DEPARTMENT OF PSYCHOLOGY

PsyD Student Manual

Fall 2025

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WELCOME AND INTRODUCTION

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 in a clear and detailed manner. Please use this manual as a resource throughout your graduate school career. *Updates to the manual may be made periodically.*

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."

DIVERSITY, EQUITY & INCLUSION

Roosevelt University's culture and mission stem from the commitment to diversity, inclusion and equity on which the University was founded. Over the years, Roosevelt University has fortified our dedication to our democratic ideals through learning that transcends the classroom.

IMPORTANT PROGRAM AND DEPARTMENT CONTACT INFORMATION

Dr. Courtney Kibble is the Director of PsyD and will serve as your graduate academic advisor throughout your time in the program. She is also the Associate Chair of the Department. She will be your primary contact regarding your progress in the program. Her email is ckibble@roosevelt.edu
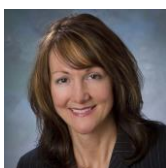
Dr. Patti Kimbel is the Director of Clinical Training who oversees all practicum and internship placements, processes, and training issues. You will work directly with her for all practica placements and training needs throughout the program. Her email is pkimbel@roosevelt.edu

Dr. Jill Coleman is the Chair of the Department of Psychology. She oversees all course scheduling, staffing, and personnel administration, runs department meetings, and can serve as a helpful resource for general departmental issues related to psychology courses. Her email is jcoleman@roosevelt.edu

Psychology Department Administrative Personnel:

Jen Pagan is the PsyD Program Manager, she works directly with Dr. Kibble for program-related tasks. She will assist with all aspects of program management and administration, including APA accreditation and admissions support.

Michelle Parker is the Assistant Director of Graduate Programs for the department of psychology, assisting with class registration, dissertation paperwork submittals, and other program-related tasks that support the PsyD Program.

Tammy Bunville is the Administrative Secretary for the Department of Psychology. She can assist with the physical resources for PsyD students including room scheduling, department research labs, mailboxes, the PsyD lounge, and other general departmental tasks.

Faculty as Resources
Faculty members are available to discuss the PsyD Program, clinical psychology, and careers in clinical psychology. Students are encouraged to talk to any clinical faculty member for mentoring if desired. All faculty have expressed a commitment towards PsyD student development and learning.

STUDENT INFORMATION AND RESOURCES

For questions, please consult the following documents located in the PsyD page on Blackboard:
- PsyD Student Manual
- Clinical Training Manual
- Doctoral Project Manual

Additionally, you can also reference the university documents:
- Roosevelt University Student Handbook
  - https://blogs.roosevelt.edu/student-handbook/
- Graduate Catalog
  - https://catalog.roosevelt.edu/graduate/humanities-education-social-sciences/clinical-psychology-psyd/

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 (at minimum, once every 1-2 business days) for important communications.* University staff will not use students' personal email accounts. Students are encouraged to remember that email is not a confidential means of communication, so transmitting such confidential information (e.g., clinical information about a client) should be avoided. Treat this email as you would any 'work' email. RU tech services provide information online about how you can have this email forwarded to another primary account if you prefer, so that you won't lose any important emails.

STUDENT SERVICES AND ACTIVITIES

The University offers a wide variety of support services to all students, including students from traditionally marginalized groups, such as Black and Indigenous students of color, sexual and gender minority students, students with disabilities, and other students from underrepresented groups:

- Health and Wellness: https://www.roosevelt.edu/current-students/support-services/counseling-center
- The Learning Commons: https://www.roosevelt.edu/current-students/support-services/learning-commons , a tutoring and academic support space at Roosevelt University bringing together various areas such as the Writing Center, Math Lab and other subject-specific tutoring;
  - This space also contains *Disability Office and peer mentoring services:* https://www.roosevelt.edu/current-students/support-services/learning-commons/disability-services
- Roosevelt University Student Groups. There are several student groups in the university that our student groups might be interested in joining, including the Black Student Union, Muslim Students Association, Association of Latin American Students (ALAS), RU PROUD, social and service Greek societies, and many others: https://www.roosevelt.edu/current-students/campus-life/csi
- RU Career Closet: This is a great resource to help develop a professional wardrobe. https://www.roosevelt.edu/current-students/support-services/career-closet
- Emergency Housing and Showering Services: This resource is helpful for students who may be experiencing a housing crisis or difficulties. Additionally, please know that the Dean of Students is a helpful resource. https://www.roosevelt.edu/current-students/support-services/emergency-housing-showering
- Food/Hygiene pantry: https://www.roosevelt.edu/current-students/support-services/food-hygiene-pantry
- Veterans Services: https://www.roosevelt.edu/current-students/support-services/veterans

ACEPT FINANCIAL AND OTHER RESOURCES FOR STUDENTS (EXTERNAL)

ACEPT's Student Financial Concerns Committee has been considering ways that ACEPT can assist graduate students in psychology in the Chicagoland area with financial, housing, medical, and other needs. We have put together this list of resources for students to use. ACEPT does not endorse any agencies, institutions, or providers listed, but does want to offer a range of options to students in sharing this list. https://aceptchicago.org/student-resources/

PSICHI

Roosevelt has a local chapter of PsiChi, the International Honor Society in Psychology, which was founded in 1929 with a mission of recognizing and promoting excellence in the science and application of psychology. Undergraduate and graduate students can apply to become a member of PsiChi, and application information is disseminated each semester. PsiChi sponsors psychology-related events for psychology students and the Roosevelt community, open to members and non-members.

GRASP

The Graduate Research Association for Students in Psychology (GRASP) is a collaborative organization that aims to promote research for graduate students in doctoral and master's programs. GRASP hosts an annual research symposium and meets monthly during the academic year to enable students to network, collaborate on projects, and learn about the research process.

