1 CONTENTS

2 Welcome and introduction ......................................................................................................................... 5
  2.1 The Mission of the University ............................................................................................................. 5

3 Important Program and Department Contact Information ................................................................. 6
  3.1 Student Information and Resources .................................................................................................. 6
  3.2 Communication .................................................................................................................................. 7
  3.3 Student Services and Activities ......................................................................................................... 7
    3.3.1 PsiChi ........................................................................................................................................... 8
    3.3.2 GRASP ......................................................................................................................................... 8
    3.3.3 The Psychology Diversity Committee .......................................................................................... 8
    3.3.4 APAGS and IPAGS ...................................................................................................................... 8
  3.4 Responsiveness to current COVID-19 Pandemic ............................................................................... 8

4 Progressing through the program ......................................................................................................... 9
  4.1 Advising and course planning .......................................................................................................... 9
  4.2 Duration of the program .................................................................................................................... 9
  4.3 Degree requirements ......................................................................................................................... 9
  4.4 Time Limits on Program Completion ................................................................................................. 10
  4.5 PsyD student meetings ..................................................................................................................... 10
  4.6 PsyD Student representatives and PsyD Student Council ................................................................. 10
  4.7 Faculty Mentors .................................................................................................................................. 10
  4.8 Evaluation of student competency .................................................................................................... 11
    4.8.1 Faculty Evaluation of Students .................................................................................................... 11
    4.8.2 Content of evaluation ................................................................................................................ 11
    4.8.3 Student self-evaluations .............................................................................................................. 11
    4.8.4 Student yearly evaluation letters ................................................................................................ 11
  4.9 Academic standing ............................................................................................................................. 12
  4.10 Disability Accommodations ............................................................................................................. 12
  4.11 Gender Inclusiveness ........................................................................................................................ 12
  4.12 Continued Enrollment in the program ............................................................................................. 12
  4.13 Financial aid problems regarding practica, internship, and doctoral project enrollment .................. 12

5 Student difficulties with program progress and completion, remediation, dismissal, and grievance procedures .......................................................................................................................... 14
  5.1 Leaves of absence .............................................................................................................................. 14
  5.2 “Action Status” ................................................................................................................................. 14
  5.3 Remediation Plans ............................................................................................................................. 14
Expectations around Professionalism and Student responsibilities

APA Professional Competency Model

Additional opportunities

Degree conferrals

Program requirements information

Doctoral projects

Doctoral Candidacy

Internship

PsyD graduation

MA Graduation

Graduation

Clinical practica

Instructor Development Seminar (PSYC 681)

Evaluation of instruction

Evaluation of instruction

Employment while on practica

Retaking the comprehensive exam

Eligibility

Timing

The Comprehensive Examination

Doctoral projects

Doctoral Candidacy

Internship

PsyD graduation

MA Graduation

Graduation

Clinical practica

Instructor Development Seminar (PSYC 681)

Evaluation of instruction

Evaluation of instruction

Employment while on practica

Retaking the comprehensive exam

Eligibility

Timing

The Comprehensive Examination

Doctoral projects

Doctoral Candidacy

Internship

PsyD graduation

MA Graduation

Graduation

Clinical practica

Instructor Development Seminar (PSYC 681)

Evaluation of instruction

Evaluation of instruction

Employment while on practica

Retaking the comprehensive exam

Eligibility

Timing

The Comprehensive Examination

Doctoral projects

Doctoral Candidacy

Internship

PsyD graduation

MA Graduation

Graduation

Clinical practica

Instructor Development Seminar (PSYC 681)

