Psychodyn Ther I (642A)	Doc. Project Seminar (789)	Doc. Project (790)	
	Personality & Psychotherapy (631)	Cog/Affect. (App. Learning) (716)	Emphasis Elec		Neuro Assess 720 (N)
Spr	Assessment – Intell (620)	Intro Prac or Thesis (690B/698B)	Doc. Prac Seminar (791B)	Doc. Prac Seminar (792B)	Child Psychopathology 741 (C)
	Assessment –Pers (625)	Biopsychology (710)	Social Psychology (633)	Community Psych & Social Justice (634)	Group 650 (A) Cpls&Fam 655 (A/C)
	Cog-Beh Therapy II (641B)	Psychodyn Ther II (642B)	Psychopharm (712)		
	Adult Psychopathology Part II (516B)	Emphasis Elective	Adv. Statistics (500)		
Sum	Prof Issues (635)	History & Systems (638)			Adv Psychodx 727 (A, N)
	Human Develop (636)	Emphasis Elec	COMPS		Chem Dep 515 (A) Child & Adol 654 (C)
	Multicultural (644)				Clinical Neuro 719 (N)

Emphases and their electives (at least three)
Adult generalist (A): 515, 650, 655, 725, 727
Neuropsychology (N): 719, 720
Children & Adolescents (C): 654, 655, 741, Social Skills Training, Child Assessment
Health/Geropsychology (H/G):
Instructor Development (I): 681

PsyD Program Curriculum – Five Year Course Plan

	Year One	Year Two	Year Three	Year Four	Year Five	Electives
Fall	Adult Psychopathology Part I (516A)	Intro Prac or Thesis (690A/698A)	Doc. Prac Seminar (791A)	Doc. Prac Seminar (792A)	Elective	Instructor Devel 681 (I)
	Basic Clinical Skills (520)	Adv Research Methods (530)	Psychotherapy: Res. & Prac (643)	Doc. Project Seminar (789)	Consultation/ Supervision (735)	Child Assmnt (C)
	Cog-Beh Therapy I (641A)	Psychodyn Ther I (642A)	Cog/Affect. (App. Learning) (716)		Doc. Project (790)	Clinical Neuro 719 (N)
	Personality & Psychotherapy (631)					
Spr	Assessment – Intell (620)	Intro Prac or Thesis (690B/698B)	Doc. Prac Seminar (791B)	Doc. Prac Seminar (792B)	Community Psych & Social Justice (634)	Child Psychopathology 741 (C)
	Assessment –Pers (625)	Biopsychology (710)	Psychopharm (712)	Social Psychology (633)		Group 650 (A) Cpls&Fam 655 (A/C)
	Cog-Beh Therapy II (641B)	Psychodyn Ther II (642B)	Adv. Statistics (500)	Emphasis Elective		
	Adult Psychopathology Part II (516B)					
Sum	Prof Issues (635)	History & Systems (638)	COMPS			Adv Psychodx 727 (A, N)
	Human Develop (636)	Emphasis Elec (Proj Assmt – 725)				Chem Dep 515 (A) Child & Adol 654 (C)
	Multicultural (644)					Neuro Assess 720 (N)

PsyD program completion plan F2014

Name: Date:

Clinical				
Psyc 516 Psychopathology I		Fall 2014	Spring 2015	Summer
Psyc 516 Psychopathology II				
Psyc 520 Basic Clinical Skills				
Psyc 620 Intellectual Assessment (520)				
Psyc 625 Personality Assessment (520)		**Year 2**		
Psyc 634 Community Psyc & Soc Justice		Fall 2015	Spring 2016	Summer
Psyc 641 Cognitive and Behavioral Therapies I (520)				
Psyc 641 Cognitive and Behavioral Therapies II				
Psyc 642 Psychodynamic Psychotherapies I (520)				
Psyc 642 Psychodynamic Psychotherapies II		**Year 3**		
PsyC 643 Psyc: Rx and Practice (520+2x640/50)		Fall 2016	Spring 2017	Summer
Psyc 644 Multicultural Psychology & Psychotherapy (520)				
Psyc 698 Intro/MA Practicum I				
Psyc 698 Intro/MA Practicum II				
Psyc 735 Principles of Clinical Supervision (791)				
Psyc 791 Doctoral Practicum A&B		Fall 2017	Spring 2018	Summer
Psyc 792 Doctoral Practicum A&B				
Psyc 799 Clinical Internship				
Nonclinical				
Psyc 500 Advanced Statistics		**Year 5**		
Psyc 530 Advanced Research Methods		Fall 2018	Spring 2019	Summer
Psyc 631 Advanced Personality Theory				
Psyc 633 Social Psych/ Group Dynamics				
Psyc 635 Professional, Legal, and Ethical Issues				
Psyc 636 Human Development				
Psyc 638 History and Systems		Fall 2019	Spring 2020	Summer

