

HANDBOOK FOR DOCTORAL CLINICAL PSYCHOLOGY STUDENTS

**MARQUETTE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY**

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CONTENTS

PURPOSE AND SCOPE OF THE HANDBOOK	3
MARQUETTE UNIVERSITY	4
THE DEPARTMENT OF PSYCHOLOGY	6
OVERVIEW OF THE PROGRAM	9
FINANCIAL ASSISTANCE	12
POLICIES AND REGULATIONS	13
STUDENT CONCERNS AND GRIEVANCES	17
COURSEWORK	19
RESEARCH AND TEACHING ASSISTANTSHIPS	23
CLINICAL TRAINING	24
THE CENTER FOR PSYCHOLOGICAL SERVICES	30
FIRST YEAR RESEARCH	31
MASTER'S DEGREE REQUIREMENTS	32
DOCTORAL QUALIFYING EXAMINATION (DQE)	33
DOCTORAL DISSERTATION	38
GUIDELINES FOR INTERNSHIPS	40
GRADUATE STUDENT PROGRESS THROUGH PROGRAM	44
APPENDIX	46

Purpose and Scope of the Handbook

This Handbook is written as a resource for students in the Clinical Psychology Program. It details the various requirements for successfully completing the course of study in the doctoral program ("Program"). The Handbook will be relevant throughout your graduate studies. It is a good idea to consult the Handbook regularly.

This Handbook summarizes some of the university policies as a convenient reference tool. Since university policies are subject to change, you should be certain to obtain the most current information via official Marquette University publications, such as the Graduate School's publication (the Graduate Bulletin) and the Graduate School home page (www.grad.mu.edu).

Marquette University

Marquette University is an independent, coeducational institution of higher learning. It is a Jesuit institution that maintains a Catholic, Christian setting for its educational mission. Men and women of many faiths and nationalities teach and study at Marquette. Marquette is recognized nationally and internationally for its strong academic programs, its distinguished faculty, and its talented students. Together they provide a friendly, scholarly, and stimulating environment.

History of Marquette University

Marquette University was founded in 1881 by members of the Society of Jesus, a Catholic religious order established in 1540 by St. Ignatius Loyola. The first Catholic bishop of Milwaukee, John Martin Henni, while on a fund raising trip to Europe in 1848-49, obtained a pledge of \$16,000 to open a Jesuit school in Milwaukee. Mindful of Jacques Marquette's work as a missionary and explorer in the Midwest, Henni proposed that the institution be called Marquette College. Since Jesuits lacked personnel to staff such an institution for decades to follow, the college did not open until 1881. The University is named after Father Jacques Marquette (1637-1675), a French Jesuit missionary and explorer in North America, who was one of the first Europeans to visit the Milwaukee area.

Marquette remained a small liberal arts college for men until 1907, when it obtained a university charter from the state. Between 1907 and 1913, Marquette expanded to include medicine, dentistry, nursing, pharmacy, law, business, engineering, music, and journalism. In 1909, Marquette decided that it would admit female students and, by 1917, 375 women attended Marquette. Currently, women total about 49 per cent of the Marquette student body. Following World War II, enrollment at Marquette increased dramatically.

Today, Marquette University consists of 15 colleges, schools, and programs. The Graduate School seeks to promote and guide advanced study and research at the University. Approximately 11,000 students are enrolled at Marquette with about 2,200 of them in graduate programs. The Graduate School administers 16 doctoral, over 30 master's, and a variety of certificate-granting programs.

Within walking distance of campus are an excellent public library, an outstanding natural history museum, the Art Museum, the Performing Arts Center and repertory theaters, sports arenas, shopping, and financial institutions. Slightly further away are diverse industries, the shore of Lake Michigan, and numerous recreational facilities.

Marquette University Facilities

The University libraries support the teaching, research and service mission of Marquette University by providing access to recorded knowledge through their collections, services and cooperative programs. Collections of more than one million volumes of books, bound journals, electronic sources and audio visual media, plus more than 10,000 periodical, newspaper and other serial subscriptions, are housed in three facilities.