Evaluation of instruction

Evaluation of instruction

Employment while on practica

Retaking the comprehensive exam

Eligibility

Timing

The Comprehensive Examination

Dismissal from the PsyD Program

Faculty petitions

Problems encountered by students and grievance procedures

Departmental level

College and University level

Students rights

Title IX

Withdrawal from the PsyD Program

Evaluation of instruction

Program requirements information

6

7

8

9

10
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.4</td>
<td>Communications with faculty, supervisors, peers (and future colleagues)</td>
<td>27</td>
</tr>
<tr>
<td>10.5</td>
<td>Patient confidentiality and class presentations</td>
<td>28</td>
</tr>
<tr>
<td>10.6</td>
<td>Professional file, resources, and credential banking</td>
<td>28</td>
</tr>
<tr>
<td>10.6.1</td>
<td>Syllabi for all of your classes</td>
<td>28</td>
</tr>
<tr>
<td>10.6.2</td>
<td>Vita</td>
<td>28</td>
</tr>
<tr>
<td>10.6.3</td>
<td>Literature reviews</td>
<td>28</td>
</tr>
<tr>
<td>10.6.4</td>
<td>Workshops</td>
<td>28</td>
</tr>
<tr>
<td>10.6.5</td>
<td>Textbooks</td>
<td>28</td>
</tr>
<tr>
<td>10.6.6</td>
<td>Work logs using Time2Track</td>
<td>29</td>
</tr>
<tr>
<td>10.6.7</td>
<td>Assessment reports</td>
<td>29</td>
</tr>
<tr>
<td>10.6.8</td>
<td>Publications and research projects</td>
<td>29</td>
</tr>
<tr>
<td>11</td>
<td>Students entering the psyd program with a partial or completed master’s degree</td>
<td>30</td>
</tr>
<tr>
<td>11.1</td>
<td>Transfer credits and course waivers</td>
<td>30</td>
</tr>
<tr>
<td>11.2</td>
<td>Waiving the introductory master’s level practicum requirement</td>
<td>30</td>
</tr>
<tr>
<td>11.3</td>
<td>Instructor Development Course</td>
<td>30</td>
</tr>
<tr>
<td>12</td>
<td>PsyD program completion plan F2020</td>
<td>31</td>
</tr>
<tr>
<td>13</td>
<td>Coursework</td>
<td>33</td>
</tr>
</tbody>
</table>
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 fashion. Please use this manual as a resource throughout your graduate school career.

Updates to the manual may be made periodically.

2.1 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.”
3 IMPORTANT PROGRAM AND DEPARTMENT CONTACT INFORMATION

Dr. Susan Torres-Harding is the program director and your graduate academic advisor. She will be your primary contact regarding your progress in the program: (312) 341-3754; storresharding@roosevelt.edu.

Dr. Patti Kimbel is the clinical training director who oversees all practicum and internship training issues, pkimbel@roosevelt.edu.

Dr. Steven Meyers, smeyers@roosevelt.edu is the department chair. He 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.

Psychology Department administrative personnel:

Michelle Parker is an administrative assistant in the department of psychology, assisting with class registration, dissertation paperwork submittals, and other program-related tasks that support the PsyD Program. In addition to completing the semester updates on RUAccess, she can be notified of any changes in address, phone, email, or contact information: 312-341-2287; mrparker@roosevelt.edu.

Karen Smith, ksmith@roosevelt.edu, is the office manager in 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.

Jennifer Hinton, jhinton@roosevelt.edu, is an administrative assistant who works with course scheduling and course staffing. She also is the undergraduate psychology student advisor. She supports the PsyD program by managing the hiring process and undergrad course staffing when PsyD students become teaching fellows as part of the instructor development course/program.

Faculty 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 strong commitment towards PsyD student development and learning.

3.1 STUDENT INFORMATION AND RESOURCES

For questions and concerns, please consult the following documents located in the PsyD pages on Blackboard:

- The PsyD Student Manual
- the Clinical Training Manual
- the Doctoral Project Manual
- the Roosevelt University Student Handbook (https://blogs.roosevelt.edu/student-handbook/)
- the Graduate Catalog (https://catalog.roosevelt.edu/graduate/arts-sciences/clinical-psychology-psyd/)
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 PsyD Student Manual is updated annually, please consider it the most up-to-date resource for the PsyD Program.

3.2 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 that 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 provides 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.