THE PSYCHOLOGY DIVERSITY COMMITTEE

The PDC exists to increase awareness, knowledge, and acceptance of diversity among our members and our community. Our community includes students, faculty, and administrators at RU and other area colleges and universities; psychology professionals; and clients.

APAGS AND IPAGS

While not required, we encourage interested students to join the American Psychological Association Graduate Students (APAGS) group https://www.apa.org/apags and/or the Illinois Psychological Association Graduate Students group https://illinoispsychology.org/ipags/. Both organizations serve as important voices for graduate students within the larger field of psychology, provide helpful professional resources and networking opportunities, and IPAGS hosts events within the larger Chicago area that may be beneficial to students' career and professional development.

PROGRESSING THROUGH THE PROGRAM

ADVISING AND COURSE PLANNING

Currently, the Director of the PsyD program does all the advising. Students will meet with the Director before beginning the program to develop a Program Completion Plan that outlines coursework and major tasks (e.g., practica, Comprehensive Exam, internship) for the next several years. Students should follow the plan exactly as laid out unless they receive permission from the Director to make changes.

DURATION OF THE PROGRAM

This program is a 5–6-year program for the majority of our students. You should be aware that academic advising will include recommendations that may include taking six years to complete the program to gain more clinical experience in a specialty area. If you are entering a more specialized area (i.e., neuropsychology, health psychology), you should plan to do an additional doctoral level practicum to gain adequate experience to be competitive for more specialized pre-doctoral internships, as well as post-doctoral positions and opportunities. All students, regardless of concentration, will be required to complete an introductory practicum, diagnostic/testing practicum, and an advanced therapy practicum.

DEGREE REQUIREMENTS

Degree requirements can be found in the online *Graduate Catalog* and the *PsyD Student Manual*. The Catalog includes a list of required clinical and non-clinical courses and a description of all graduate courses offered by the Department.

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 the ultimately students' responsibility to ensure that they have met the requirements of the Program prior to their anticipated graduation.*

TIME LIMITS ON PROGRAM COMPLETION

Courses taken in the PsyD program more than seven years before the semester in which the graduate degree is to be granted may not be counted toward the degree. 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 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). *Attendance is mandatory*, as aspects of the program that concern all students are discussed on these occasions.

PsyD STUDENT REPRESENTATIVES AND PsyD STUDENT COUNCIL

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.

Student Representatives for the PsyD Student Council
Two student representatives are nominated by peers from each cohort to serve as PsyD student representatives. These representatives serve as liaisons between the cohorts and the PEG representative. Unless a cohort representative decides to step down from this position for any reason, they remain a cohort representative for the remainder of their time in the program. The PsyD student reps meet monthly to discuss student concerns.

The main purpose of the PsyD student representatives is to elicit student concerns from cohort members, communicate student concerns (and potential recommendations and solutions) to the Clinical Faculty program executive group, and to monitor/assist with the running of the peer mentoring program. This group's agenda should be considered flexible, and the student representatives' responsibilities and focus may change over time to be responsive to the students' needs.

PsyD PEG Representative
Only one student will be selected to serve as the PEG representative. This representative serves as a liaison between the cohort representatives and the PEG, which meets once per month.

FACULTY MENTORS

Students meet throughout each semester with their faculty mentor. The mentor for new students during their first year in the program is either the Director of the PsyD Program or their graduate assistant faculty supervisor. Once students begin practica, their practicum seminar instructor becomes their mentor. 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 in the fall following completion of the academic year.

Students may also informally seek mentorship at any time from any faculty member, and/or from their dissertation chairs. Students are encouraged to seek support and guidance from faculty as needed.

DISABILITY 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 of any such disability and the desired accommodations at the start of the first year of the program. Students should also notify individual instructors at the start of each course to indicate the need for accommodation as well. If a student needs accommodation for the Comprehensive Exam, then students should notify the PsyD 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 accommodation will ensure that appropriate and timely accommodation can be made.

Students are highly encouraged to contact the Roosevelt Disability Office to be able to formally qualify for such accommodation, as well as become aware of their responsibilities and rights as a student.

EVALUATION OF STUDENT COMPETENCY

As part of accreditation, APA requires documentation of student competency tied specifically to the program's competency benchmarks. This includes foundational knowledge as well as expectations for professional behavior. **Students are required to complete yearly surveys regarding their scholarly activities and progress towards profession-wide competencies once a year, in the summer.**

Faculty Evaluation of Students

Course instructors will evaluate students at the end of each semester on mastery of the course learning objectives and professionalism *(including behavior in the classroom, outside of the classroom, and on social media or other online platforms)*. 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. *Our intention is to provide students with specific, frequent, and helpful information regarding training*.

Students are evaluated on their academic performance, clinical training performance, professionalism, interpersonal development, and progress through the program (academic and clinical competencies). It is the expectation that students meet all appropriate competencies expected per APA. **Any behavioral or comportment concerns in any context will be evaluated for action the same as any educational milestones.** Students' ability to create and maintain productive relationships with clients, fellow students, faculty, and staff during their studies and training is also an important component of performance.

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' self-evaluations provide an opportunity for faculty to examine the extent to which students are developing personal and professional goals, are planning for the coming semesters, and are aware of their strengths and areas needing work.

Yearly Evaluation Letters

Starting in the fall of their second year, all students will receive a student evaluation letter that reviews their progress in the preceding year, including progress on the APA competencies, important program milestones, such as dissertation or comprehensive exams the student's current academic standing, and developmental information and constructive feedback to assist with student's development and growth.

Academic Standing

Doctoral students must maintain at least a 3.25 cumulative GPA to remain in good academic standing. Students who earn a C in any course must retake the course. *PsyD students who earn a D or F, or a second C in any course, will be automatically dismissed from the Program.*

GENDER INCLUSIVENESS

The PsyD program strives to be inclusive of the student's own preferences for gender identity expression. Please inform the PsyD director and/or faculty regarding preferred names and preferred pronouns that a student would like program staff and faculty to use.