Psyc 690 Thesis I			
Psyc 690 Thesis II			
Psyc 710 Biopsychology			
Psyc 712 Psychopharm			
Psyc 716 Cog/Aff Bases Behavior			
Psyc 789 Doctoral Project Seminar			
Psyc 790 Doctoral Project Credits			

Electives				
Psyc 407 Intermediate Statistics	Psyc 653 Brief Psychotherapies (520)	Psyc 695 Independent Study	Psyc 727 Advanced Psychodiagnostics	Psyc 639 Child Assessment
Psyc 515 Chemical Dependence	Psyc 654 Child & Adol Psychother (520)	Psyc 719 Clinical Neuropsychology (710)	Psyc 740 Advanced Psychotherapy Seminar (641/2)	Psyc 6xx Relaxation and Stress Mgmt
Psyc 650 Group Psychotherapy (520)	Psyc 655 Couples & Family Psychother (520)	Psyc 720 Neuropsyc Assessment (620,710)	Psyc 741 Child Psychopathology	Psyc xxx Social Skills Training
Psyc 651 Psychodrama and Role Playing (520)	Psyc 681 Instructor Development	Psyc 723 Behavioral Assessment (641)	Psyc xxx Clinical Health Psychology	
Psyc 652 Psychotherapy of Women (520)	Psyc 682-689 Seminar	Psyc 725 Projective Personality Assessment (625)	Psyc xxx Clincial Geropsychology	
Comprehensive exam:		**Full time requirement** (2 consecutive semesters of 3 courses):		

Notes:

PsyD Program Calendar 2014-2015 (dates subject to change; check RU website and email for updates)

August 2014	
Aug 8	Comprehensive Exam
Aug 15	PsyD Student Self-Evaluations Due
Aug 22	New PsyD Student Orientation
Aug 22	University Convocation
Aug 23	First day of Fall semester classes.
Aug 29	**December Graduates:** Deadline to apply for Fall graduation. LATE APPLICANTS WILL BE CHARGED $100.00.
September	
Sept 1	**Fall 2015 Internship-Seekers:** Upon successful passing of comps**,** request letters of recommendation using AAPI format
Sept 1	Labor Day – No Classes
Sept 6	**All PsyD Students**: PsyD student and faculty party (2PM-5PM)
Sept 10	Monthly PsyD PEG meetings with student representative begin (2nd Wed of month)
Sep 22-25	**Fall 2015 Internship-Seekers:** Individual Meetings with DOT – Bring all application materials
Sept 30	**Fall 2015 Internship-Seekers:** Submit all internship application materials to DOT **Practicum-Seeking Students:** You may now submit **Intention to Seek Practicum Form** to PsyD Director (Dr. McBride) ON BLACKBOARD.
October	
Oct 1	**Students seeking early bird practicum sites (see manual for list of early bird sites**: Deadline for requests for faculty letters of recommendation
Oct 1	Monthly faculty meetings with student representatives begin (1st