3.3 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 others students from underrepresented groups:

- The Counseling Center: [https://www.roosevelt.edu/current-students/support-services/counseling-center](https://www.roosevelt.edu/current-students/support-services/counseling-center)
- The Learning Commons: [https://www.roosevelt.edu/current-students/support-services/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 the Academic Success Center, which houses the Disability Office and peer mentoring services: [https://www.roosevelt.edu/current-students/support-services/learning-commons/disability-services](https://www.roosevelt.edu/current-students/support-services/learning-commons/disability-services)
- The Multicultural Student Support Services: [https://www.roosevelt.edu/current-students/support-services/multicultural-support-services](https://www.roosevelt.edu/current-students/support-services/multicultural-support-services)
- Roosevelt University Student groups. There are a number of 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](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](https://www.roosevelt.edu/current-students/support-services/career-closet)
- Emergency Housing and Showering Services: This resource is helpful for students who may experiencing housing crisis or difficulties. Additionally, please know that the Dean of Students is helpful resource for student emergencies that might impact a student’s housing or financial situation. [https://www.roosevelt.edu/current-students/support-services/emergency-housing-showering](https://www.roosevelt.edu/current-students/support-services/emergency-housing-showering)
- Food and Hygiene pantry: [https://www.roosevelt.edu/current-students/support-services/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](https://www.roosevelt.edu/current-students/support-services/veterans)
3.3.1 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.

3.3.2 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.

3.3.3 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.

3.3.4 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.

3.4 RESPONSIVENESS TO CURRENT COVID-19 PANDEMIC
We are in the midst of a public health crisis. Please be aware that the health of all members of the Roosevelt community, including students, staff, and faculty is the most important concern. The university follows the guidance of state and local public health agencies when determining on-site protocols for a return to campus. Vaccination is mandatory for all students, staff, and faculty who return to campus: https://blogs.roosevelt.edu/coronavirus/returning-to-campus-fall-2021/. This information will be updated as the academic year progresses, and in the event conditions change. Please be sure that you are reading all university communications sent to your Roosevelt student email address for the most current information.
4 PROGRESSING THROUGH THE PROGRAM

Consult the Clinical Training Calendar (found at the beginning of the Clinical Training Manual) for important dates and mandatory meetings throughout the year. Put these in your own schedule/calendar!

4.1 ADVISING AND COURSE PLANNING

Currently, the Director of the PsyD program does all advising. Students will meet with the Director before 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. Torres-Harding for advising as needed and Ms. Parker 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. Torres-Harding to arrange for course waivers (see Section 10: Students entering the PsyD program with a partial or completed master’s degree).

4.2 DURATION OF THE PROGRAM

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

4.3 DEGREE REQUIREMENTS

The requirements you will need to fulfill before you can be awarded the degree can be found in the Graduate Catalog and the 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; the Doctoral Project Manual for detailed information regarding the doctoral project development and completion process; and, near the mid-point of their first doctoral practicum, the Comprehensive Examination Manual.

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 ensure that they have met the requirements of the Program prior to their anticipated graduation.
4.4 **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 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).

4.5 **PsyD Student Meetings**

PsyD students meet as a group at least once per semester (in October and February). *Attendance at 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.

4.6 **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 Program Evaluation Group (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 periodically to discuss student concerns. Currently, 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**: Additionally, one student is 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. The PEG representative also attends psychology department faculty meetings once per month.

4.7 **Faculty 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. 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 at the end of summer.
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.

4.8 EVALUATION OF STUDENT COMPETENCY
As part of our accreditation, APA requires 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.

4.8.1 Faculty Evaluation of Students
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.

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 the purpose of the evaluation process is to reduce ambiguity, which can also be anxiety provoking.

4.8.2 Content of evaluation
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.

4.8.3 Student self-evaluations
Students’ yearly self-evaluations are also an important component of the evaluation process. Self-evaluations provide an opportunity for faculty to examine 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.

4.8.4 Student 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 program for the preceding year. This letter contains important information regarding a student’s progress on the APA competencies, progress on important program milestones, such as dissertation
or comprehensive exams, information about the student’s current academic standing, and developmental information and constructive feedback as needed to assist with student’s development and growth in the coming year.

4.9 **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.

