

Introduction to Clinical Psychology Ph.D. Program

Ph.D. Program has been continuously accredited by the American Psychological Association since 1982 and offers intensive training based on the Boulder Scientist/Practitioner model and cognitive-behavioral theoretical foundations. The program emphasizes a balance of health service psychology and the understanding and conduct of clinical psychological research. Clinical practice training includes extensive experience with diverse training in practice and research begins in the first year and continues throughout their graduate career. Several students each year complete a Specialization in Rehabilitation, 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 Core clinical

Accreditation

has been fully accredited by the American Psychological Association (APA) since 1982 and was most recently re-accredited in 2021 for a full 10-year period. The next re-accreditation site visit will be in 2031. For more information on APA accreditation, please visit the APA's accreditation website (<http://www.apa.org/ed/accreditation>) or write to the address below:

APA OFFICE OF PROGRAM CONSULTATION AND ACCREDITATION

750 First Street, NE Washington, DC, 20002-4242

Phone: 202.336.5979

TDD/TTY: 202.336.6123

Fax: 202.336.5978

Email: apaaccred@apa.org

The Clinical Psychology Ph.D. Program is housed in the Department of Psychology at Illinois Institute of Technology (Illinois Tech), an institution of higher education accredited by the Higher Learning Commission. Illinois Tech was

Diversity Focus

The Clinical Program aims to create a professional training environment that respects and celebrates cultural and individual differences in all aspects of the program. Preparing students to navigate cultural and individual differences in research and practice is a priority for the Clinical Program at Illinois Tech. Examples of this philosophy and action include the following (in no particular order):

1. The Clinical Program, Department of Psychology, and Illinois Tech actively

6. The Clinical Program participates in an annual event called *Chicagoland Diversifying Clinical Psychology*. This event includes information about Ph.D. programs in clinical psychology, tips and strategies for getting into Ph.D. programs, and panels of questions and answers with faculty and current graduate students representing underrepresented populations.

7. The Clinical Program has a Student Diversity Committee, supported by a faculty advisor, with a primary goal of enhancing diversity-related activities, support, and training to the program. Other Student Committees (e.g., the Student Colloquium Committee) bring to campus various speakers for students and faculty to meet, and

Course Requirements

Students complete 96 credit hours for the Ph.D. in Clinical Psychology. The required courses include 12 credit hours in affective and cognitive, biological, and social bases of behavior and individual and cultural differences (PSYC 501, 502, 503, 504). These four courses form a core sequence taken by Ph.D. students across the Department of

Assessment and Psychopathology Courses

Assessment I: Cognitive Assessment (510)	3
Assessment II: Psychodiagnostic and Personality Assessment (512)	3
Psychopathology (526)	3
Developmental Psychopathology (525)	3

Intervention Courses

Therapy I (506)

Sample Course Sequence

Most courses are taken in the sequence shown, but course offerings each semester may change depending on faculty availability. PSYC 591, 691 and electives are taken at various times, and the list below is just an example. Each student should develop a specific plan with their advisor. Electives are sometimes offered in the summer semester, and t

The Specialization in Rehabilitation

This specialization focuses on clinical applications in rehabilitation settings. Applicants should indicate their desire to complete this specialization in their initial application and are admitted to the specialization when accepted into the Clinical Program. Students fulfill all requirements for the Ph.D. in Clinical Psychology, enroll in specific required electives relevant to Rehabilitation Psychology, 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. The dissertation committee for Rehabilitation Specialization students includes four faculty members, two from each of the Clinical and Rehabilitation faculties. The required electives for the Rehabilitation Specialization are:

- 1) 573 Psychosocial Bases of Disability
- 2) 575 Adult Career Development and Vocational Behavior
- 3) 581 Neuropsychological Assessment OR 588 Grant Writing

Occasionally a student has taken graduate psychology courses at Illinois Tech prior to admission to the Illinois Tech Clinical Psychology Ph.D. Program. A maximum of nine such credits can be

planned clinical experience, type of supervision to be received and information about the supervisor, how the clinical services are commensurate with training level, and if there will be any training component of the experience. This Outside Clinical Experiences Form should be submitted to the Practicum Coordinator before beginning such activities.

