Clinical Psychology Ph.D. Program

Program Handbook

2018 - 2019
This Handbook includes a description and documentation of the Program and instructions, as well as advice to current students about Program policies and procedures.

The following websites also may provide useful information.

Graduate College forms, dates, etc.: http://web.iit.edu/gaa/students

Clinical Psychology Program:
http://humansciences.iit.edu/psychology/programs/graduate-programs/clinical-psychology-program-phd

Disability Resources: https://web.iit.edu/cdr

Public Safety: https://web.iit.edu/public-safety

University Ombudsman:
https://web.iit.edu/student-affairs/campus-resources/ombudsperson

Student Health and Wellness Center:
http://web.iit.edu/shwc/services/student-assistance-program

Graduate Student Handbook: https://web.iit.edu/student-affairs/handbook
Introduction to Clinical Training Program

Illinois Tech’s Clinical Psychology Program, accredited by the American Psychological Association since 1982, offers intensive training based on the Boulder Scientist/Practitioner model and cognitive-behavioral theoretical foundations. The program emphasizes a balance of clinical practice and the understanding and conduct of clinical psychological research. Practice experiences include exposure to diverse urban populations. A student’s practice and research experiences begin in the first year and continue throughout their graduate career. Several students each year are admitted into the Rehabilitation Track, which is described in detail below. The focus of the training program for all students reflects current trends in the field and the interests of the clinical faculty. The current clinical faculty are as follows (in alphabetical order):

Greg Chasson, Associate Professor & Director of Clinical Training (Ph.D., University of Houston, 2008). Phenomena characterized by maladaptive repetitive behaviors, e.g., obsessive-compulsive disorder, hoarding, body dysmorphic disorder, and Tourette's disorder; high-functioning autism spectrum disorder; anxiety disorders and trauma.

Steve Du Bois, Assistant Professor (Ph.D. University of Illinois at Chicago, 2013). Health psychology, health behaviors, sexual health among sexual and gender minorities (SGM), health in relationships.

Alissa Haedt-Matt, Assistant Professor (Ph.D., University of Iowa, 2012). Eating and weight disorders and associated psychopathology.

Joyce Hopkins, Professor & Associate DCT/Practicum Coordinator (Ph.D., University of Pittsburgh, 1984). Parent-child interaction & emotion regulation, attachment, risk factors for disorders in young children.

Michael Young, Professor & Department Chair (Ph.D., Adelphi University, 1974). Cognitive models of depression, seasonal affective disorder, emotion regulation, statistical modeling of psychopathology.

The Clinical Program can be completed in five years of full-time study, including a one year APA-accredited predoctoral internship, although six years is more common. Students typically take 12 credit hours fall and spring semesters of the first year, followed by 5 credit hours in the Summer between the first and second years in the program. The complete program consists of 105 credit hours. In addition to required course work and electives, first-year students are offered a graduate assistantship that involves clinically-relevant experience of testing children applying to the Chicago Public School’s Selective Enrollment Programs, and students complete three years of external practica (15-20 hours per week) in their 2nd, 3rd and 4th years at sites in the Chicagoland area. Students also complete an empirical research Master's thesis and an oral

1 The program is currently attempting to reduce electives by 6 credits, and this is pending approval in the university system. Once this is approved, students can opt into the new program that requires 9 elective credits and therefore 99 total program credits instead of 105.
comprehensive examination. The dissertation is the culmination of didactic and practical research training.

**Admission**

The minimum requirements for admission are 18 hours of undergraduate psychology with course work in research methods and statistics. Applicants are evaluated by the Clinical Program faculty based on grades, Graduate Record Examination (GRE) scores, research and clinical experience, fit of research interests with clinical faculty, letters of recommendation, and a statement of professional goals.

Applicants to the Clinical Program are evaluated annually during the spring semester for admission to the program with a start date at the beginning of the subsequent fall semester. The application deadline is **January 1**. Following review of applications by clinical faculty, acceptance decisions are announced in mid-late March and may continue through mid-April. Typically, 10 to 12 students are admitted to the Clinical Program each year. Students already taking courses at Illinois Tech but not admitted to the Clinical Program must apply formally by submitting a complete application and will be evaluated competitively with other applicants.

**Full-Time Status and Leaves of Absence**

Students are considered full-time if they are registered for at least 9 credits or a single credit of PSYC591 (Master’s Thesis), PSYC691 (Dissertation), or PSYC600 (Continuing Registration). Maintaining full-time status is critical to maintain deferral of payback of student loans. This may require planning of when to take PSYC591 and PSYC 691 credits, e.g., taking them in semesters in which one would not otherwise have 9 credits. This is especially true for students transferring previous graduate work. Note that the number of PSYC591 and PSYC 691 credits taken in a semester does not need to correspond to the amount of work done. A student also must be registered for at least one credit (of anything) in the semester (fall, spring or summer) that they defend the thesis or dissertation or take the comprehensive exam. Receiving financial aid during the summer also requires being registered in that semester.

Students need to be registered every fall and spring semester until they graduate (note: this excludes summer semesters—i.e., there is no requirement to register in the summer, except for the summer between the first and second year to complete courses, as well as any summers that involve defending the Master’s thesis and doctoral dissertation, or completing comprehensive exams). If a student does not register, he or she needs to apply and receive approval for a program Leave of Absence. If a student does not register or obtain a program Leave of Absence during a semester, the student will be placed on probationary status with the expectation that he or she will resume continuous registration the next semester, excluding summer. A student can only be placed on probationary status for non-continuous enrollment one time while in the program. If it occurs a second time, the student’s status in the program will be reviewed by Clinical Program faculty, with student program status outcomes including, but not limited to, program dismissal.

A Leave of Absence will be granted only for qualifying circumstances and, for the duration of the leave, will automatically **pause** the training program timeline and milestone deadlines (see below for more on milestone deadlines and pausing the timeline). A Leave of Absence is defined in semester units (e.g., a student can be on leave for fall semester but not for
two specific weeks in the fall semester). Qualifying circumstances will be evaluated by program faculty on a case-by-case basis. A non-exhaustive list of examples may include child bearing, major medical or mental health problems, personal crises (e.g., death of a parent or spouse), and immigration disruptions. All qualifying circumstances must be verified.

**Course Requirements**

Students complete 105\(^2\) credit hours for the Ph.D. degree in the Clinical Program. The required courses include 12 credit hours that fulfill the APA requirements for discipline-specific competencies in affective, biological, cognitive, developmental and social bases of behavior. They also form a core sequence taken by all completed by all Ph.D. students in the Department of Psychology. These courses should be accomplished by the end of the second year. In addition to other required courses, students are required to complete 4 credit hours of practicum (PSYC533), 30 hours of research credits (PSYC591 and 691), and 9 hours of electives. The Ph.D. degree course requirements are listed below followed by a sample program.

<table>
<thead>
<tr>
<th>Credits hours</th>
<th>Title (Course number)</th>
</tr>
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<tbody>
<tr>
<td>3</td>
<td>Biological Bases of Behavior (501)</td>
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<tr>
<td>3</td>
<td>Social Bases of Behavior (502)</td>
</tr>
<tr>
<td>3</td>
<td>Affective and Cognitive Bases of Behavior (503)(^3)</td>
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<td>3</td>
<td>Individual and Cultural Differences (504)</td>
</tr>
<tr>
<td>3</td>
<td>Research Methods (540)</td>
</tr>
<tr>
<td>3</td>
<td>Graduate Statistics I (545)</td>
</tr>
<tr>
<td>3</td>
<td>Graduate Statistics II (546)</td>
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<td>3</td>
<td>Multivariate Statistics (554)</td>
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<tr>
<td>3</td>
<td>Psychometric Theory (511)</td>
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<tr>
<td>2</td>
<td>Ethics and Professional Issues I (508)</td>
</tr>
<tr>
<td>1</td>
<td>Ethics and Professional Issues II (509)</td>
</tr>
<tr>
<td>3</td>
<td>Psychopathology (526)</td>
</tr>
<tr>
<td>3</td>
<td>Developmental Psychopathology (525)</td>
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<tr>
<td>3</td>
<td>Theories of Psychotherapy (523)</td>
</tr>
<tr>
<td>3</td>
<td>Assessment I (510) (cognitive assessment)</td>
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<tr>
<td>3</td>
<td>Assessment II (512) (psychodiagnostic and personality assessment)</td>
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</tbody>
</table>

\(^2\) The program is currently attempting to reduce electives by 6 credits, and this is pending approval in the university system. Once this is approved, students can opt into the new program that requires 9 elective credits and therefore 99 total program credits instead of 105.

\(^3\) This course is currently in the process of being formally re-titled and is still named “Learning and Cognition” in the Illinois Tech Bulletin.
Practice Courses
3 Therapy I (506)
3 Therapy II (507)
4 Clinical Practicum (533) (1 per fall & spring semesters, years 2-3); a third external practicum is required (year 4) but does not require a course registration
2 Internship (599) (1 credit fall or spring semester and 1 credit in the summer ending internship)

Other Courses:
3 History and Systems of Psychology (505)

Research
6 Research and Master’s Thesis (591)
24 Dissertation (691)

Electives:
15\(^4\) (typically 3 credits per seminar; See “Rehab Track” for special seminar requirements)
Examples from recent years (some have specific course numbers, other use generic PSYC588):
- Health Psychology
- Neuropsychological Assessment
- Attachment Theory through the Life Span
- Sexual, Gender, and Relationship Diversity
- Fear and Anxiety Disorders
- Affective Disorders
- Eating & Weight disorders
- Structural Equation Modeling
- Assessment/Treatment of Young Children

Total Credit Hours Needed for Graduation = 105\(^4\)

Sample Program (each student should develop specifics with his/her advisor)
Most courses are taken in the exact sequence shown. However, PSYC591, 691 and electives are taken at various times and what is below is just an example. Electives are sometimes offered in the summer semester. Practica typically include at least some work in the summer.

FIRST YEAR

Spring
546 Graduate Statistics II
501 Biological Bases of Behavior
512 Assessment II (psychodiagnostic and personality)
523 Theories of Psychotherapy

SUMMER BETWEEN FIRST AND SECOND YEARS
508 Ethics and Professional Issues I
540 Research Methods

\(^4\)The program is currently attempting to reduce electives by 6 credits, and this is pending approval in the university system. Once this is approved, students can opt into the new program that requires 9 elective credits and therefore 99 total program credits instead of 105.
SECOND YEAR

Fall
503 Cognitive and Affective Bases of Behavior
506 Therapy I
525 Developmental Psychopathology
591 Master's Thesis
533 Practicum (1 hr)

Spring
502 Social Bases of Behavior
507 Therapy II
591 Master's Thesis
Elective
533 Practicum (1 hr)

THIRD YEAR

Fall
554 Multivariate Statistics
511 Psychometric Theory
Elective(s)
533 Practicum (1 hr.)

Spring
509 Ethics and Professional Issues II
505 History and Systems
Elective
533 Practicum (1 hr.)

SUBSEQUENT YEARS
Electives as needed, 691 Dissertation, 599 Internship (fall or spring, and summer)

The Rehabilitation Track
This track focuses on clinical applications in rehabilitation settings. Applicants should indicate their desire to enter this program in their initial application and are admitted to the track when accepted into the Clinical Program. Students fulfill the usual requirements for the Ph.D. in Clinical Psychology, enroll in electives from the Rehabilitation Psychology Program, and complete clinical practica in relevant settings. Research is conducted in the lab of a Rehabilitation Program faculty member, who is their research advisor and mentor. Students also have an academic advisor from the Clinical Faculty. The dissertation committee for Rehabilitation Track students includes two faculty members each from the Clinical and Rehabilitation faculties. The 5 required elective seminars in Rehab curriculum at the moment are as follows:

588 Medical Aspects of Disability
573 Psychosocial Bases of Disability
575 Adult Career Development and Vocational Behavior
577 Professional and Ethical Issues of Rehabilitation Psychology
581 Neuropsychological Assessment

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5 This course is currently in the process of being formally re-titled and is still named “Learning and Cognition” in the Illinois Tech Bulletin.
6 The program is currently attempting to reduce electives by 6 credits, and this is pending approval in the university system. Once this is approved, students can opt into the new program that requires 9 elective credits and therefore 99 total program credits instead of 105. For those in the rehab track and who switch to this new elective requirement, a revised set of 3 electives will constitute the requirement for completing the track.
**Transferring Credits for Graduate Courses Already Completed**

Some graduate course credits can be transferred from other universities to meet the Clinical Program requirements. The maximum number of credits that can be transferred is 32. To be transferred, a course is evaluated on its overall level and quality and on its educational appropriateness as part of the Illinois Tech Clinical Psychology Program. To the extent possible, approval of course transfers should be completed as soon as possible. To arrange for credit transfers, a student presents the syllabus of the course taken to the Illinois Tech faculty member who teaches the course (or whose area is closest if the course is not given at Illinois Tech) and to the Director of Clinical Training (DCT). The student also must document that they received a grade of A or B in the course. If the course transfer is approved, the faculty member and the DCT will sign the course transfer form, which will be placed in the student's file. The student will be required to submit a transcript to the registrar’s office documenting the grade.