CONTINUED ENROLLMENT IN THE PROGRAM

Students must maintain registration for both fall and spring semester of each year to maintain full-time status in the program. Registration may be maintained, for example, by doctoral project continuation registration (PSYC 790Y) or internship continuing registration (799Y).

FINANCIAL AID RELATED TO 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 can be problematic for any student whose only coursework is practicum, internship, or doctoral project, or any combination thereof. Students in these courses often do not complete them during a single semester and thus fall within the 75% cutoff. If this happens, students will need to provide verification that they are in good standing and have an anticipated date for completion of those courses. ***Inform the PsyD Program Director*** of the receipt of such notification, describe the courses involved, and provide reasonable anticipated completion dates (e.g., when the doctoral project will be completed, when the internship will end, etc.). 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.

STUDENT DIFFICULTIES WITH PROGRAM PROGRESS AND COMPLETION

LEAVES OF ABSENCE

Students who, for whatever reason, are unable to register for a semester for whatever reason, 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 leave 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.

NOTICE OF CONCERN

When problems arise that suggest that a student is not developing appropriate academic, clinical, or relationship competencies, he or she will receive notice and may also be asked to 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. This notice of concern could be an informal notice of concern wherein the notification will detail the next steps, a formal Remediation Plan, or Program Dismissal. Action status may include additional support and more frequent updates with the faculty, and/or it may include a remediation plan.

REMEDIATION PLANS

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 focuses 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 as required by the American Psychological Association's Standards of Accreditation for programs that train students in health service psychology.

Note that all three competencies are "academic" concerns, in that students' clinical activities and ability to form productive relationships are key 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

Students will be dismissed from the Program if they fail to comply with the terms of their remediation plan; if they fail to meet required academic standing and program milestone requirements, or if they violate the professionalism, program, interpersonal, academic integrity, or ethical competencies and

requirements of the program. In all instances, students will be notified through an official letter written by the PsyD Program Director indicating the outcome of the review of academic and/or behavioral concerns.

PsyD students may also be dismissed from the program for lack of progress on the doctoral project if they do not meet a deadline decided by their doctoral project chair and the Director of the PsyD Program. Recommendation for termination is proposed by the Director of the PsyD Program in consultation with the clinical faculty and is voted on by the program faculty (a simple majority is required).

Students may be terminated for any of the following reasons:

- poor grades (equivalent to 2 or more C's or a single D or F)
- failure to complete requirements in timely manner
- failure to obtain a practicum placement to complete training requirements
- failing the Comprehensive Examination (after 2 attempts)
- failure to maintain registration without approval 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
- for performance, academic, or behavioral issues that fail to meet program or APA expectations as outlined above and noted in the student review or remediation plan

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 protocols listed below.

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 or the Director of Clinical Training, if the problem relates to a practicum seminar. A more formal grievance can also be sent to the Chair of the Department of Psychology.

College and University Level

If the problem is not resolved at the department level, the University's grievance procedures should be followed, as detailed in the *RU 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. More information about the university policies regarding student grievance policies and procedures here: https://www.roosevelt.edu/current-students/support-services/complaint/student-grievance

STUDENTS RIGHTS

See the *Roosevelt University Student Handbook* (https://blogs.roosevelt.edu/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 regarding grades, instructors' decisions on academic dishonesty, and other academic issues; and the evaluation of instruction.

Title IX

Title IX states that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

Please see the University's Title IX pages and resources (https://www.roosevelt.edu/title-ix) for important information regarding student's rights to be free of sex-based discrimination, harassment or assault, and to familiarize yourself with Title IX complaint procedures. Please be advised that, as per the Title IX policy, faculty are ***mandated*** to report any potential instances of gender-based discrimination or sexual assault, past or present, that any student may reveal, even if the student does not wish for the faculty member to do so. Also, know that as you take on other professional roles, such as the role of instructor, while you are in the program, you may also be required to report such instances to the Title IX office.

Finally, please know that Roosevelt has several resources, including confidential advisors, that are available to any member of the Roosevelt community that may be a victim of gender-based discrimination or sexual mistreatment or assault (https://www.roosevelt.edu/title-ix).

WITHDRAWAL FROM THE PSYD PROGRAM

Students must notify the PsyD Director of their intention to withdraw from the program. Students with remediation concerns may be presented with the option of choosing to withdraw from the program.

EVALUATION OF INSTRUCTION

Students have the opportunity to evaluate instructors and courses near the end of each semester. The University has an official evaluation form that is quantitative with opportunities to enter comments. 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 repercussions. *If students have concerns about the confidentiality of the administration of any evaluation, they should contact the Department Chair.* 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.

It is expected that students will provide feedback, even anonymous feedback, about course instruction in a professional and non-pejorative manner, consistent with the professionalism of competency standard.

PROGRAM REQUIREMENTS INFORMATION

ACADEMIC COURSEWORK

The current curriculum for the PsyD Program has been reviewed and revised in response to feedback from students, faculty, clinical training sites, and the APA's Committee on Accreditation. The coursework has been developed and periodically reassessed by the clinical faculty to be fully consistent with APA's Standards of Accreditation. Changes are made when needed and can be revised at any time. See the ***online graduate catalog*** for detailed information regarding the current clinical and non-clinical course requirements.

CLINICAL PRACTICA

See the *PsyD Clinical Training Manual* for essential details about and a timeline for clinical training. **All students, regardless of concentration, are required to complete an introductory therapy practicum, a diagnostic/testing practicum, and an advanced therapy practicum.** Searching for a practicum in the Chicagoland area is a complex process. Students compete for training positions with students from other universities. If 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 introductory practicum only after accumulating 24 semester hours of coursework, which must include Basic Clinical Skills, Psychopathology I and II, and either Cognitive-Behavioral Therapy or Psychodynamic Psychotherapies.