4.10 **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 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 accommodations can be made. *Students are highly encouraged to connect with the Roosevelt Disability Office in order to be able to formally qualify for such accommodations, as well as become aware of their responsibilities and rights as a student with a disability.*

4.11 **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 during their time in the program.

4.12 **Continued Enrollment in the Program**
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).

4.13 **Financial Aid Problems Regarding 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 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.
5 STUDENT DIFFICULTIES WITH PROGRAM PROGRESS AND COMPLETION, REMEDIATION, DISMISSAL, AND GRIEVANCE PROCEDURES

5.1 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 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.

5.2 “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.

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

Note that, in reality, 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.
5.4 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; if they fail to meet required academic standing and program milestone requirements, or if they substantially violate the professionalism, program, interpersonal, academic integrity, or ethical competencies and requirements of the program. 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 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.

5.5 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.

5.6 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:

5.6.1 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.

5.6.2 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. More information about the university policies regarding student grievance policies and procedures can be found here: https://www.roosevelt.edu/current-students/support-services/complaint/student-grievance
5.7 **STUDENTS RIGHTS**

See the *Roosevelt University Student Handbook* ([https://blogs.roosevelt.edu/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.

5.7.1 **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](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, please know that as you take on other professional roles in the university, 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](https://www.roosevelt.edu/title-ix)).

5.8 **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.

5.9 **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 repercussion. *If students have concerns about the confidentiality of the administration of any evaluation, they should contact the Department Chair, Dr. Steven Meyers.* 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 competency standard.*
6 PROGRAM REQUIREMENTS INFORMATION

6.1 ACADEMIC COURSEWORK
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 coursework has been developed and periodically reassessed by the clinical faculty to be fully consistent with APA’s Standards of Accreditation. See the online graduate catalog for detailed information regarding the clinical and non-clinical course requirements.

6.1.1 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. Incoming students with their master’s degree will be allowed to take the seminar course in their first semester at RU, but will only be allowed to teach their course in the spring semester (i.e., they cannot teach and take the course concurrently in their first semester at Roosevelt). Students who wish to register for this course should contact the instructor, Dr. Steven Meyers, in advance of the semester in which the student wishes to take it for permission to register for this course.

6.2 CLINICAL PRACTICA
See the PsyD Clinical Training Manual for essential details about and a timeline for clinical training. Searching 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.

6.2.1 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. Substantial changes in employment (either obtaining a new position or leaving a position) must be registered shortly after they occur.
6.3 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 PSYC 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 and the accompanying forms to the PsyD Director and the program administrative assistant.

6.4 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.

6.4.1 Eligibility

Students are eligible to take the Comps after accumulating 72 semester hours and after having successfully completed at least one doctoral practicum (791A and B).

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 will be provided for all students planning to take Comps in late summer.

6.4.2 Timing

Comps are offered in the late summer, typically in early August.

6.4.3 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 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, 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 1st comp exam attempt, and have one attempt remaining.

6.5 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.

6.6 INTERNSHIP

Please see the *Clinical Internship Manual* for details. 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 May 15th 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.

Remember: There are manuals for each key milestone in the PsyD program: the Clinical Training Manual (for practica and internship); the Doctoral Project Manual; Comprehensive Exam Manual; and the Clinical Internship Manual. Please read through these manuals carefully in advance of when you plan to start working/completing these milestones; and refer to them for guidance throughout the completion process. The Clinical Training Manual additionally contains the Calendar with important dates for meetings and milestones throughout the academic year.
7 Degree Conferrals

7.1 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 formally apply for and participate in graduation for the master’s degree.

7.2 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). 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 completed 36 semester hours, including their introductory level practicum (698A and B) can apply to receive their MA degree in clinical psychology. To apply for their MA degree, students must complete the Master’s Degree Verification Form for Students in the PsyD program, and submit this to the PsyD director, who will then verify eligibility and submit to the university registrar. This form is available on the PsyD program Blackboard site.

7.3 PsyD Graduation

PsyD graduation involves 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. Participating in a graduation ceremony is optional and not required for the conferral of your degree.