Occasionally a student has taken graduate psychology courses at Illinois Tech prior to admission to an Illinois Tech graduate degree program in psychology. A maximum of 9 such credits can be counted toward an Illinois Tech graduate degree. Classes that teach clinical skills (e.g., Assessment) cannot be taken by anyone other than a student in the Clinical Program.

The policy regarding which courses can be transferred is as follows.

A. Core courses (501, 502, 503, 504), History and Systems (505), Theories of Psychotherapy (523), Developmental Psychopathology (525), and Research Methods (540) may be transferred by the usual mechanism.

B. Graduate Statistics I & II (545, 546) and Multivariate Statistics (554) may be transferred; a written exam may be required in addition to the usual mechanism.

C. Ethics and Professional Issues I and II (508, 509), Therapy I, II (506,507), Psychopathology (526), and Practicum (533) may **not** be transferred.

D. Assessment I & II (510, 512) may be transferred by the usual mechanism. The previous course should have had similar coverage of both the background and practice with the major tests covered in the Illinois Tech course.

E. Electives (588, etc.). Two of the 3 elective seminars may be transferred, using the usual mechanism. As noted previously, these courses must be consistent with the Illinois Tech training program (whether or not they are actually taught at Illinois Tech). For educational reasons, an advisor may require that a particular course be taken at Illinois Tech.

F. A Master's thesis may be accepted from another university if: (a) the Illinois Tech faculty advisor and the DCT determine it to be satisfactory based on Clinical Program standards and (b) the thesis is accepted in the original Masters program by December 31st of the student’s first year in the clinical program at Illinois Tech. Masters theses are transferred for 6 Illinois Tech credits of PSYC591 – the Master’s degree itself is **not** transferred.
If the Masters thesis is not transferred, the usual Illinois Tech Master’s thesis requirements apply. Whether research began prior to beginning at Illinois Tech may be continued as the Illinois Tech Masters thesis needs to be negotiated between the student and their Illinois Tech advisor. From the Clinical Program’s perspective, this becomes strictly an Illinois Tech thesis. (If this work was begun in collaboration with others, the student may need to reach an understanding with them regarding data access, publication, etc.).

**Advisors**

Students are accepted into the research lab of a particular faculty member at the time of admission to the Clinical Program. This faculty member serves as the student’s advisor and research mentor. The advisor should be a faculty person with research interests close to those of the student. Students should discuss their program requirements with the advisor, who also will sign most of the student's official university forms. Students in the Rehabilitation Track have a research advisor/mentor from the Rehabilitation Program and also have an academic advisor from the Clinical Program (often referred to as the *clinical advisor*). The Illinois Tech Clinical Program encourages mentors and mentees to follow principles outlined in appendix.

A student’s research interests can change over the course of their graduate career. In this case, the student can change to an advisor who more closely fits the student's new interests. This should be discussed with the existing advisor first, the potential new advisor, and the DCT. Such a change will not affect the student's program requirements. A change of advisor form must be completed.

**Practicum Training**

Each student spends 15-20 hours per week during their second, third and fourth years at practicum sites outside the Department of Psychology. In the first external practicum, students typically work in a range of sites in the Chicagoland area doing psychotherapy with diverse adult populations. In the second and third external practica (3rd and 4th years), students do more specialized practica based on their specific interests and training goals. Examples of specialized training sites include those focusing on neuropsychological assessment, health psychology, anxiety and mood disorders, pediatric behavioral medicine, rehabilitation, inpatient and outpatient mental health, and child assessment and therapy.

Students are allowed to do a fourth external practicum only in exceptional circumstances, usually related to perceived limitations in their training or specific needs related to internship applications to particular sites. Except in unusual circumstances, the normal practicum sequence easily provides sufficient practicum hours for internship. A fourth external practicum must be approved by the Clinical Faculty.

The Associate DCT serves as the Practicum Coordinator and meets with practicum students in the fall semester preceding the practicum to describe the sites and the procedures for applying to them. Students also take Therapy I and Therapy II at the same time as the first external practicum (2nd year). Students are encouraged to record their practicum hours using the MyPsychTrack program (previously Time2Track), obtained in conjunction with the Clinical Program, in order to have the information available for internship applications. Students receive clinical supervision from an on-site supervisor. Students receive written evaluations at the end of each semester. These evaluations also are important components in the student's year-end evaluations. Please see the appendix for a copy of this practicum evaluation form.
All practica are formal arrangements between the external agency and the Clinical Program (i.e., not the student) and must be arranged through the Practicum Coordinator. Therefore, students cannot independently establish or alter these arrangements (e.g., create a practicum, stop attending practicum, or alter work hours outside the 15-20 hour/week window.) This assures that practica provide appropriate experiences and supervision, that students are not competing inappropriately for positions, that we maintain good relationships with our practicum sites, and that students are covered by the Illinois Tech malpractice insurance. The practicum coordinator is always happy to hear about potential practicum sites to see if a formal training agreement can be established. Student concerns about requirements placed on students by a practicum site should be discussed with the Clinical Program’s Practicum Coordinator.

The practicum training agencies are an important part of Illinois Tech’s clinical training. Faculty and students should maintain a positive relationship with these practicum agencies through frequent consultation and communication. We are guests of these agencies, and they have ultimate ethical and legal responsibility for their clients. Any adjunctive supervision from Illinois Tech faculty should be viewed through a lens of consultation, with final treatment decisions resting with the agencies

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**Non-Practicum Clinical Activities**

**Chicago Public Schools Experience**

Incoming first-year clinical students have an opportunity to participate in a clinically-relevant experience through Illinois Tech’s Center for Research and Leadership: testing children applying to the Chicago Public School (CPS) Selective Enrollment Program. This is an assistantship opportunity with compensation. There is an expectation of participation. Students are trained in the ethics, professional roles, and administration and scoring of tests designed for screening children ages 4-12. Tests are administered both individually and in groups, depending upon the age of the child.

Students are supervised throughout this experience by staff of the Center for Research and advanced graduate students. Students spend approximately 20 hours per week during the semester from November through the beginning of March on the project. Students spend up to 40 hours per week on the project during the winter break. In September/October approximately 5 hours per week is devoted to training, and the same amount of time in March and April is spent answering telephone calls from parents with questions about the testing.

**Clinical Activities Outside of the Illinois Tech Program**

Students in the Clinical Program must obtain approval from the DCT in order to provide any clinical services outside of Illinois Tech (broadly defined) in any context. This includes volunteer and paid work. This policy is designed with two concerns: (a) that students provide services appropriate to their level of expertise and (b) that services occur in a professional and ethical manner, with appropriate supervision. This applies to all clinical services, e.g. psychological and neurological assessment in a clinical or research setting, therapy of any modality, consultation to staff members, acting as a group facilitator, and counseling services. This policy does not impede students from expanding their experience outside of Illinois Tech. Students planning these activities should submit a brief written description to the DCT before beginning such activities, including the following information: name of the institution where the
work will be done; the populations served; the nature of the activities; the frequency of
supervision; and the supervisor’s name, professional credentials, and telephone number.

Hours from outside clinical activities can be counted as practicum hours on internship
applications IF they are approved as such by the Clinical Faculty. Criteria are that the activities
are similar to those that would be practica as part of the Illinois Tech Clinical Program and that
the student receives at least an hour of supervision each week. It is best if students apply for this
approval before or while engaging in these activities (as opposed to when completing internship
applications), which can be done by sending an email request to the Practicum Coordinator
describing the activities and supervision (including the name of the site and supervisor). Please
remember that more hours does not always equal more competitive when it comes to internships
applications (e.g., sometimes it is better to invest time in research publication opportunities
instead). If students have questions or concerns about number of hours and competitiveness for
internship applications, they should consult with their advisors or the DCT.

**Research Training**

Research training is an integral aspect of the Clinical Program at IIT. Research training
begins in labs in the fall semester of the student's first year and continues throughout the student's
graduate training, including during the summer months. The student's research activities
normally are conducted with their advisor but also may involve work with other clinical and
nonclinical faculty members. Although an apprentice relationship with a single faculty member is
mutually beneficial, changes in primary research affiliation can occur. Research training also
includes the Master's thesis and the Dissertation, which are discussed below. All research must
conform to APA ethical guidelines and must be approved by the Illinois Tech Institutional
Review Board (IRB) prior to recruiting participants and collecting data. IRB approval includes
obtaining certification from an online research ethics training course, which is also required by
the Clinical Program.

**Master's Thesis and Master’s Degree**

All students must complete an empirical Master’s thesis. Students entering the program
with a Master’s degree with a thesis in psychology or a closely related field may transfer the
thesis if the faculty advisor and the DCT determine that it is equivalent to an Illinois Tech
Master’s thesis (see transfer requirements and procedures above.) Students entering the program
with a Master’s degree but without a thesis need to complete the usual thesis requirement.
Students completing an Illinois Tech thesis will obtain a M.S. in Psychology as part of the Ph.D.
program (this is not specifically in clinical psychology, since there is no such degree at Illinois
Tech.) We do not have a terminal Master’s program, and all students are expected to complete a
Ph.D.

The Master's thesis is a formal manuscript of an empirical research project carried out
mainly by the student, in collaboration with their Master’s thesis Chair. Most often the Master’s
thesis Chair is the student's research advisor, but it can be another tenure-track faculty member of
the Department of Psychology with approval from the Clinical Faculty. The Master's thesis must
be written in APA style and be of quality comparable to manuscripts published in peer-reviewed
psychology journals. The completion of the thesis requires the following steps.
1. The student writes a thesis proposal that is approved by the Master’s thesis Chair. The proposal should provide the background and rationale for the study (not including a full literature review), and the details of the methodology. Please note that it is standard procedure for Master’s thesis proposals and defense documents to go through at least several drafts based on the Chair’s feedback.

2. After the Master’s thesis Chair approves the proposal, the student submits it to the committee members to review prior to the proposal meeting. This document should be considered final (although they still might get revisions from the committee), not a draft in progress. The Master’s thesis committee must include (i) the Master’s thesis Chair, (ii) at least one clinical faculty member (this could be the Master’s thesis chair), and (iii) either another clinical faculty member (or Rehabilitation faculty member in the case of a Rehab Track student) or another professional with expertise relevant to the content or methodology of the project (e.g., another Illinois Tech Psychology faculty member [clinical or not], a non-psychology Illinois Tech faculty member, or a psychologist from outside Illinois Tech who has been involved in the project). The committee can be expanded to include other members, if it is deemed desirable. Members of the committee should be selected, to the extent possible, based on their expertise on the topic of the thesis. The approved proposal must be distributed to all members of the committee at least 2 weeks prior to the proposal meeting. There are no university forms required to schedule the proposal meeting. After the proposal meeting, the student must apply for IRB approval to conduct the study. Please see the appendix for a copy of the Master’s Thesis and Dissertation Proposal Competency Form.

3. The study is conducted and the thesis written under the supervision of the Master’s thesis Chair.

4. Details for the Master’s thesis defense are as follows. After the Master’s thesis Chair approves the Master’s thesis, it is distributed to the committee at least 2 weeks prior to the defense. Similar to the proposal document, this document should be considered final (although they still might get revisions from the committee), not a draft in progress. A student must be registered (for anything) the semester in which the Master’s thesis defense occurs. The committee and the defense date are established by submitting form G301 to the Graduate College. This form should be submitted at the beginning of the semester of the defense (the date can be changed later if necessary), but no later than 2 weeks before the defense date. Committee signatures for form G301 are not required; only the Department Chair signature is required. After the Grad College receives the form G301, a form G309 is sent to the Committee Chair from the Grad College. This form G309 form is used to record the outcome of the defense itself (i.e., pass or fail). For form G309, Committee signatures are required, as well as the signature of the Department Chair. This form G309 must be submitted to the Grad College by the Committee Chair (i.e., this form is not supposed to ever be in the student’s possession) with all required signatures no later than 72 hours after the oral defense. When the date for the defense is set, the student should send the following information to the DCT who will forward it to students and post it on the Clinical Program bulletin board: student’s name, thesis title,
date, time, and place. Master’s thesis defenses are open to all students and faculty, and students are encouraged to attend defenses as a learning experience and to support their colleagues. Please see the appendix for the Master’s Thesis and Dissertation Defense Competency Form.

5. After the dissertation defense, form 501 needs to be completed and submitted, but only after the Master’s thesis manuscript is in its final form. That is, even in cases where the student passes the defense, it is typically the case that the committee requires revisions, and the form 501 is NOT signed until the revisions have been approved by the Chair and the committee members. This form may or may not be signed at the same time as the defense. In some cases, the revisions are minor enough that the committee members agree to sign the 501 at the defense with the understanding that the Chair will review and approve the revisions after the student completes them. If the revisions are more extensive, before the committee signs the form 501, they may want to review the revisions after the Committee Chair has approved the changes. The Department Chair signs this form after it is signed by the Committee Chair and Committee members. The form is then given to the student to take to the final meeting with the thesis examiner.