The Library on-line catalog, MARQCAT, provides access to book and periodical holdings, electronic indexes to journal literature and information on library hours, staff, programs, and services. Students use the library to access the Internet, World Wide Web services, and other library catalogs in the state, region and worldwide. MARQCAT and CD-ROM indexes are full-text sources on library. A well developed instructional program supports faculty and students in the use of electronic information resources.

Students and faculty have access to more than 120 public, academic and special libraries in the metropolitan area through Marquette's permanent membership in the Library Council of Metropolitan Milwaukee. The libraries of the University of Wisconsin in Madison and throughout the state lend books or supply photocopies of journal articles through the Wisconsin Interlibrary Service. An additional 5,000,000 volumes of research material are available through the University's membership in the Center for Research Libraries in Chicago. The libraries provide direct access for students and faculty, through the

University computer network and the Internet to library catalogs and other databases all over the world.

Information Technology Services (ITS) is responsible for providing voice and data communications and computer-based services and training to all the Marquette community. ITS manages MarquetteNet, the campus-wide fiber optic network built to handle the voice, video, and data needs of the Marquette community. MarquetteNet will allow students to access the computing resources distributed throughout campus as well as the Internet from their residence hall rooms. Students can access the central computing facilities consisting of a cluster of Digital Equipment Corporation computer via various public workstations, dial-up connections, or through MarquetteNet.

ITS provides technical support for the PC's, Macs, terminals, laser printers, and scanners in the Campus Computer Lab, Cudahy Hall 240. Members of the Marquette community can receive computing information and assistance from the Help Desk during normal office hours. ITS supports business and information processing for University administrators as well as instructional and research needs of academic areas.

Marquette University Administrators and Offices

Executive Officers

Rev. Robert A. Wild, S.J.
President

Gregory J. Kliebhan
Senior Vice President

John J. Pauly, Ph.D.
Provost

Jeanne Hossenlopp, Ph.D.
Dean (Interim), College of Arts and Sciences

Graduate School

William Wiener, Ph.D.
Vice Provost for Research & Dean of the Graduate School

John Karkheck, Ph.D.
Assistant Vice Provost for Graduate Programs

Mr. Craig Pierce
Assistant Dean of the Graduate School and Director of Graduate Admissions

Ms. Erin Fox
Graduate Student Records Coordinator

Mr. Thomas Marek
Assistant Director for Financial Aid

The Department of Psychology

Psychology is the science that studies behavior, emotions and mental processes. Psychologists use scientific methods in an attempt to understand and change, if necessary, the way that people think, feel and behave. The Department of Psychology at Marquette University trains both undergraduate and graduate students. It offers a bachelor's degree (B.A.) in psychology, as well as both master's (M.S.) and doctoral (Ph.D.) degrees in clinical psychology. The department takes pride in having nationally recognized scholars in all of these areas. All faculty teach undergraduate courses and are involved in graduate student training.

Mission Statement

The mission statement of the Department of Psychology is as follows, and can be found on the departmental website:

The faculty of the Department of Psychology seeks to create a learning community in which faculty and students alike acquire and share knowledge about the psychological experiences and behavior of human beings and animals. Our effort in this regard emphasizes a method that uses controlled and, wherever possible, experimental strategies to study individuals and groups. We strive to nurture among ourselves a rigorous skepticism in the search for truth, an appreciation of the development of psychology within the history of ideas, and a recognition of how the methods of psychology are applied across the diverse sub-areas of the field. We foster the development of those attributes of awareness, thought, and judgment necessary for the professional application of psychological knowledge and for personal enrichment. In our efforts to educate one another and serve the community at large, we recognize the guiding ethical principles of the American Psychological Association and the Mission Statement of Marquette University. The Department of Psychology values and cherishes that its faculty members, staff, and students are from diverse backgrounds in regard to their ethnicity, faith, gender, sexual orientation, age, language, socioeconomic status, nationality, culture, and ability. As a department we are committed to creating an environment that both facilitates intellectual growth and awareness of multicultural issues and that is supportive of individuals from diverse backgrounds. We are committed to advancing the state of knowledge within psychology and to sharing our knowledge, talents, and resources with the broader communities in which we exist.