In order for a student to graduate—that is, to have a transcript indicating the program was completed and to have one’s degree conferred—students must register early in the semester they intend to graduate; typically, in the first weeks of the given semester. For exact dates, see the University’s Graduation web page, at http://www.roosevelt.edu/Registrar/Graduation.aspx.

Students who complete all requirements for graduation will graduate at the end of the semester for which all of these final requirements have been submitted to the university. The graduation and degree conferral dates will be at either the end of the spring, summer, or fall semester.

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, which is the last date of the semester. 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 occurs weeks or even months after all requirements for graduation are met. However, states can change their laws and policies at any time regarding clinical psychology licensure. It is the student’s responsibility to become knowledgeable with their preferred state’s specific regulations and policies regarding licensure and post-doc hours accumulation.

Information about participation in graduation and doctoral hooding ceremony has been changing in the last two years due to the ongoing pandemic, and may continue to change. Information about the opportunity to participate in formal graduation ceremonies will be provided to eligible students as needed.
8 ADDITIONAL OPPORTUNITIES

8.1 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 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.

8.2 GRADUATE ASSISTANTSHIPS
Every year, a limited number of graduate assistantships are awarded to new PsyD students. These assistantships are intended to be important opportunities to develop your research and scholarship skills under the supervision of one of the departmental faculty members. In exchange for financial assistance in the form a tuition waiver and stipend, you need to ensure that you fulfill all hours and role expectations for this position. Your satisfactory engagement with these roles will be monitored by your faculty supervisor and the PsyD director. Failure to fulfill the hours and role expectations, as determined by your faculty supervisor, may result in the rescinding of this position for the spring semester. Finally, any difficulties with completing the GA role expectations should be addressed directly with the PsyD director and the faculty supervisor.

8.3 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. McBride, 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. Students who are entering the PsyD program with their master’s degree may choose to take the instructor development course in the fall of their first semester and then teach in the spring semester—they cannot teach during their first semester at Roosevelt.
9 APA PROFESSIONAL COMPETENCY MODEL

This is the model that we use for your clinical training, as part of our APA program accreditation. In other words, by the time you graduate from our academic program, you will have developed adequately in these knowledge and skill areas. These are considered foundational areas for your professional practice as an independent clinical psychologist. Please know that this competency model includes a range of either knowledge or skill demonstration or both, depending upon the specific competency described. We use this model to inform our curriculum and training experiences so that you have opportunity to develop these skills and knowledge by the time you complete our program. Your program on development of these competencies are evaluated by the faculty as you progress through the program 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 also addressed via feedback on your yearly student evaluation letter, or, as needed with ‘action status’ or remediation plans as described above. Finally, we use this model to develop curriculum/courses as appropriate. Please note that some of these competencies fall into non-academic domains, such as the professional values and community and interpersonal skills competencies. You are expected to adhere to and develop these professionalism and interpersonal competencies in all of your interactions with peers, professors, clients, students, and others in your work as a student in 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, federal levels

  - iii. Relevant professional standards and guidelines

- b. Recognize ethical dilemmas as they arise, and apply decision-making processes in order to resolve the dilemmas

- d. Conduct self in an ethical manner in all professional activities

#### III. Individual and cultural diversity

- a. 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. 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. the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is 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 in increasingly complex situations with a greater degree of independence as they progress across levels of training.

### 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 well.

### VI. Assessment

a. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant 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.

b. 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 intervention goals and methods consistent with ongoing evaluation.

### VIII. Supervision

a. Demonstrate knowledge of supervision models and practices.

### IX. Consultation and interprofessional/interdisciplinary skills
a. Demonstrate knowledge and respect for the roles and perspectives of other professions.

b. Demonstrates knowledge of consultation models and practices.

9.1 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:

- 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.

This is why your curriculum includes a mix of both applied courses (i.e. Cognitive Behavioral Therapies) and basic psychology/non-applied courses (i.e. Social Psychology). This knowledge is considered foundational by APA and us for your eventual practice as a clinical psychologist in a way that is consistent with the scientific foundations of the field.
10 EXPECTATIONS AROUND PROFESSIONALISM AND STUDENT RESPONSIBILITIES

10.1 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. Students’ professionalism is also an important APA competency. 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 placing a student on probation or dismissing a student from the program.