To obtain a M.S in Psychology, students must complete the requirements for a Master’s degree. This includes a total of 33 credits, which includes (a) PSYC 501-504 (which must be passed with a GPA of at least 3.0 and no more than one grade of C); and (b) the following courses: Ethics and Professional Issues I (508), Graduate Statistics I and II (545, 546), Psychopathology (526), Assessment II (512), and six credits of Master’s Thesis (PSYC591). The student needs to submit an application to graduate early during the appropriate semester. The thesis needs to go through the usual University requirements with the Thesis Examiner. The Master's thesis must be completed prior to: (1) the comprehensive exam; and (2) enrolling for dissertation credits.

**Comprehensive Examination**

The comprehensive exam is taken after completion of the Master's thesis. Typically, this is during the 4th year. It is unlikely to be before the spring semester of the third year because a student would not have accumulated enough clinical experience. The comprehensive exam must be passed prior to the dissertation proposal meeting. Unless there is a pressing reason, it should be scheduled during the during the fall or spring semesters. Students must be enrolled at Illinois Tech for at least one credit during the semester that they take the comprehensive examination. The exam committee and date are established by submitting form G301A to the Graduate College.

The purposes of the exam are: (1) to demonstrate competence in basic areas of clinical psychology sufficient to be passed to doctoral candidacy, (2) to serve as a mechanism for identifying areas in which a student may need additional training, and (3) to satisfy Department and University requirements for a Ph.D. comprehensive exam. In addition to being evaluative, the comprehensive exam process should be an opportunity for learning and to demonstrate excellence. The comprehensive exam consists of an oral presentation of a clinical case focusing on: (1) psychopathology, (2) assessment, (3) relevant research literature, (4) intervention procedures, and
(5) ethical and cultural issues. In the comprehensive exam the student demonstrates competency in applying their knowledge and skills to understanding a clinical case through integrating case material with their clinical skills and a critical understanding of the relevant theoretical/research literature. This competency includes demonstrating independent thinking and an expertise in the area defined by the chosen topic. The full scope of expected competencies are provided in the comprehensive exam evaluation form in the appendix. However, as an overview, competency during the comprehensive exam is demonstrated in the following ways:

1. The clinical case is presented in an organized and sufficiently detailed manner.
2. The student presents their own formulation/conceptualization of important aspects of the case. This will typically include at least some of the following: diagnosis, assessment, etiology, treatment, outcome assessment, treatment effectiveness and cultural issues.
3. The formulation is justified based on research, theory, and clinical data (including their own observations and evaluation of them).
4. Appropriate conclusions are drawn from the research/theoretical literature. This includes:
   a. A critical understanding of the literature relevant to the formulation.
   b. An integrative and synthetic understanding of the literature, i.e., an understanding of the current state of knowledge in the relevant areas.
   c. An awareness of the literature relevant to the formulation.
   d. An understanding of the cultural issues in the literature relevant to the case.
   e. Appropriate application of conclusions from literature to understanding the case and supporting the formulation.
5. The student presents and interacts in a professional manner.
6. Through engaging in a dialogue with faculty committee members, the student demonstrates independent thinking, consideration of alternatives, evaluation of evidence, appropriate qualification of conclusions, and being able to understand and appropriately balance the “forest and the trees.”

The presentation is made to a faculty committee of four or more, composed of (a) a minimum of 3 psychology faculty members, at least two of which are clinical faculty members, including the clinical advisor, who advises the student on developing the presentation and service as the comprehensive exam Chair) and (b) one Illinois Tech faculty member from outside the Department of Psychology. The presentation is open to all students and faculty. The length of the presentation is two hours, including questions, discussion, and time for the committee to confer. Following the presentation, the committee meets to evaluate the exam and formulate feedback. Students may be given a “pass with distinction” (obtained by a small minority of students), “pass,” or “fail.” If a student does not pass the comprehensive examination, they have a second opportunity to take the exam. The exact nature of the re-presentation will be decided by the committee and may include the entire presentation or only parts that were deficient. What is required should be put in writing and shared among the committee and the student so that what needs to be done is clear. That document should go in the student’s file so that it is always available. The results of the exam are indicated on form 303, which is submitted to the Graduate Records Office. Please see the appendix for a copy of the comprehensive exam evaluation form.
It is understood that in working with a client, the student will have consulted with their supervisor(s) and perhaps other professionals and students. However, the comprehensive exam must represent the work of the individual student. In general, the student may consult with faculty about how to go about the task, but not in doing the task. Comps presentations may not be practiced in lab.

The steps for the comprehensive exam are listed below:

1. Meeting with the comprehensive exam Chair (i.e., the student's clinical advisor).
2. Selection by the student of a case.
3. Selection of an examining committee.
4. Generation of a detailed outline of the presentation in consultation with the comprehensive exam Chair. All content areas and a list of references must be included.
5. Following approval by the comprehensive exam Chair, the Chair will email the outline and a fillable pdf “comprehensive exam approval form” to the other committee members for comments, suggestions, revision, and approval. This should occur at least 2 weeks prior to the examination. Committee members will then complete the form and email it back to the student and the comprehensive exam Chair. Consultation at the outline phase is primarily to ensure that all content areas of the exam are satisfactorily addressed. Following the comprehensive exam, the comprehensive exam Chair should place the final outline, all the signed outline approval forms, and a copy of the 309 form indicating the exam outcome in the student’s file.
6. When the date for the comprehensive exam is set, the student should send the following information to the DCT who will forward it to students and post it on the Clinical Program bulletin board: student’s name, exam title, date, time, and place. Comprehensive exams are open to all students and faculty, and students are encouraged to attend comprehensive exams as a learning experience and to support their colleagues.

**Dissertation**

The dissertation is a data-based research project that is designed, executed, analyzed, and written by the student. The scope and quality of dissertation research should have the potential to make a contribution to the field and should represent the standards of peer-reviewed psychology journals. The dissertation Chair is usually the student’s research advisor but can be another psychology faculty member when this is more appropriate. The student, in conjunction with their Chair, selects at least three other faculty members for the dissertation committee. The committee must include at least two members of the Clinical Faculty and an Illinois Tech faculty member from outside the Department of Psychology. The third psychology faculty member is also usually from the clinical program, but may be from outside the program if this is more appropriate based on the content of the dissertation. The dissertation committee should be chosen based upon the expertise of the faculty of the clinical program; thus, those with research interests closest to the dissertation subject should be placed on the committee. Dissertation research must conform to APA ethical guidelines for protection of human participants and must be approved by the Illinois Tech Institutional Review Board and the dissertation committee prior to collecting data.
The dissertation proceeds in the following steps:

1. The initial proposal is developed with the dissertation Chair and, when approved by the dissertation Chair, submitted to the other committee members for a proposal meeting (there is no university form for this committee or meeting). The member from outside the Department need not be present at the proposal meeting. The function of this meeting is to formally agree upon a final proposal. The committee may approve the proposal, require modification, or request another meeting before final approval. The outcome of the initial committee proposal meeting and the final approval must be documented on the Master’s Thesis and Dissertation Proposal Competency Form (see appendix). The dissertation proposal is not approved until this form is signed by each member of the committee, and each faculty member selects either the outcome “Approved” or “Approved, pending revisions.” The proposal represents an agreement between the student and the committee on what is required. If the student completes the project consistent with the approved proposal, the project will be accepted as meeting the dissertation requirement. This protects the student in that the committee cannot later change what project is considered acceptable. However, it also means that the student cannot change the project without prior approval of the committee. Students should set a very low threshold for requesting approval for changes that are deemed necessary. It is much easier to email your committee members asking for a change that might seem minor than it is to find out at your defense that the committee believes that you did not do the project that was approved.

The proposal is the Introduction and Methods section of the dissertation. Therefore, the proposal must clearly present the rationale for the study (including evaluation of the existing literature) and a complete description of the methods and procedures to be used. This includes evidence that the study is feasible, i.e., that the recruitment, sample size, data collection, and data analyses can be accomplished as proposed. For studies using archival data, this usually includes examination of a sample of the dataset to indicate that what data are needed are, in fact, in the dataset.

2. The data are collected and analyzed and the dissertation written under the supervision of the dissertation Chair. Data may not be collected until after the proposal is approved by the dissertation committee and the project is approved by the Institutional Review Board. The completed dissertation must be distributed to all members of the committee at least 2 weeks prior to the defense. This version of the dissertation should be what the student proposes as the final version, with the understanding that in many cases the committee will require some additional revisions. It needs to have been read, edited and approved by the dissertation Chair; dissertations typically go through a number of revisions prior to being ready to distribute to the committee. The Introduction and Methods sections from the proposal will require some revisions, at minimum updating any literature and changing future tense to past tense.

3. Details for the defense are as follows. A student must be registered (for anything) the semester in which the dissertation defense occurs. The committee and the defense date
are established by submitting form G301 to the Graduate College. This form should be submitted at the beginning of the semester of the defense (the date can be changed later if necessary), but no later than 2 weeks before the defense date. Committee signatures for form G301 are not required; only the Department Chair signature is required. After the Grad College receives the form G301, a form G309 is sent to the Committee Chair from the Grad College. This form G309 form is used to record the outcome of the defense itself (i.e., pass or fail). For form G309, Committee signatures are required, as well as the signature of the Department Chair. This form G309 must be submitted to the Grad College by the Committee Chair (i.e., this form is not supposed to ever be in the student’s possession) with all required signatures no later than 72 hours after the oral defense. When the date for the defense is set, the student should send the following information to the DCT who will forward it to students and post it on the Clinical Program bulletin board: student’s name, dissertation title, date, time, and place. Dissertation defenses are open to all students and faculty, and students are encouraged to attend defenses as a learning experience and to support their colleagues. Please see the appendix for the Master’s Thesis and Dissertation Defense Competency Form.

4. After the dissertation defense, form 501 needs to be completed and submitted, but only after the dissertation manuscript is in its final form. That is, even in cases where the student passes the defense, it is typically the case that the committee requires revisions, and the form 501 is NOT signed until the revisions have been approved by the Chair and the committee members. This form may or may not be signed at the same time as the defense. In some cases, the revisions are minor enough that the committee members agree to sign the 501 at the defense with the understanding that the Chair will review and approve the revisions after the student completes them. If the revisions are more extensive, before the committee signs the form 501, they may want to review the revisions after the Committee Chair has approved the changes. The Department Chair signs this form after it is signed by the Committee Chair and Committee members. The form is then given to the student to take to the final meeting with the thesis examiner.

5. The dissertation needs to go through the usual University requirements with the Thesis Examiner. The dissertation must conform to Illinois Tech style guidelines. The thesis examiner may have other meetings to inform students about this process. Also, the thesis examiner gets very busy near the end of every semester. The process will go much smoother if you contact them early on to set up your process. The Thesis Manual and other information about the process of approval by the thesis examiner can be found at http://www.iit.edu/graduate_college/academic_affairs/Thesis_information.shtml

6. Students may first enroll for dissertation credit hours in the semester in which they take the comprehensive exam. However, a student is not passed to doctoral candidacy, and cannot hold a dissertation proposal meeting, until after passing the comprehensive exam (passing to candidacy is not ensured by having received dissertation credits).

7. In order to apply for internship in the fall of a given year, a student must meet the
following schedule: 1. The proposal meeting must occur at the latest by September 15th; 2. Post-meeting revisions must be submitted to the committee by September 30th. Note that these will need approval by the dissertation Chair before they are distributed; 3. Committee members will judge the revised proposal as approved or not by October 15th. If the proposal is not approved, the student will not be considered ready to apply for internship.

Earlier drafts, even if verbally supported by the committee, do not constitute formal approval. The proposal needs to be complete by including (a) an integrative and critical review of the literature on the topic; (b) hypotheses/research questions and rationales for these; (c) a complete and detailed description of the methods to be used, including a plan for data analysis; and (d) being well written and in APA style. A proposal may be approved with minor revisions, which means small changes that are specific and clear prior to their being made. Examples could include increasing the sample size from 100 to 150, adding 2 specific citations, and changing one measure to another identified measure. Proposals that require substantial revisions will not be approved. Substantial changes include (but are not necessarily limited to) situations in which the acceptability of the changes cannot be known until they are seen. Examples could include providing adequate rationales for hypotheses; additions or revisions to the literature review that affect conclusions about the literature or the hypotheses and their rationales; specifying methodology that is not already determined and agreed upon; and generally poor writing.

The best way to have a successful proposal process is to plan well ahead and also to propose before August i.e., August and September are exceptionally busy for faculty). This allows for enough time to complete revisions prior to approval, should they be required by your committee. You should discuss your timeline with your dissertation Chair and possibly with your other dissertation committee members. A good rule of thumb is to expect it to take 4-6 months after passing comps to develop your dissertation proposal. Finally, remember that your proposal needs to be distributed to your committee at least 2 weeks before the meeting. Dissertation proposals and defense documents should be distributed to committees only after they have been approved by the dissertation Chair. The versions of these documents distributed should be considered final (although they still might get revisions from the committee), not a draft in progress.