An outside clinical experience can additionally be sanctioned by the Clinical Program as a formal practicum experience and counted as hours on internship applications IF they are formally approved as such by the Clinical Faculty (this process uses the same Outside Clinical Experience Form). Criteria for sanctioning a clinical experience as a practicum include: 1) the clinical activities correspond to those that would typically be part of existing and approved practica, 2) the student receives at least one hour of individual supervision each week from a licensed clinical psychologist, 3) the supervisor is willing to complete our practicum evaluation form, and 4) there is a didactic training component to the experience. Previously approved outside clinical experiences that are asked retroactively to be sanctioned as a practicum may only be considered if all usual practicum requirements are met, including completion of the practicum evaluation form.

The Clinical Program will only approve up to 40 hours per week of clinical experiences, inclusive of all practicum and outside experience activities (i.e., including all hours spent with a client, in supervision, scoring, report and note writing, and training activities). Please remember that *more hours* do not always equal *more competitive* when it comes to internships applications (e.g., sometimes it is better to invest time in research opportunities instead). If students have questions or concerns about the number of hours and competitiveness for internship applications, they should consult with their clinical advisor, the Practicum Coordinator, and/or the DCT.

Research Training

Research training is an integral aspect of the Clinical Psychology Ph.D. Program at Illinois Tech. 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 a mentorship model with a single faculty member is mutually beneficial, changes in primary research interests and advisors can occur. In addition to lab research, research training includes completion of Master's thesis and Dissertation research projects, which are discussed below. All research that students participate in must conform to APA ethical guidelines, and all Illinois Tech research 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.

Historically, the clinical program has approved a total of 33 graduate students for 696 hours of practicum experience. This represents an average of 21 hours per student.

conduct independent research that are expected of a Ph.D., and designing a study to collect new data can require a different skillset and competencies compared to using existing data (e.g., completing an IRB application in full, choosing appropriate measures and the best procedures to answer research questions, experience recruiting and running participants).

The clinical program continues to believe that there is great value to collecting your own data and the skills and competencies you can achieve by doing so. However, we also recognize that there are multiple pathways to achieving the necessary research skills and competencies for independent research. In addition, there are situations where students are able to conduct more rigorous and higher quality, potentially more impactful research by utilizing an existing dataset that involves a specific clinical population, a very large sample, or a unique methodology that would not be achievable by collecting new data. Finally, using existing data is consistent with several NIH initiatives that emphasize the value of large, public datasets for increased power and precision in research and the development of advanced statistical skills necessary to analyze these large datasets.

Thus, research training in the Clinical Psychology Ph.D. Program focuses on competency development more than rigid rules around data collection. Research skills and competencies are assessed independent from the method of data access, which can mean conducting both thesis and dissertation research using existing data if that is the best way to address research questions. Of note, studies using existing data, especially dissertation studies, will be held to the same rigorous standards as studies that collect new data (e.g., students are expected to have a solid understanding of the methodology and choices that impact interpretation of findings, justification for the variables and assessments used even if the student did not choose them, and to conduct analyses that are meaningful and hypothesis-driven versus finding some "unused" variables or combinations of items and seeing what happens).

While the clinical program does not require new data collection for at least one research milestone, individual research labs and advisors may have their own expectations and requirements. Students should always consult with their advisor about research expectations in their lab and research area to make sure they are developing projects consistent with those expectations.

Master's Thesis and Master's

distributes the proposal to the committee members at least two weeks prior to the proposal meeting. The purpose of the proposal meeting is to discuss any questions the committee members have about the study background and methods to facilitate the development and approval of the research project. Thus, this is an informal meeting that does not require a formal presentation of the study. While the submitted proposal should be considered a polished form of the research project, often this meeting/discussion culminates in revisions to the final thesis proposal. The thesis proposal is evaluated on specific competencies (please see the appendix for a copy of the Thesis and Dissertation Proposal Competency Form). There are no university forms required to schedule the proposal meeting. Outcomes of the proposal meeting include:

