2020
STUDENT HANDBOOK
LOYOLA UNIVERSITY CHICAGO
DEPARTMENT OF PSYCHOLOGY

Ph.D. PROGRAM
CLINICAL PSYCHOLOGY

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1. INTRODUCTION

This handbook is designed to provide you with a guide for planning your graduate program in clinical psychology at Loyola. As such, it is hoped that this handbook will prove to be a valuable resource regarding the requirements, procedures, and opportunities of the Clinical program. It should be noted that, for the most part, the handbook deals with Program and Departmental procedures. On matters concerning Graduate School or University policy, the most recent Graduate School Catalog or the Loyola Student Handbook should be consulted.

While the handbook provides the basic information necessary for successfully negotiating the requirements of the Program, it is not meant to serve as a substitute for our advisory system. You are encouraged to schedule frequent meetings with your advisor to discuss your goals and plans, as well as your progress in the Program. The Program offers many opportunities and options and your advisor's guidance is important to help you maximize your educational experience at Loyola.

GRADUATE SCHOOL STATUS: Students are admitted to the Graduate School of Loyola University in order to study Clinical Psychology within the Department of Psychology. That is, students must follow all the procedures and guidelines established by the Graduate School for such matters as registration, receiving payment of stipends, ensuring full-time status in terms of graduate study, meeting graduation deadlines, etc. Staff within the Graduate School (773) 508-3396 (Granada Center, 4th Floor, Lake Shore Campus) are willing to help students as long as students follow Graduate School procedures. Do not ignore notices, requests or memos issued by the Graduate School and be sure that you are in compliance with Graduate School procedures.

IT IS YOUR RESPONSIBILITY TO CONSULT THIS HANDBOOK AND SEEK OUT ADDITIONAL INFORMATION so that you adhere to required Division, Departmental or Graduate School procedures. If you have questions or are confused, first ask your advisor and if that doesn't suffice, then consult the Director of Clinical Training (DCT), Grayson N. Holmbeck, Ph.D., (773) 508-2967. The Clinical Secretary, Megan Daly, (773) 508-3011 is also a good source of information. Finally, the Student Life Handbook provides helpful information on matters of relevance to your life as a graduate student.

2. GOALS OF THE CLINICAL PROGRAM

The clinical psychology program at Loyola University is based on the scientist-practitioner model. An attractive feature of our program is the flexibility and freedom presented to students to pursue careers in different areas of psychology. The clinical program is designed to produce competent, creative professionals who are capable of functioning in research, academic, and/or clinical settings.

Specifically, and consistent with the definition of Health Service Psychology (HSP) in the Standards of Accreditation, we seek to prepare students for careers in HSP by offering broad and general training where such training emphasizes: (1) the integration of research evidence and practice, (2) a training approach that is sequential, cumulative, and graded in complexity, (3) respect for and awareness of cultural and individual differences and diversity, and (4) eligibility for licensure as a doctoral level psychologist.

The overall goal of the program is to produce PhD’s in Clinical Psychology who:

1. Have a broad knowledge of scientific psychology;
2. Have specialized knowledge of (a) assessment (including the selection and use of psychological assessment procedures and the interpretation of assessment data), (b) psychopathology, and (c) clinical intervention (including selection and application of empirically-supported interventions and subsequent evaluation of psychological services);
3. Have knowledge and experience related to the planning, execution, evaluation, and dissemination of socially-relevant clinical research,
4. Can effectively communicate their knowledge of psychology across several contexts;
5. Are sensitive to cultural and individual differences and who demonstrate flexibility in the application of psychological principles and techniques to a wide variety of populations and across a range of settings; and

6. Have knowledge of and adhere to the ethical standards of the profession and who demonstrate appropriate professional conduct and professional interpersonal relationships.

The training is sequential, cumulative, and graded in complexity: In the first year, students are prepared for the objectives of the program primarily through coursework. Once they have attained basic skills and information, practical experience is gained via mentoring on practica (initially, less demanding on-campus practica followed by more demanding off-campus practica) and on research teams. Expectations for students increase as they progress through the program. More support and direction are provided initially with increased autonomy and independence later in one’s training. It should be noted that Loyola’s Clinical Program does not utilize a strict mentorship model where students are yoked with specific faculty upon entry into the program. Instead, students are free to work with whom they choose, but our faculty only admit applicants who match well with at least one faculty member in the program.

3. GENERAL PROGRAM REQUIREMENTS AND PROCEDURES

3.1. Degree Requirements

To receive the Ph.D. in Clinical Psychology, students must successfully complete the following:

1. 72 semester hours of graduate course work beyond the bachelor's degree and entering prerequisites (Required course work is outlined in Section 4);
2. Departmental Masters Qualifying Procedure (see below; Section 8.1);
3. Empirical M.A. Thesis (including Oral Defense of proposal and completed Thesis);
4. Clinical Qualifying Examination;
5. Clinical Competence Examination;
6. Ph.D. Dissertation (including Oral Defense of proposal and completed Dissertation);
7. 800 hours of approved externship/practicum training experience;
8. A full-time, 1-year APA-approved clinical internship program.

3.2. Masters Degree Requirements

Although the Program is oriented toward the Ph.D., students receive the M.A. as they progress toward the Ph.D. For students who are progressing to the Ph.D., the Master's Degree is generally awarded upon completion of the following:

1. 24 semester hours of graduate course work beyond the bachelor's degree or entering prerequisites (including required clinical core);
2. Departmental Masters Qualifying Procedure (see below; Section 8.1);
3. Empirical M.A. Thesis (including Oral Defense of proposal and completed Thesis);
4. Successful completion of the second year practicum sequence at the Wellness Center (Psychology 464 taken in the Fall and Spring semesters of 2nd year)

More specific information about Degree Requirements and the procedures for applying for graduation can be found in the Graduate School Catalog (at the Graduate School web site).
3.3. **Time Requirements**

Students in the Clinical Program are expected to devote full-time to graduate study and complete the requirements for the Ph.D. within 6 years (or less if one enters with advanced standing). The sample program of studies given in Table 1 illustrates a possible timetable for completion of degree requirements. While circumstances may require some adjustment of this timetable, students are encouraged to adhere to this schedule as closely as possible.

You will note from the Graduate School Catalog that the Graduate School deadlines for completion of degree requirements extend beyond those of the Clinical Program. According to Graduate School rules, students entering the University with a bachelor's degree must complete all requirements for the M.A. within 5 years and for the Ph.D. within 8 years. Students entering with advanced standing must complete all Ph.D. requirements within 6 years. It should be noted, however, that these deadlines are outlined with part-time and full-time students in mind. Because the Clinical Program accepts only full-time students, we expect students to complete the M.A. and the Ph.D. within the guidelines outlined by our Program.

Students are expected to complete the requirements for the M.A. and Ph.D. in an orderly, progressive sequence. **Perhaps the greatest challenge in doing this is budgeting one's time and balancing the varied requirements of the Program;** i.e., coursework, exams, independent research, and clinical work. A suggested calendar or timetable for doing this is presented in section 12. It is also important to work closely with your advisor in planning and setting goals for each year.

**Important:** Students may not register for more than 4 courses in any semester (unless you obtain approval from the DCT).

3.3.1. **Table 1**

**Sample Course of Studies**

Schedules will vary depending on the availability of courses. A typical program of study for a student entering with a Bachelor's degree is:

**FIRST YEAR (including summer)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Psychopathology (446)</td>
<td>3</td>
</tr>
<tr>
<td>Intellectual and Personality Testing (432)</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Statistics (482)</td>
<td>3</td>
</tr>
<tr>
<td>Multivariate Statistics (491)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to the Profession of Clinical Psychology (412)</td>
<td>3</td>
</tr>
<tr>
<td>Evidence-based Practice in Clinical Psychology (518)</td>
<td>3</td>
</tr>
<tr>
<td>Research Methods in Psychology (420)</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology/APA Core or Electives</td>
<td>3</td>
</tr>
<tr>
<td>An Advanced Assessment Course or Elective</td>
<td>3</td>
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</tbody>
</table>

**SECOND YEAR (including summer)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum in Psychotherapy (464; taken twice)</td>
<td>6</td>
</tr>
<tr>
<td>General Psychology/APA Core</td>
<td>6 – 9</td>
</tr>
<tr>
<td>Advanced Research Methods/Statistics Course Elective</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>6 - 9</td>
</tr>
<tr>
<td>Thesis Research (complete by end of 2nd year)</td>
<td>0</td>
</tr>
</tbody>
</table>

**THIRD YEAR (including summer)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>History and Systems of Psychology (401)</td>
<td>3</td>
</tr>
<tr>
<td>Ethics and Professional Practice (510)</td>
<td>3</td>
</tr>
<tr>
<td>Human Diversity (560)</td>
<td>3</td>
</tr>
</tbody>
</table>
General Psychology/APA Core 0 - 3
Advanced Therapy Course 3
Electives 9 - 12
Off-Campus Practicum 0

FOURTH thru SIXTH YEARS

Off-Campus Practicum 0
Dissertation Research 0
Internship 0
Clinical Qualifying Examination (summer after 3rd year) 0
Clinical Competence Examination (May, 4th year) 0

3.4. Transfer of Credit

According to Graduate School regulations, all requirements for the M.A. must be earned at Loyola University Chicago. Students who enter with a M.A. in Clinical psychology from an accredited institution and who wish to begin Ph.D. work at an advanced level may petition for transfer of credit to the Advanced Credits Committee of the Clinical Division. To do this, students should submit a letter with a list of courses for which credit is being requested, plus transcripts, course descriptions, syllabi, reading lists, or any other available material to the Director of Clinical Training immediately after entering the program. The Director of Clinical Training will review the request, supporting material, and meet with the student. The amount of credit accepted for transfer is contingent upon the evaluation made by the Director of Clinical Training and subsequent approval by the Clinical Division and the Graduate Dean. The Clinical Division limits transfer credit to 24 hours or the amount required for the M.A. at Loyola.

3.5. Student Development/Advising Program

Objectives: The overall objective of the Advising Program is to maximize the professional growth and development of students in the Ph.D. Program in Clinical Psychology by:

1. providing structured advising and assistance in the planning of educational experiences at the beginning and end of each academic year;

2. maintaining contact with field training sites, monitoring the activities of students and their progress in clinical skill development;

3. providing consistent and detailed feedback to students in a personal format.

Both the student and advisor play key roles in the entire planning, monitoring, and feedback process. In essence, this plan provides a general structure for the advisor/student relationship and establishes the advisor as a key person in helping the student to integrate the multiple and diverse aspects of education in Clinical Psychology. Upon entrance to the program, students are assigned an Advisor and students also begin working with a research mentor. After consultation with faculty, the DCT makes these assignments, typically assigning an advisor who is not the same faculty member as the one who is mentoring the student’s research. In this way, the student is free to discuss with one’s advisor issues that may arise regarding any aspect of his/her training. Advisors also help students move through the Program in a timely manner by charting their progress on the different program requirements via Advisor-student meetings at least two times per year. Students are free to request changes in one’s advisors or research mentors at any time (although most of our students do not make such requests).

Advising and Feedback Plan: Students are responsible for scheduling regular meetings with their advisors to consult about the program and their professional development. At a minimum, these meetings should be held as outlined below.
1. **At the Beginning of the Academic Year** - meet to discuss tasks to be completed for the year, priorities for learning, and a plan for accomplishing goals for the year.

2. **At the End of the Academic Year (Prior to the Annual Review)** - meet to review progress toward goals, assess status, make plans for summer. Assess strengths and weaknesses.

3. **After Annual Review** - meet to discuss feedback from Annual Review.