Also see the Department of Psychology Dissertation Policy in the appendix at the end of this document.

**Internship**

Each student must complete a one-year predoctoral internship, as early as the 5th year (for those enrolling in the program without prior transfer credits and experience), after completing all program requirements other than the dissertation. Internships applied to must be APA-accredited and offer full funding. There are rare exceptions to this rule but a student cannot accept an unaccredited internship without receiving prior permission from the Clinical Program. This policy is designed to ensure that all internships meet Program standards. Students may apply for internship only after the dissertation proposal has been approved by the dissertation committee, which must occur by the formal committee approval deadline specified in the previous section. An internship application is much stronger if the dissertation is completed prior to starting internship.
There will be meetings with the DCT late in the spring semester and early in the fall semester to review procedures and strategies for internship applications and interviews. The internship application requires written endorsement from the Clinical Program in the form of approval from the DCT. To receive this approval, the student must be in good standing in the program, have completed all Department and Clinical Program requirements (other than dissertation), have passed the comprehensive examination, have an approved dissertation proposal and be deemed by the Clinical Faculty as ready for internship. All Clinical Faculty members are available to discuss site choices and application materials. Application cover letters and essays must be reviewed by at least the student’s clinical advisor. Problems with these documents are one of the main sources of not matching with an internship.

**Program Milestone Deadlines**

Please see the appendix for a graphical depiction of the program timeline expectations. The graph shows the normative timeline and specific semester deadline for completing program milestones. Student who do not complete a milestone by the semester deadline will be placed on a Warning Period and given one semester to complete the milestone. If the milestone in question is not completed by the end of the warning period, the student's status in the program will be discussed by clinical faculty, with possible consequences including dismissal from the program.

Unanticipated problems sometimes arise in completing program requirements. At the discretion of the Clinical Faculty, students can be granted one of two exceptions for altering the training timeline to address such unanticipated problems:

1. *Extensions*: the milestone deadlines can be changed to a later date without pausing the program’s training timeline.

2. *Pauses*: the training timeline can be put on hold temporarily because of qualifying circumstances. This requires a Leave of Absence from the program (see above for more information on program Leaves of Absence and qualifying circumstances).

Please note that the program policy defaults to a strong expectation that milestones are met according to the training timeline illustrated in the appendix; exceptions to the timeline are rare, and the onus is on the student to articulate a strong case for the exception when making the request to the Clinical Faculty. When making the case for the exception, the student should submit a request in writing and select one the two exception choices (i.e., *extension* or *pause*) for the request.

Please note that the University has a separate expectation from the program for completing the doctoral degree. The University time limit for completion of the Ph.D. degree is six years after approval of the Ph.D. G401 form. In the unlikely event that the University time limit occurs before the program’s milestone deadlines (e.g., the program has granted a student generous extensions for qualifying circumstances), with appropriate justification, the student may petition to have this period extended. An extension requires approval of the Department of Psychology and the Dean of Graduate Studies, and, if the completion time is very long, it may involve additional compensating academic requirements.
Graduation and Commencement
Receipt of the Ph.D. is contingent upon successful completion of all Program, Department, and University requirements, including Internship. It is common that internships end a couple of weeks after the University summer graduation deadline. Students in this situation (having already completed their dissertation) are allowed to graduate in that August based on a letter from their internship training director that they are expected to successfully complete the internship. At the discretion of the Clinical Faculty, students may march in the May University Commencement if they are close to completing all requirements.

Student Evaluation and Probation Status
Student evaluations have several purposes: (1) to identify the performance strengths and deficiencies of the student, (2) to provide specific feedback to students about positive and negative aspects of their performance in the graduate program, (3) to recommend remedial work for individual students when appropriate, (4) to provide written documentation of students' performance, and (5) to systematically monitor students' progress through the program. Students receive frequent feedback from course instructors and their advisor.

Annual Review
Each clinical student will be reviewed formally at the end of the spring semester of each academic year by the Clinical Faculty as a group (including Rehabilitation Faculty and other research advisors where appropriate). Students will meet with their advisor to receive feedback from the annual review. A copy of the annual review is placed in the student's file. Please see the appendix for a copy of the annual student evaluation form.

Probation Status
A student is placed on Program Academic Probation when their performance in the Clinical Training Program is judged to be unsatisfactory in one or more areas. It signifies that the Clinical Faculty has serious concerns about the student's ability to satisfactorily complete the training program and/or to function satisfactorily as a clinical psychologist. The ideal outcome of probation is for the student to improve their performance and to successfully complete the program.

If the clinical faculty puts a student on probation, the student will receive a letter from the DCT indicating: (1) the reasons for the probationary status, (2) the required remedial action, (3) a timetable for remedial action and re-evaluation, and (4) the consequence of failure to meet the remediation plan. Students on probation are generally reviewed by the faculty each semester, and at the end of the probationary period, the faculty determine if the student should be removed from probation, maintained on probation, or dismissed from the program. A student has the right to appeal dismissal decisions at the Program, Department, and University levels.

Some of the conditions that may trigger probation are the following (non-exhaustive).
1. GPA falls below 3.0
2. Behavior in research, clinical practice, or other professional activities that is inappropriate, unprofessional, or unethical.

GPA and Status in the Program
PSYC 501-504 must be passed with a GPA of at least 3.0 and no more than one grade of C. If this is not achieved, the student will be required to retake courses to improve grades below a B and to achieve a GPA of at least 3.0. However, this poor academic performance may also be the basis for being put on probation or dismissal from the program.

From the Illinois Tech Student Handbook. “A student whose cumulative GPA falls below 3.0/4.0 is no longer in good standing and must petition the Graduate College, Office of Academic Affairs for permission for provisional enrollment by submitting form G702. Students for whom provisional enrollment is granted must not earn a semester GPA less than 3.0 while on Academic Probation. Probationary students who receive “C” or “E” grades will be required to repeat courses, subject to the limits specified within this bulletin, to improve the cumulative GPA. Dismissal will occur when a student fails to make the requisite academic progress during the probationary period.”

**Procedures for Grievances by Students**

Resolution of disputes relating to grades, discrimination, sexual harassment, mistreatment by staff, etc. usually will begin by discussions among the parties involved. Students also may want to discuss the issue with their advisor, the DCT, or other faculty, including the Chair of the Department of Psychology. If this fails to resolve the situation satisfactorily, a complaint can be filed with the Chair of the Department of Psychology, who will appoint a committee to assess the situation. If this does not result in a resolution satisfactory to the student, a complaint/grievance can be filed with the University. The exact procedures for this depend on the nature of the complaint and are specified in the University Student Handbook (web.iit.edu/student-affairs/handbook).

**Student Academic Expectations**

**Academic Integrity**

The faculty and administration at Illinois Tech support an environment free from cheating and plagiarism. Exams, papers, and other assignments are meant to demonstrate your abilities and understanding of the course material. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. The complete text of the Illinois Tech code of academic honesty can be found in the student handbook: [http://www.iit.edu/student_affairs/handbook/information_and_regulations/code_of_academic_honesty.shtml](http://www.iit.edu/student_affairs/handbook/information_and_regulations/code_of_academic_honesty.shtml)

A few common examples of cheating and plagiarism that will not be tolerated:

- Using notes or other external materials on a quiz or exam, unless explicitly allowed by the instructor.
- Looking at another student’s test paper during a quiz or exam.
- Having a phone or other electronic device out during a quiz or exam, regardless of the reason.
- Presenting another person’s written work as your own.
- Using another person’s words to describe their work without quoting or providing a citation/reference.
- Presenting another person’s ideas without providing a citation/reference.
- Self-plagiarism, including submitting work that you’ve previously completed for another course at Illinois Tech or elsewhere.
• Copying and pasting information from the Internet (e.g. Wikipedia) for use in papers or assignments.

If you have a question about what constitutes academic dishonesty, please do not hesitate to ask me.

The consequences of cheating and/or plagiarism are at minimum:
• Receiving a zero (0) on the assignment in question
• Receiving a zero (0) for the course in question
• Reporting of the incident to appropriate officials, such as the DCT, the Chair of the Department of Psychology, the Chair of the Department of Psychology’s Academic Honesty Committee, and the Designated Dean for Academic Discipline. Additional reporting may be required to the Graduate School, Dean of the College, and leadership of Student Affairs. Please note, if there is a suspected violation of academic integrity, and upon investigation, this violation is confirmed, or if the violation is admitted, the instructor **MUST** report the violation. This ensures tracking of multiple occurrences for the same student. Students can appeal reports to the Chair of the Academic Honesty Committee for the Department of Psychology.

At the instructor’s discretion, all written assignments may be subject to review by the University’s SafeAssign software, which identifies content that appears in other sources. If this software identifies that you have copied content from another source, without quoting and properly citing that content (i.e., plagiarism), the case will be referred to the Department of Psychology’s Academic Honesty Committee and other parties for investigation.

**Academic Disabilities**

We support students at all levels of ability. If you have a documented disability—such as a learning disability, hearing loss, chronic pain, and mental health condition—we encourage you to register with the Center for Disability Resources (CDR) office. Information regarding the CDR office can be found at the following website: [https://web.iit.edu/cdr](https://web.iit.edu/cdr).

The CDR will provide you with documentation outlining the accommodations to which you are entitled. You must provide a copy of this documentation to each course faculty member at the beginning of the semester. You must be aware that faculty are not permitted to make accommodations without the proper documentation from the CDR office. It is up to you to determine whether or not you want to take advantage of the accommodations available to you.

**Readings**

You may be required to purchase several textbooks for each class. You may also be assigned journal articles to read. In general, you should expect to be doing a lot of reading. Readings are assigned to foster knowledge as well as to inspire class discussion. In fact, many of your classes may be discussion based; if you have not read for class you will not be able to participate.

Please note that you may be expected to read more material than may be discussed in class. Readings are carefully selected by professors to enhance your educational and professional development. Moreover, one goal of the program is to help you develop the ability to learn
independently; by reading all assigned materials (and by taking responsibility for bringing up for discussion information that you found interesting or did not understand), you are learning this very important professional skill. Just because a reading is not discussed in class does not mean it is unimportant and therefore should be removed from course expectations. Rather, you should be aware that you will be held responsible for information from all readings, whether discussed in class or not, on quizzes, exams, essays, etc.

Class Attendance

Graduate school should be your highest priority. As such, we expect that, except in qualifying circumstances, you will attend all scheduled classes and will arrive on time. If you expect to be late or must miss a class, be sure to inform the professor as soon as possible either by texting a classmate or through a telephone call or e-mail to the professor. More broadly, please treat attendance to class like you would attendance to a job; be on time, show up every day, and communicate clearly when you cannot.

Class Participation

Unlike undergraduate courses, graduate courses often involve a great deal of discussion as well as in-class experiential exercises and role-plays. Some professors actually assign a grade for participation, which may be used in calculating your final grade. Thus, you must come to class prepared so that you may participate in class discussions and exercises.

We encourage students to express differing points of view regarding class material. However, these perspectives should be presented in a respectful and appropriate manner. You should also be aware that faculty reserve the right to end such discussions for any number of reasons (i.e., limited time; discussion is becoming too emotionally charged; etc).

For some assignments/ in-class exercises/ or discussions, you may be asked to use yourself or your experiences as examples. Please note that you are neither required nor encouraged to self-disclose uncomfortable personal details. In such situations, you should be careful to select an issue that you are willing to share with the professor or other class members. You may also choose an issue that someone close to you is dealing with if that is more comfortable. While it would be beneficial if your example were suitable to share, you are not required to share anything in class or through assignments that would make you uncomfortable. Your decision NOT to share overly personal information/ experiences is considered appropriate self-care and will in NO WAY affect your grade.

Writing

Like reading, writing is emphasized in this program and you will be expected to do a considerable amount of writing that will be evaluated. We believe that writing is a critical skill, regardless of your career aspirations. Excellent writing skills help you to present yourself in a favorable light with potential employers. Moreover, excellent writing skills are the foundation of professional success. Good writing results from imperfect drafts being revised, not from a wonderful first draft.

For most courses, a portion of your grade for written assignments will be based on the quality of your writing. To the extent possible, we will provide constructive feedback that can be used to improve your writing skills. However, you may have issues with your writing that we do not have the skill or the time to address. If this is the case, we will refer you to the Writing
Center on campus (for more information, visit: https://web.iit.edu/cac/student-resources/writing-guides/one-one-help-writing-assignments). We realize that this feedback may be difficult to hear; it may be the first time that anyone has told you that you have issues with your writing. The faculty believe that becoming a better writer is a lifelong process that applies to students and faculty alike. In that spirit, please be aware that a referral to the Writing Center is not intended as criticism but rather as constructive feedback. We do expect you to follow through with this referral. It has been our experience that students who follow through with the referral to the writing center make dramatic improvements in their writing, which is reflected in their grades.