- a. Approval of the thesis proposal (move on to step 3).
 - b. Approval, pending minor revisions to the proposal, which do not need to be further reviewed by the committee prior to approval (small changes that are specific and clear prior to their being made, e.g., increasing the sample size from 100 to 150, adding 2 specific citations, changing one measure to another identified measure). The list of these revisions should be agreed upon and documented on the proposal competency form (move on to step 3).
 - a. Requested revisions to the proposal, which will be further reviewed by the committee prior to approval (substantive changes, such as providing adequate rationales for hypotheses, additions or revisions to the literature review that affect conclusions about the literature or the hypotheses and their rationales, changing methodology that is not already determined and agreed upon, and fixing generally poor writing). Follow procedure for thesis/dissertation revisions.
 - c. Determination that the thesis proposal does not meet competency standards and is unlikely to meet those standards and recommendation to start over at step 1 (rare).
3. Study completion. After the thesis proposal is approved by the committee, the student must apply for IRB approval to conduct the study (if it involves data collection, human research participants) or confirm that the study is exempt from IRB approval (e.g., if it involves secondary analysis of completely deidentified data). Data are collected, analyzed, and interpreted
 4. Thesis. After the study is completed, the student drafts the complete thesis. The Introduction/background and methods of the thesis are edited from the proposal as needed and new sections for the results and discussion are drafted. A thesis typically requires feedback and edits, before being approved by the Chair for distribution to the

requirements of the Illinois Tech thesis examiner (see: <https://bulletin.iit.edu/graduate-thesis-manual/>).

written document on the G501 form. In this situation, the Chair will ensure completion of the revisions. prior to adding their approval on the G501 form.

7. M.S. degree conferral. You must be registered for a credit (of anything) during the semester of degree conferral. In addition, it is important that you fulfill all degree requirements for the university by specific deadline dates (see: <https://www.iit.edu/gaa/students/dates-and-deadlines>). This includes deadlines for the Application for Graduation, several meetings with the Thesis Examiner to ensure the document adheres to Illinois Tech formatting and style guidelines, and deadlines for completion of the oral defense G309 form and final written document G501 form. Failure to comply with university deadlines may prevent graduation for the semester and defer degree conferral to a future semester. If you submit an Application for Graduation and do not complete the degree in that semester, a new application is not required if graduation is deferred (but registration in the new semester is still required).

General Thesis/Dissertation Revision Procedure

When the committee requests written revisions prior to approval, the following procedure should be used (this is the same for theses and dissertations, proposals and final documents): 1) a list of revisions to be made should be distributed to the committee as soon as possible after the meeting and reviewed for completeness; 2) the student should complete the agreed upon list of revisions using track changes (or highlighting changes) in the document; and 3) after the Chair reviews and approves the revisions, the student should re-distribute the list of revisions made (noting where and briefly how each revision was made), the tracked-changes (or highlighted) version of the document, and a version of the document with all changes accepted.

Qualifying Examination

Comprehensive Examination

The comprehensive exam is taken after completion of the Master's thesis and must be passed prior to the dissertation proposal. Typically, this is during the fourth year of the program. It is unlikely to be taken before the spring semester of the third year because a student likely would not have accumulated enough clinical experience to complete the exam successfully

4. Appropriate conclusions are drawn from the research/theoretical literature.
This includes:
 - a. An awareness of the literature relevant to the formulation.
 - b.

6. The student creates a complete presentation based on the outline that was approved by the committee. This is an exam, so the Chair cannot provide feedback on the content or the slides
7. The committee meets for the presentation. After the student presents for approximately one hour and 45 minutes, the committee evaluates the exam. The 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 permitted to ever hours after the oral defense.
8. Following the comprehensive exam, the comprehensive exam Chair should place the final outline, all the signed outline approval forms, and a copy of the

Dissertation

The dissertation is a research (quantitative or qualitative) 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 meet the standards of peer-reviewed psychology journals. The dissertation Chair is usually the advisor, but can be another tenure-track faculty member of the Department of Psychology with approval from the Clinical Faculty. Please see the Department of Psychology Dissertation Policy in the appendix at the end of this document.

no later than October 15. If these deadlines are not met, the student will not be considered ready to apply for internship that fall. The best

engaging in discussion about the research with the committee. When the date for the defense is set, the student should communicate the following information via dissertation title, committee members and chair, 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 note the following Illinois Tech policies and procedures related to the dissertation oral defense:

