



DEPARTMENT OF PSYCHOLOGY  
PsyD Student Manual

*Fall 2017*

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## 2 WELCOME AND INTRODUCTION

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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

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**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](mailto:storresharding@roosevelt.edu).

**Dr. Patti Kimbel** is the clinical training director who oversees all practicum and internship training issues.

**Diana Zak** is the administrative assistant to the PsyD Program, and should be notified of any changes in address, phone, email, or contact information: 312-341-2287; [dzak@roosevelt.edu](mailto:dzak@roosevelt.edu).

Faculty members are available to discuss the PsyD Program, clinical psychology, and careers in clinical psychology. Please visit the department website for contact information.

**Karen Smith** is the office manager for the Department of Psychology: 312-341-3760; [ksmith@roosevelt.edu](mailto:ksmith@roosevelt.edu).

### 3.1 STUDENT INFORMATION AND RESOURCES

For questions and concerns, please consult the following documents:

- The PsyD Student Manual
- the Clinical Training Manual
- the Doctoral Project Manual
- the Roosevelt University Student Handbook
- the Graduate Catalog

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 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.

### 3.3 STUDENT SERVICES AND ACTIVITIES

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

- The Counseling Center

- The 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
- The Multicultural Student Support Services
- the Student Crisis Support and Advocacy Services
- Consult Roosevelt's weekly student newspaper, The Torch, the Roosevelt website ([www.Roosevelt.edu](http://www.Roosevelt.edu)), and flyers throughout the University for information on a variety of activities, presentations, and student organizations.

## 4 PROGRESSING THROUGH THE PROGRAM

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### 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. Zak 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

Attendance to all PsyD student meetings is mandatory!

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 STUDENT REPRESENTATIVES

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

#### 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.

#### 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.

### 4.9 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.

### 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 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

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### 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, 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.

#### 5.7 STUDENTS RIGHTS

See the *Roosevelt University Student Handbook* on students' civil rights and freedom from discrimination; the family education rights and privacy act, regarding the confidentiality and release of academic information; student conduct and discipline; liability and loss; academic integrity; student academic grievance procedures

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 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.

### 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. McBride.* 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

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### 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 immediate 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 to mid- 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 1<sup>st</sup> comps 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 15<sup>th</sup> 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.

## 7 DEGREE CONFERRALS

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### 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 an 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.

Students who apply for their MA degree conferral have the option to participate in the graduation ceremony.

### 7.3 PSYD GRADUATION

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

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

Doctoral students are permitted to walk in the spring graduation ceremony "early," i.e., before they complete their internship year, if the following conditions are met:

- 1) the student must have completed all the Program's course requirements
- 2) the student has successfully defended his or her doctoral project and submitted the final copy to the department by the Spring graduation deadline
- 3) is more than 2/3 of the way through their internship year
- 4) received a positive midyear internship evaluation

Please note that degrees will be conferred in the August or December term for students who participate in the spring ceremony, after satisfactory completion of the pre-doctoral internship.

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

## 8 ADDITIONAL OPPORTUNITIES

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### 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.

Remember: Research presentation experience is an important credential that can help strengthen your clinical internship applications. Additionally, participation with a research team is an excellent way to develop ideas for your doctoral project and gain valuable research skills that will aid completion of a doctoral project.

### 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 EXPECTATIONS AROUND PROFESSIONALISM AND STUDENT RESPONSIBILITIES

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### 9.1 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. 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.

### 9.2 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, or the profession with our actions. With this in mind, you are encouraged to consider the following cautions and suggestions:

1. With social networking sites such as Facebook or Instagram, utilize privacy settings to limit access to your pages and personal information. Use thoughtful discretion when considering "friend" requests and consider the boundary implications. For example, it is not advisable to become virtual "friends" with clients or former clients or undergraduates for whom you have supervisory or evaluative responsibilities. 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 appropriately represent one's status and credentials. Students are encouraged to consider adding a confidentiality disclaimer to email signature files.
4. Be mindful of voicemail greetings if you utilize a private phone for any professional purposes (clinical work, teaching, or research). Make sure that such messages reflect a maturity and professionalism that you would want to portray to the public.

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

It is not the intention of the clinical psychology program to interfere in your personal life or to limit your ability to enjoy the benefits of online activities, express your personality or opinions, or have a little fun. As with off-line activity, we encourage you to be mindful of the implications and make efforts to protect your professional image and reputation. If the program becomes aware of online activity that represents a violation of the APA Code of Ethics, local, state or federal laws, or conflicts 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.