	Wed. of month)
Oct 1	**Choice 1. Practicum-Seeking Students:** ***Practicum Workshop - Part 1: Applications.*** 4:00PM-6:00PM; CHI/SCH Videoconference TBA. **Required** all students who have not attended in the past, but all are welcome. *Choose one of the following two sessions.*
Oct 4	**Choice 2. Practicum-Seeking Students:** ***Practicum Workshop - Part 1: Applications.*** 12:00PM-2:00PM; CHI/SCH Videoconference TBA. **Required** for all students who have not attended in the past, but all are welcome.
Oct 10	**Practicum-Seeking Students: Intention to Seek Practicum Form** due to PsyD Director
Oct 13 – Oct 30	**Practicum-Seeking Students**: Practicum advising sessions for PsyD students. Everyone should attend one session. Watch RU email for appointment schedule. You must submit your Intention to Seek Practicum Form to the PsyD Director *before* booking an appointment with the DOT. Bring CV, cover letter draft, and initial list of sites.
Oct 17	**Fall 2015 Internship-Seekers:** Deadline to submit chair-approved doctoral project proposal to committee
Oct 17	Comprehensive Exam retake
Oct 22	**All PsyD Students:** ***Mandatory PsyD Student Meeting*** 6:00PM-9:00PM; GB Room 700
Oct 31	**Fall 2015 Internship-Seekers:** Doctoral project proposal meeting deadline
November	
Nov 1	**December Graduates:** Theses and doctoral projects due to Graduate Dean
Nov 7	**Practicum-Seeking Students (non-early bird sites):** Deadline to request LOR's
Nov 12	**Fall 2015 Internship-Seekers:** Internship Workshop – Interviews: 6-9pm, Location TBA

Nov 13 – 21	**Fall 2015 Internship-Seekers:** Mandatory Interview Practice, Round 1
Nov 14	**Students seeking early bird practicum sites (see manual for list of early bird sites)**: Deadline for LOR's
Nov 20	**Students seeking early bird practicum sites (see manual for list of early bird sites):** All application materials for early bird sites due in Box.com.
Nov 21	**Students seeking early bird practicum sites (see manual for list of early bird sites):** Your access to early bird site application folders in Box.com will be removed.
Late Nov	**Practicum Seminar Instructors** will send evaluations to practicum site supervisors **December Graduates:** Confirm graduation status with doctoral project chair and Director of PsyD Program
Tues. Nov 25- Sun, Nov. 30	Thanksgiving Break - No Classes
December	
Dec 1	**Fall 2015 Internship-Seekers:** Registration deadline for National Matching Service
Dec 1	**Students seeking early bird practicum sites (see manual for list of early bird sites)**: Sites will receive applications from Box.com.
Dec 1 - 5	**Fall 2015 Internship Seekers:** Interview practice, Round 2
Dec/Jan	**Practicum Fair- TBA**
Final practicum seminar class for Fall semester	**Practicum Students:** Evaluations from practicum supervisors and logs due to DOT and practicum seminar instructor. If using T2T, submit PDF. If using MyPsychTrack, update hours for review.
Dec 12	**Fall Commencement** Fall semester ends; access to faculty is limited over winter break

Dec 17	**Grades due to Registrar by 2pm.** Grades visible on RU access the following day.
January 2015	
Jan 9	**Practicum-Seeking Students (non-early bird sites):** All LOR's due
Jan 10	First day of Spring semester classes
Jan 11	**Practicum-Seeking Students (non-early bird sites):** All application materials due in Box.com.
Jan 12	**Practicum-Seeking Students (non-early bird sites):** Your access to application materials in Box.com will be removed. **May Graduates:** Deadline to apply for Spring graduation. LATE APPLICANTS WILL BE CHARGED $100.00.
Jan 19	Dr. Martin Luther King, Jr. holiday
Jan 21	**Choice 1: Practicum-Seeking Students:** ***Practicum Workshop - Part 2: Interviewing and Selection*** 4:00PM-6:00PM; CHI/SCH Videoconference TBA**. Required** for all students who have not attended in the past, but all are welcome.
Jan 24	**Choice 2: Practicum-Seeking Students -** ***Practicum Workshop - Part 2: Interviewing and Selection*** 12:00PM-2:00PM; CHI/SCH Videoconference TBA**. Required** for all students who have not attended in the past, but all are welcome.
Upon final interview	**Fall 2015 Internship-Seekers:** Site rankings due to DOT
Jan 30	**Comps-Eligible Students**: Notify PsyD Director of intention to take Comprehensive Examination in Summer 2015
Jan-Mar	**Practicum-Seeking Students:** Practicum interviews; before withdrawing applications or canceling interviews, contact DOT for permission
February	
TBD	**Practicum-Seeking Students:** Non-early bird sites will receive applications from box.com according to the ACEPT timetable.
Feb 4	**Fall 2015 Internship-Seekers:** Rankings due to National Match