3.6. **Graduation**

When a student believes he/she will be ready to graduate at the end of a particular semester (August, December, or May), he/she should file an application for graduation with the Graduate School. Although degrees are conferred three times per year, a graduation ceremony is only held in May of each year. Thus, if your degree is conferred in August or December, you would participate in a ceremony the following May. The deadline for application is usually about two months prior to graduation (please consult the graduate school calendar for exact dates of graduation requirements; [http://www.luc.edu/gradschool/key_dates.shtml](http://www.luc.edu/gradschool/key_dates.shtml)). There is also a graduation fee which must be paid prior to graduation.

3.7. **Maintenance of Student Status**

Students who are on full-time internships and are not taking classes should register for PSYCH 596: Internship in Clinical Psychology for both the Fall and Spring semester when they are on internship. This is a non-credit course which allows students on internship to maintain their student status within the university. This is essential in assuring that the internship is officially recorded on the transcript.

Students who have completed the 72 required credit hours for the Ph.D., but have not completed the Dissertation and are not on internship, must also maintain continuous registration in the Graduate School. While working on the Dissertation Proposal, students should register for PSYCH 610: Doctoral Study. After the Dissertation Proposal has been approved, students must register for PSYCH 600: Dissertation Supervision.

All students who register for either Doctoral Study (PSYCH 610, which is to be taken before the Dissertation Proposal is formally approved) and Doctoral Supervision (PSYCH 600, which is taken after the Proposal is formally approved and while the student is completing the Dissertation) will receive "credit" for this course work only if the student is making "credit-able" progress during the relevant semester on the Dissertation (i.e., that you have accomplished something that merits receiving credit for 600/610).

Given all of this, it is absolutely essential that you document all progress you are making on your Dissertation.

4. **CURRICULUM**

Except for unusual circumstances, each class you take is worth 3-credit hours. Basically, the required courses are those identified by the Clinical Division and by the Department. These requirements involve 54 hours of the 72 hours of course work you must complete for the Ph.D., leaving 18 hours of electives. Some requirements for coursework are not single courses but actually constitute generic requirements; that is, you must choose one course from a group of several possibilities. As a result, 15 of the total 54 hours of required course work are "flexible" requirements in that you can select from several options. **All** options for meeting this requirement are listed in this section.

4.1. **Clinical Core**. To acquire a solid foundation in the theory and method of clinical
psychology, all clinical students are required to complete the following:

- Psychopathology (Psych 446)
- Intellectual and Personality Testing (Psych 432)
- One Advanced Assessment Course (in Adult or Child area)
- Introduction to the Profession of Clinical Psychology (Psych 412)
- Evidence-based Practice in Clinical Psychology (Psych 568)
- Practicum in Psychotherapy (Psych 464); 2 semesters
- Ethics and Professional Practice (Psych 510)
- Human Diversity (Psych 560)
- One advanced therapy course to be selected from the available electives

In the second year, all students participate in a year-long practicum and are supervised by one of our clinical faculty. This practicum occurs in the fall and spring semesters of the second year and operates within the Wellness Center. Students register for Practicum in Psychotherapy (464) in each semester of their second year. Each class is 3-credit hours.

During the first year in the program, students take Introduction to the Profession of Clinical Psychology (412). Students in this class participate in professional issues seminars, receive an introduction to the operation and procedures of the Wellness Center, receive didactic and practical instruction on basic clinical, research, and professional issues, and observe clinical work.

4.2. Research and Methodology. To acquire a comprehensive background in the science and methodology of psychology, students are required to take the following (Psych 420, 482, and 491 meet requirements for the APA Discipline-Specific Knowledge Area: Research and Quantitative Methods):

- History and Systems of Psychology (Psych 401)
- Advanced Statistics (Psych 482)
- Multivariate Statistics (Psych 491)
- Research Methods in Psychology (Psych 420)

4.3. General Psychology Core. As part of the Ph.D. Qualifying Procedure, all Psychology Department students must take one course in each of the following 3-areas:

Area A
- Sensory Processes (421)
- Physiological (426)
- Learning and Memory (424)
- Cognitive Neuroscience (435)
- Neuropsychology (552)

Area B
- Social Psychological Theories (460)
- Attitude Organization and Change (461)
- Cognitive Social Psychology (462)
- Group Dynamics (474)

Area C
- Psychopathology (446)
- Developmental Psychology (455)
- Cognitive Development (475)
- Social Development (473)

In addition, APA requires that students in all accredited clinical programs acquire basic knowledge in each of seven areas described as "broad theoretical and scientific foundations of the field of psychology." Note that the Department and APA requirements overlap in several respects. One class can simultaneously satisfy both Departmental and APA requirements.

To acquire a broad background in the primary content areas designated by APA ("discipline-
specific knowledge”), clinical students are required to complete courses in each of the following areas (as indicated):

**Biological Aspects of Behavior** [take the following course]
Neuropsychology (552)

**Cognitive Aspects of Behavior** [take one of the following courses]
Cognitive Neuroscience (435)
Cognitive Development (475)

**Affective Aspects of Behavior** [take the first course; take the 2nd or 3rd course]
Neuropsychology (552)
Social Development (473)
Cognitive Development (475)

**Social Aspects of Behavior** [take one of the following courses]
Cognitive Social Psychology (462)
Social Psychological Theory (460)
Attitude Organization and Change (461)
Group Dynamics (474)

**Developmental Aspects of Behavior** [take one of the following courses]
Social Development (473)
Cognitive Development (475)

**Psychometrics** [take both courses]
Research Methods in Psychology (420)
Intellectual and Personality Assessment (432)

**Advanced Integrative Knowledge in Scientific Psychology** [take one of the following]
Cognitive Neuroscience (435): integrates cognitive and biological
Cognitive Social Psychology (462): integrates cognitive and social
Social Development (473): integrates social and developmental
Cognitive Development (475); integrates cognitive and developmental

**NOTE.** What accounts for these requirements? The scientist-practitioner emphasis of our clinical program demands that we provide students with sound training in both research and clinical practice. Moreover, APA asserts (and we concur) that the very best Ph.D.’s are broadly trained. This same philosophy explains why the Department requires that all students advancing toward the Ph.D. receive sound generalist training in research methodology and exposure to several broad areas of psychology regardless of the student’s individual program.

**4.4. Electives**

Within the structure of the clinical program, students have considerable freedom to pursue individualized interests through elective courses. Electives constitute one-fourth of the total program of studies. These electives are selected by the student, in consultation with his/her advisor, and should be chosen to provide greater depth in the student’s specialized interest areas as well as a richer contextual framework for his/her clinical interests.

A fairly up-to-date listing and description of both required and elective courses can be found in the most recent Graduate School Catalog. In addition to those courses listed, the Program offers a Special Topics Seminar in Clinical Psychology (Psych 518). The seminar is used to give seminars on advanced clinical or research topics of special relevance or interest to students. For example, seminars offered under this title have included: Family Systems Therapy; Health Psychology; Psychodynamic Psychotherapy; and Child Law.

A word of advice: elective courses are usually offered once every two or three years. Since these courses tend to be more specialized, their scheduling also depends on the availability of a
qualified instructor. It is wise to think about your electives well in advance and to consult with your advisor or the Director of Clinical Training concerning the scheduling of these courses.

If carefully planned, your elective schedule can allow you to develop expertise in special areas of interest within clinical psychology. For example, it is possible to pursue a sequence of electives relevant to neuropsychology or health psychology. It is also possible to combine electives with externship experience to pursue a clinical-child subspecialty (see Section 4.5).

4.5. **Clinical-Child Subspecialty**

**Overview of the Subspecialty**

The goal of the clinical-child subspecialty is to provide broad training for clinical-child psychologists that would enable them to work with children, adolescents, and families. Included in this training is coursework, externship and research experiences, and a pre-doctoral internship. Involvement in the subspecialty may begin upon matriculation into the clinical psychology program, but continued involvement is voluntary. An ongoing evaluation process, a “Brown Bag” colloquium series, and other activities are integrated into the program. The program is overseen by the DCT.

This training experience is a "track" within the existing clinical psychology program, rather than a separate subprogram (i.e., students who decide to enroll in this program are required to take the core courses required of all clinical psychology students). In other words, students in this track complete the clinical psychology program with a clinical-child subspecialty. Students and faculty in this subspecialty are encouraged to interact with the students and faculty of the Developmental Division (division meetings, social gatherings, brown bags, etc.).

All students in the Clinical Program may take clinical-child courses and acquire child-related experiences. However, students should only report that they have been trained as a clinical-child psychologist if they have completed all of the requirements listed below.

**Requirements of the Subspecialty**

1. Each student's dissertation must be directly related to child, adolescent, or family issues. Also, at least one faculty member from the child-track must serve on each student's Thesis and Dissertation Committees.

2. After the Second Year Practicum, students in the Child-Clinical Subspecialty must complete an advanced Child/Adolescent/Family Externship that is approved by the Subspecialty Coordinator.

3. Students are required to complete an internship where at least 33% of one's time is spent with child, adolescent, or family clients.

4. Student's in this track are required to take the following five courses:
   - Child Psychopathology (451)
   - Child Assessment (438)
   - Clinical Treatment of Children and Adolescents (452)
   - Cognitive Development (475)
   - Social Development (473)
THE FOLLOWING IS A SUGGESTED CURRICULUM FOR STUDENTS WHO CHOOSE TO ENROLL IN THE CLINICAL-CHILD SUBSPECIALTY.

SAMPLE CLINICAL-CHILD CURRICULUM

First Year

FALL
Introduction to the Profession of Clinical Psychology (412)
Psychopathology (446)
Intellectual and Personality Testing (432)
Advanced Statistics (482)

SPRING
*Child Assessment (438)
Research Methods in Psychology (420)
Multivariate Statistics (491)
Evidence-based Practice in Clinical Psychology (568)

SUMMER
History and Systems (401)

Second Year

FALL
*Child Psychopathology (451)
*Cognitive Development (475)
Practicum in Psychotherapy I (464; in Wellness Center)
Thesis

SPRING
*Clinical Treatment of Children and Adolescents (452)
Practicum in Psychotherapy II (464; in Wellness Center)
Human Diversity (560)
Thesis

SUMMER
Elective
Thesis

Third Year

FALL
*Social Development (473)
Ethics and Professional Practice (510)
General Psychology Core
*Externship in Child and Family

SPRING
Family Systems and Family Therapy (518)
Elective
*Externship in Child and Family

SUMMER
Elective
Elective
*Externship in Child and Family
Fourth thru Sixth Year

Dissertation (on child, adolescent, or family issues)
Additional Externship and/or coursework
*Internship (33% devoted to child, adolescent, and/or family)

The child electives are usually offered on an every other year basis; therefore, the timing of the course offerings may differ from that listed above. Although there are 5 courses required as part of the clinical-child subspecialty, two of these courses meet other requirements of the program: (1) Child Assessment (438) fulfills the Advanced Assessment requirement, and (2) Child Treatment (452) fulfills the Advanced Therapy requirement.

(*) Part of the Clinical-Child Subspecialty

POSSIBLE ELECTIVES
Infancy (515)
Adolescence (513)
Psychopharmacology (436)
Neuropsychological Assessment (553)
Health Psychology (518)
Cognitive Behavior Therapy (518)
Family Systems and Family Therapy (518)
Psychodynamic Psychotherapy (518)
Projective Assessment (518)
Child Law course (518)
Parenting (545)

4.6 Neuropsychology Module

Overview

The goal of the Neuropsychology Module is to provide a set of guidelines for graduate students who may wish to pursue board certification in clinical neuropsychology. The criteria for board certification in clinical neuropsychology are specific in regards to completed course material and training, and may be reviewed in the following website:

http://www.theabcn.org/content.aspx?id=5

Included in this module are coursework, externship, and a pre-doctoral internship. Involvement in the module may begin upon matriculation into the clinical psychology program, but continued involvement is voluntary. The module is overseen by the DCT and any faculty appointed by the DCT.