### 9.3 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 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.

### 9.4 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.

### 9.5 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:

### 9.5.1 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.

### 9.5.2 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).

### 9.5.3 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.

### 9.5.4 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.

### 9.5.5 Textbooks

It is ***strongly recommended that students buy and keep all graduate textbooks*** in anticipation of studying for the comprehensive exams and to assist with completion of the doctoral project.

### 9.5.6 Work logs

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

### 9.5.7 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. The only "names" appropriate for use in such reports are Jane Doe or John Doe.

### 9.5.8 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.

## 10 STUDENTS ENTERING THE PSYD PROGRAM WITH A PARTIAL OR COMPLETED MASTER'S DEGREE

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### 10.1 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.

### 10.2 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).

### 10.3 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.

# 11 PSYD PROGRAM COMPLETION PLAN F2017

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>.

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.

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. Typically, the program is extended into a six year plan by completing a 3<sup>rd</sup> 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					
Fall	Credits	Spring	Credits	Summer	Credits
516A- Adult Psychopathology I	3	516B-Adult Psychopathology II	3	635-Professional, Legal, Ethical Issues	3
641A-CBT I	3	620-Intellectual Assessment	3	636-Human Development	3
520-Basic Clinical Skills	3	625-Personality Assessment	3	644-Multicultural Psychology	3
631-Personality and Psychotherapy	3	641B-CBT II	3		
Year 2					
Fall		Spring		Summer	
642A-Psychodynamic Theory I	3	642B-Psychodynamic Theory II	3	638-History and Systems	3
698A-Intro MA Practicum Seminar	3	698B-Intro MA Practicum Seminar	3	Elective	
530- Advanced Research Methods	3	789-Doctoral Project Seminar (530)	3	789Y Doctoral Proj Sem Cont	0
710-Biopsychology	3	Elective	3	[optional: apply for MA conferral]	
Year 3					
Fall		Spring		Summer	
643-Evidence-Based Practice	3	500-Advanced Statistics (407)	3	COMPS	
791A-Doctoral Practicum I Seminar	3	791B-Doctoral Practicum I Seminar	3	Elective	

716-Cognitive & Affective Bases of Behavior Elective	3 3	712-Psychopharmacology (710) 790-Doctoral Project 5-year plan: doctoral project proposal due to committee: April 1 <sup>st</sup> ; proposal defense deadline May 15 <sup>th</sup>	3 3	
<b>Year 4</b>				
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>
735-Principles of Clinical Supervision 792A-Doctoral Practicum II Seminar 790Y-Doctoral Project Continuation 5-year plan: apply internship	3 3 0	634-Community Psychology and Social Justice 633- Social Psychology 792B- Doctoral Practicum II Seminar 790Y-Doctoral Project Continuation 6-year plan: proposal defense deadline May 15 <sup>th</sup> to apply for internship in fall	3 3 3 0	
<b>Year 5</b>				
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>
5- year plan: 799-Clinical Internship 5-year plan: 790Y-Doctoral Project Continuation 6-year plan: 793A or independent study 6-year plan: 790Y-Doctoral Project Continuation 6-year plan: elective, teach	3 0 3 0	5-year plan: 799-Clinical Internship 5-year plan: 790Y-Doctoral Project Continuation 6-year plan: 793B or independent study 6-year plan: 790Y-Doctoral Project Continuation 6-year plan: elective, teach	3 0 3 0	<b>5-year plan: Finish internship, doctoral project, graduation</b> 799Y Clinical Internship Completion
<b>Year 6</b>				
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>
6-year plan: 799-Clinical Internship 6-year plan: 790Y-Doctoral Project Continuation	3 0	6-year plan: 799-Clinical Internship 6-year plan: 790Y-Doctoral Project Continuation	3 0	<b>6- year plan: Finish internship, doctoral project, graduation</b>

## 12 COURSEWORK

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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 (407)  
 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<sup>1</sup> (530) and 789Y Doctoral Project Seminar Continuation  
 PSYC 790 Doctoral Project (789)

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<sup>1</sup> 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 <sup>2</sup>  
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 690 MA Thesis (Parts 1 & 2)  
PSYC 695 Independent Study  
PSYC 719 Clinical Neuropsychology (710)  
PSYC 720 Neuropsychological Assessment (620)  
PSYC 725 Projective Personality Assessment  
PSYC 727 Advanced Psychodiagnostics (620, 625, 725)  
PSYC 740 Advanced Psychotherapy Seminar (641A & B, 642A & B)  
PSYC 741 Child Psychopathology

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<sup>2</sup> Students will be allowed the opportunity to test out of 407 in order to satisfy the prerequisite requirement for 500 Advanced Statistics only. Course credit will not be given for successfully testing out of this requirement.