Employment while on Practica
Note that practica is often an unpaid position, and 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.***

Part-time employment is permitted, and all employment must be registered with the PsyD Director *within 2 weeks at the start of each semester*. Substantial changes in employment (either obtaining a new position or leaving a position) must be registered shortly after they occur.

DOCTORAL PROJECTS

Completion of a doctoral project is required to graduate from the PsyD program. Typically, students will select a Dissertation Chair during their second year in the program. This process begins with the completion of the Doctoral Project Seminar in which they will develop a topic idea and begin to write the beginning of their proposal. Once selected, students will keep the same Dissertation Chair throughout the completion of their dissertation. ***Students are not permitted to change their Dissertation Chair unless there are substantial extenuating circumstances and only with the permission of the PsyD Director.*** Permission to switch to another Dissertation Chair after beginning the project is incredibly rare.

See the Doctoral Project Manual for more details.

THE COMPREHENSIVE EXAMINATION

The *Comprehensive Examination Manual* contains the relevant details for the student's 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.

Eligibility

Students are eligible to take the Comps after accumulating 72 semester hours and after having successfully completed at least one doctoral level practicum (791A and B). *This does not include the completion of your introductory therapy practicum, which is a master-level training experience.* 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 end of spring semester, Comps preparation workshops will be provided for all students planning to take Comps in August.

Retaking the Comprehensive Exam

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 dismissed from the program.

If, after declaring intention to take the Comprehensive Exam, students decide to withdraw and delay the exam until the following year, they must notify the PsyD Director of their intention to withdraw *in writing, and no later than one month before the exam administration*. 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 first comps exam attempt and will only 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 a "*Doctoral Candidate*" until successful completion of the Comprehensive Exam. All students must accurately represent their status and follow all guidelines set forth by APA in both the training competency standards and the APA Code of Ethics.

INTERNSHIP

Please see the *Clinical Internship Manual* for details and a timeline of application requirements. Any questions related to this process can be addressed with the Director of Clinical Training.

DEGREE CONFERRALS

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 if done within this deadline; but a late application for graduation will incur a $100 late fee. 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 apply for and participate in graduation for the master's degree.

MA GRADUATION

Students in the PsyD Program have the option of receiving a non-terminal MA once they have completed 36 semester hours *including completion of a practicum (698A and B).* Students may choose to receive an MA, and students who plan to teach must officially receive their degree. Students who came into the program with a complete masters who received credit for 698A/B are not eligible to apply. DO NOT APPLY FOR THE MA GRADUATION ONLINE. Please consult with the program director and administrative assistant for details and instructions.

PsyD GRADUATION

PsyD graduation involves completing all the requirements for the PsyD degree, including coursework, clinical practica, the Comprehensive Examination, the doctoral project, and internship. Participating in a graduation ceremony is optional and not required for the conferral of your degree. To graduate—that is, to have a transcript indicating the program was completed and to have your degree conferred—students must register early in the semester they intend to graduate. For exact dates, see the University's Graduation web page, at https://www.roosevelt.edu/current-students/academics/graduation/grad-prep. Students who complete all requirements for graduation will graduate at the end of the semester for which all these final requirements have been submitted to the university.

Please note that we cannot allow a degree conferral to occur at the end of a semester if all requirements for graduation haven't been met and submitted during that semester, up to and including the date of the degree conferral. Allowing a student to graduate prior to their official completion of internship and dissertation violates APA accreditation standards. *Students who are concerned about their graduation date for licensing reasons are encouraged to become familiar with the licensing requirements of the state in which they eventually hope to become licensed. In many cases, states will allow students to start accumulating post-doc hours immediately after the date that they complete all requirements for graduation, even if the graduation/degree conferral date is later.*

PsyD Graduation Ceremony
The College of Humanities, Education, and Social Sciences (CHESS) hosts a PsyD specific graduation ceremony for our graduates in August, which coincides with when most of our students complete their internship. This is separate from the university-wide graduation ceremony that occurs in spring. Please note that graduation from the program is not the same as participating in the ceremony. Students may participate in the graduation ceremony even if they haven't yet completed their internship or plan to graduate in the fall as long as they have completed their dissertation by the August 1st deadline.

ADDITIONAL OPPORTUNITIES

RESEARCH AND OTHER SCHOLARSHIP OPPORTUNITIES

Students have the opportunity *and are encouraged* to participate in empirical research and other scholarly activities with faculty members throughout the course of the PsyD Program. Collaborative research and scholarship with faculty often results in posters, presentations, and publications, building the scholarship skills that are an important component of the Program's practitioner-scholar model of clinical training.

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, and who will be traveling for such presentations.

GRADUATE ASSISTANTSHIPS

Every year, a limited number of graduate assistantships are awarded to first year PsyD students. In exchange for financial assistance in the form of a tuition waiver and stipend, you need to ensure that you fulfill all hours and role expectations for this position, which may include research, administrative, teaching, or other academic activities. Your satisfactory engagement with these roles will be monitored by your faculty supervisor and the PsyD director. Failure to fulfill the hours and expectations, as determined by your faculty supervisor, may result in the rescinding of this position for the spring semester.

Instructor Development Seminar (PSYC 681)

Students who have received their master's degree in clinical psychology at Roosevelt, or who have received their master's degree elsewhere in a related field, are eligible to participate in the instructor development seminar. Participation in the instructor development seminar is required to be able to teach undergraduate courses at Roosevelt University. Students who register for this course will also agree to teach an undergraduate course either in the fall semester, concurrently with the seminar course, or in the spring semester immediately following the seminar course. Students who wish to register for this course should contact the instructor, Dr. Steven Meyers, well in advance of the semester in which the student wishes to take it for permission to register for this course.