10.2 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. With this in mind, you are encouraged to consider the following cautions and suggestions:

1. With 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. For example, it is not advisable to become “friends” with or follow clients or former clients or undergraduates for whom you have supervisory or evaluative responsibilities. Additionally, please be aware of any public postings or pictures that have ‘tagged’ you that may be accessible to current or future peers, supervisors, clients, and others.

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 listservs 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 accurately 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. 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.

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 offline 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.

10.3 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. Also, 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. Mindfulness around these issues is important to maintain the integrity of the profession and the perception of the profession by the public at large.

10.4 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 clinical training context is important. Please be courteous and respectful in emails, in social media communications, and in face-to-face interactions on campus. Please be respectful of people’s diverse identities and backgrounds in your communications. 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 the professionalism competency.**
10.5 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. However, students should take care to maintain the privacy and confidentiality of their client information during these discussions. Any information presented within classroom settings or submitted on written assignments must be completely de-identified of all contact information, including name, date of birth, address, etc. Additionally, demographic information that is so unique such that it could be 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. Students on clinical practicum should discuss the requirements of discussing clinical information in class with their clinical supervisors. Any concerns about risk or confidentiality should be addressed with the course instructor.

10.6 Professional File, Resources, and Credential Banking

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:

10.6.1 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.

10.6.2 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).

10.6.3 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.

10.6.4 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.

10.6.5 Textbooks
It is strongly recommended that students buy and keep all graduate textbooks/e-books (rather than simply renting) in anticipation of studying for the comprehensive exams and to assist with completion of the doctoral project.
10.6.6 Work logs using Time2Track
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). We also recommend that you maintain careful records of your supervisors and supervision hours, including your supervisor’s names, license information and license number.

We strongly recommend using Time2Track (https://time2track.com/) to maintain all of your clinical hours and important clinical work information. There is a modest yearly fee for using this service (approximately $50/year). There are other services available (Psykey.com), or you can keep track of your own hours via Excel for little/no cost. If you choose to use Excel, it is recommended that you carefully consult with the APPIC application to make sure that you are keep track of all information, timing, and categories that is needed for your internship applications and potentially for your licensure applications (different states may require that you provide more detailed clinical training information). An advantage to using the apps is that they generally allow you to more easily maintain excellent records that you will need for internship applications and potentially for licensing. You should plan to maintain these records even beyond graduation.

10.6.7 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.

10.6.8 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.
11 STUDENTS ENTERING THE PSYD PROGRAM WITH A PARTIAL OR COMPLETED MASTER’S DEGREE

11.1 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.

The doctoral project, internship, and 12 semester hours of practica must be completed at Roosevelt University.

Because of our clinical training requirements, generally, it is not possible for a student entering Roosevelt with a master’s degree including a waived clinical practicum to complete the program in less than 4 years.

11.2 Waiving the Introductory Master’s Level Practicum Requirement
Students entering into the program who have completed a master’s level clinical practicum may be able to waive the requirement for their introductory practicum. In order to receive credit for this practicum, the student must submit a letter or evaluation from their clinical supervisor documenting the hours completed (direct and indirect) and indicating that the student has exhibited basic clinical skills and satisfactorily completed the practicum. This documentation will then be reviewed and approved by the Clinical Training director, who will determine whether this previous clinical training will meet the requirements set for the introductory level practicum (698A and B).

11.3 Instructor Development Course
Students entering the program with a completed master’s may register for the Instructor Development Course in their first semester (fall), with the expectation that they would register for and teach a course in the spring semester. The master’s degree should be either be in psychology or a related field. Incoming students will not be allowed to teach an undergraduate course in their first semester. Interested students should contact Dr. Steven Meyers, the course instructor, for permission to register for the course.
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 standards 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. The plan below is the basic plan that is recommended for students who want to complete the program in five years if they are not entering into a more specialized area (i.e., neuropsychology, health psychology, pediatric psychology, etc.). This 5-year plan will typically be extended into 6 years for students who are entering into a more specialized subfield (i.e., neuropsychology, health psychology, pediatrics, etc.), for students who are changing their clinical focus or emphasis part-way through their program, for students who experience life events or stressors that entail that they slow down their progress in order to successfully maintain their academic standing, or for students who for various reasons may wish to gain additional clinical or academic experience. 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.