This training experience is a "module" within the existing clinical psychology program, rather than a separate track or subprogram (i.e., students who decide to pursue this module are required to take the core courses required of all clinical psychology students). In other words, students pursuing completion of this module complete the clinical psychology program with additional requirements. Students and faculty involved with this module are encouraged to interact with the students and faculty of other divisions (division meetings, social gatherings, brown bags, etc.).

All students in the Clinical Program may take neuropsychology-related courses and acquire neuropsychology-related experiences. However, students should only report that they have focused their training in clinical neuropsychology if they have completed all of the requirements listed below.

Requirements of the Module
1. After the Second Year Practicum, students wishing to complete the module must complete at least one advanced Neuropsychology (Child or Adult-focused) Externship. Consultation with a clinical neuropsychologist regarding appropriateness of externships for board certification is strongly advised.

2. Students are required to complete an internship where at least a significant portion of one’s training is in the practice of clinical neuropsychology. Again, consultation with a clinical neuropsychologist regarding appropriateness of internships for board certification is strongly advised.

3. Students wishing to complete this module are **required** to take the following three courses:

   - Neuropsychology
   - Neuropsychological Assessment
   - Psychopharmacology

In addition to the above requirements, students pursuing completion of this module are strongly encouraged to review the Houston Conference guidelines of clinical neuropsychology training. These can be found at the following web address:

http://www.theaacn.org/position_papers/Houston_Conference.pdf

If students wish to pursue clinical neuropsychology as a professional focus, consultation with a clinical neuropsychologist is also strongly advised.

### 4.7. Independent Study and Research Courses

Two courses -- **Research (Psych 598)** and **Directed Readings (Psych 599)** -- are available to clinical students for independent study and research. These courses are designed to allow the student to: a) pursue an area of special interest that is not covered in the formal curriculum of the program, or b) pursue research interests and activities beyond the thesis and dissertation requirements. These courses are **not** to be used to prepare for either the Clinical Qualifying Exam, to substitute for a formal core course, or to conduct thesis/dissertation research. The **procedure for taking either of these courses is as follows:**

a. The student arranges for an individual faculty member to supervise the independent study or research. The faculty member should have a special interest and expertise in the area of study;

b. A formal contract is outlined which specifies the area of study, the student’s responsibilities, and the expected outcome of the independent work. Copies of the contract forms are available in the Departmental office. Once completed, the contract must be signed by the instructor and approved by the Departmental Chairperson prior to registration; and,

c. Once the work for the course has been completed, a final outline of what was accomplished is prepared by the student and instructor and placed in the student’s permanent record.

Up to 12 credit hours of Psych 598 and 599 combined may count toward the Ph.D. requirements. The additional independent study course offered by the department, **Integrated Readings in Psychology (Psych 597)**, is not appropriate for clinical students and may not be taken for degree credit. It is important to be aware that licensing boards and potential employers are expecting
4.8. Other Educational Opportunities

In addition to formal coursework and training experiences offered by the Department, there are numerous informal opportunities available to clinical students. These experiences can play an important role in one’s overall professional development and students are encouraged to participate in as many as possible. Some opportunities generally available are:

4.8.1. Research Teams. Most faculty members lead informal research groups/teams in their special areas of interests. These groups generally meet weekly or bi-weekly to discuss and plan research in the area of concern and are open to interested students. Since these teams may change from year to year, you should be alert to announcements from research groups during the first semester of each year.

4.8.2. Clinical Research and Special Topics Meetings. The Clinical Division hosts talks, discussions and presentations during the year related to various professional issues, research, and developments within subdisciplines of psychology and/or the field of psychology in general. Look for notices about the time and place of such meetings.

ALL CLINICAL STUDENTS ARE EXPECTED TO ATTEND ALL MEETINGS SPONSORED BY THE CLINICAL DIVISION AND BY THE DEPARTMENT.

4.8.3. Conferences and Workshops. The Chicago area offers a wealth of professional and educational activities. Often programs offer reduced registration fees and rates for graduate students. For example, each year the Midwestern Psychological Association is held in downtown Chicago during the first week of May and student registration fees are nominal. Loyola faculty and students are well represented in the MPA program and students should consider attendance at MPA on a yearly basis or another conference that is directly related to the student’s interests (and regardless of whether or not you are presenting a paper).

STUDENTS ARE ESPECIALLY ENCOURAGED TO MAKE PRESENTATIONS AT PROFESSIONAL CONFERENCES. In fact, students should have made several such presentations by the time they graduate. The Graduate School and the Department provide financial support for students who present at professional conferences.

5. PRACTICUM/EXTERNSHIP TRAINING

5.1. General Information

Externship training begins in the second year with a practicum in the Wellness Center. Students then progress to advanced externship placements at approved off-campus sites. At least 800 hours of externship at approved sites are required (although most students do many more than this; typically, students do two years of off-campus practica at 20 hours/week prior to applying for internship). Students will not be permitted to do 2 full time (20 hours per week) practica simultaneously in their 3rd or 4th years in the program.

5.2. Training Clinic Practicum

The Program operates a Training Clinic which is based in the Wellness Center. Students are introduced to this Clinic during their first year through the Introduction to the Profession of Clinical Psychology (412) course. They begin their actual participation in the practicum during their second
All second year students register for Practicum in Psychotherapy (464) for Semesters I and II. As students in the practicum, they see clients in the Wellness Center under the supervision of their practicum instructor, a member of the Clinical Faculty, and participate in a variety of activities associated with the practicum: practicum team meetings, professional issues groups, outreach programs, and clinical case presentations.

5.3. Community-Based Externships

A wide range of advanced externships are available in the Chicago area. These community externships may be organized as full-time experiences in the summer or as part-time experiences (10-20) hours during the academic year. In most cases, they are not funded.

Externship positions are decided on a competitive basis by the training staff at each site. The application process for both summer and year-long programs generally begins in January and February. Information about the application process and acceptable sites is distributed each year by the DCT (or designated faculty). Detailed information on each site is available in a GOOGLE/GMAIL database (maintained by the program practicum committee). Importantly, once you accept an offer for a position in a practicum, this acceptance is binding.

5.4. Record Keeping [Log book of clinical experiences]

While on an externship assignment, students should keep a careful record of their activities (e.g., hours spent in supervision, individual therapy, assessment, etc.). Such a record serves a couple of purposes. First, it is helpful for the Program to have a summary of your activities for your file. This aids in planning your future educational experiences, provide valuable information for reference letters, and gives an overview of experiences offered at the various sites. Second, pre-doctoral internship applications ask for detailed information regarding number of hours spent in specific clinical activities (see www.appic.org, for a copy of the current universal internship application as well as spreadsheet templates that may be helpful to you when you attempt to track your clinical hours). Accurate, up-to-date records of your externship activities can thus facilitate the pre-doctoral internship application process. We recommend that you use tracking software such as that offered by Time 2 Track (www.time2track.com).

6. PRE-DOCTORAL INTERNSHIP

All Clinical students are required to complete a formal, one year, full-time pre-doctoral internship at an APA approved internship program. A list of APA approved sites is published annually in the American Psychologist. Perhaps the most valuable resource, however is the annual handbook of the Association for Psychology Postdoctoral and Internship Centers (APPIC; this information is provided on-line and free-of-charge to all students who register for the internship computer “match” process). The on-line version of the handbook provides a complete listing of internship centers by state and gives a brief description of each. There is also a handbook of Internships in Clinical Child Psychology published every 2 years or so.

This internship is generally completed in the Sixth Year. This allows students time to complete all coursework and the dissertation research. A decision to delay the internship beyond the 6th year should be made in consultation with your Advisor and the DCT.

6.1. Application Procedures

THE PH.D. DISSERTATION PROPOSAL MUST BE APPROVED BEFORE FACULTY RECOMMENDATION LETTERS FOR INTERNSHIP APPLICATIONS WILL BE SENT. ALSO, ALL SECTIONS OF THE CLINICAL QUALIFYING EXAMINATION AND THE CLINICAL COMPETENCE EXAMINATION MUST BE PASSED TO APPLY FOR INTERNSHIP.

Students will not be permitted to apply early for internship (e.g., in the 4th year, to attend internship in the 5th year) unless they have > 500 hours of treatment/assessment practicum work (as computed on the AAPI internship form; see www.appic.org for a copy of this form). Typically, students will have completed the Wellness Center Practicum (2 semesters) and 2 off-site practica (in Years 3 and 4).
before they apply for internship. In other words, students would typically apply for internship in the Fall of their 5th year and go on internship in their 6th year. Regarding leaves of absence, if a student takes a 1 year leave of absence, for example, they will need to wait an extra year to apply (they would apply in the Fall of their 6th year, rather than in the Fall of their 5th year).

Deadlines for applications for internship positions are usually in late October and early November. In February, internship position offers and decisions are made via a computer “match” process. The application and selection process follows guidelines set forth by the Association for Psychology Postdoctoral and Internship Centers which are outlined at the APPIC web site (www.appic.org). Applicants should familiarize themselves with these guidelines and follow them in negotiating the application process. It is important to note that Loyola’s Clinical program does not have control over the match process or the outcomes of the match.

Although the application process is time-consuming and tedious, careful attention to your application is important. The Clinical Director typically meets with prospective intern applicants during September to discuss the application procedure. Some recommended steps and hints are:

1. Prior to initiating the process, it is helpful to consult your advisor and give some thought as to the type of internship you are seeking. Get a copy of the “universal” internship application (www.appic.org) during your first year to determine what type of information you need to collect throughout your training;

2. Look through the APPIC listing of sites and/or Child Clinical Internships Handbook select those internships that are of interest to you;

3. Download information for internship web sites;

4. Review the materials and make your decision as to where to apply. You want to select programs of varying degrees of competitiveness and to give yourself a number of options. Consult your advisor or the DCT regarding your choices;

5. Select your references to write in support of your application. After ascertaining their willingness to write on your behalf, provide each referee with a list of program directors and addresses. It is also helpful to give each referee a copy of your vita and discuss with him or her any experiences you would like the letter writers to highlight. Keep in mind that during internship application time, faculty have many letters to write. Give them plenty of advance notice;

6. Prepare your applications with care. In addition to APPIC’s universal application, some internships ask for additional essays. In preparing these, it is helpful to ask your advisor or a colleague to read and offer comments. These statements, as well as your total application, are an important reflection of you and should be given thoughtful preparation;

7. Submit your application as early as possible;

8. Programs differ in their philosophy on interviewing. Most programs do interview their final group of applicants. Before going on interviews, it is helpful to prepare yourself by talking to faculty and advanced students;

9. Rank order your choices by the APPIC deadline. All internship decisions are made via the National Matching Service.

10. See the numerous helpful hints in the Student Life Handbook.

7. THESIS AND DISSERTATION PROCEDURES
There are several sources of information about the mechanics of completing a thesis or dissertation. Most of these procedures are identical for the Masters thesis and the doctoral dissertation. In addition to the outline below, students should obtain a packet from the Graduate School web site (Student Managed Submission Guidelines; http://www.luc.edu/gradschool/servicesandresources_forms.shtml). This site also contains other forms you will need. **ATTENTION:** As of 10/12/2012, most of the Graduate School forms, including **thesis/dissertation committee and proposal, comprehensive exam, research tool, transfer work, leave of absence application and publications and presentations** have been moved to the Graduate School database: [https://gsps.luc.edu/](https://gsps.luc.edu/). Please log in to create this form for approval.

Also, in 2016 (updated in 2019), the Department of Psychology at Loyola approved an optional/alternative format for the dissertation. This "bundled dissertation" format consists of submitting three related publications/manuscripts, as well as integrative Introduction and Discussion sections, to meet the dissertation requirement. A key advantage of the 3-paper dissertation is that it requires writing concise publication-length and publication-quality papers, as opposed to a single lengthy discourse. This option is available, along with the traditional single-study dissertation. See Appendices for a more complete review of this option.