APA PROFESSIONAL COMPETENCY MODEL

This is the model that we use for your clinical training, as part of our APA accreditation. Expectations for your education in our PsyD program include a range of *knowledge demonstration, skill demonstration or both*, depending upon the specific competency described. We use this model to inform our curriculum and training experiences, so you have the opportunity to develop these skills and knowledge by the time you complete our program. Progress on these competencies is evaluated by the faculty on a yearly basis.

Any deficiencies or significant difficulties with meeting these competencies at a level that is appropriate for your year in the program are addressed via feedback on your yearly student evaluation letter, or as needed with action statuses or remediation plans. Finally, we use this model to develop curriculum and courses as appropriate. Note that some of these competencies fall into non-academic domains, such as professional values and community and interpersonal skills competencies. These competencies, and especially the knowledge areas, fit directly with the domains on the EPPP, the psychology licensing exam in the US and Canada. *You are expected to adhere to these professional and interpersonal competencies with peers, professors, clients, and all others in both academic and clinical settings.*

Profession-Wide Competencies for Doctoral Students
 I. Research
- a. Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
- b. Conduct research or other scholarly activities.
- c. Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

 II. Ethical and Legal Standards
- a. Be knowledgeable and act in accordance with each of the following:

   i. Current version of the APA ethical Principles of Psychologists and Code of Conduct

   ii. Relevant laws, regulations, and policies governing health service psychology at the organizational, local, state, regional, and federal levels

   iii. Relevant professional standards and guidelines
- b. Recognize ethical dilemmas as they arise and apply decision-making processes to resolve the dilemmas.
- c. Conduct self in an ethical manner in all professional activities.

 III. Individual and Cultural Diversity
- a. Develop an understanding of how their own person/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- b. Maintain knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- c. Integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles. This includes the ability to apply a framework for working effectively with individual and cultural diversity not previously encountered. Also, the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- d. Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups and apply this approach effectively in their professional work.

IV. Professional Values and Attitudes
    a. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
    b. Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
    c. Actively seek and demonstrate openness and responsiveness to feedback and supervision.
    d. Respond professionally to complex situations with a degree of independence as they progress.

V. Community and Interpersonal Skills
    a. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
    b. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
    c. Demonstrate effective interpersonal skills and the ability to manage difficult communication.

VI. Assessment
    a. Select and apply assessment methods that draw from empirical literature and reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to goals and questions of the assessment as well as diversity characteristics of the service recipient.

    b. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
    c. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

VII. Intervention
    a. Establish and maintain effective relationships with the recipients of psychological services.
    b. Develop evidence-based intervention plans specific to the service delivery goals.
    c. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
    d. Demonstrate the ability to apply the relevant research literature to clinical decision making.
    e. Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking,
    f. Evaluate intervention effectiveness and adapt techniques consistent with ongoing evaluation.

VIII. Supervision
    a. Demonstrate knowledge of supervision models and practices.

IX. Consultation and interprofessional/interdisciplinary skills
    b. Demonstrate knowledge and respect for the roles and perspectives of other professions.
    c. Demonstrates knowledge of consultation models and practices.

DISCIPLINE-SPECIFIC KNOWLEDGE AND CURRICULUM DEVELOPMENT

In addition to the Profession-Wide Competency model described above, APA also requires that doctoral students acquire basic (not applied) discipline-specific knowledge by the time they graduate from our program in the following areas. **Please note this foundational knowledge for practice will also be tested as part of the EPPP, the licensing exam for psychologists in the US and Canada.**

- History and Systems of Psychology, including the origins and development of major ideas in the discipline of psychology.
- Basic content areas in scientific psychology include coverage of the following five content areas:
  - Affective Aspects of Behavior, including topics such as affect, mood, and emotion.
  - Biological Aspects of Behavior, including multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior.
  - Cognitive Aspects of Behavior, including topics such as learning, memory, thought processes, and decision-making.
  - Developmental Aspects of Behavior, including transitions, growth, and development across an individual's life.
  - Social Aspects of Behavior, including topics such as group processes, attributions, discrimination, and attitudes.
- Research and Quantitative Methods and Advanced Integrative Knowledge in Scientific Psychology.
  - Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas including affective, biological, cognitive, social, or developmental aspects of behavior.
  - Research Methods, including topics such as strengths, limitations, interpretation, and technical aspects of rigorous case study; correlational, descriptive, and experimental research designs; measurement techniques; sampling; replication; theory testing; qualitative methods; meta-analysis; and quasi-experimentation.
  - Quantitative Methods, including topics such as mathematical modeling and statistical analysis of psychological data, statistical description and inference, univariate and multivariate analysis, null hypothesis testing and its alternatives, power, and estimation.
  - Psychometrics, including topics such as theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization.

EXPECTATIONS AROUND PROFESSIONALISM AND STUDENT RESPONSIBILITIES

ETHICAL ISSUES

The University expects students to behave in a professional and ethical manner at all times. This includes the competencies described above, which require that you establish and maintain productive, professional, and effective relationships in academic, clinical, and other professional contexts. Students are required to adhere to the APA's ethical guidelines and principles and to the student's rights and responsibilities noted in the Roosevelt University Student Handbook, under the Code of Student Conduct. Students' professionalism is also an important APA competency. Students will seek to maintain their professional integrity at all times, and failure to do so may result in formal review. This may also impact relationships with other students even in off-campus settings. **Serious lapses in judgment or ethical behavior or failure to behave in an appropriate and professional manner will cause the student's status in the program to be reviewed by the Program Director and the faculty.** Such lapses can be grounds for remediation or dismissal from the program.