Although grading criteria are determined by each instructor, in general, writing quality is often graded on the following dimensions:

- **Grammar** → Does the student use proper sentence structure and appropriate grammar?
- **Clarity** → Can I read a sentence/paragraph once and understand it? Is there excessive verbiage?
- **Organization** → Does your writing tell a story; does it follow a logical sequence?
- **Succinctness** → Have you made your point using as few words as possible?
- **Formality** → Do you write the way you talk to a professional colleague? (Or do you write the way you talk to your friends? Do not confuse informality and simplicity)
- **Adherence to directions (including APA style)**

**Oral Presentations**

In addition to writing effectively, you need to be able to communicate in oral forms as well. During the course of your graduate training as well as your career, you may present research at conferences, give lectures to students or presentations to colleagues, and be required to summarize clinical cases, treatment options, etc. Again, we will provide you with constructive feedback that is designed to help you become a more effective presenter.

Although grading criteria are determined by each instructor, in general, criteria for grading oral presentations include the following dimensions:

- **Adherence to time limits** → This is important; you often have a limited amount of time to make your case
- **Pacing** → Was the pace even throughout? Did you talk slowly and clearly?
- **Key info/ Content** → Did you impart the critical information? Did you cover the necessary material?
- **Q&A** → Could you answer reasonable questions? That is, did you have a thorough grasp of the topic area?
- **Professionalism** → Did you remain calm and non-defensive during the presentation, particularly as questions were asked or constructive comments were made?

**Group Work**

The requirement to work effectively as a member of a group is a critical skill. Many employers ask referees to comment not only on a student’s ability to work independently but also on their ability to work cooperatively with others. During your time here, you will be required to work in pairs, small groups, large groups, and as a cohort. Your ability to work with others will be observed and evaluated.
When assigning group work, we fully expect all members of the group to expend an equal amount of effort. Faculty reserve the right to reduce the grade, relative to the overall group grade, of anyone found to be “loafing” on a group project. If you are concerned that a student with whom you are working is loafing, please speak with the course instructor AS SOON AS POSSIBLE. DO NOT WAIT until the assignment is complete, or nearly, complete, as it will not be possible for the professor to remediate the problem at that point.

Your involvement and participation in class also reflects your ability to function effectively within a group. In general, we do not expect you to like every member of your cohort. However, we do expect you to make an effort to get along with everyone and to treat both faculty and other students with respect both in and outside of the classroom. Inappropriate behavior is defined at the discretion of the Clinical Faculty, other departmental or Illinois Tech faculty, and/or and code of conduct expressed in the university student handbook. This includes, but is not limited to, whispering, snide remarks, eye-rolling, or other disruptive behavior in class as well as spreading rumors, talking badly about other cohort members or faculty, and in person- or cyber-bullying. If you have an issue with a cohort or faculty member, we encourage you first to discuss it with them directly. If the issue is not resolved to your satisfaction, you should then consult with your advisor or the DCT.

**Student Professionalism Expectations**

In addition to developing your knowledge, the program also focuses on your professional development and growth. As you will be representing the Illinois Tech Clinical Psychology Ph.D. Program in your employment, practica, and beyond, students should always present themselves in a professional manner. In particular, you should pay careful attention to the following areas. Part of the duty of Clinical Faculty is to determine if trainees have the capacity to develop into competent, ethical, and professional psychologists. Professionalism is critical for a human service career, and as such, we take this domain very seriously when endorsing trainees for internship applications and graduation.

**Appearance**

You should dress professionally and appropriately at all times. When in doubt about how to dress, err on the side of caution; it is better to be over-dressed than to be under-dressed. You can always modify your choice of clothes at a later date. Specifically while on practica, you should consult with your on-site supervisor and observe how others at the site dress and use that information as your guide for appropriate attire.

**Behavior**

We ask that you are respectful of both faculty and other students. Please make every effort to arrive to class on time; if you are unable to attend class for any reason, please be certain to inform the faculty member as soon as possible. During class, we ask that you put your cell phones on silent and please -- NO TEXTING. We realize that you may want to bring laptops to class for the purposes of taking notes but we do request that you refrain from surfing the web, using Facebook or any other social networking site, answering e-mails, or engaging in any other non-course-related behavior that may be distracting to faculty or other students. Note that some faculty do not allow laptops to be used in class at all, unless a student requests the instructor to do so.
You may wish to bring food to class because classes are often scheduled during normal meal times. You should check with each professor to determine their policy regarding eating in class. If the professor does not object, you should try to avoid eating overly noisy (i.e., crunchy) snacks and refrain from bringing food in crinkly bags. As some students may suffer from serious food-related allergies, it is best that you check with your fellow classmates before you bring food made with peanuts or tree nuts.

Another aspect of professional behavior involves learning how to advocate for yourself as well as how to handle conflict with colleagues and supervisors. There may be times when you believe that you or someone else in your cohort has been treated unfairly or you may vehemently disagree with a grade or evaluation you have received. In such instances, you should use the following guidelines in order to address the issue:

1. Begin by addressing the issue directly with the faculty member or student involved. Be respectful but state your concerns clearly and concisely. You should be prepared to listen to the other person’s point of view; they may have a legitimate reason for their behavior. You should also be prepared to compromise – do not expect that you will get exactly what you want.

2. If, however, the issue is not resolved to your satisfaction through direct discussion with the person involved, you may then address the issue with your advisor. In discussing the issue with the advisor, please be sure to describe the concern in detail and what you have done to address the concern.

3. If the issue is with your advisor (and direct discussion with them has not resolved it to your satisfaction) or if you feel that your advisor has not adequately addressed the issue, you should address your concern to the DCT.

**E-Mail**

Electronic mail is often the preferred method of contact. Even if you primarily use other email accounts (e.g., Gmail), students are expected to regularly check their Illinois Tech email (at least daily is best). In the event that Illinois Tech email addresses are not primary, it is advisable that students set up your Illinois Tech email to forward to the primary email account or set up a technological solution to automatically receive correspondence to the Illinois Tech email address (e.g., POP3, IMAP)

Be aware that the impression you make electronically is just as important as the impression you make over the phone or in person. Use the following to guide your interactions with faculty and other professionals:

1. When contacting someone, do some research as to the appropriate from of address. If the individual has a PhD, PsyD, MD, etc. – refer to them as “Doctor” or “Dr.” A professional with a Master’s degree (MA, MS, MSW, MCSW, MFT, etc) is referred to as “Mr.” or “Ms.” If you have no clue, than begin the email generically “Dear Jane Smith.”

2. Always be professional and deferential at first. An example is e-mailing someone to request a copy of a measure they used in a study. Do not e-mail and assume you can get a copy of it.
Dear Joe, I would really like to use the XXX in my thesis. Could you send me a copy? Thanks!

Better:

Dear Dr. Smith:
I recently read your article on XXX (Journal of Abnormal Psychology) and was very interested in the measure you developed for this study. I am currently a graduate student at Illinois Tech and am working with Dr. Smith. I am planning my Master’s thesis and am currently planning on investigating XXXYXXXZZ. I would be very interested in using your measure, as it will tap into the variable I am hoping to study.

I was hoping that you might be able to direct me to where I could obtain this measure, or, if you would be willing to send me a copy of it. I will be happy to share my findings with you.

Thank you very much for your consideration, and I look forward to hearing from you.

Sincerely,

John Doe

3. Do not use overly informal or abbreviated text in an email (i.e., if you would text it to a friend, do not e-mail it to a professor).
4. Do not respond immediately to an e-mail that has upset you. Take a break, re-read it and then draft a response.
5. When in doubt about the tone of an email you are about to send – ask someone else to read it first.
6. When you receive an e-mail from a professor or other professional, it is important to respond as promptly as possible (preferably within 1 business day). If you are unable to respond to an e-mail request within this time period (e.g., you are on vacation without access to e-mail), it would be advisable to create an out-of-office reply that indicates how long you will be unavailable and when the correspondent can expect a response. If you need more than 1 business day to formulate a response, (e.g., you need to look up information), you should send a brief e-mail letting the person know when they can expect a more detailed response. If a detailed response is not required, it is still advisable to send a brief response letting the individual know that you have received their e-mail; something as brief as “I got it, thanks!” would be sufficient.

Social Media

Many of you use social media sites such as Instagram, Facebook, Twitter, etc. It is important that you recognize that, depending on your security settings, information that you post on these accounts MAY NOT be private. There have been several stories in the news about
people who were either fired, or lost job offers, because of photos, videos, etc. that they posted on social media sites. You should also recognize that what you post on social media sites does not only reflect on you. Because many of you list your academic institutions and degrees in your profiles, what you post may also reflect on the program and the university.

While we have no problem with your use of social media, we would like you to keep the following things in mind when posting to these sites:

- Use the strongest security settings that are appropriate. Generally, it would be recommended that you limit access to your posts to your friends only. You probably do not want your practica supervisor or patients to have access to photos of you in a bathing suit or videos of you drinking at a bar.
- Please also check security settings multiple times per year, especially after system-wide updates to social media programs, as security settings may be automatically reset to a less secure level.
- Remember that social media is not the only way that information is shared. A friend who has access to your posts may share it with others. Thus information you post to a social media site can still be circulated to unintended recipients and therefore have unintended consequences.
- When posting to a social media site it is best to assume that anyone could see it. Thus, if you would not want your boss or grandmother to see it, you probably should not post it to a social media site.
- Consider using profile names for social media accounts that are not easily searchable by colleagues and clients/patients.

While some faculty may be open to connecting via social media with students, this may not be true for all faculty. Thus, it is best to ask faculty what their policy is about connecting with current and former students via social networking sites.

**Attitude**

We expect you to come to class with a positive attitude and an enthusiasm for learning. We expect you to be respectful of other student’s privacy and confidentiality. We also expect you to adhere to local, state, and federal laws concerning confidentiality.

Throughout the course of your academic studies, we will be required to provide you with feedback around a variety of issues (e.g., class performance; professionalism; etc). We ask that you be open to this feedback; it is not intended as criticism but rather as a vehicle to foster personal and professional growth. You will be evaluated with regard to your ability to accept and effectively utilize feedback as this is a critical skill that will be of interest to both potential employers as well as graduate school mentors.

**Self-Care**

The following subsection was written by Illinois Tech Clinical Psychology Ph.D. students, who will remain anonymous.

The clinical psychology program in the Department of Psychology at Illinois Tech recognizes that self-care is essential for students and faculty alike in maintaining optimal health and wellbeing while engaging in the rigors of academia and balancing this work with one’s
personal life. The World Health Organization defines self-care as “what people do for themselves to establish and maintain health, prevent and deal with illness” (1998). More broadly, self-care can be thought of as the actions an individual takes to better prepare oneself or to enable oneself to cope with stressors in general, and to nourish one’s own resilience. Self-care can take many forms, but, in general, encompasses aspects of self-awareness, self-regulation, and balance (Baker, 2003). Students in the Clinical Psychology doctoral program are actively encouraged to cultivate a practice of self-care that will serve them in their graduate training and professional careers.

Self-care is promoted through both formal and informal means in the program. As part of their mentorship with students, advisors and all faculty encourage students to engage in self-care. Part of this encouragement involves urging students to maintain an openness to potential learning experiences as a graduate student, but equally important to also realistically assess the demands on their time and to prioritize what they may reasonably accomplish.

The Clinical Psychology doctoral student body is another source of support and self-care for students in the program. The program’s student run Social Committee regularly plans activities to bring students and faculty together outside of the university setting to provide a chance to relax and enjoy each other’s company. Other peer-led programs, such as Diversity Dialogues and Colloquiums, also provide opportunities for students and other members of the department to engage around topics of common interest.

We promote a proactive attitude towards mental health issues and encourage any student who feels they may need mental health services (psychotherapy) to seek out these services early. The IIT Student Health and Wellness Center recognizes the special needs of psychology graduate students and are available for no-cost help. We also are creating relationships with community therapists who are willing to accept our graduate students at reduced rates if students prefer a therapist outside of IIT. Importantly, your choice to seek mental health services will not be stigmatized in any way. However, you DO NOT in any way have to inform anyone of you using mental health services.

In sum, the clinical program faculty recognize that completing a graduate degree is a stressful process, and actively encourage students to engage with both informal and professional supports as needed.
APPENDIX
We are dedicated to graduating students of the highest caliber professional training and preparation. It is our hope that students can complete our degree programs in a timely fashion and flourish as professionals in the psychology fields of their choice. In order to provide feedback and monitoring, we have a regular and predictable set of reviews. This process also allows us to identify those students who might not be progressing as they should. All students are evaluated at least once per year and usually more often by the faculty of the program(s) with which they are affiliated. The evaluation of students in psychology is based on a number of objective and subjective criteria associated with the standards of the Department of Psychology and the specifics of the program in which the student is enrolled. This policy applies to all programs and they are consistent with our approach to the evaluation of students for admission. In addition, each program has a written policy that is the basis for evaluation that falls under these general guidelines. Consideration for dismissal may occur as a result of this evaluation process or as a consequence of student behaviors or issues as they arise and as noted below. This document sets forth the due process for evaluation and dismissal within the Department of Psychology. The student handbook and the academic bulletins set forth the university policies.