- a. The student must be registered for a credit (of anything) during the semester of the oral defense.
 - b. The student needs to have taken or be enrolled in all 24 PSYC 691 dissertation credits during the semester of the oral defense and have completed all other degree requirements (except for the internship and PSYC 599 credits).
 - c. The dissertation committee is appointed and the oral defense is scheduled by submitting form G301B to Academic Affairs. This form should be submitted as early in the semester as possible, but no later than two weeks prior to the scheduled oral defense meeting. After Academic Affairs approves scheduling of the defense, the dissertation Chair receives a G309 form to document the outcome of the oral defense. Each committee member makes a determination of if the this is documented on the G309 form, which is submitted back to Academic Affairs by the dissertation Chair within 72 hours of the oral defense meeting.
6. Final written dissertation approval and deposit. After the student passes the dissertation defense, they need to receive approval of the final written version of the dissertation. Approval of the final written dissertation is documented by each committee member on the G501 form and then submitted to Academic Affairs. Approval on G501 form indicates that committee members are satisfied with the content of the dissertation and no additional changes are to be made before its final submission to the Thesis Examiner. This form may or may not be signed at the same time as the oral defense. That isD2nu n2rBT0tg7n.

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).

Extensions and pauses can be requested using the Milestone Deadline Extension Request Form (MDERF). No MDERF is needed to avoid going into a Warning Period. MDERFs should only be used for extending deadlines that occur at the end of the Warning Period. Please see the appendix for a copy of the MDERF.

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 MDERF 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

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, such as retaking courses

Graduation and Commencement

Illinois Tech has three degree conferrals annually, in May, August, and December; however, only the May degree conferral involves a commencement ceremony. Students who officially graduated in December or plan to graduate in August are eligible to participate in the May commencement ceremony. Students must submit an Application for Graduation early in the semester that they plan to participate in a commencement ceremony or receive their degree

basis for being put on probation with remediation or recommended for dismissal from the program.

Please note that this program policy for grades is stricter than what is required by the

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, the student can file a complaint/grievance 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).

Records and Record Retention

The program maintains official files on each current and former student in locked file cabinets in the Department of Psychology offices. These records are confidential and are not audit by authorized faculty, staff, and representatives of accrediting bodies (e.g., American Psychological Association). Records will be maintained for at least 10 years (unless incidents occur outside of our control (e.g., fire) to remain consist Record and Email Retention Policy (https://webmaster.iit.edu/files/general-counsel/policies-and-procedures/procedure_q4_record_retention.pdf).

Student Academic Expectations

Academic Integrity

The faculty and administration at Illinois Tech support an environment free from cheating of any kind 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 Text code of academic honesty can be found in the student handbook: <https://www.iit.edu/student-affairs/student-handbook/fine-print/code-academic-honesty>.

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 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 written work as your own

Using another words to describe their work without quoting or providing a citation/reference

Presenting another ideas without providing a citation/reference

Self-plagiarism, including submitting work that 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 your advisor or instructor.

The consequences of cheating and/or plagiarism at minimum are as follows:

Receiving a zero (0) on the assignment in question

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, yo

skill, for both research and practice. 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 an excellent 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, faculty 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 (<https://www.iit.edu/humanities/student-resources/writing-center>). We realize that this feedback may be difficult to hear; it may be the first time that anyone has told you that you have something to improve in 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 substantive improvements in their writing, which are 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?

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,

particular, you should pay careful attention to the areas described below.

Appearance

You should dress professionally and appropriately at all times. When in doubt about how to dress, err on the side of being conservative; 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

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 Monday-Friday 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 form of address. If the individual has a PhD, PsyD, MD, etc. refer to them as MCSW, MFT, etc.) may be referred to as or Please consider gender pronouns
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.

Not Recommended:

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 hope this email finds you well. 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.

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

optimal health and wellbeing while engaging in the rigors of academia and balancing
-care as
themselves to establish and maintain health, prevent and deal with
(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,
-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

APPENDIX

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, 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 community² one that includes students, faculty, staff, visitors, partners, and tenants² 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

Acknowledge your baggage.

‡Some of it is worth carrying with us. Some of it should be checked. And sometimes

Faculty response to racism, police brutality, and systemic oppression against Black people in the U.S.