Please know that it is normal and typical for students to take 6 years in the program rather than 5, for many reasons.

Advisement regarding recommendations for the expected program length for each student is individualized and will occur in conjunction with the PsyD director and the clinical training director. Therefore, the plan below is typical but an individual student’s plan may vary from this template depending on multiple factors.

<table>
<thead>
<tr>
<th>Year 1</th>
<th></th>
<th></th>
<th>Year 2</th>
<th></th>
<th></th>
<th>Summer</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Credits</td>
<td></td>
<td>Spring</td>
<td>Credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>516A- Adult Psychopathology I</td>
<td>3</td>
<td></td>
<td>516B-Adult Psychopathology II</td>
<td>3</td>
<td></td>
<td>635-Professional, Legal, Ethical Issues</td>
<td>3</td>
</tr>
<tr>
<td>641A-CBT I</td>
<td>3</td>
<td></td>
<td>641B-CBT II</td>
<td>3</td>
<td></td>
<td>(can take elective)</td>
<td></td>
</tr>
<tr>
<td>520-Basic Clinical Skills</td>
<td>3</td>
<td></td>
<td>620-Intellectual Assessment</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>644-Multicultural Psychology</td>
<td>3</td>
<td></td>
<td>631-Personality and Psychotherapy</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td>Spring</td>
<td></td>
<td></td>
<td>Summer</td>
<td></td>
</tr>
<tr>
<td>642A-Psychodynamic Theory I</td>
<td>3</td>
<td></td>
<td>642B-Psychodynamic Theory II</td>
<td>3</td>
<td></td>
<td>638-History and Systems</td>
<td>3</td>
</tr>
<tr>
<td>698A-Intro MA Practicum Seminar</td>
<td>3</td>
<td></td>
<td>698B-Intro MA Practicum Seminar</td>
<td>3</td>
<td></td>
<td>789Y Doctoral Proj Sem Cont</td>
<td>0</td>
</tr>
</tbody>
</table>
### Year 3

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>643-Evidence-Based Practice</td>
<td>500-Advanced Statistics</td>
<td>COMPS</td>
</tr>
<tr>
<td>791A-Doctoral Practicum I Seminar</td>
<td>791B-Doctoral Practicum I Seminar</td>
<td></td>
</tr>
<tr>
<td>636-Human Development</td>
<td>712-Psychopharmacology (710)</td>
<td></td>
</tr>
<tr>
<td>Elective or 790-Doctoral Project Credits</td>
<td>Elective or 790-Doctoral Project Credits</td>
<td></td>
</tr>
<tr>
<td>5-year plan: doctoral project proposal due to committee: April 1st; proposal defense deadline May 15th</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Year 4

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>735-Principles of Clinical Supervision</td>
<td>634-Community Psychology and Social Justice</td>
<td></td>
</tr>
<tr>
<td>792A-Doctoral Practicum II Seminar</td>
<td>633- Social Psychology</td>
<td></td>
</tr>
<tr>
<td>716-Cognitive &amp; Affective Bases of Behavior</td>
<td>792B- Doctoral Practicum II Seminar</td>
<td></td>
</tr>
<tr>
<td>Elective or 790-Doctoral Project Credits</td>
<td>Elective or 790-Doctoral Project Credits</td>
<td></td>
</tr>
<tr>
<td>5-year plan: apply internship</td>
<td>6-year plan: proposal defense deadline May 15th to apply for internship in fall</td>
<td></td>
</tr>
</tbody>
</table>