**Thesis Deadlines:** The program requires that the MA proposal be completed (including the oral defense of the proposal) **prior to the end of the Fall semester of the student's 2nd year in the program.** The program also requires that the MA be completed (including the oral defense of the thesis) **prior to the end of the summer following the student’s 2nd year in the program (prior to the beginning of 3rd year classes).** Failure to do so will jeopardize the student’s standing in the program. Such students will likely be placed on academic probation (see section 9.4 below) and will be moved to a lower position on the priority list for future funding. Also, you should not attempt to schedule a proposal defense (or actual defense) meeting before the Chair of your thesis committee gives his or her final approval of the reader's copy.

A useful timeline for the MA thesis is provided in the Appendices. Also, at the end of the 2nd year in the program, the 2nd year students each do a presentation to other students and faculty documenting the progress they have made thus far on their MA thesis. A document that provides details about this presentation is included in the Appendices.

**Dissertation Proposal Timelines:** The development of a realistic timeline for completing your dissertation proposal is crucial to a successful proposal defense and a better dissertation. Because the proposal is such a large and often daunting task, it is easy for students to procrastinate and wait until the summer or fall before they apply for internship to begin their proposal work in earnest. When this happens, student-faculty relationships can become strained, the proposal defense is often not as successful as it could be, and the quality of the student's internship application can suffer.

Fortunately, the typical course of study in the program allows plenty of time to complete the dissertation proposal successfully and avoid a negative experience. Most students complete all of their coursework by the end of their third year in the program. Then, the summer before their fourth year, students typically participate in the qualifying examination process. Therefore, at the beginning of the fourth year, the typical student has completed all of his or her coursework and has passed the qualifying exam. **Since students typically apply for internship in their fifth year, this leaves an entire year to complete the proposal, without competition from coursework for the student's time.**

Therefore, the faculty recommends that each student develop a detailed timeline for completion and successful defense of the dissertation proposal that spans approximately one year in time. **Moreover, there is a deadline of September 15th (in the year that you are applying for internship) for the dissertation proposal defense.** Because the internship application process requires considerable time and energy, it is essential that students plan carefully and sufficiently for the timely completion of their dissertation proposal and their eventual dissertation defense. **Failure to carefully plan and leave enough time for your dissertation proposal may require your chair to decide that you are not ready, and he/she may ask you to wait until the next internship application cycle.**

Because every dissertation is different, experts in the field of dissertation work do not recommend the use of standardized proposal timeline templates. However, they do recommend that students adhere to several guidelines in the creation of their timelines. These include (a): create clear, specific dissertation milestones for your timeline, (b) assign your milestones to specific dates, (c) aim to make a realistic timeline, and (d) maintain your timeline in an electronic form so you can make alterations if necessary. The faculty recommends that students consult the existing literature on dissertation work before
developing their timelines (included below).

While not an exhaustive list, students should include the following broad products within their timelines. Please note that these are meant to be super-ordinate products; all of these example products should be broken down into several specific, concrete steps, and every step should be assigned a specific completion date. 

- Brainstorm with mentor and lab about dissertation ideas, develop research question, determine constructs and measures to be used, develop proposal outline, select committee, determine statistical strategies for studying research questions.

As you may have learned when you constructed a time-line for your masters’ thesis, it is important to be realistic about the time involved in each step of the research process and that some things might take longer than initially planned. Moreover, some things you can control such as how well and quickly you research your topic and write drafts. Other things, however, you cannot control such as the time involved for securing IRB approval, or the time it takes your Chair to review your drafts. Any time-line you prepare should allow sufficient time for the Chair to review several drafts of each section of your proposal (statement of the problem, literature review, methods and proposed analyses). It is extremely important that you not pressure the Chair or the committee members to schedule a defense so that you can meet some other deadline (e.g., internship applications). Doing so places undue pressure on all the committee members.

Therefore, you should not attempt to schedule a proposal defense (or actual defense) meeting before the Chair of your dissertation committee gives his or her final approval of the reader's copy. In the past, students have “anticipated” this final approval, only to find that they need to make more changes to their text. As a result, the defense meeting had to be changed because the committee did not receive the document in time for the scheduled date. Also, your committee members should be given 2 weeks to read the proposal prior to the defense.

Dissertation Resources:


7.1. **The Thesis/Dissertation Committee**

After you are acquainted with the interest, expertise and compatibility of various faculty members, you will select a Thesis/Dissertation Committee. For the Masters, a minimum of two members within the Psychology Department must be chosen. For the Ph.D., a minimum of four members, one of whom must be a Psychology Department faculty member from outside the clinical division. You ask one member to serve as "Chair" while the other members will be designated as "Readers." All committees must have at least one faculty member from the clinical division.

- **FORM REQUIRED:** Thesis/Dissertation Committee Recommendation Form
- **OBTAIN FROM:** Graduate School “forms” web site (see above)
- **SIGNATURES:** Thesis/Dissertation Chair, DCT
- **TIME LINE:** Identify MA Thesis Chair by mid-1st yr; submit form by end-1st yr.
- **SUBMIT TO:** Graduate School Office (via https://gsps.luc.edu/secure/login.aspx)

7.2. **Developing The Thesis/Dissertation Proposal**

After choosing your committee, meet with your Thesis/Dissertation Chair regularly to develop your proposal. The proposal typically consists of a substantial literature review and detailed methods section. The more complete your proposal, the more likely it is that your data collection will proceed without serious problems or revisions.

You (not your advisor or Thesis/Dissertation Director) are responsible for meeting Department and Graduate School deadlines. **PLAN ON AT LEAST 3-DRAFTS, GIVING YOUR DIRECTOR 2 TO 3 WEEKS TO REVIEW EACH DRAFT, AND YOURSELF AT LEAST 1-WEEK TO REWRITE.** [If you have problems with this process, you may consult the DCT or Department Chair.]
Once you and your Chair agree that your proposal is ready, you may schedule a proposal defense meeting with your reader(s). Do not begin collecting data before your committee has formally approved your proposal and before you have approval of the Institutional Review Board (see 7.9). At the proposal meeting, the committee may require changes in the method or measures, making any prematurely collected data of little use. Once your proposal is approved, you will collect and analyze the data and write the results and discussion sections. So, having finished the proposal, your Thesis/Dissertation is half written! To help you prepare your thesis/dissertation, it is helpful to consult the following:

**FORMS REQUIRED:**
- Graduate School "Instructions for Thesis and Dissertation";
- APA Publication Manual

**OBTAIN FROM:**
- Graduate School “forms” web site (see above)

**SIGNATURES:**
- Not Applicable

**TIME LINE:**
- During first year in program

### 7.3. The Thesis/Dissertation Proposal Defense Meeting

Once you have written your proposal, you must schedule a proposal meeting which will be attended by all your committee members. At the meeting, you will talk about prior research in your area of interest; present and discuss your proposal; and then leave the meeting briefly while the committee members vote whether to approve the proposal. Usually, the committee director will inform you immediately about the vote. If they do not approve the proposal, then you may have to do some more work on the Literature Review or Method Section, and schedule a second proposal meeting.

**FORM REQUIRED:**
- Approval Ballot for Thesis/Dissertation Proposal

**OBTAIN FROM:**
- Graduate School Office “forms” web site (see above)

**SIGNATURES:**
- Each committee member signs the voting sheet

**TIME LINE:**
- At conclusion of proposal defense

**SUBMIT TO:**
- Graduate School Office (see full explanation in Student Managed Submission Guidelines in web site; i.e., there are also fees to be paid and other materials to submit) Submit via https://gsps.luc.edu/secure/login.aspx

### 7.4. Ethical Review of the Thesis/Dissertation

After the Thesis/Dissertation Proposal has been approved by the Committee, a Proposal for approval from the Institutional Review Board (IRB) should be submitted, although see the policy concerning theses and dissertations later in this section. (The Graduate School will wait for IRB approval to be obtained, before they will issue formal approval of a Thesis or Dissertation Proposal). All research involving human subjects must be reviewed and approved by the IRB for the protection of human subjects. Guidelines for this review are described at the IRB web-site, http://www.luc.edu/irb/ (The offices of the IRB are in the Research Services Office; Granada, 4th Floor; 773-508-2689):

**FORM REQUIRED:**
- 1-copy of Thesis or Dissertation proposal; copies of measures and consent forms; IRB forms (see IRB web site above);

**OBTAIN FROM:**
- IRB/Compliance web site (http://www.luc.edu/irb/)

**SIGNATURES:**
- Thesis/Dissertation Director; letter of approval from IRB Chair

**TIME LINE:**
- Allow at least two months for IRB to review (including time for revisions)

**SUBMIT TO:**
- IRB (via http://www.luc.edu/irb/)

**RESPONSE:**
- IRB notice of approval sent to student; submit a copy of same to Graduate School Office for final approval of thesis/dissertation proposal
IRB approval for Graduate Student Thesis and Dissertation Projects:

1. Graduate students may have IRB approval for their own projects. This is generally the case in circumstances in which a project is unrelated or tangentially related to the research interests of a faculty member. In all cases, the faculty sponsor must submit the application for IRB review.

2. A graduate student may be added to an existing faculty member’s project via an amendment as research personnel, noting that one of the purposes of the research is now a graduate student master’s/dissertation project. In circumstances in which only a part of a larger project is to be used by the student, it must be specified which part of the project is for the thesis or dissertation. This is true for applications that have been evaluated at convened meetings of the full board, for those evaluated via expedited review, and for applications that have been granted an exemption. Note that an amendment must be submitted even in cases in which the student is already listed in research personnel IF one of the purposes of the research has changed to thesis/dissertation research.

3. In the event that a student wishes to use data from a project that has been closed, the student must submit a new application. If identifiers have been removed from the data, then the project can likely be reviewed as an exemption. If the source of the data is outside of Loyola University and all identifiers have been removed, the IRB does not consider the project as involving human subjects. In event that identifiers have not been removed from the data, then the application may be reviewed via expedited or at a convened meeting of the full board, depending on the risk level and the vulnerability of the participants.

7.5. Data Collection

Do not begin collecting data until the Thesis/Dissertation Proposal and the IRB approvals have been obtained. Either of these reviews may result in required changes to the Methods or Measures. Any data collected prematurely may be of little use. Furthermore, it is unethical to proceed with data collection prior to receiving approval from the IRB. Even if you are using archival data, you must submit forms to the IRB.

7.6. Analysis and Interpretation of Results

Although it is hoped that students will conduct their own analyses, it is perfectly reasonable, and indeed advisable, to consult expert statisticians, including faculty within and outside of the department.

IMPORTANT: IT IS THE ETHICAL AND SCIENTIFIC INTEGRITY OF YOUR PROJECT, NOT WHETHER THE RESULTS ARE STATISTICALLY SIGNIFICANT, THAT DETERMINES HOW YOUR WORK WILL BE EVALUATED.

7.7. Readers Copy of the Completed Thesis/Dissertation

Clarify with your Thesis/Dissertation Director, and with the rest of your committee, how they wish to proceed with drafts of the Reader's Copies (i.e., the final, completed thesis or dissertation). Plan on at least 3-drafts including 2-3 weeks each for the Director to review and 1-week each for you to rewrite. Usually, the Director works individually with the student until an acceptable draft is achieved which can be distributed to the rest of the committee. Depending upon the student, the Director, and the committee, distribution of preliminary drafts to the Committee might be helpful. The Reader's Copy should be as close as possible to the Final Copy and should conform to both APA format and to the guidelines set by the Graduate School.

Once the Reader's copy has been completed, you must submit one copy to each voting member of your committee. Committee members are allowed at least 2 weeks to read the Reader's copy. The Psychology Department requires an Oral Defense for both the Thesis and the Dissertation. Formal voting on both the written text and oral defense takes place at the end of the Oral Defense.