Undergraduate status is governed by the fine print of the student handbook. In addition to meeting the fundamental requirements of the training program in which a student is enrolled, all graduate students in psychology must maintain adequate progress toward the degree and show evidence of acquisition of high level professional skills required by the profession. The Institute is committed to graduating professionals of the highest caliber and we reserve the right to undertake assessments and render judgments focused on the suitability of students to be psychology professionals. The determination of grounds for dismissal is made by the faculty of the program in which the student is enrolled and the Department Academic Standing Committee. Graduate students may appeal to the Graduate College; undergraduate dismissals occur with the involvement of the Office of Undergraduate Affairs and/or Dean of Students and appeal processes are set forth in the student bulletin. In most cases, determination of dismissal occurs in the context of a pattern of issues in which the student has been provided feedback and an opportunity for remediation. However, there are some situations that may result in summary dismissal as noted below. Examples of the evaluation domains and causes for consideration of dismissal include, but are not limited to the following:

(1) Failure to make adequate academic progress in course work. This domain is relevant for graduate students. Undergraduate academic status provides for more flexibility. Graduate students must recognize that in graduate courses, a grade of “C” is technically passing but is considered to reflect poor performance. Thus, the presence of grades of “C” or lower signals problems in graduate level academic performance. Additionally, each program has articulated a sequence of courses that must be completed in a timely fashion as determined by the program of study (401). Grades of “C” or lower would not constitute the sole basis for a decision to terminate a student unless there is overall academic failure but would be weighed in the overall assessment of performance. Dismissal solely on the basis of poor academic performance is defined in the graduate bulletin.
(2) Failure to make adequate progress in the acquisition of independent research skills. This domain is most relevant to doctoral graduate students but we expect that undergraduates will complete a capstone project that involves research under the supervision of a psychology faculty member. The Department of Psychology is committed to scientific psychology and evidence based practice. As part of this we expect all our students to have a firm grasp of research and demonstrated skill in design, analysis, interpretation of findings, collection and manipulation of data, statistics, and understanding of literature at the level relevant to the training program and degree. Students not showing adequate development of research acumen will receive notice of these concerns via feedback from the advising faculty and/or program faculty.

(3) Failure to demonstrate development of, or participate in, an appropriate level of group based research activities. Research activity requirements as part of a lab or team, are defined and governed by individual programs and faculty. If relevant, work in this domain is one of the many elements reviewed as part of the overall evaluation of student progress and performance. Undergraduates involved in lab based faculty research are expected to conduct themselves in a reliable fashion as part of the research team, whether within psychology or in a research based IPRO. Students in masters programs requiring a thesis also must complete research; students in non-thesis programs may or may not participate in research. All graduate doctoral programs require participation in research, frequently within faculty labs or teams. In all cases, students must adhere to the expectations and standards of the lab or team in which they are a member. In broad brush, students are expected to conduct themselves professionally, attend meetings unless excused, participate fully, and follow through on responsibilities assigned.

(4) Failure to make adequate progress in the acquisition of professional applied skills. This area of assessment is relevant to graduate students. All graduate programs have requirements for internships and/or practica that must be completed successfully. The Institute cannot guarantee placement of students even if required by the degree program and or licensing boards because these decisions are made by the agencies, not by IIT. We will make every effort to assist students to obtain placements but given the competitive nature of placements we cannot guarantee these, particularly for students in the lower third of their peer group. Students unable to complete these requirements may be subject to dismissal or, if appropriate, they may be granted a degree different from the one in which they originally enrolled.

(5) Failure to follow the terms of an academic probation requirement. Probation for undergraduates is defined by the office of undergraduate affairs as set forth in the student handbook. Graduate students may be placed on probation for cause based on the criteria set forth herein by recommendation of the Department of Psychology Academic Standing committee and faculty of the degree program in which the student is enrolled. Any student placed on probation will receive a written statement of needed actions. If the terms of probation are not completed in the time specified, a student may be terminated from the degree program with a right to appeal to the Graduate College.

(6) Professional unsuitability. This area is relevant primarily to graduate students. Psychology is a profession that requires a high level of professional comportment and conduct. Interpersonal
conduct that represents a significant impediment to working effectively and ethically with current or future clients, students, faculty, other colleagues, or other possible consumers may be the basis for termination on the grounds of professional unsuitability. If an issue arises under this domain that is of sufficient seriousness, this could be the grounds for dismissal, in and of itself.

(7) **Violation of policy on academic honesty or ethics.** As specified in the student handbook and graduate bulletin, violations of academic honesty or ethical standards as set forth by the APA may result in termination. All Psychology students are bound by standards of professional conduct as specified by the American Psychological Association (see Ethical Principles of Psychologists and Code of Conduct).

(8) **Felony conviction.** Conviction of a felony may be considered adequate cause for dismissal; other convictions of lesser offenses may be considered as evidence of problematic behavior falling under item 6 above. Students should be aware that anything falling into this category may also affect licensing, job placement, and potential employment.

Accepted and approved by the faculty 9/29/09
IIT's Commitment to Diversity: Building Community and Fostering Diversity
(April 25, 2013)

IIT's commitment to diversity is affirmed in the following institutional statement: Illinois Institute of Technology is a community that values and respects its members. We appreciate that our faculty, staff, students, alumni/ae and trustees come from many backgrounds and many parts of the world. We embrace the contributions that differences offer. We are committed to providing a working and learning environment in which all students and all members of the faculty and staff are able to realize their full potential.

Building community—one that includes students, faculty, staff, visitors, partners, and tenants—and embracing diversity requires action at the institutional as well as the personal level. From an institutional perspective, it means committing to hiring practices that result in faculty and staff who better reflect the composition of our student body. It means partnering with our neighbors and taking a leadership role in community engagement. And it means holding each member of the IIT community accountable for doing his and her part to move this agenda forward.

At the personal level, it means recognizing that some of the things we do on a daily basis also can strengthen our community and make others feel welcome, included, and valued. The following is not meant to be a comprehensive list of suggestions but rather starting points to build community and foster diversity and respect—one person and one day at a time.

**Ask rather than assume.**
- And names are a good place to start. For example, "Do you prefer Timothy or Tim?" Then remember the preference; use the name in conversations and email; and, if necessary, apologize for mispronouncing or forgetting it.

**Don't forget the please.**
- Or the thank you, I'm sorry, and it's good to see you. Being polite goes a long way to making someone feel welcomed and included. Sometimes all it takes is saying hello.

**Give people the benefit of the doubt.**
- Assume people have a good reason for saying what they are saying—and doing what they are doing. Think the best before you assume the worst.

**The difference between hearing and listening is understanding.**
- Communication is complicated. But it gets easier when we move from hearing what is being said to listening to the person who is saying it.

**Face it. There are times when you need to pick up the phone or deliver the message in person.**
- But if you decide to go electronic, at least think before you hit that send button.
Acknowledge your baggage.
• Some of it is worth carrying with us. Some of it should be checked. And sometimes we may not even realize we're taking it with us. So try not to leave your bags unattended—and be aware when it may be weighing on your perceptions, actions, and responses.

Consider when it's a good thing to act—and when it's better to watch from the sidelines.
• Don’t be content to look the other way when something unacceptable is happening.

Take advantage of "talking moments."
• Sometimes people are just unknowing rather than insensitive. And most of them will thank you for gently pointing this out. But don’t call it a teaching moment.

Perception is reality.
• Keep in mind: What I hear may not be what you said. What you conclude may not be what I meant. So, asking for clarification is better than assuming.

Put diversity into your daily routine.
• Add a new colleague to your committee. Seek out someone with a different point of view. Get to know someone in another office. Ask someone about his or her country. It all starts with you.

It's time to move forward, stand up, and be counted. Let's build community, embrace diversity, and foster respect at IIT—one person and one day at a time.
Department of Psychology Dissertation Policy (revised November, 2003)

The Department of Psychology at Illinois Institute of Technology offers only one doctoral degree: the Doctor of Philosophy in Psychology. Although each student has a program area of specialization, it is very important to remember that all graduate students pursuing the doctorate are working on the same degree, implementing the same dissertation process, and aiming at the same criteria and standards of excellence. The Doctor of Philosophy degree is a research degree. The dissertation should be the culmination of an extended program of study and research, which serves as a public testament of graduate quality and expertise. That is, the proposed research addresses a meaningful and unanswered question in the field, the underlying methodology has sufficient internal and external validity and the scope of the research project is sufficiently large to constitute a dissertation. As such, it must be an original contribution to the body of knowledge and readily available in the public domain. In no real sense is it a totally individual project, but rather the product of a committee of scholars that is communicated to the profession for evaluation and use.

By definition, the members of a Dissertation Committee have already demonstrated their professional skills and expertise. In contrast, the student is in the midst of an effort to demonstrate these skills and is seeking professional acceptance. Thus the student is working for acceptance as a peer by the members of a profession he or she wishes to join. This effort begins with individual faculty members and ends with the completion of a satisfactory oral examination.

Students’ responsibilities include the following:

A. a knowledge of the literature in their area of research,
B. a knowledge of the methods in their area of research,
C. ability to apply what they know to the problem,
D. ability to relate the results of their study back to the literature and
E. ability to communicate their research findings.

Faculty members serving on a Dissertation Committee must also have knowledge relevant to the area of research or be willing to get knowledge in the area of research in the course of the dissertation development. The membership of the committee should be primarily based on the expertise that the faculty members bring to the project, and not on other factors including interpersonal relationships or faculty reputation of being “easy” or “hard.” By the time the student arrives at the oral defense, he or she should be a leading expert in the area and the members of the Dissertation Committee should already be reasonably convinced that this is true. Thus, the student has the dual responsibility of selecting a problem relevant and suited to abilities of existing faculty members as well as demonstrating to the selected faculty that he or she has a full command of the problem area. Faculty members may decline to serve on Dissertation Committees related to problems for which they have no expertise and are not likely to contribute significantly.

The Chairperson of the Dissertation Committee holds a position of key significance and responsibility. The Chairperson is both a sounding board for the student as well as the
spokesperson of the Dissertation Committee to the student. Chairpersons should have or develop an extra knowledge in the problem area in which the student is expected to be an expert by the end of the dissertation process. The Chairperson of the Dissertation Committee is responsible for seeing to it that the requests of the committee are respected in full at all times and that the standards of excellence set by the committee are met prior to the oral examination. Once these standards are met, the Chairperson of the Committee is an aid to the student and a supportive peer. Even when the oral examination has been completed, the obligations of the Dissertation Committee Chairperson continue via possible dissertation document changes, assistance with employment efforts, and dissertation publication reminders.

The essence of the dissertation process is frequent and direct communication between the graduate student and Dissertation Committee Members at all points of development. Informing, instructing, and responding to all committee members is the primary responsibility of the graduate student. It is this frequent interaction that makes the dissertation a successful collaborative affair rather than an individual act. Satisfactory interactions should ensure a quality dissertation so that the oral examination will serve as an occasion for peers to welcome a new member to the profession. Dissertations are not Nobel-Prize-level acts nor are they archaic-public-rite chores. They are relevant public statements of research skill and graduate program quality.

ELEVEN STEPS TO A DISSERTATION

1. Select and meet with chairperson of Dissertation Committee to discuss proposal, e.g. statement of the problem, literature review and research design.

2. Select the other committee members and negotiate conditions for serving on the committee (e.g. they may want to see something in writing before agreeing to serve). Selection of committee members must be consistent with procedures specified by individual programs. All programs require a minimum of two people from the student’s program and a third member from among the psychology faculty to serve on any dissertation committee. A faculty member from outside the Department of Psychology and from within the University must be selected to serve on the dissertation committee as the fourth member. This fourth member is typically involved only in the final oral examination.

3. Write and distribute a copy of the proposal to each committee member after the chairperson has approved the version to be distributed. Committee members must have at least two weeks to read the proposal. Students have the option of meeting individually with committee members to make revisions in the proposal before the formal proposal meeting. The student schedules the proposal meeting no less than two weeks before the proposal meeting.

4. Write and circulate to each committee member a list of revisions agreed upon at the proposal meeting. A copy of the agreed-upon decisions and revisions, signed by each committee member, must be placed in the student’s portfolio before running the study. If for some unforeseen reason, any further changes are necessary in the opinion of the student, chairperson, or committee member (if appropriate, before the beginning of data collection), any of these
parties may request a second proposal meeting at which time changes may be made. It is understood that some unlikely event (such as publication of an identical study) will necessitate reconsideration.

5. Prior to the start of the study, the student must request and obtain the necessary approvals from the Human Subjects Institutional Review Board (IRB). The IRB approval is also needed for the use of archival and pilot data. The IRB approval must be renewed annually.

6. Conduct the study. If there are any major “in-process” changes in design or analyses due to unforeseen circumstances, the student must put these changes in writing and submit them as an addendum to the revised proposal. The proposed changes should be discussed, approved, and signed by each committee member, either individually or at a committee meeting called by the student and his or her advisor. Students will not be required to make significant additions or changes in design from that which was agreed upon in the proposals and addenda.