RESPONSIBILITIES REGARDING PUBLIC BEHAVIOR

Throughout the course of one's training, students should take care regarding how they present themselves both on campus and within the community. PsyD students may have access to confidential or protected information in their roles as therapist trainees, research assistants, or as instructors with access to university student data. *Students should take care not to discuss private or confidential student, patient, or research participant information or therapy processes in public places, even if identifying information is not shared.* Discussing clients or therapy processes even 'anonymously' in public places minimizes the integrity of our profession and causes the public who might overhear such conversations to distrust the confidentiality of the therapy session.

Additionally, students are expected to act in accordance with the expectations of a clinical psychologist as per the APA Ethical Code in all settings both within the university and within their personal lives. Students should be mindful, even within their everyday life, that their public behavior and dress might be observed by past, current, or future clients and their families as well as those within the university or program. Mindfulness around these issues is important to maintain the integrity of the profession and the perception of the profession by the public at large. *Failure to adhere to professional and behavioral expectations set out by APA and this manual will result in a review and could lead to remediation or dismissal from the program.*

EMAIL COMMUNICATIONS

Part of this competency is to maintain consistent communication with faculty, peers, supervisors, and other students. Students are expected to respond promptly to supervisor or faculty concerns.

- Get in the habit of checking RU email frequently, every business day (M-F) at minimum
- Confirm receipt even if you cannot act on an email and ask for clarification as needed
- Emails are not effective ways to convey any type of emotion. Focus on the content of information being conveyed, and aim to write emails that ask clear, specific questions.
- If you find yourself becoming upset, take a day to respond– don't respond impulsively.

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, our students, or the profession with our actions. You are encouraged to consider the following cautions and suggestions:

1. When using social networking apps such as Facebook, Instagram, Slack, etc., utilize privacy settings to limit access to your pages and personal information. Use thoughtful discretion when considering "friend" requests and consider the boundary implications.

2. With email, keep in mind that everything you write may exist perpetually or be retrievable by PEERS, CURRENT OR FUTURE CLIENTS, CURRENT OR FUTURE STUDENTS, AND FACULTY, 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 listservs includes the peril of inadvertently writing things to a much more public audience than intended, so be cautious with posts to such forums. Also, email is not an appropriate venue to discuss confidential information.

3. Email "signatures" should be professional and accurately represent one's status and credentials. **Please be aware that students are not eligible to be listed as doctoral candidates until all requirements for graduation have been met except for clinical internships.** 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 the maturity and professionalism that you would like to portray to the public. Likewise, using your private phone number for professional purposes to text clients, supervisors, etc., is discouraged unless it follows guidelines for such communications as set out by your clinical training site. Consider using Google Voice or additional numbers to protect the privacy of your personal contact information.

5. Online photo and video sharing, including within social networking sites, should be considered very public venues, and use discretion when posting such information.

6. It is the expectation that students only share content and post things that are accurate within the field of psychology and must follow all APA guidelines for professional behavior. This includes accurate representation and not sharing posts or content that are not in line with current research in the field.

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 with this policy regarding online behavior, such information may be included in the student's progress evaluation and may be grounds for disciplinary action, including dismissal from the program.**

PROFESSIONALISM AND ORGANIZATION

Part of a student's professional responsibilities is to be organized regarding their schedule and priorities, so that they can manage multiple responsibilities at one time. Students must prioritize their academic and practicum work over any external responsibilities such as external jobs. If a student is not keeping up with academic work or practica responsibilities, it will be expected that students will rearrange their schedule to prioritize school, and it may be recommended that students stop any outside employment. If a remediation plan is needed, faculty can require students to stop outside employment if it is interfering in the student's ability to remain in good standing in the program.

COMMUNICATIONS WITH FACULTY, SUPERVISORS, PEERS (AND FUTURE COLLEAGUES)

Please be mindful that you are moving into professional roles, and maintaining professionalism in all university and training contexts is of utmost importance. Be courteous and respectful in emails, social media, and face-to-face interactions. Be respectful of people's diverse identities and backgrounds. Refrain from disrespectful, demeaning, or hurtful communications or demeaning or insensitive 'jokes' or 'memes' that might intentionally or unintentionally marginalize or minimize one's racial, ethnic, gender identity, sexual orientation, class background, disability status, or other identities. _Rude, insulting, angry, or hurtful emails that are sent to colleagues, supervisors, peers, clients, or faculty members/professors are not acceptable and violate professionalism competency_.

Be aware that personal attacks, culturally insensitive memes, culturally or racially insensitive 'jokes', comments that disparage groups of people or make light of the real suffering of people who are one 'side' or another 'side' of social or war conflicts, or aggressive communications to peers regarding their views that are shared on any platform **are NOT acceptable under any context**, and hold a great deal of potential to cause harmful and toxic social environments which will affect our learning environment. It is also important to remember that all of us, as members of the Roosevelt community, must ensure that our public and social media communications are respectful, and are done in the spirit of supporting the rights, lives, and human rights of any and all people who are suffering and who are targeted by violence and human rights violations, both in our local communities and around the world. Please also remember that we as a program cannot police or monitor all your offline communications, but we ask you all to remember your own personal and professional values.

RECEIVING AND USING CONSTRUCTIVE FEEDBACK

Accepting feedback is an important professional skill that you can foster. Consider the following:

- Take time to consider feedback and ask clarifying questions if you are unsure.
- Follow up thoughtfully and intentionally regarding how you will address such feedback.

It is also helpful to remember that is the faculty members' and supervisor's professional responsibility as educators to provide you with this type of feedback, particularly if they see areas of concern that are causing problems in student functioning or that may cause problems in their professional relationships and expectations in the future. Part of this process of developing and delivering constructive or corrective feedback frequently entails discussions with other members of the clinical faculty and potentially your practicum supervisors, as needed. This is to ensure that the faculty as a whole are responsive to a students' needs and to ensure that the feedback is consistent with the program standards and our expectations for students.