Oral Defenses of the Master’s Thesis and Dissertation are required by the Clinical Psychology Program. In the Oral Defense, the student has a final, formal meeting with his or her committee members to present and answer questions about the research. Different committees handle this meeting in different ways. It is a good idea to talk to all the members of your committee about their approach and expectations of the Oral Defense, in order to be well prepared for the meeting. Many committees encourage students to present an overview of their project and answer questions about their research as they would do for a professional conference presentation. Students may also be asked to explain how their research relates to existing clinical literature; alternative methods for overcoming limitations or non-significant results; ideas or plans for follow-up studies; and so forth.

For the Ph.D. Dissertation, there is a formal procedure that must be followed for scheduling the defense. After the Readers Copy has been distributed, the Oral Defense may be scheduled at a time agreed upon by the student and the committee. Once the defense is scheduled, it is the student's responsibility to prepare a formal announcement of the defense and post these announcements in the department. Please consult the Graduate School web site for an example of an announcement as well as an explanation of this procedure.

**Form Required:** Written announcement of Oral Defense (ONLY FOR Ph.D.)

**Obtain From:** See Graduate School web site for template “Sample Oral Defense Announcement” (see above)

**Signatures:** Not Applicable

**Time Line:** At least 2-weeks prior to Defense of Ph.D.

**Submit To:** Graduate School and Clinical Program Assistant

At the end of the Oral Defense, the Chair and Committee Members must sign a voting sheet to indicate approval of the written text and the Oral Defense. Any final recommendations for revision also are made at that time.

**Form Required:** Approval of Ballot for Text and Oral Defense

**Obtain From:** Graduate web site (see above)

**Signatures:** Each committee member

**Time Line:** Committee votes at end of Defense

**Submit To:** Graduate School (DCT will submit copy of form on-line as a PDF)

7.9. Final Copy of the Thesis/Dissertation

If the committee approves the Text and the Oral Defense, the Final Copy of the Thesis/Dissertation is prepared in consultation with the Director. Then the student must make an appointment with the Assistant Dean of the Graduate School at the Granada Centre, 4th Floor, (773) 508-3396 to do a format check (to determine if graduate school formatting requirements have been followed). After the Assistant Dean has approved the formatting, the final copy can be filed with the Graduate School. There is an unyielding deadline for filing. If the file copy is not filed by the deadline, then the student will not graduate until the next degree conferral date. Deadline dates are provided at the Graduate School web site [http://www.luc.edu/gradschool/key_dates.shtml](http://www.luc.edu/gradschool/key_dates.shtml).

You will need two unbound copies of the Thesis/Dissertation for the Graduate School Office. **You should also submit one bound copy to the Psychology Department Office.** It is also common courtesy to give your Thesis/Dissertation Director a personal bound copy. Documents can be bound fairly inexpensively through a service provided by the library.

**Form Required:** Final copy of Thesis/Dissertation

**Obtain From:** Your hard work!
7.10. **The Non-Degree Master’s Thesis**

If the student enters the program with a non-thesis Masters, he or she might not be required to complete a second Master’s Degree but must complete a Master’s Thesis. The steps for completing such a non-degree Thesis are identical to those for the MA Thesis, with the exception that the Psychology Department Office rather than the Graduate School monitors and records progress. A student doing a non-degree Thesis should therefore check with the Department Chairperson or Administrative Assistant regarding procedures for forming the appropriate committee and completing the necessary approval forms.

8. **EXAMINATIONS**

There are five primary examinations which Clinical students are required to complete: The Departmental Masters Qualifying Procedure; the Clinical Qualifying Examination; the Clinical Competency Examination; and the Oral Defenses of the Thesis and Dissertation. The latter two “defense” exams have already been discussed (see Section 7).

8.1. **MASTERS QUALIFYING PROCEDURE**

In order to ensure that students from all the graduate programs in psychology obtain a solid foundation in the basic science and methodology of psychology, all students need to successfully complete four psychology courses and earn a grade of B or better in each course. These classes are Advanced Statistics (482), Multivariate Statistics (491), and Research Methods in Psychology (420). These classes should be completed by the end of the second year. In other words the Department’s Master Qualifying Procedure essentially consists of the exams and other coursework required in these 3 classes. This “procedure” is a Departmental requirement and is a part of the requirement for the Masters degree (see p.5).

8.2. **CLINICAL QUALIFYING EXAMINATION**

The clinical qualifying examination for the doctoral clinical program is a written procedure containing three sections focusing on: (1) psychopathology; (2) assessment; and (3) intervention. The major purpose of the exam is to evaluate a student’s grasp of research and theoretical issues in each area. Other areas of psychology relating to ethics, ethnic and cultural issues, and professional issues are blended into these three areas. This examination is typically taken during the summer after one’s 3rd year in the program.

8.2.1 General Guidelines for the Examination:

This exam is designed to evaluate student’s understanding of the research literature. All material covered in clinical core courses and indicated on the Division’s suggested reading list is fair game for the examination. Students are also expected to keep informed of current professional developments in psychology by reading the major research journals, including the American Psychologist, and the Monitor. On the examination, faculty expect scholarly answers and up-to-date citations. Students should be prepared to describe the most relevant and current empirical findings, and be able to describe the strength of the evidence that exists for different conclusions or implications. Faculty will be looking for clear and logical discussions of the scientific evidence that are most relevant and of highest priority for answering each question.
8.2.2. Relation to Other Program Requirements and Student Progress

It is the policy of the Clinical Division that students must successfully pass all sections of the Clinical Qualifying Examination before they submit any applications for a predoctoral clinical internship. The Director of Clinical Training will not complete any APPIC verification forms and clinical faculty will not provide any letters of recommendation for students who have not passed all sections of the Qualifying Examination. It is considered a breach of program policy for students to try and circumvent this policy.

8.2.3. General Procedures

1. There will be multiple questions in each section, and students will have a choice of which question or questions to answer in each section.

2. Students will have from 8AM until 4:00 PM each day to complete a section.

3. The three areas will be covered in the following sequence: psychopathology, assessment, and intervention.

4. There will be page limits indicated for each section. These limitations will vary depending on the number and breadth of the questions. For example, if only one question is to be answered in a section, a double-spaced typed page limit will be 10 pages (not including references).

5. Students can complete the examination at home and can have the questions emailed to them. However, it is the student’s responsibility to insure that the director of the clinical division has a current email address for them. Students can return their answers via email as well, but it is their responsibility to insure their answers arrive to the designated supervisor of that year’s Qualifying Examination by no later than 4:00 PM, and that their answers arrive in a word processing file that can be easily opened and read. Sending files in WORD format is recommended.

6. This is an open-book exam and students can use any of their own notes, texts, or materials to compose their answers.

8.2.4. Timing of the Examination

The examination will be offered once each year just before or at the beginning of the fall semester. One section will be scheduled per day (with one to two days in between each examination day; e.g., Friday, Monday, Thursday). The MA thesis must be completed before a student can sit for this examination.

8.2.5. Evaluating Students’ Performance

Possible evaluations for each of the 3 parts of the exam are fail, pass, and pass with distinction. Students must pass each of the three sections to complete the total exam successfully. Students will be given a second chance to pass each section of the exam, and need only re-take that section of the exam that they initially failed. A time deadline will be set by the Clinical Division for students to retake the required section(s) of the exam. Failure to pass on the second attempt will be grounds for the Clinical Division to recommend dismissal from the program or that the entire examination be re-taken.

Two faculty will independently evaluate student answers to each question. Ordinarily, the same faculty pair will evaluate all student answers for the same questions on the exam. This faculty pair can seek another faculty member for consultation if needed to determine the students’ final grade for a question or section. A scoring rubric for the Clinical Qualifying Examination is included in the Appendices.
8.2.6 Feedback to Students

Students will receive prompt feedback regarding their performance, within three weeks after the final section is completed.

8.2.7. Ethical Behavior

Students are expected to complete this examination on the honor system. All work they turn in must reflect their independent effort in composing their answers. Therefore, students cannot collaborate or act in any way to assist each other once the examination begins each day. Students are also required to keep confidential all details regarding the written questions and the clinical case material for the oral exam that they receive. This confidentiality continues after the examination is finished. Students who have not yet taken the examination should not seek out or receive examination questions used in prior exams. The faculty may re-use some of the questions and the clinical case material (perhaps in modified form) in future years.

8.2.8. Reading list & Sample Questions

There will be a reading list to guide student preparation for the exam. The reading list is not comprehensive, but will alert students to major issues and readings that will be relevant for the examination. Some sample examination questions will also be available to guide students’ preparation.

8.2.9. Scheduling of the Examination

Each year the Director of Clinical Training or the designated supervisor of the comprehensive exam for that year will announce the dates of the exam and ask students to formally indicate that they intend to take the examination.

8.3. CLINICAL COMPETENCY EXAMINATION

The Clinical Competency Examination is an evaluative and an instructional tool for students to demonstrate their clinical knowledge and skills in a professional, organized, well-reasoned, compelling manner. It is typically taken at the end of the 4th year in the program.

For the written portion of the exam, students will write a 500-word essay following APPIC instructions to: “Describe your theoretical orientation and how this influences your approach to case conceptualization and intervention. You may use de-identified case material to illustrate your points if you choose.” Students will email this essay to their oral examiners no later than 24 hours before their oral exam, and bring two hard copies when they pick up the case to review (typically one hour before the oral exam). Students will be evaluated on their ability to write a coherent statement that presents a well-reasoned theoretical orientation with clinical material/case examples that are consistent with this orientation. In addition, the written statement should be consistent with statements made during the students’ oral examination.

For the oral portion of the exam, students will pick up a written clinical case (child or adult, per their preference) one hour prior to their exam time, and then have the hour to prepare their oral presentation. Students are allowed to access print (e.g., DSM, treatment manuals) and electronic (e.g., academic articles) materials, but they may not consult with anyone about the case or exam at any time (see academic integrity, below). During the exam, students are expected to present the case to faculty in a clear and confident manner, through consideration of the broad categories below, as well as other potential questions presented along with the case or asked during the oral exam by faculty. Students will at times take the lead on presenting their knowledge and skills, and also respond to specific questions raised by the examiners, in several specific categories, including:

1. Develop and defend a formulation or conceptualization of the case that, for example:
   a. identifies likely etiological factors that have contributed to the onset and maintenance of the presenting problems
   b. coherently integrates and prioritizes the major clinical issues
c. is based on a major clinical orientation and theory, or a sensible and clinically justifiable blend of theories

2. Evaluate relevant case information to develop a diagnosis, including, for example:
   a. identifying key symptoms and other diagnostic-relevant information
   b. if not enough information is included in the case, identifying additional information (including assessment data) that is necessary for a definitive diagnosis
   c. identifying the most plausible alternative or rule-out diagnoses

3. Develop and discuss treatment goals for the identified client(s) that, for example:
   a. will be most likely to resolve the client(s) major presenting problems
   b. include both short- and long-term goals (able to distinguish between these)
   c. consider the likely prognosis for change, both with and without an intervention.

4. Develop and discuss a coherent, workable, realistic treatment plan that, for example:
   a. is consistent with the case conceptualization
   b. clearly identifies what therapeutic modes of delivery (individual, group, family, medication) and what clinical techniques and methods are most likely to be successful
   c. anticipates probable barriers or hindrances to the implementation of the plan

5. Answer specific questions about the case, both those included with the case (that students receive one hour before the exam), and others presented by the faculty throughout the exam. Many of these questions cannot be anticipated as they depend on students’ responses and discussion throughout the exam.