7. The student should analyze the data and write a draft of the dissertation. At this point, consultation with the chair should occur whenever the chair or student deems it necessary. The chair must approve the draft before it is distributed to other committee members as a proposed final manuscript. This process may require several revisions before the chair agrees that it is ready to be distributed. His or her approval means that the chair believes the manuscript is of sufficiently high quality, although revisions following review by other committee members may still be expected.

8. The Chair may sign the 501A Form after determining that the manuscript has all the necessary components. The student then obtains the signatures of other Committee members on the 501A Form. The student schedules an appointment with the thesis examiner to review the manuscript.

The signing of the 501A Form by the committee members and the approval of the manuscript by the thesis examiner must be completed at least five weeks prior to commencement.

9. The student schedules the oral examination (time, date and place) with a 301B form and must do so prior to two weeks before the date of the examination. The Committee members (including the outside reader) must be given a copy of the approved manuscript at least two weeks before the oral examination.

The Graduate College requires that the 301B Form be received in its Office of Academic Affairs by the second week of the semester in which the examination is going to be held. If the actual date for the oral examination appears later in the semester, the student must submit a revised 301B Form at least two weeks prior to the actual date of the final examination.

An announcement of the oral examination including the title of the dissertation, the date, time and place must be posted on the program’s bulletin board at least 2 weeks before the defense date. Prior to the defense, any committee member may call a work meeting if he or she
believes substantive changes are necessary and then the date of the defense must be rescheduled. The committee member should inform the chair and remainder of the committee of the general nature of the changes requested. The student then schedules a work meeting in which any or all committee members that feel they have contributions to make can attend. If a work meeting is required, the student modifies the dissertation and this step may be repeated until no committee member wants additional changes. The student and a committee member have the option of meeting individually for work meetings, but the student is responsible for notifying in writing other committee members of the nature of the change. If this step cannot be successfully completed, a final meeting can be scheduled to terminate the process.

10. The student defends the dissertation at the oral examination. The outside reader is usually present for the first time. However, at the dissertation chair’s discretion, the outside reader can be present at the proposal meeting. The student is expected to be an expert in the area and capable of communicating the results of the study and the implications for the field. The committee members sign the 501B Form if they concur that there are no substantial changes yet to be made.

A committee may fail a student who was unable to successfully (after repeated attempts) include the suggestions of her or his committee.

11. The student is responsible for making all changes directed by committee members and thesis examiner and to arrange for final bound copies of the dissertation to be forwarded to the Department of Psychology and to the advisor.

NOTE: The student may appeal his or her case to the Academic Standing Committee (consisting of Program Directors and the Chair and Associate Chair of the Department of Psychology) if disagreements arise as to whether he or she has followed the above procedures. If extenuating circumstances require a student to forego any of the above procedures and if the advisor agrees that the student should be granted permission to forego the procedure in question, the advisor and student can bring their request before the Academic Standing Committee for a decision.

Adherence to the philosophy and the procedures outlined above is the responsibility of the entire Department of Psychology community.

* Please check the Graduate College Bulletin for the most up-to-date information.
Faculty and Student Research Mentorship Expectations

The Clinical Psychology PhD program at Illinois Tech relies heavily on a mentoring relationship between the PhD student and faculty mentor. Both the mentor and student will have expectations of each other, and it is important to try to assure that there is a shared understanding of those expectations. Below are some commitments that the Clinical Psychology program expects faculty mentors and PhD students to make to each other. The program expects a discussion of this document and the specific items listed below to facilitate timely completion of the program and to maximize student success.

Responsibilities of the graduate student mentee:

- Identify a focus for research. Mentor(s) will provide guidance and help with clarity, but the research focus should be driven by the student’s own passions and interests.
- Be an engaged and active participant in research lab throughout doctoral training. Be a good lab citizen.
- Take primary responsibility for the development of career and commitment to lifelong learning by reading the research literature, regular attendance at relevant seminars, and attendance at scientific meetings. Actively seek out opportunities to help meet training goals.
- Develop a timeline to achieve educational and research goals and review it with mentor at least annually. Set and strive to meet deadlines.
- Be honest and respect all ethical standards when conducting research and other scholarly activities. This includes compliance with all institutional and federal regulations for human subjects research as well as policies regarding copyright, permissions, and plagiarism.
- Strive to be increasingly independent in training activities including writing manuscripts for publication, designing and conducting research, mentoring undergraduate and less experienced doctoral students.
- Seek regular feedback on performance, including open and timely communication of any challenges.
- Meet with mentor regularly for updates on research plans and progress.
- Be responsive to advice and constructive criticism, and acknowledge that feedback is intended to improve scientific work.
- Be knowledgeable of the policies, deadlines, and requirements of the Clinical Psychology PhD program and the graduate college of Illinois Tech.
- Maintain a relationship with the mentor that is based on trust and mutual respect.
- Completion of the degree, including course, practicum, and research requirements.
Responsibilities of the faculty mentor:

- Facilitate the training and professional development of the student. Work with the student to develop a program plan that best prepares the student to achieve his/her training and career goals.
- Use personal expertise, other faculty expertise, and lab/departmental resources to provide opportunities for the student to become an expert in his/her area of research interest.
- Encourage the student to interact with other experts in the research field, including attendance at professional meetings to network and present research findings. Facilitate current and future research collaborations through introductions to other researchers in the field.
- Maintain a relationship with the student that is based on trust and mutual respect. Acknowledge that open communication and formal competency reviews will help ensure that expectations are being met.
- Encourage a progressive level of independence and increased responsibility as the student progresses through the program; facilitate the student’s transition to an independent researcher.
- Promote and model all ethical standards for conducting research and engaging in scholarly activity. This includes compliance with all institutional and federal regulations for human subjects research as well as responsibility for copyright, permissions, and plagiarism. Be available to discuss ethical concerns as they arise.
- Be supportive, fair, accessible, encouraging, and respectful.
- Commit to being a supportive colleague as the student transitions to the next stage in his/her career and throughout their professional life.

The faculty mentor and PhD student should discuss the items below and any other individual concerns in order to reach a shared understanding.

- How often will we meet? When and where will meetings take place? Who will be responsible for establishing the agenda?
- What is our preferred method of communication? Within what time frame can a response be expected?
- How much lead time does the mentor need to review materials prior to discussion/feedback?
- What are the policies for manuscript and presentation authorship? Ownership of data?
- What additional expectations does the mentor have of the student?
- What additional expectations does the student have of the mentor?
# Program Milestone Timeline

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<td>Warning Period with 9/30 Program Status Evaluation</td>
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<tr>
<td>Apply for Internships</td>
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<tr>
<td>Go on Internship</td>
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<tr>
<td>Defend Dissertation</td>
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</tbody>
</table>

*Warning Period* refers to the suggested time period for completing a milestone (although this may vary on a case-by-case basis).

*Warning Period* refers to a time period in which the student is placed in a Warning Period at the beginning and then terminated from the doctoral program at the end if the milestone is not met.
<table>
<thead>
<tr>
<th>SCIENCE/RESEARCH</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
<th>UJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundational knowledge</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Demonstrates grasp of complex theoretical formulations</td>
<td></td>
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</tr>
<tr>
<td>Aware of need for evidence to support assertions</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Formulates appropriate research questions and hypotheses</td>
<td></td>
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<tr>
<td>Exhibits command of research designs in planning research</td>
<td></td>
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<tr>
<td>Ability to implement statistical strategies appropriate for research area</td>
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<tr>
<td>Participates in research in your lab</td>
<td></td>
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<tr>
<td>Writing is clear and organized</td>
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<tr>
<td>Writing consistent with APA scientific style</td>
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</tbody>
</table>

**Comments:**

<table>
<thead>
<tr>
<th>ETHICS</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates awareness of ethical guidelines in research</td>
<td></td>
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</tr>
<tr>
<td>Demonstrates awareness of ethical guidelines in practice</td>
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<tr>
<td>Academic work demonstrates ethical practice</td>
<td></td>
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<tr>
<td>Student’s research complies with all ethical guidelines</td>
<td></td>
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<tr>
<td>Academic work demonstrates ethical practice</td>
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<tr>
<td>Contributes to IRB process</td>
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</tbody>
</table>

**Comments:**
## Professionalism

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
<th>UJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional in communications, behavior, and attitude</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Conscientiousness</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Reliability</td>
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</tr>
<tr>
<td>Completes assignments/projects without being reminded</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Meets deadlines</td>
<td></td>
<td></td>
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<tr>
<td>Responsiveness to feedback from advisor</td>
<td></td>
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<tr>
<td>Demonstrates good citizenship in the lab, clinical program, or other university activities</td>
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</tbody>
</table>

Comments:

## Diversity

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
<th>UJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibits knowledge of role of culture and diversity in research</td>
<td></td>
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<tr>
<td>Exhibits appropriate attention to issues of diversity in research ideas</td>
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<tr>
<td>Exhibits knowledge of importance of culture and diversity in practice</td>
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</tbody>
</table>

Comments:

## Coursework

**Fall courses:** list each course and rate if competency was achieved using the following scale
- C = competency not achieved
- A or B = competency achieved
- A + exceeds competency

### FALL COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Competency not achieved</th>
<th>Competency achieved</th>
<th>Exceeds competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC</td>
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<tr>
<td>PSYC</td>
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<tr>
<td>PSYC</td>
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</tbody>
</table>

### SPRING COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Competency not achieved</th>
<th>Competency achieved</th>
<th>Exceeds competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC</td>
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<tr>
<td>PSYC</td>
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<td>PSYC</td>
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</tr>
<tr>
<td>PSYC</td>
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</tbody>
</table>

## Additional Domains of Competence (rate all that apply)

<table>
<thead>
<tr>
<th></th>
<th>Competency not achieved</th>
<th>Competency achieved</th>
<th>Exceeds competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course instructor</td>
<td></td>
<td></td>
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<tr>
<td>Teaching support</td>
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<tr>
<td>Supervision</td>
<td></td>
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<tr>
<td>Leadership (e.g., lab, committee chair)</td>
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</tbody>
</table>
Verification of Review

By signing this form, you confirm that you have discussed this review in detail with your supervisor. Signing this form does not necessarily indicate that you agree with this evaluation.

<table>
<thead>
<tr>
<th>Adviser Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

Faculty review meeting date: ________________________________

Comments from Faculty Review meeting:

Is the Student Currently on Probation?
If on probation, complete next page
Detailed Reason for Probation:

Date Remedial Plan Implemented: Click here to enter a date.
Date Remedial Plan Reviewed (every 6 months): Click here to enter a date.
Date Feedback Provided: Click here to enter a date.
Date Remedial Plan Terminated (every 6 months): Click here to enter a date.
Date Probation Terminated (every 6 months): Click here to enter a date.
Trainee Practicum Evaluation

Trainee: 

Supervisor: 

Site: 

Period of Evaluation: 

Type of Supervision: Individual ___  Group ___  Both ___

Supervision methods (check all that apply):
Verbal summary ____  Audio review ____  Video review ____  Live observation ____

Date(s) of video review or live observation 

Please rate the student on the following competencies using this scale:
1 = Development lags expectations, remedial action required
2 = Development lags expectations, address within supervision
3 = Developing as expected towards basic competency
4 = Achieved basic competency
5 = Achieved advanced competency
NA = Not Applicable or Unable to Judge

<table>
<thead>
<tr>
<th>Ethical and Legal Standards</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of the APA Ethical Principles of Psychologists and Code of Conduct, organizational/local statutes regulating professional practice of health service psychology, and other professional standards and guidelines</td>
<td></td>
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</tr>
<tr>
<td>Recognition of ethical dilemmas as they arise</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Appropriate consultation and decision-making to resolve ethical dilemmas</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Conducts self in an ethical manner in all professional activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
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<table>
<thead>
<tr>
<th>Individual and Cultural Diversity</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness of individual and cultural differences</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Exhibits sensitivity to individual and cultural diversity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Understands how personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Knowledge of current research as it relates to addressing diversity in clinical practice</td>
<td>1 2 3 4 5 NA</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own in order to provide culturally sensitive services</td>
<td>1 2 3 4 5 NA</td>
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</tr>
</tbody>
</table>

### Professional Values and Attitudes

| Appropriate manifestation of professional identity, including integrity, deportment, and accountability | 1 2 3 4 5 NA |
| Concern for the welfare of others | 1 2 3 4 5 NA |
| Engages in self-reflection of personal and professional functioning | 1 2 3 4 5 NA |
| Engages in activities to maintain and improve performance, well-being, and effectiveness (e.g., relevant readings, grand rounds, didactic seminars) | 1 2 3 4 5 NA |
| Demonstrates openness and responsiveness to feedback and supervision | 1 2 3 4 5 NA |