CLASSROOM AND PRACTICUM ATTENDANCE

Attendance of all classes and of all practicum activities is expected at the graduate level. This is especially important for practicum-related activities, including supervision and any client contact and/or client sessions. It is completely unacceptable to miss scheduled client sessions because these missed contacts can be very disruptive for a client's trust in you as a therapy provider and may be detrimental to the development of a good working alliance, particularly with vulnerable clients. If you cannot make client meetings and/or any client contact hours, such as in the event of emergencies, you must follow up proactively with your practicum site, supervisor, and/or any other site emergency contacts that will be able to address your absence, as consistent with your practicum site's policies.

It is your responsibility to follow up with faculty members in a proactive manner if you cannot attend class. The faculty are aware of and do notice when you are gone, and the expectation is that PsyD students will follow up with instructors in the event that they need to miss a class for any reason. Please review each class's attendance policy carefully in the syllabus. In general, illness and emergency situations are excused absences. Vacations, family celebrations, or unspecified time off are not acceptable reasons to miss class, because they can be scheduled ahead of time. You should consult the academic calendar to plan these events in advance to avoid conflict with your class meeting times. **If you do need to miss a class for an illness or any other emergency or pressing life issue, reach out to the faculty member and provide a general reason for why you need to miss a given class.** Do not simply inform your professor that you will not be there.

Generally, faculty members will allow students to miss class for practicum and internship interviews; however, you should try to schedule these interviews at times that won't conflict with your class times. If a time conflict is unavoidable, notify the instructor as soon as you can and ask if there is a way to make up the work that you may miss for the day.

Attending and presenting at conferences are encouraged by the program, and presenting at conferences is generally acceptable to instructors as a reason to miss class. These conflicts might be unavoidable if the conference occurs during the academic year, and if there is travel involved to attend the conference. However, you should check with your instructor and confirm that this will in fact be okay to miss class to attend professional conferences, and asking the instructor if there might be ways to make up missed work so that it doesn't negatively impact their overall engagement with the class itself will be appreciated.

If you need to miss multiple class sessions in a given semester for any reason, reach out to the Program Director for guidance and to discuss whether temporary leave may be warranted.

PATIENT CONFIDENTIALITY AND CLASS PRESENTATIONS

Discussions and papers detailing client information, therapy processes, supervision processes, and presentation of case conceptualizations based upon current or past therapy clients is an integral part of the PsyD training model. Students should take care to maintain the privacy and confidentiality of their client information during these discussions. Any information presented must be completely de-identified with all contact information, including name, date of birth, address, etc. Unique demographic information that is potentially identifiable should be altered. Transcripts and information that are shared in practicum seminars should be maintained securely by all members of the classroom and should not be shared by anyone outside of the classroom setting.

Any concerns about risk or confidentiality should be addressed to the course instructor.

PROFESSIONAL FILE, RESOURCES, AND CREDENTIAL BANKING

Students are strongly encouraged to maintain records of their coursework and other 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. KEEP ALL OF THE FOLLOWING:

Syllabi for ALL Classes

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

Your professional vitae should be updated on a regular basis (e.g., each academic year, or as workshops and courses are completed). This should include workshop attended, and all professional roles.

Literature Reviews and Papers

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.

Textbooks

It is ***strongly recommended that students buy and keep all graduate textbooks (rather than simply renting)*** in anticipation of studying for the comprehensive exams, to assist with completion of the doctoral project, and for studying for the EPPP.

Work Logs using Time2Track

As required for practicum including clinical work activities (without identifying information, including dates), 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). **We also recommend that you maintain careful records of your supervisors and supervision hours, including your supervisor's names, license information, and license number. This may be helpful for licensure.**

As students start practicum in year 2, we will send the Roosevelt program key information in summer so that you can use the Roosevelt provided account (https://time2track.com/) to maintain all your clinical hours and important clinical work information. Even though the program has access to all of your hours and information, please ensure that, once you leave Roosevelt, that you maintain/download or maintain access to all of these detailed hours information, as it is sometimes needed for our graduates who become licensed in certain states (who require specific time/hour breakdowns of some activities, such as supervision hours or supervisor and license information), and sometimes it is needed when students transfer their license between states.

Publications and Research Projects

If the research is published or presented as a poster or paper, obtain a copy to maintain this in your records and files.

STUDENTS ENTERING WITH A PARTIAL OR COMPLETED MASTER'S DEGREE

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*. A total of 36 eligible credits may be waived for coursework deemed to be substantially like required coursework in our program. 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.

The doctoral project, internship, and 12 semester hours of practica must be completed at Roosevelt University. *Because of our clinical training requirements, it is not possible for a student entering Roosevelt with a master's degree to complete the program in less than 4 years.*

WAIVING THE INTRODUCTORY MASTER'S LEVEL PRACTICUM REQUIREMENT

Students entering the program who have completed a master's level clinical practicum may be able to waive the requirement for their introductory practicum.

To receive credit for this practicum, the student must submit a letter containing the following:
- Direct clinical hours/contact totals and indirect/all support hours)
- The type of clinical work completed (individual, group therapy, other services)
- Statement that the student has satisfactorily completed the practicum

This documentation will be reviewed and approved by the Director of Clinical Training, who will determine whether previous training meets the requirements for introductory practicum (698A and B).

INSTRUCTOR DEVELOPMENT COURSE
Students entering the program with a completed master's degree in either psychology or a related field may register for the Instructor Development Course in their first semester.

PROGRAM COMPLETION PLAN

The coursework below has been developed and monitored to ensure that it meets educational requirements for doctoral programs in health psychology, as described in the American Psychological Association's Standards of Accreditation.