IIT Clinical Psychology Core Faculty

June 2020

We affirm that Black Lives Matter. We actively and openly condemn the racist murders of Black individuals such as George Floyd, Ahmaud Arbury, Breonna Taylor, Philando Castile, Michelle Cusseaux, Eric Garner, Aura Rosser, Mike Brown, Tamir Rice, Tanisha Anderson, Freddie Grey, Trayvon Martin, Meagan Hockaday, and the countless others who were unnecessarily killed due to police brutality and/or racism. We demand justice for these murders and the passage of federal legislation requiring extensive police reforms.

We recognize that the problems underlying and leading to these tragic deaths - namely racism, police brutality against Black people, and more broadly the structural and systemic oppression of Black people in the U.S. - require a multi-tiered and ongoing response to be eradicated. Thus, as program faculty, we are developing a multi-tiered response to not only the recent murders of innocent Black people by police officers, but also the continued structural and systemic racial
L Q M X V W L F H L Q W K H 8 6 7 K L V S O D Q Z L O O L Q F O X G H D F W L R Q L W H
immediate responses to the recent racial injustices, as well as action items for sustaining the
I D F X O W \ D Q G S U R J U D P ¶ V F R P P L W P H Q W W R D F K L H Y L Q J H T X L W \ I R
will distribute the plan in the coming weeks, once we are able to articulate a response that attempts to meet this moment. We also want all students to know we are here to support you, via email, phone, video, or when possible, in-person. To that end, each faculty member has listed their phone number below, and we welcome you to reach out to us anytime for additional support regarding these critical issues.

Sample Curriculum and Milestone Timeline
6-Year Degree Completion Plan

YEAR 1		
Fall (12 credits)	Spring (12 credits)	Summer (5 credits)
504 Individual & Cultural Differences (3) 510 Assessment I (3) 526 Psychopathology (3) 545 Graduate Statistics I (3) Participate in faculty research lab	501 Biological Bases of Behavior (3) 506 Therapy I (3) 512 Assessment II (3) 546 Graduate Statistics II (3) Research responsibilities Apply for 2 nd year beginner practicum	508 Ethics and Professional Issues I (2) 540 Research Methods (3) Research responsibilities Clinical practicum begins

YEAR 2

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 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.
- ‡ 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 independence.

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 training and career goals.
- ‡ Use personal expertise, the 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 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?

TQCVL Attestation for the Clinical Psychology Doctoral Program in the Department of
Psychology at Illinois Institute of Technology

I, _____ (PH D), am enrolled in the Clinical

I confirm that I am knowingly and freely agreeing to assume and take on all of the risks and responsibilities in any way associated with my participation in the Training Program, including, without limitation, providing the information necessary for the DCT to endorse and submit the TCQVL. In consideration of and return for the Academic Program permitting DCT to do so I, as and to the full extent allowed by law, hereby release Illinois Institute of Technology, its academic units, and/or its governing boards, employees and agents from any and all liability, claims and actions, excluding those arising from will and wanton misconduct, that may arise from any injury or harm to me or from damage to property in connection with my participation in the Training Program, including, without limitation, providing the information necessary for the DCT to endorse and submit the TCQVL. I understand that this release covers liability, claims and actions caused entirely or in part by any acts or failure to act of Illinois Institute of Technology, its academic units, and/or its governing boards, employees or agents, including but not limited to, negligence, mistake or failure to supervise, but excludes willful and wanton conduct.

I understand and agree that should any of the information that I provide or submit pursuant hereto be untrue, false, forged or inaccurate that the Academic Program will promptly inform the Training Program and that the Academic Program will pursue disciplinary action against me under applicable policies and procedures, which could ultimately result in my dismissal or expulsion from the Academic Program.

I HAVE CAREFULLY READ THIS AGREEMENT AND FULLY UNDERSTAND IT. I AGREE TO THE TERMS AND CONDITIONS OF THIS AGREEMENT.