6. Demonstrate various general abilities throughout the examination, for example:
   a. broad understanding and command of relevant information, such as consideration of multiple possibilities paired with a solid rationale for choices (e.g., diagnoses, assessment, treatment goals and plans)
   b. flexibility and creativity of clinical insight and judgment
   c. ability to describe empirical research that is relevant to issues being discussed
   d. ability to think and problem solve as hypothetical situations are posed
   e. awareness of relevant cultural issues and applications
   f. ability to express ideas in a clear and fluid manner, with authority and conviction, evidencing ease and effectiveness of communication with professionals (including supervisors) and laypersons (including patients)

Student performance across these areas will be evaluated for content and presentation, and yield a disposition of: (1) Pass; (2) A required re-take of part or all of the exam, to be arranged with the examiners and completed within a month; or (3) Failure (if the student does not pass the re-take), which will prompt a faculty discussion of the student’s status in the program. A scoring rubric for the Clinical Competency Examination is included in the Appendices.

A note on academic integrity: Students can ask other students variations of, "How do you suggest I prepare for the exam?" but they should not ask or share anything about exam content at any point. In other words, the case material and the questions asked / topics discussed during the exam are to be kept completely confidential. At the conclusion of the exam students will turn in the case and any other materials/notes they prepared for the exam. Retaining or sharing any of this material, verbally, electronically, physically, or otherwise, is a violation of Loyola's policy on academic integrity.

9. **ANNUAL REVIEW**

9.1. **General Information**

The overall progress and performance of every student in the Clinical Program is reviewed at least once a year. This annual evaluation is designed to enhance the professional, scientific, and personal growth of the students through constructive feedback and to help the student internalize a realistic assessment of his/her skills, competencies, strengths, and weaknesses. In addition to assisting the individual student's development, these evaluations provide important information about the effectiveness of the program in achieving its goals and objectives and meeting its responsibilities to its students, the profession, and society.
9.2. Criteria for Evaluation

The following areas of functioning are examined in the evaluation process:

**Academic Work:** Students are expected to maintain a B average in all coursework. No more than two C's may count toward the Degree and C's in required Clinical or Departmental core courses are not acceptable.

**Research:** Students are expected to demonstrate initiative and competency in pursuing their research requirements and independent research interests and to attend division and departmental research presentations.

**Clinical Skills:** Students are expected to develop competency in assessment, interviewing, case conceptualization, and intervention techniques. They are also expected to develop competency in working with individuals from diverse cultural backgrounds. Data concerning skill development in these areas are gathered from performance reports from externship and internship sites as well as performance in clinical courses.

**Interpersonal/Professional Development:** We believe that our training program has a gatekeeping responsibility to evaluate each student’s fitness for becoming a practicing psychologist (Wester, Danforth, & Olli, 2013; *Training and Education in Professional Psychology*, 7, 145-154). Thus, interpersonal and personal qualities are considered primarily as they impact on the student's academic and professional activities. In this regard, students are expected to maintain appropriate interpersonal relationships with supervisors and clients and an openness to feedback and new learning experiences. In terms of professional development, students are expected to demonstrate high ethical standards, to follow the APA Code of Ethics, to adhere to the policies and expectations of all research and clinical settings in which they work, and to carry out responsibilities in a professional manner.

Specifically, these evaluative areas include, but are not limited to, demonstration of sufficient: (1) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (2) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the context and potential impact of one’s own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (3) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (4) resolution of issues or problems that interfere with professional development or functioning in satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

With respect to social media and social networking site activity, students are personally responsible for the content that they publish on blogs, wikis, social networks, forum board, or any other form of user-generated media. In other words, public information posted on social networking sites may be considered and evaluated as to how it reflects on your level of professionalism, including information that may be indicative of competence problems, poor professionalism, or poor interpersonal judgment. We define public information as anything that can be collected by a basic Internet search using an engine such as Google (Wester, Danforth, & Olli, 2013).

**Progress in Meeting Program Requirements:** Students are expected to maintain consistent progress toward their degree and to meet the deadlines for completion of requirements as set by the Program.

9.3. Procedures and Review Feedback

Prior to the scheduled review, the student meets with his/her advisor to discuss his/her progress, to update the Annual Review Form, and to prepare any additional material for review. The general results of each student’s review are presented by the advisor to the Clinical Division faculty and discussed. After the faculty meeting, the advisor provides feedback in writing to the student.
Students and advisors sign the Annual Review Form.

9.4. **Procedures for Handling Problem Situations**

In most cases, students are making satisfactory progress and the review serves primarily to highlight strengths and weaknesses and to aid in educational planning. It is also hoped that periodic thorough reviews will enable problem areas to be identified and remediated before they become major concerns. It is possible, however, that the Clinical Division faculty may note problems that raise serious concerns about a student's suitability for the profession of clinical psychology and/or a student's motivation to complete the Program.

For instance, the most common problem situation that arises is a student's failure to make expected progress on his/her research. For example, our Program expects you to finish your Masters thesis **by the end of the summer of your second year**. Therefore, expected progress in this regard includes the following: 1) formation of an official thesis committee no later than the end of the spring semester of the first year; 2) an approved masters proposal on file in the Graduate School by no later than the end of the fall semester of the second year (and hopefully by the end of the summer of the first year); and 3) completion of the masters thesis by the end of the summer after the second year.

**Our Program policy is that students who fail to complete the thesis proposal by the end of the Fall semester of the 2nd year or fail to complete the entire thesis by the end of the summer after the 2nd year will be placed on academic probation.** In fact, probation can occur earlier than this if the student cannot document steady progress on their thesis (e.g., is delayed in forming a committee or has not steadily worked on and turned in drafts to their thesis chair). It is also essential that students document continued and steady progress on their dissertations. (See Section 3.7.)

In other cases, when the Clinical Division faculty has serious concerns about a student's status in the Program, the student will be given the opportunity to present additional materials for consideration and/or appear before the Division. The Division is responsible for considering all available information and making a judgment regarding the student's status. If serious problems or deficiencies exist, probationary status or dismissal from the program may be recommended. In either case, the reason for such action must be communicated to the student in writing and in a meeting with the advisor and the Clinical Director. Placement on probationary status also requires that the student be given a time-limit for the probation and a recommended plan for remediation of the problem area(s). It should be stressed that dismissal from the Program is considered an extreme action and one that is not often taken. Since clinical students are a highly select group, the Division operates under the assumption that all students will successfully complete the Program. All efforts are thus directed toward that end.

The University’s policy on Academic Honesty is included in the Graduate School Catalog.

9.5. **Appeal/Grievance Procedures**

Grievance Procedures for Graduate Program in the Department of Psychology

The faculty make every effort to ensure that each student's progress is carefully reviewed and the resulting feedback is accurate and constructive. There may be, however, instances in which a student feels that a review decision is unjust or is based on incomplete or inaccurate information. If this occurs, there are appeal channels available to the student.

Issues between two or more graduate students or between students and faculty should, if possible, be worked through by the relevant parties themselves. If a student feels that such attempts have proved fruitless, they should contact the Director of Clinical Training (DCT) to request their assistance in the matter. If the student is still not satisfied with the actions of the DCT, the student has the right to file a formal grievance to be reviewed and acted upon by the Department Grievance Committee. The Department Chairperson would form the three member committee from Department faculty not associated with the Grievance. The Grievance committee
will accept documents and information from the student and any other students or faculty members associated with the Grievance and may interview or take statements from such parties in person. Once the committee has all of the relevant information, they will meet and make a decision as to the merits of the grievance and make any subsequent recommendations thereof. The decision of the committee is formally a recommendation to the chairperson, who can accept the committee’s recommendation or not. The Chairperson’s decision is the final decision at the department level. If the student still is not satisfied with the resolution at this point, they could appeal the Department’s decision and recommendations to the Dean of the Graduate School. At the point, procedures outlined in the relevant Graduate School documents would apply.

10. FINANCIAL ASSISTANCE

The Program in Clinical Psychology is an intensive, full-time endeavor that requires one's full efforts and energies. Because of this, the Program attempts to provide financial support for students in good standing who are taking a full course load. Specifically, our goal is to provide financial support for a student's first five years in the Program, if they are in good academic standing (and they would be funded in year 6 by their internship placement). If a student is funded for 5 years in the program, most of the funding options noted below are not relevant. If a student is not funded for 5 years, a variety of funding sources become available after the 3rd year, including advanced or grant funded assistantships, Dissertation Fellowships, Advanced Doctoral Fellowships, Teaching Fellowships, and part-time teaching. As noted above, while on internship, students are supported by the internship site.

The primary sources of support available to clinical students are described briefly in the remainder of this section. Further information may be obtained in the Graduate School Office (GC-450) and the Financial Aid Office, Granada Centre, Room 360, (773) 508-3144.

There are additional funding opportunities besides those mentioned below. For example, there are usually university assistantships obtainable through units such as the Center for Ethics, The Center for the Human Rights of Children (CHRC), the Center for Urban Research and Learning (CURL), Women’s Studies, and Information Technologies (which runs the Computer Center) each year. Furthermore, funding is available for students at all levels of graduate training through different organizations such as the National Institute of Health, APA (i.e., the Minority Fellowship Program), and foundations such as the Murray Research Center.

For students who do not have 5 years of funding, the Clinical Division makes its decisions regarding student funding based upon the availability of funding and progress in the program. Funding priorities are:

1. 2nd year students advancing into their 3rd year who have made acceptable progress in the program, which includes having their masters thesis completed.
2. 1st year students who have made acceptable progress and are advancing into their 2nd year.
3. Incoming first year students;
4. Remaining students: e.g., students who will be in their 2nd and 3rd program years who have not made acceptable progress (their relative standing in the program will be taken into account); 3rd year students advancing into their 4th year who have made acceptable progress in the program and who will be teaching instructors if needed by the department.

10.1. Graduate Assistantships

Assistantships for first and second year students provide a stipend plus full-tuition remission and require that a student work 20 hours per week as a research assistant and/or a teaching assistant for a faculty member. Assistantships for third, fourth, and fifth year students may require that students teach their own undergraduate classes and work 5 hours per week as a research assistant (RA) for a faculty member in the Psychology Department. Importantly, for university-funded graduate assistantships, you must remain in Chicago (and be able to work on campus) to retain this funding (i.e., if you move to another city during your training years [prior to internship], you must relinquish such university-based funding).

10.2. Grant-Funded Research Assistantships
As with Graduate Assistantships, these grant-funded assistantships generally provide a stipend plus a tuition scholarship and involve working a designated number of hours per week for a faculty member.

10.3. **Schmitt Dissertation Fellowships and Advanced Doctoral Fellowships**

These are University-wide fellowships designed to support Ph.D. candidates who are preparing their dissertations. To apply for these fellowships, students must submit a proposed dissertation project plus supporting materials. The Chairperson reviews all applications from the Psychology Department and forwards them to the Fellowship Committee by the **deadline** (announced by the Graduate School). [Funding begins the following August]. Award decisions are made by the University-wide committee and are based on the merits of the proposed project. Information concerning application procedures may be obtained from the Graduate School web site. Again, students who have been offered 5 years of funding do not need to apply for these fellowships.

10.4. **Teaching Fellowships**

Students who have completed the M.A. may apply for University Teaching Fellowships. The Teaching Fellowship Program is designed to prepare graduate students for college level teaching. Fellows receive a stipend for the academic year in return for teaching in the Department and participating in the activities of the Fellowship Program (3 courses per year total). Deadlines for Teaching Fellowship applications are announced by the Graduate School. Again, students who have been offered 5 years of funding do not need to apply for these fellowships.

10.5. **Part-Time Teaching**

Students who have completed the M.A. degree may apply to the Chairperson for part-time teaching in the Psychology Department. Part-time teachers are hired and paid on a course-by-course basis. Typically, no tuition benefits are included. Students who are on regular university-funded assistantships cannot, at the same time, receive part-time teaching funds (this would constitute “double-dipping”).