### Communication and Interpersonal Skills

| Able to develop appropriate and effective relationships with colleagues, supervisors, clients, supervisees, and other health professionals | 1 2 3 4 5 NA |
| Communicates clearly in written form | 1 2 3 4 5 NA |
| Clear oral communication across settings and roles | 1 2 3 4 5 NA |
| Demonstrates effective interpersonal skills and the ability to manage difficult communication well | 1 2 3 4 5 NA |

### Assessment

| Knowledge of evidence-based assessment methods | 1 2 3 4 5 NA |
| Collects relevant data appropriate to the identified goals and questions of the assessment | 1 2 3 4 5 NA |
| Demonstrates skills in administering assessment measures | 1 2 3 4 5 NA |
| Able to interpret assessment results | 1 2 3 4 5 NA |
| Integrates relevant data into meaningful/coherent case conceptualization | 1 2 3 4 5 NA |
| Communicates the findings and implications of assessment in an accurate and effective manner sensitive to a range of recipients | 1 2 3 4 5 NA |

### Intervention

<p>| Able to establish and maintain rapport | 1 2 3 4 5 NA |
| Develops evidence-based intervention plans | 1 2 3 4 5 NA |</p>
<table>
<thead>
<tr>
<th>Task</th>
<th>Rating 1</th>
<th>Rating 2</th>
<th>Rating 3</th>
<th>Rating 4</th>
<th>Rating 5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aligns intervention plan with the case conceptualization</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Demonstrates skill in implementing interventions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Demonstrates the ability to apply the relevant research literature to clinical decision making</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Able to modify and adapt evidence-based approaches when a clear evidence-base is lacking</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Evaluates intervention effectiveness (e.g., with an empirically-based measure)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Adapts intervention goals and methods consistent with ongoing evaluation</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
<td>NA</td>
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</tbody>
</table>

**Supervision of Others**

<table>
<thead>
<tr>
<th>Task</th>
<th>Rating 1</th>
<th>Rating 2</th>
<th>Rating 3</th>
<th>Rating 4</th>
<th>Rating 5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of supervision models and practices</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Effectively mentors and monitors trainees in their development of clinical skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Maintains appropriate behavior as a role model and responsibility for supervised activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Consultation and Interprofessional/Interdisciplinary Skills**

<table>
<thead>
<tr>
<th>Task</th>
<th>Rating 1</th>
<th>Rating 2</th>
<th>Rating 3</th>
<th>Rating 4</th>
<th>Rating 5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge and respect for the roles and perspectives of other professions and professionals</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Demonstrates knowledge of consultation models and practices</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Collaborates appropriately with other professionals</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Summary**

**Overall rating of clinical competency during this period of evaluation**

<table>
<thead>
<tr>
<th>Rating 1</th>
<th>Rating 2</th>
<th>Rating 3</th>
<th>Rating 4</th>
<th>Rating 5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

Please comment on Trainee’s strengths:

Please comment on Trainee’s weaknesses:

Supervisor signature: ________________________________ Date: ___________

Trainee signature: ________________________________ Date: ___________
# IIT Clinical Psychology
Master’s Thesis and Dissertation Proposal Competency Evaluation Form

**Student Name:** __________________________________________  **Date:** ________________

**Faculty Name:** __________________________________________

**Thesis** or **Dissertation**

Rate the written and oral thesis/dissertation proposal on each competency below, using the following scale:

1 = Does not meet competency; 2 = Meets competency; 3 = Exceeds competency

### Introduction (including literature review)

<table>
<thead>
<tr>
<th>1. Identifies relevant theories that provide study framework</th>
<th>1 2 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Articulates degree of research support for relevant theories</td>
<td>1 2 3</td>
</tr>
<tr>
<td>3. Integrates relevant theory and empirical findings to generate testable predictions or research hypotheses (or with largely exploratory studies, justified study aims)</td>
<td>1 2 3</td>
</tr>
<tr>
<td>4. Includes appropriate balance of depth and breadth regarding key study variables, constructs, theories, etc.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>5. Introduces potential real-world implications of the study (e.g., for research, clinical practice, public health).</td>
<td>1 2 3</td>
</tr>
<tr>
<td>6. Balanced and without bias (e.g., including findings that both strengthen and weaken hypotheses)</td>
<td>1 2 3</td>
</tr>
<tr>
<td>7. Has a logical flow</td>
<td>1 2 3</td>
</tr>
<tr>
<td>8. Overall, study has a reasonable rationale</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

### Methods

| 9. Describes potential study participants, and rationale for selecting these participants | 1 2 3 |
| 10. Describes study procedures, e.g. recruitment and data collection methods | 1 2 3 |
| 11. Proposed study methods are feasible | 1 2 3 |
| 12. Describes and justifies all proposed measures and instruments used in the study | 1 2 3 |
| 13. Proposed data analytic approach is clear, appropriate to the collected data, and is best for addressing the hypotheses or answering the research questions | 1 2 3 |
| 14. Has a logical flow | 1 2 3 |

### Ethics & Individual/Cultural Diversity

| 15. Identifies and addresses any relevant ethical, legal, and/or professional standards or guidelines | 1 2 3 |
16. Considers issues of individual and cultural diversity relevant to project; demonstrates awareness, knowledge, and skill with these issues

<table>
<thead>
<tr>
<th>Professionalism, Communication, and Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Demonstrates appropriate and effective communication skills during proposal meeting (e.g., clear and articulate verbal and non-verbal conveyance of information; effective and non-defensive responses to questions/ criticisms/concerns)</td>
</tr>
<tr>
<td>18. Writes clearly, concisely, grammatically correctly, scientifically, and overall at an appropriate level for the Thesis/Dissertation</td>
</tr>
<tr>
<td>19. Attributes ideas to appropriate sources; uses references effectively to make points or arguments</td>
</tr>
<tr>
<td>20. Establishes self as an expert in their area</td>
</tr>
<tr>
<td>21. Proposes project that has potential to contribute to his or her respective field</td>
</tr>
</tbody>
</table>

Overall rating of Thesis/Dissertation Proposal:

☐ Approved
☐ Approved, pending revisions
☐ Not approved

Comments:
Committee Member Signature: ________________________________
This form indicates the competencies that the student is expected to demonstrate. It does not constitute an outline for the presentation itself.

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

| 1. Case is presented in sufficient detail (i.e., communicates a sense of the person, his/her “difficulties,” and his/her context) | 1 2 3 4 5 |
| 2. The student presents his/her own formulation/conceptualization of important aspects of the case and ends/justifies it based on theory and research from the literature and on clinical data | 1 2 3 4 5 |
| 3. Formulation is appropriate to and is consistent with the case data | 1 2 3 4 5 |
| 4. Demonstrates broad knowledge of the theoretical and empirical literature relevant to the formulation | 1 2 3 4 5 |
| 5. Demonstrates an integrative and critical understanding of the theoretical and empirical literature (i.e., formulates the current state of the relevant knowledge and attends to issues of validity and generalizability based on methodology) | 1 2 3 4 5 |
| 6. Appropriately applies conclusions to understanding the case and to support the formulation | 1 2 3 4 5 |
| 7. Appropriately qualifies conclusions | 1 2 3 4 5 |

Engaging in a dialogue with faculty committee.

8. Understands questions posed | 1 2 3 4 5 |
| 9. Responds to questions using a conceptual framework and empirical evidence | 1 2 3 4 5 |
| 10. Takes a position, gives professional opinion | 1 2 3 4 5 |
| 11. Demonstrates independent thinking | 1 2 3 4 5 |
| 12. Considers alternatives | 1 2 3 4 5 |
| 13. Discusses the actual or potential ethical issues of the case | 1 2 3 4 5 |
| 14. Discusses the actual or potential cultural factors in the case | 1 2 3 4 5 |
| 15. Considers the strengths and weaknesses in how he/she handled the case | 1 2 3 4 5 |

Presenting in a professional manner.

16. Presentation organized and easy to follow (regardless of complexity of case) | 1 2 3 4 5 |
| 17. Visual aids support oral presentation | 1 2 3 4 5 |
| 18. Does not read verbatim from slides or notes | 1 2 3 4 5 |
| 19. Absence of factually inaccurate information | 1 2 3 4 5 |
| 20. Balances details and the “big picture” | 1 2 3 4 5 |
| 21. Manages time and the flow of the presentation, including flexibility in transitions between presentation and discussion | 1 2 3 4 5 |

Miscellaneous.

22. Goes above and beyond the comprehensive exam task | Yes No |
| 23. Other | 1 2 3 4 5 |

Pass with distinction | Pass | Fail (may repeat) | Second Fail (may not repeat)

Pass conditional on

Comments on back
IIT Clinical Psychology  
Master’s Thesis and Dissertation Oral Defense Competency  
Evaluation Form

Student Name: ___________________________________  Date: ____________

Faculty Name: ______________________________________

Thesis or Defense

Rate the thesis/dissertation and oral defense on each competency below, using the following scale:  
1 = Does not meet competency; 2 = Meets competency; 3 = Exceeds competency

<table>
<thead>
<tr>
<th>Introduction (including literature review)</th>
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<tbody>
<tr>
<td>1. Identifies relevant theories that provide study rationale and/or framework</td>
</tr>
<tr>
<td>2. Articulates degree of research support for relevant theories</td>
</tr>
<tr>
<td>3. Integrates relevant theory and empirical findings to generate testable predictions or research hypotheses (or with largely exploratory studies, justified study aims)</td>
</tr>
<tr>
<td>4. Includes appropriate balance of depth and breadth regarding key study variables, constructs, theories, etc.</td>
</tr>
<tr>
<td>5. Introduces potential real-world implications of the study (e.g., for research, clinical practice, public health).</td>
</tr>
<tr>
<td>6. Balanced and without bias (e.g., including findings that both strengthen and weaken hypotheses)</td>
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<td>7. Has a logical flow</td>
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<table>
<thead>
<tr>
<th>Methods</th>
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<tbody>
<tr>
<td>8. Describes study participants, e.g. demographics, descriptive statistics of key study variables</td>
</tr>
<tr>
<td>9. Describes study procedures, e.g., study recruitment and data collection methods</td>
</tr>
<tr>
<td>10. Describes and defends all measures and instruments used in the study</td>
</tr>
<tr>
<td>11. Data analytic approach is clear, appropriate to the collected data, and is best for addressing the hypotheses or answering the research questions</td>
</tr>
<tr>
<td>12. Study methods reflect those agreed upon by the Committee</td>
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<td>13. Has a logical flow</td>
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<tr>
<th>Results</th>
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<tbody>
<tr>
<td>14. Uses measurable evidence to test specific hypotheses, or to explore logical or adequately reasoned research questions</td>
</tr>
<tr>
<td>15. Conducts data analyses correctly</td>
</tr>
<tr>
<td>16. Presents only and all relevant analyses, in correct format</td>
</tr>
</tbody>
</table>
17. When appropriate, integrates well-designed, non-redundant tables and figures to complement the text | 1 2 3
18. Analyses reflect analytic plan agreed upon by the Committee | 1 2 3
19. Has a logical flow | 1 2 3

**Discussion Section**

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<table>
<thead>
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<tbody>
<tr>
<td>20. Summarizes study findings accurately and succinctly.</td>
<td>1 2 3</td>
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<tr>
<td>21. Combines and integrates theories and/or empirical findings with current results to generate new integrative ideas and directions</td>
<td>1 2 3</td>
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<tr>
<td>22. Provides integrative summary of results and their implications that goes beyond restating the results, but without going too far by making claims not supported by the study</td>
<td>1 2 3</td>
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<tr>
<td>23. Provides accurate acknowledgement of study limitations, and when possible, comments attempting to mitigate those limitations</td>
<td>1 2 3</td>
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<tr>
<td>24. Articulates the real-world implications of the study results (e.g., for research, clinical practice, public health)</td>
<td>1 2 3</td>
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<tr>
<td>25. Has a logical flow</td>
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**Ethics & Individual/Cultural Diversity**

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<tr>
<td>26. Identifies and addresses all relevant ethical, legal, and/or professional standards or guidelines</td>
<td>1 2 3</td>
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<tr>
<td>27. Considers issues of individual and cultural diversity relevant to project; demonstrates awareness, knowledge, and skill with these issues</td>
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**Professionalism, Communication, and Readiness**

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<td>28. Demonstrates appropriate and effective communication skills during oral defense (e.g., clear and articulate verbal and non-verbal conveyance of information; effective and non-defensive responses to questions/criticisms/concerns)</td>
<td>1 2 3</td>
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<tr>
<td>29. Writes clearly, concisely, and scientifically</td>
<td>1 2 3</td>
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<td>30. Attributes ideas to appropriate sources; uses references effectively to make points or arguments</td>
<td>1 2 3</td>
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<tr>
<td>31. Establishes self as a leading expert in their area</td>
<td>1 2 3</td>
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<tr>
<td>32. Completes project that has potential to contribute to his or her respective field</td>
<td>1 2 3</td>
<td></td>
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</tbody>
</table>

Overall rating of Thesis/Dissertation Oral Defense:  
Pass ☐  
Fail ☐

Comments:

Committee Member Signature: ___________________________