Clinical Psychology Program: Outside Clinical Experiences Form

Students must request approval from the Clinical Program for any clinical experiences that occur outside of formal practicum arrangements. This includes, but is not limited to, paid or volunteer work such as: psychological and/or neuropsychological assessment in a clinical or research setting, intervention of any modality, consultation to staff members, acting as a group facilitator, and/or counseling services. The purpose of requiring program approval is to ensure that all clinical work — even experiences occurring outside of formal practicum experiences — is being conducted according to APA ethical guidelines (e.g., at the appropriate competency level, with appropriate supervision) while still in graduate training.

**Completion of this form and approval must be obtained prior to*

- x What type of supervision will you be receiving (i.e., the number of hours per week, individual or group supervision, the licensure level of the supervisor)?

- x How are these clinical services commensurate with your level of training?

- x Will you be engaged in any type of training during this experience (e.g., didactic seminars or other learning opportunities)? If so, please describe the frequency and nature of these training activities.

I am requesting that the Clinical Program sanction this outside clinical experience as a formal clinical practicum (i.e., to be able to count these hours on my AAPI when applying to internship). I understand that this will require a practicum agreement form and practicum competency evaluation forms to be completed by my supervisor(s) at this site. *Please note: previously approved outside clinical experiences that are asked retroactively to be sanctioned as a practicum may only be considered if all usual practicum requirements are met, including completion of the competency evaluation form.*

Clinical Program Review and Determination

Approved and program-sanctioned as a practicum

IIT Clinical Psychology
O D V W H H e s | s V a n d

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	1	2	3

Professionalism, Communication, and Readiness

17.

IIT Clinical Psychology
0 D V W Thesis and Dissertation Oral Defense Competency
Evaluation Form

Student Name: _____

Date: _____

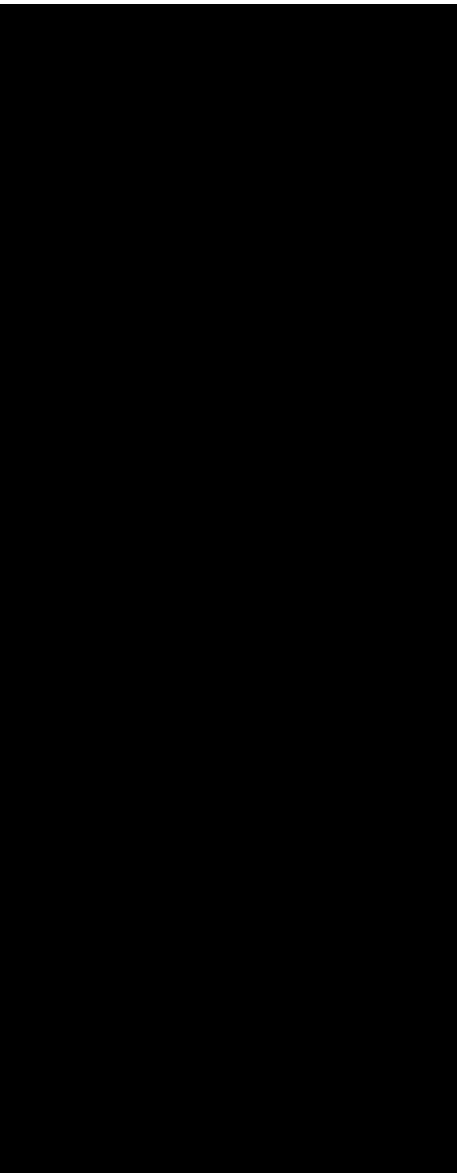
Faculty Name: _____

Thesis or Dissertation

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

Introduction (including literature review)



Methods

participants, e.g. demographics, descriptive statistics of	1	2	3
procedures, e.g., study recruitment and data collection	1	2	3
defends all measures and instruments used in the study	1	2	3
approach is clear, appropriate to the collected data, and is	1	2	3
ng the hypotheses or answering the research questions	1	2	3
reflect those agreed upon by the Committee	1	2	3
	1	2	3

IIT Clinical Psychology Comprehensive Examination Evaluation Form

Name: _____ Faculty name: _____ Date: _____

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 ³ G L I I L F ~~and~~ ³ W L H ~~in~~ ³ C O N T E X T) 1 2 3 4 5

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.