10.6. **Outside Employment**

University funding is provided to enable students to devote full-time to graduate study. As such, students who are given University assistance must agree not to hold outside employment. In instances where the University is unable to provide financial assistance (e.g. advanced students completing the dissertation), it is recognized that students may need to secure part-time employment. Completion of degree requirements, however, should remain the top priority and a full-time pursuit.

Any outside employment that is psychological in nature must be approved by the Division. **There is an approval form that must be completed before a student can accept any form of outside employment.** A copy of this form is contained at the end of the Handbook. In fact, Program policy is that students must complete this form at the beginning of each fall semester to either confirm that they are not engaged in any form of outside employment, or, at the appropriate time, to indicate that they wish to be employed and are seeking Program approval for this activity. Notice that you must first obtain approval before formally accepting any employment. Therefore, students must complete the form at least once annually. Make photocopies of this form for your use each year as needed. Please turn the form in to the DCT if there is no outside employment and to your academic advisor if you are requesting approval so your advisor can discuss the situation with you. Students who are involved in outside employment that is psychological in nature must review this employment with their advisor. **The student is responsible for properly informing the advisor of all activities, conforming to APA Standards for Providers of Psychological Services, and obtaining supervision by a licensed doctoral-level psychologist.** The advisor is responsible for confirming
that these guidelines are being followed and recommending approval or disapproval of the employment. Once the advisor has made a recommendation, the Employment Form is forwarded to the DCT for approval.

10.7. Student-initiated Grant Funding

Student are also strongly encouraged to apply for their own grants. We teach you how to write your own graduate fellowship grant in your first year (i.e., an NRSA). Here are some sites that are relevant for students wishing to submit such applications:

Loyola Fellowship office: http://www.luc.edu/fellowshipoffice/
Ford Foundation: http://sites.nationalacademies.org/pga/fordfellowships/index.htm
NSF: http://www.nsfgrfp.org/
https://researchtraining.nih.gov/career/graduate
https://researchtraining.nih.gov/programs/fellowships/F31

11. STUDENT REPRESENTATION AND COMMITTEES

Each class of clinical students (1st, 2nd, 3rd, and 4th+) selects a student representative to attend the Clinical faculty meetings held monthly each academic semester. Student reps do not vote but are expected to share student concerns, raise and discuss issues, and help gather information from other students and convey information back to the faculty. Minutes from previous faculty meetings are distributed to all students as is the agenda for forthcoming meetings.

Students are strongly encouraged to participate in the professional life of the Psychology Department by participation on committees or as student reps. The Program and the Department values students' input and reactions. There are several important committees: (1) the Clinical Students Association (CSA; students meet as a group in between faculty meetings; officers of CSA meet with the DCT prior to each faculty meeting to discuss issues of relevance to students); (2) The Practicum Committee (responsible for gathering current information on practicum sites in Chicago); (3) the Information and Technology Committees (responsible for the Student Life Handbook, the 10th floor Clinical Bulletin Board, the Clinical Newsletter "The Psyren," and implementing revisions of the web site), (4) the Colloquium Committee (invites speakers to present to the clinical program on topics of interest to faculty and students), (5) The Employment Committee (which gathers and disseminates information about psychology-related employment opportunities). There is a faculty representative for each of these committees, (6) the Clinical Psychology Diversity Committee (which organizes information related to diversity in Clinical Psychology, reviews our curriculum to enhance the "infusion" of issues of diversity into all of our courses, and facilitates the recruitment of applicants from underrepresented groups), and (7) the Social Committee, which organizes one social event per semester for the faculty and students in our program.

The Department of Psychology at LUC established the Committee on Diversity Affairs (CODA; formerly known as the Minority Affairs Committee), which is chaired by a faculty member and consists of an array of faculty and graduate students. CODA serves as a forum for students and faculty to come together and discuss issues and concerns relevant to diversity in the Department. The mission of CODA is "to promote and foster an academic community that celebrates and supports diversity in multiple areas of departmental life." Their goals are as follows: (1) to promote the inclusion of diversity in the curriculum, (2) to provide support, networking opportunities, and mentoring to students of diverse backgrounds, (3) to increase and support culturally sensitive research on diversity topics, and (4) to expose students to research addressing diversity issues. Over the years, CODA has organized workshops on managing diversity in academic settings, established and supplied academic materials for the faculty and students to use in their courses and research, and implemented social hours and discussion groups examining issues of culture in literature, movies, and psychology.

We also invite our students to take advantage of the resources available within the University and local community. The Department of Student Development and Diversity (SDD) fosters an appreciation and understanding of the many cultural backgrounds of our students, who represent the
broad range of American society. Also, our students are welcome to join Loyola’s Graduate Students of Color Alliance. Under-represented minority and diverse students are also encouraged to become student members in professional organizations in the community such as the Chicago Chapter of the Association of Black Psychologists, the Midwest Association of Gay and Lesbian Psychologists, the Midwest Association of Latino Psychologists, and the Chicago regional network of the Asian American Psychological Association.
12. **CLINICAL PSYCHOLOGY GRADUATE PROGRAM TIMELINE**

This timeline will give you a general idea about each year's plan. You should check the **Graduate School** section of the **Schedule of Courses** each semester for the precise dates. Some of these dates are **required**; such dates are indicated in **bold type**.

<table>
<thead>
<tr>
<th><strong>FIRST YEAR TASKS</strong></th>
<th><strong>APPROXIMATE DATE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Register for Fall Classes</td>
<td>Summer before 1st year (prior to July 1)</td>
</tr>
<tr>
<td>Begin Fall Classes</td>
<td>Late August</td>
</tr>
<tr>
<td>Meet with academic advisor and identify research mentor</td>
<td>By Mid-Semester (First Semester)</td>
</tr>
<tr>
<td>Talk to potential research mentor about research interests</td>
<td>By end of First Semester</td>
</tr>
<tr>
<td>Become involved with a research team</td>
<td>By end of First Semester</td>
</tr>
<tr>
<td><strong>Meet with academic advisor to discuss student's research interests and review the First Semester</strong></td>
<td><strong>End of First Semester</strong></td>
</tr>
<tr>
<td>Register for Spring Classes</td>
<td>In Fall semester</td>
</tr>
<tr>
<td>Begin Spring Semester</td>
<td>January</td>
</tr>
<tr>
<td>Identify faculty Chair (research advisor) for MA Thesis Committee</td>
<td>By middle of Second Semester</td>
</tr>
<tr>
<td>Attend Midwestern Psychology Association meeting (Chicago), or other conference</td>
<td>First weekend in May, or as scheduled</td>
</tr>
<tr>
<td><strong>Select members for Masters Committee, submit Graduate School Form, complete Schedule for Masters Proposal</strong></td>
<td><strong>By end of Second Semester</strong></td>
</tr>
<tr>
<td>Complete Lit Review for Masters Thesis</td>
<td>By end of Second Semester</td>
</tr>
<tr>
<td><strong>Meet with academic advisor to review the first year</strong></td>
<td><strong>By end of Second Semester</strong></td>
</tr>
<tr>
<td>Complete Masters Thesis Proposal</td>
<td>By end of summer, first year</td>
</tr>
</tbody>
</table>

| **SECOND YEAR TASKS**                                                            | **APPROXIMATE DATE**                                      |
| Complete Masters Thesis Proposal (if not already completed)                       | By the end of First Semester, second year                |

**NOTE:** IT IS STRONGLY RECOMMENDED THAT THE PROPOSAL BE COMPLETED BY THE END OF THE SUMMER, FIRST YEAR.
Masters Thesis Proposal Defense Meeting latest
NOTE: THIS MEETING SHOULD TAKE PLACE SOON
SOON AFTER COMPLETION OF THE PROPOSAL

<table>
<thead>
<tr>
<th>Task</th>
<th>APPROXIMATE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop schedule for completion of the Masters Thesis</td>
<td>During Proposal Defense Meeting</td>
</tr>
<tr>
<td>IRB Review of MA Thesis Proposal</td>
<td>Fall, Second Year</td>
</tr>
<tr>
<td>Submit MA proposal and forms to Graduate School; pay fees</td>
<td>Fall, Second Year</td>
</tr>
<tr>
<td>MA Thesis data collection</td>
<td>Fall-Spring, Second Year</td>
</tr>
<tr>
<td>Apply for Third Year Externship</td>
<td>January/February - Second Year</td>
</tr>
<tr>
<td>MA Thesis analysis and write-up</td>
<td>Spring, Second year</td>
</tr>
<tr>
<td>Masters Thesis completed</td>
<td>By end of Summer, Second Year (at the latest)</td>
</tr>
<tr>
<td>Complete Master's Qualifying Procedure</td>
<td>By end of Second Semester</td>
</tr>
<tr>
<td>Apply for MA Degree Graduation</td>
<td>See Graduate School deadlines</td>
</tr>
</tbody>
</table>

THIRD YEAR TASKS

<table>
<thead>
<tr>
<th>Task</th>
<th>APPROXIMATE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete MA Thesis publication copy</td>
<td>Fall, Third Year</td>
</tr>
<tr>
<td>Develop Ph.D. Proposal</td>
<td>Fall-Spring, Third Year</td>
</tr>
<tr>
<td>University Teaching Fellowship Application due</td>
<td>See Graduate School deadlines</td>
</tr>
<tr>
<td>Advanced Doctoral Fellowship Applications due</td>
<td>See Graduate School deadlines</td>
</tr>
<tr>
<td>Apply for Fourth Year Externship</td>
<td>January/February - Third Year</td>
</tr>
<tr>
<td>Take Clinical Qualifying Examination</td>
<td>Summer after Third Year</td>
</tr>
</tbody>
</table>

FOURTH YEAR TASKS

<table>
<thead>
<tr>
<th>Task</th>
<th>APPROXIMATE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defend Ph.D. Proposal</td>
<td>Fall of Fourth Year (see Graduate School deadlines if you have 4th year funding)</td>
</tr>
<tr>
<td>Ph.D. Data Collection and Analysis</td>
<td>Fall-Spring, Fourth Year</td>
</tr>
<tr>
<td>Gather Internship Information</td>
<td>Spring, Fourth Year</td>
</tr>
<tr>
<td>Take Clinical Competency Examination</td>
<td>May, Fourth Year</td>
</tr>
<tr>
<td>FIFTH YEAR TASKS</td>
<td>APPROXIMATE DATE</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Ph.D. Analysis and Write-up</td>
<td>Fall-Spring, Fifth Year</td>
</tr>
<tr>
<td>Apply for Internships</td>
<td>October-November, (only if Clinical Qualifying Exam, Clinical Competency Exam, and Ph.D. Proposal have been completed)</td>
</tr>
<tr>
<td>Internship Interviews</td>
<td>December-January</td>
</tr>
<tr>
<td>Defend Ph.D. Dissertation</td>
<td>Fifth or Sixth Year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SIXTH YEAR TASKS</th>
<th>APPROXIMATE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend Internship</td>
<td>Sixth Year</td>
</tr>
<tr>
<td>Defend Ph.D. Dissertation</td>
<td>Fifth or Sixth Year</td>
</tr>
<tr>
<td>Apply for Ph.D. Graduation</td>
<td>Check Graduate School Web site</td>
</tr>
</tbody>
</table>
LOYOLA UNIVERSITY CHICAGO
DEPARTMENT OF PSYCHOLOGY

GRADUATE STUDENT STATEMENT ON PSYCHOLOGICAL PRACTICE

All students in the Department of Psychology are required to submit the following information about their psychological activities and to sign a statement regarding whether or not they are engaged in psychological practice which is NOT a part of their required training. All students are further obligated to submit a revised statement at any time that their status changes.

NAME: __________________________________________________________
ADDRESS: ____________________________________________________________________________
PHONE: _______________________________________________________________________________

I am not professionally engaged in psychological consultation, therapy, testing, or related psychological activities, whether full time, part time, or occasionally, other than that required as part of my training.