Please see the link for more information about the profession-wide competency model and other requirements upon which the curriculum is based at:
http://www.apa.org/ed/accreditation/about/policies/standards-of-accreditation.pdf

Most students complete the program within 5-6 years. *Regardless of clinical focus, the expectation is that ALL students will have completed two psychotherapy practica (the advanced therapy practicum can be mixed therapy/testing—this is typical for the neuropsychology students) and one diagnostic/testing practicum.*

Typically, the program is extended into a six-year plan by completing a 3rd doctoral level practicum in year 5, which greatly strengthens one's ability to secure a high quality pre-doctoral internship, and by planning to spread courses into subsequent years from the ones indicated in the plan below.

YEAR 1				*All courses 3, unless otherwise stated.*	
Fall			**Spring**		**Summer**
516A	Psychopathology I	516B	Psychopathology II		
641A	CBT I	641B	CBT II		
520	Basic Clinical Skills	644	Multicultural Psychology		
620	Prof., Legal, & Ethical Issues	631	History & Systems of Psych.		
YEAR 2					
Fall			**Spring**		**Summer**
530	Advanced Research Methods	625	Personality Assessment		
620	Intellectual Assessment	789	Doctoral Project Seminar	789Y	Doc Seminar Cont. (0)
642A	Psychodynamic I	642B	Psychodynamic II		
698A	Intro MA Practicum Seminar	698B	Intro MA Practicum Seminar		[Optional: apply for MA conferral]
YEAR 3					
Fall			**Spring**		**Summer**
636	Human Development	500	Advanced Statistics		
710	Biopsychology	712	Psychopharmacology		*COMPREHENSIVE EXAM*
791A	Doctoral Practicum I Seminar	791B	Doctoral Practicum I Seminar		
790	Doc. Project *or Elective*	---	Doc. Project *or Elective*		

5-year plan: doctoral project proposal due to committee: April 1st; proposal defense deadline May 15th

YEAR 4					
Fall			**Spring**		**Summer**
716	Cog. Affect. Bases of Behavior	633	Social Psychology		
735	Principles of Clinical Supervision	634	Community & Social Justice		*Work on Doc Project*
792A	Doctoral Practicum II Seminar	792B	Doctoral Practicum II Seminar		
---	Doc. Project *or Elective*	---	Doc. Project *or Elective*		
YEAR 5					
Fall			**Spring**		**Summer**
5-Year Plan					
799	Clinical Internship (1.5)	799	Clinical Internship (1.5)	799Y	Clinical Internship Completion
790Y	Doctoral Project Continuation (0)	790Y	Doctoral Project Continuation		*Complete Project & Attend Graduation*
6-Year Plan					
793A	Independent Study	793B	Independent study		
790Y	Doctoral Project Continuation (0)	790Y	Doctoral Project Continuation (0)		*Work on Doc Project*
	Elective *or* Teach		Elective *or* Teach		
YEAR 6					
Fall			**Spring**		**Summer**
6-Year Plan					
799	Clinical Internship (1.5)	799	Clinical Internship (1.5)		*Finish Internship, Complete Doctoral Project, and Attend Graduation*
790Y	Doctoral Project Continuation (0)	790Y	Doctoral Project Continuation (0)		

COURSEWORK

See catalog for updated courses and course descriptions. Coursework prerequisites are in parentheses.

Students register for the 789 Doctoral Project Seminar once, but the course is spread over two semesters. Students receive an I for 789 in spring and receive a grade once they have completed 789Y in summer. Students register for 790 Doctoral Project Credits (3 credits) any time before they graduate, after taking 789 and 789Y. After registering for 790 in a given semester, they must register for PSYC 790Y, the zero-credit continuation course, every FALL and SPRING semester until they complete their doctoral project. 790 and 790Y will remain an IP until dissertation is completed, then all semesters will be changed to a P.

Clinical Requirements	
PSYC 516A Psychopathology I	
PSYC 516B Psychopathology II	*Electives: 3 Required*
PSYC 520 Basic Clinical Skills	PSYC 407 Intermediate Statistics
PSYC 620 Intellectual Assessment	PSYC 515 Chemical Dependence
PSYC 625 Personality Assessment (520)	PSYC 650 Group Psychotherapy (520)
PSYC 641A Cognitive and Behavioral Therapies I (520)	PSYC 654 Childhood & Adolescent Therapy (520)
PSYC 641B Cognitive and Behavioral Therapies II (641A)	PSYC 655 Couples & Family Therapy (520)
PSYC 642A Psychodynamic Theory I	PSYC 660 Employment Testing
PSYC 642B Psychodynamic Theory II	PSYC 664 Job Analysis/Performance Management
PSYC 644 Multicultural Psychology & Psychotherapy (520)	PSYC 668 Org. Assessment & Development
PSYC 698A Intro/MA Practicum I (520)	PSYC 669 Instructional Design and Training
PSYC 698B Intro/MA Practicum II	PSYC 681 Instructor Development
PSYC 735 Clinical Supervision & Consultation	PSYC 695 Independent Study [waived practicum]
PSYC 791 Doctoral Practicum A&B	PSYC 719 Clinical Neuropsychology (710)
PSYC 792 Doctoral Practicum A&B	PSYC 720 Neuropsychological Assessment (620)
PSYC 799 Clinical Internship	PSYC 740 Advanced Psychotherapy
	PSYC 741 Child Psychopathology
Nonclinical Requirements	
PSYC 500 Advanced Statistics	
PSYC 530 Advanced Research Methods	
PSYC 631 History & Systems of Psychotherapy	
PSYC 633 Social Psych/ Group Dynamics	
PSYC 634 Community Psychology & Social Justice (520)	
PSYC 635 Professional, Legal, and Ethical Issues	
PSYC 636 Human Development	
PSYC 710 Biopsychology	
PSYC 712 Psychopharmacology (710)	
PSYC 716 Cognitive, Affective, & Learned Base of Behavior	
PSYC 789/789Y Doctoral Project Seminar and Continuation (530)	
PSYC 790 Doctoral Project (789)	