2. Includes aspects of the following: diagnosis, assessment, etiology, treatment, and evaluation of treatment effectiveness 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

Comprehensive Oral Examination Outline Feedback Form

The committee chair will complete this form upon approval of the student's comprehensive oral examination outline. The committee chair will then submit this form and the student's outline to the psychology faculty committee members for further review. Each psychology faculty committee member will complete and return this form to both the Committee Chair and the student.



Committee Chair

Student's Name

Committee Member's Name

Date Completed

Feedback regarding the student's outline:

- Approved
- Approved with comments
- Revise and resubmit for further review

Comments:



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, 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 sufficient 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.

Responsibilities include the following:

spokesperson of the Dissertation Committee to the student. Chairpersons should have or develop



Illinois Tech Clinical Psychology
Milestone Deadline Exception Request Form

Student name: _____ 7 R G D \ ¶ V _ G D W H _____

Research advisor name: _____

Milestone for which you are seeking an exception (e.g., thesis defense) _____

The current deadline/date for above milestone _____

What type of exception are you seeking? Pause or Extension (circle one)

Extensions: the milestone deadlines can be changed to a later date without pausing the
S U R J U D P ¶ V W U D L Q L Q J W L P H O L Q H

Pauses: the training timeline can be put on hold temporarily because of qualifying

ILLINOIS INSTITUTE of TECHNOLOGY CLINICAL PROGRAM ANNUAL REVIEW FORM

Student Name:

Year in program:

Research Adviser:

Ethical and Legal Standards

Knowledge and application 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 in:

• Research	1	2	3	4	5	NA
• Clinical practice	1	2	3	4	5	NA
• Academic work	1	2	3	4	5	NA
Recognition of ethical dilemmas as they arise	1	2	3	4	5	NA
Appropriate consultation and decision-making to resolve ethical dilemmas	1	2	3	4	5	NA
Conducts self in an ethical manner in all professional activities	1	2	3	4	5	NA

Individual and Cultural Diversity

Understands how personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves	1	2	3	4	5	NA
Knowledge of current knowledge base as it relates to addressing diversity in all professional activities (including research, training, supervision/consultation, and service)	1	2	3	4	5	NA
Demonstrates awareness of individual and cultural differences in:						
• Research	1	2	3	4	5	NA
• Clinical Practice	1	2	3	4	5	NA
• Academic work	1	2	3	4	5	NA
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	1	2	3	4	5	NA
Ability to articulate an approach to working effectively with diverse individuals and groups	1	2	3	4	5	NA
Ability to apply this approach effectively in professional work	1	2	3	4	5	NA

Professional Attitudes, Values, and Behaviors

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, colloquia, didactic seminars)	1	2	3	4	5	NA
Demonstrates openness and responsiveness to feedback, advising, and supervision	1	2	3	4	5	NA
Responds professionally in increasingly complex situations with a greater degree of independence throughout levels of training	1	2	3	4	5	NA
Completes assignments/projects promptly; meets deadlines	1	2	3	4	5	NA

Evaluates intervention effectiveness	1	2	3	4	5	NA
Adapts intervention goals and methods consistent with ongoing evaluation	1	2	3	4	5	NA

Supervision

Demonstrates M W* n /Span <</MCID 3/Lang (no* Tf leA3(o)-11(n)-g).G

PRACTICUM

Department of Psychology

Policy and Process for the Evaluation and/or Dismissal of Students

**Policy adopted 9/29/2009, revised 2014 to be consistent with status as a department
Process added 12/4/2018**

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 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 make adequate progress toward the degree and show evidence of acquisition of high level professional skills required by the profession. The Department 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 coursework.

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 "C" or lower grades signals a problem 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

- ‡ A statement that the student has the right to present his/her case before a departmental Academic Review Committee at a specified time and date. The Academic Review Committee will consider evidence from both the student and the program before reaching a final determination. The student will have an opportunity to present relevant evidence and witnesses related to the material facts at issue. The student will also be informed that he or she may have an advisor present at the meeting, whose role shall be limited to advising the student and who will not be allowed to participate in the presentation before the Academic Review Committee.
- ‡ The student must notify the Department Chair in writing of intent to meet with the departmental Academic Review Committee. If this notification from the student is

limited to the following reasons:

‡ The procedure outlined