Date: ____________________  Signed: _______________________________
       Student

I am so engaged and the work that I do may be described as follows. Please include: (1) title of position, (2) activities and responsibilities, (3) hours of work, (4) hours of supervision, (5) name and credentials of supervisor, and (6) whether the experience is paid or unpaid.

Date: ____________________  Signed: _______________________________
       Student

Faculty Advisor Recommendation (i.e., approved or not approved):

Date: ____________________  Signed: _______________________________
       Faculty Advisor

REVIEWED AND APPROVED:

Date: ____________________  Signed: _______________________________
       Director of Clinical Training

Please Return to Director of Clinical Training
# CLINICAL COMPETENCY EXAMINATION RUBRIC

## ASSESSMENT OF SPECIFIED LEARNING OBJECTIVES (SLOs)

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Examination Date</th>
<th>Examiners’ Names</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Case conceptualization, assessment, and diagnosis</th>
<th>Treatment goals and plan</th>
<th>Developmental, cultural, ethical, legal issues</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT:</strong> Knowledge and critical analysis of key issues, grounded in relevant literature and displaying clinical judgment and insight</td>
<td>Circle: HC C AC I Notes:</td>
<td>Circle: HC C AC I Notes:</td>
</tr>
<tr>
<td><strong>PRESENTATION:</strong> Clear, confident, organized, and professional; taking the lead when appropriate, and responding to questions fluidly</td>
<td>Circle: HC C AC I Notes:</td>
<td>Circle: HC C AC I Notes:</td>
</tr>
</tbody>
</table>

Note: HC “highly competent”; C “competent”; AC “approaching competent”; I “insufficient”
QUALIFYING EXAM RUBRIC
ASSESSMENT OF SPECIFIED LEARNING OBJECTIVES (SLOs)

Student’s Name

Written Comprehensive Exam Date

<table>
<thead>
<tr>
<th>SLO Criteria</th>
<th>ASSESSMENT</th>
<th>PSYCHOPATHOLOGY</th>
<th>INTERVENTION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HC</td>
<td>C</td>
<td>AC</td>
</tr>
<tr>
<td>Coverage of key issues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequate depth of discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate critical analyses of key issues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature cited appropriate to question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective organization</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: HC “highly competent”; C “competent”; AC “approaching competent”; I “insufficient”
Guidelines for MA Presentations (end of 2nd year in program)

Each presentation will be allotted 20 minutes, which will include about 12-13 minutes for the presentation, 4-5 minutes for questions, 1-2 minutes transition (including introduction of the next speaker)

- **Content of the presentation:**
  - **Purpose of your study** (1 slide)
  - **Background** (1 slide)
    - I suggest that you avoid defining constructs or explaining existing studies in detail.
    - Instead, focus on how you became interested in the topic and, in general, what is known about your topic area.
  - **The issue or question addressed in your study** (1 slide)
    - Focus on questions such as: What do we need to know about this topic (or what you wanted to find out)? What is the issue to be resolved?
    - What contribution does your study make to the literature? How does your study differ from previous research?
  - **Hypotheses and research questions**
  - **Methods**
    - Participants
    - Measures
      - I suggest that you avoid describing your measures in detail.
      - Please include the internal consistency coefficients for the factor scores that you are using in your analyses.
    - Procedures
    - Highlight any novel methods used for your study.
  - **Results**
    - What statistical procedures did you use?
    - What were your findings?
    - Were your results consistent/inconsistent with your hypotheses?
  - **Interpretation of results**
    - Why did you find what you found?
    - Are your findings consistent or inconsistent with prior research?
    - Any surprising findings?
    - Now is the time to ask for assistance in interpreting any confusing or unexpected findings.
  - **Acknowledgements**
Loyola University Chicago
Doctoral Program in Clinical Psychology
Thesis Checklist

Thesis Proposal
Form committee (prior to start of 2nd year) & submit information to the Graduate Student Progress System (GSPS): https://gsps.luc.edu/Secure/Students/Default.aspx

Develop thesis. Talk with your advisor about time frame you can expect drafts to be returned. Expect to submit at least 3 drafts.

Things to remember about your proposal document:
   a. Use APA formatting, including a cover page and abstract
   b. Include a table of contents on the second page of your proposal
   c. Include copies of all of your measures in an Appendix
   d. Proposals can vary in length depending on the topic & the advisor

Your advisor will tell you when you can contact your committee regarding setting up a proposal date. Upon receiving final approval on your thesis from your advisor, send an electronic copy of your proposal to your reader and your chair at least 2 weeks before the scheduled proposal date. Ask your committee members if they would also like a paper copy.

Create a PowerPoint presentation summarizing the literature of your topic and your proposed project to present to your committee at your proposal.

On the day of your thesis proposal, print copies of your slides for both members of your committee.

Limit your proposal presentation to approximately 20 minutes, but allow additional time for Q&A with your committee. Typically, proposals take 60-90 minutes. Book a meeting and space for 90 minutes.

Within one week following your proposal meeting, type up a list of changes requested and send to your committee members for final approval.

Following your thesis proposal, submit your abstract and proposal date to the GSPS site.
   a. Check with your advisor about how to complete the GSPS site’s questions about applying for IRB approval

You must propose your thesis by the end of the fall semester of your 2nd year. Students who miss this deadline will be placed on academic probation, which may jeopardize their priority for future funding.

Thesis Defense
Work with your advisor to develop a full draft of your thesis. Again, plan for at least 3 drafts.

Things to remember about your thesis document:
   a. Include a cover letter that details all the committees’ suggested changes to your project and indicate how you have dealt with each suggestion
   b. Use APA formatting, including a cover page and abstract
   c. Include a table of contents on the second page of your thesis
d. Include copies of all of your measures in an Appendix

e. Theses can vary in length depending on the topic & the advisor

Apply for graduation in the year that you intend to receive the Master’s degree.

Graduation application deadlines:
   a. December degree conferral: August 1.
   b. May degree conferral: December 1 of the previous year.
   c. You DO NOT have to have defended your thesis in order to apply for graduation.

Format the document using the graduate school’s format manual for theses and dissertations:
http://www.luc.edu/gradschool/formatting.shtml

Submit a copy of your thesis to the graduate school for a format check. For the format check, you do not need a complete draft: you may include “filler text” as long as the formatting has been attempted. Submit here: http://www.etdadmin.com/luc
Format check deadlines:
   a. December degree conferral: October 1st.
   b. May degree conferral: March 1st.
   c. You DO NOT have to have defended your thesis in order to apply for a format check.

Address any comments suggested during the graduate school format check, which will be emailed to your @luc email address.

Your advisor will tell you when you can contact your committee regarding setting up a defense date. Upon receiving final approval on your thesis from your advisor, send an electronic copy to your reader and your chair at least 2 weeks before the scheduled date. Ask your committee members if they would also like a paper copy.

Create a PowerPoint presentation summarizing your thesis results and highlight any changes that you have made to the project since the proposal meeting.

On the day of your defense, print copies of your slides for both members of your committee. In addition, prove each member with a copy of the cover letter that describes your responses to your committee’s suggested changes from your proposal.

Limit your defense presentation to approximately 20 minutes, but allow additional time for Q&A with your committee. Typically, defenses take 60-90 minutes. Book a meeting and space for 90 minutes.

Following your thesis defense, ask your committee members to sign the Approval Ballot for Text and Oral Defense: http://www.luc.edu/gradschool/servicesandresources_forms.shtml

Based on comments from your thesis committee, there may be additional changes that you will be asked to incorporate into your final draft. Typically, these changes are approved by the Chair of your thesis committee.

Once you have obtained all committee signatures on the Approval Ballot, ask your DCT to sign and upload it to the GSPS site.
Once your thesis has been defended, approved by format check, and approved by your committee, submit your final copy electronically to the graduate school using the same site used for the format check. Include the following required supplemental materials:
   a. One copy of your completed, formatted manuscript
   b. Two approval sheets, each with an original signature (hard copy only)
   c. Two extra title pages, formatted as described in the Manual (one in PDF form, emailed to formathelp@luc.edu, and one in hard copy)
   d. One extra abstract, formatted as described in the Manual (in PDF form, emailed to formathelp@luc.edu)
   e. Confirmation that you have completed the NORC Survey of Earned Doctorates (dissertations only)

Full copy electronic upload deadlines:
   f. December degree conferral: November 1st.
   g. May degree conferral: April 1st.
   h. You DO need to have defended your thesis in order to submit a full electronic copy.

The graduate school may contact you if any materials are missing or any corrections are needed.

Turn in a full copy of your thesis to the graduate school.

Full copy hard copy deadlines:
   a. If you are applying for December degree conferral, you must turn in your final hard copy by November 15th.
   b. If you are applying for May degree conferral, you must turn in your final hard copy by April 15th.

You must defend your thesis by the end of the summer session prior to the 3rd year of the program. Students who miss this deadline will be placed on academic probation, which may jeopardize their priority for future funding.
Criteria and Format for a “Bundled Dissertation” (Draft: 2/19/19)

Previous dissertations in Psychology include single-study dissertations as well as multi-study dissertations. The “bundled dissertation” provides a unique option that will be added to the existing set of dissertation options. The “bundled dissertation” option encourages and supports the development of an integrated program of research that may be particularly important for students seeking an academic career path. A key advantage of the three-paper bundled dissertation is that it requires writing concise publication-length and publication-quality papers, as opposed to a single lengthy discourse. The bundled dissertation format consists of submitting three related publications/manuscripts, as well as integrative Introduction and Discussion sections, to meet the dissertation requirement.

- As is the case for any dissertation, the student who completes a bundled dissertation must have a dissertation committee (same rules apply) with successful proposal and defense meetings. Students must receive pre-approval from their dissertation committee before proceeding with a bundled dissertation.

- A “three-paper” bundled dissertation consists of three related publication-quality manuscripts based on empirical studies (although see second-to-last criterion below). The MA thesis can be considered for inclusion as one of the three studies, if approved by student’s dissertation committee (either before the proposal meeting or during the proposal meeting).

- All three papers must be conceptually related to each other (as determined by the student’s dissertation committee). Ideally, the three papers will show evidence of a programmatic line of research.

- No more than one of the three papers may be accepted for publication or published prior to the dissertation proposal meeting. Papers (excluding the one paper that can be accepted for publication/published prior to the proposal meeting) can be submitted for journal review before the final dissertation defense but only with the prior review and approval of all dissertation committee members.

- For the dissertation proposal meeting, there must be a General Introduction section that ties all three papers together in a meaningful way. The General Introduction (which includes an integrative review of the literature as well as a brief overview of each of the three papers that will be included in the dissertation) must be included as part of the proposal document. In addition, each of the three papers must have (at a minimum) paper-specific Introduction, Method, and Plan of Analyses sections. Also, at least one of the papers should not have progressed past the Introduction/Method/Plan of Analysis stage.

- For the dissertation defense, in addition to the information above, there must be a General Discussion section that summarizes and integrates the findings of the three studies and discusses implications of the work for further research. In addition, each of the three papers must have paper-specific Results and Discussion sections.

- At the time of the dissertation defense, all three papers must be published, in press, submitted, or ready to be submitted for publication.
• The research presented in each of the three papers must be based on work begun, performed, and completed while a student is in a graduate program. The work may be based on student-initiated data collections and/or archival data sets.

• The student should be the first author (i.e., the major contributor) on all publications.

• One of the papers may be a meta-analysis or a systematic review. Book chapters, conference presentations, encyclopedia entries, and book reviews cannot be included as one of the three papers in the dissertation.

• All research must be IRB-approved (as is the case with any research study). Although such IRB approval is typically sought immediately after the dissertation proposal meeting, such approval may need to be sought for some components of the research prior to the proposal meeting (e.g., when one of the papers is the MA thesis).