	Service
Feb 11	**All PsyD Students:** ***Mandatory PsyD Student Meeting*** 6:00PM-9:00pm, GB Room 700
Feb 13	**All PsyD Students**: Interviews for PsyD Program applicants; current students encouraged to attend. GB Room 700, Day 1 of 2 **Fall 2015 Internship-Seekers**: APPIC Phase I Match Day
Feb 16	**All PsyD Students**: Interviews for PsyD Program applicants; current students encouraged to attend. GB Room 700, Day 2 of 2
Feb 20	**APPIC Phase I Match Day**
Feb –TBA	Comprehensive Exam Workshop I
Feb 26	**Fall 2015 Internship-Seekers**: APPIC Phase II Applications Due
March	
Mar 9-14	Spring Break
Mar 16	**Fall 2015 Internship-Seekers**: Rank Ordering for APPIC Phase II Match due
TBD	**ACEPT Notification Day:** Notify DOT of match status within one week of accepting offer
March 23	**Fall 2015 Internship-Seekers**: APPIC Phase II Match Day; APPIC Post-Match Vacancy Service opens for internship seekers remaining in the match.
April	
April 1	**Spring Graduates:** Theses and doctoral projects due to Graduate Dean; confirm graduation status with doctoral project chair and Director of PsyD Program
April 29	**Fall 2016 Internship -Seekers:** Deadline to meet with PsyD Director about program completion plan and internship eligibility
April 29	**Practicum-Seeking Students: Training Agreement** due to DOT **Fall 2016 Internship -Seekers:** ***Mandatory General Internship Meeting – Part 1*** 6:00PM-8:30PM

May	
May 1	**Practicum Students:** Evaluations from practicum supervisors, site evaluations and logs due to DOT and practicum seminar instructor. If using T2T, submit PDF. If using MyPsychTrack, update hours for review. (Note: Students whose practicum continues after the end of the semester must also submit a final evaluation at the conclusion of the practicum). **Spring Commencement** End of spring semester; access to faculty is limited in summer.
May 17 –Aug 1	Summer session **Summer Graduates:** Students intending to graduate in summer check dates for application deadline. Late applications will be charged $100.00. **Finishing practicum students**: Final student and site evaluations and logs due to DOT and seminar instructors for practica that have continued past the end of spring semester.
May – early June	**Fall 2016 Internship-Seekers**: Individual meetings with DOT
June	
Early Jun	Comprehensive Exam workshop 2 (Exact date TBA)
Week of June 15	**Fall 2016 Internship-Seekers:** ***Mandatory Internship Meeting – Part 2***
June 24	**Choice 1: Practicum Students: Practicum Workshop Part III** 5:00-6:00PM; CHI/SCH Videoconference. **Required** for anyone in the first RU practicum (2015-2016).
June 27	**Choice 2: Practicum Students:** ***Practicum Workshop Part III*** 12:30-1:30 PM; CHI/SCH Videoconference. **Required** for anyone in the first RU practicum (2015-2016)
July	
July 1	**Practicum Students**: Date Liability Insurance Begins. Do not see clients in your new practicum until this date, July 1.
July 15	**Summer Graduates**: Theses and doctoral projects due to

	Graduate Dean
Aug	
Aug 7	Comprehensive Examination (for eligible students)
Aug 15	**All PsyD students: APA yearly report and self-evaluations due**
Aug 15	**Fall 2014 Internship Students**: Final evaluations due to DOT
Aug-Oct	**Fall 2016 Internship-Seekers**: Complete internship applications and doctoral project proposal meetings