### Year 5

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>5- year plan: 799-Clinical Internship</td>
<td>5-year plan: 799-Clinical Internship</td>
<td>5-year plan: Finish internship, doctoral project, graduation 799Y Clinical Internship Completion</td>
</tr>
<tr>
<td>5-year plan: 790Y-Doctoral Project Continuation</td>
<td>5-year plan: 790Y-Doctoral Project Continuation</td>
<td>799Y Clinical Internship Completion</td>
</tr>
<tr>
<td>6-year plan: 793A or independent study</td>
<td>6-year plan: 793B or independent study</td>
<td></td>
</tr>
<tr>
<td>6-year plan: 790Y-Doctoral Project Continuation</td>
<td>6-year plan: 790Y-Doctoral Project Continuation</td>
<td></td>
</tr>
<tr>
<td>6-year plan: elective, teach</td>
<td>6-year plan: elective, teach</td>
<td></td>
</tr>
</tbody>
</table>

### Year 6

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-year plan: 799-Clinical Internship</td>
<td>6-year plan: 799-Clinical Internship</td>
<td>6-year plan: Finish internship, doctoral project, graduation</td>
</tr>
<tr>
<td>6-year plan: 790Y-Doctoral Project Continuation</td>
<td>6-year plan: 790Y-Doctoral Project Continuation</td>
<td></td>
</tr>
</tbody>
</table>
13 COURSEWORK

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

Clinical Requirements
- PSYC 516A Adult Psychopathology I
- PSYC 516B Adult Psychopathology II
- PSYC 520 Basic Clinical Skills
- PSYC 620 Intellectual Assessment
- PSYC 625 Personality Assessment (520)
- PSYC 641A Cognitive and Behavioral Therapies I (520)
- PSYC 641B Cognitive and Behavioral Therapies II (641A)
- PSYC 642A Psychodynamic Theory I
- PSYC 642B Psychodynamic Theory II
- PSYC 643 Evidence Based Practice (520)
- PSYC 644 Multicultural Psychology & Psychotherapy (520)
- PSYC 698A Intro/MA Practicum I (520)
- PSYC 698B Intro/MA Practicum II
- PSYC 735 Clinical Supervision & Consultation
- PSYC 791 Doctoral Practicum A&B
- PSYC 792 Doctoral Practicum A&B
- PSYC 799 Clinical Internship

Nonclinical Requirements
- PSYC 500 Advanced Statistics
- PSYC 530 Advanced Research Methods
- PSYC 631 Advanced Personality Theory
- 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 638 History and Theoretical Systems
- PSYC 710 Biopsychology
- PSYC 712 Psychopharmacology (710)
- PSYC 716 Cognitive, Affective, & Learned Base of Behavior
- PSYC 789 Doctoral Project Seminar ¹ (530) and 789Y Doctoral Project Seminar Continuation
- PSYC 790 Doctoral Project (789)

¹ Students will register for the doctoral project seminar, but the course itself will be spread out over two semesters. Students will receive an I for 789, and will receive a grade for 789 once they have completed 789Y.
Electives: 3 required

- PSYC 407 Intermediate Statistics
- PSYC 515 Chemical Dependence
- PSYC 540 Childhood/Adolescent Social Skills Training
- PSYC 639 Childhood/Adolescent Assessment
- PSYC 650 Group Psychotherapy (520)
- PSYC 651 Experiential Group Therapy (520)
- PSYC 652 Psychotherapy of Women (520)
- PSYC 653 Brief Psychotherapies (520)
- PSYC 654 Childhood & Adolescent Therapy (520)
- PSYC 655 Couples & Family Therapy (520)
- PSYC 660 Employment Testing
- PSYC 664 Job Analysis and Performance Management (check prereq's)
- PSYC 668 Organizational Assessment and Development
- PSYC 669 Instructional Design and Training
- PSYC 681 Instructor Development
- PSYC 695 Independent Study
- PSYC 719 Clinical Neuropsychology (710)
- PSYC 720 Neuropsychological Assessment (620)
- PSYC 725 Projective Personality Assessment
- PSYC 727 Advanced Psychodiagnosics (620, 625, 725)
- PSYC 740 Advanced Psychotherapy Seminar (641A & B, 642A & B)
- PSYC 741 Child Psychopathology