Statement on Diversity

The following *Statement on Diversity* was finalized in Fall, 2009, by the department's Committee on Diversity. The statement can also be found on the departmental website. The Clinical Psychology Program fully endorses the statement.

The Department of Psychology values the diversity of its faculty members, staff, and students in regard to their ethnicity, faith, gender, sexual orientation, age, language, socioeconomic status, nationality, culture, and ability. As a Department, we are committed to recruiting individuals from diverse backgrounds, and to retaining them by creating an environment that is supportive and welcoming. It is our belief that by embracing our differences, we will gain a better understanding of our complex society and be better positioned to contribute to it.

The members of the Department are committed to facilitating intellectual growth and awareness of multicultural issues in both the graduate and undergraduate psychology programs. We strive to achieve this goal by engaging in academic discussions of diversity issues, providing clinical training for multicultural knowledge, abilities, attitudes and skills, and conducting research on multicultural issues. Through our educational efforts, we seek to encourage all individuals to consider their own attitudes and beliefs as well as develop skills and competencies to work and live in a multicultural world.

Department Space and Research Resources

The Department completed its move into the newly renovated space of Cramer Hall in Spring, 2007. The Center for Psychological Services (CPS) inhabits space on the third floor, and the department resides in the remaining space on the other side of the building. Both the department and the clinic include ample research facilities available to both students and faculty. Additional research resources are available to faculty and graduate students through other units and departments of the University and through various public and private hospitals in the Milwaukee area. The university maintains a computer lab in the department for use by undergraduate and graduate students.

Department of Psychology Faculty

Ed de St. Aubin, Ph.D., Assistant Professor (Northwestern University, 1994). Adult development, life span development

Donald A. Czech, Ph.D., Professor Emeritus (Syracuse University, 1969). Dr. Czech retired from full-time teaching at the end of the 2004 school year.

Stephen L. Franzoi, Ph.D., Professor (University of California at Davis, 1981). Self-awareness, self-consciousness, and body esteem

Alyson Gerdes, Ph.D., Assistant Professor (Purdue University, 2004). Childhood ADHD, parent-child relationships, peer relationships, and self-perceptions

Nakia Gordon, Ph.D., Assistant Professor (Bowling Green State University, 2002). Behavioral neuroscience.

John H. Grych, Ph.D., Professor (University of Illinois, 1991), Director, Center for Psychological Services. Family influences on adaptive and maladaptive child development; the effects of marital conflict, domestic violence and divorce on child adjustment

Stephen J. Guastello, Ph.D., Associate Professor (Illinois Institute of Technology, 1982). Chaos and catastrophe theory; organizational behavior; occupational accidents; computer-based test interpretations; expert systems; personality factors in group dynamics; personnel selection

Astrida Kaugars, Ph.D., Assistant Professor (Case Western Reserve University, 2001). Emotional development among children from at-risk populations; parent-child emotion regulation; pediatric psychology

Anthony M. Kuchan, Ph.D., Assistant Professor-Retired (Purdue University, 1960). Dr. Kuchan retired from full-time teaching at the end of the 1997 school year.

Kristy Nielson, Ph.D., Associate Professor (Southern Illinois University-Carbondale, 1993). Cognition; memory in aging; Alzheimer's Disease; memory modulation; cognitive neuroscience; neuropsychology

Debra L. Oswald, Ph.D., Associate Professor (St. Louis University, 2001). Social psychology: friendship relationships, social stigma

M. Y. Quereshi, Ph.D., Professor Emeritus (University of Illinois, Champaign-Urbana, 1958). Dr. Quereshi retired from full-time teaching at the end of the 1997 school year.

Matthew Sanders, Ph.D., Assistant Professor (University of Miami, 1998). Neurobiological substrates of Pavlovian fear conditioning; acquisition and expression of context fear; fear memory and its extinction

Stephen M. Saunders, Ph.D., Associate Professor and Director of Clinical Training (DCT) (Northwestern University, 1990). Processes and outcomes of psychotherapy; help-seeking for emotional problems

Anees A. Sheikh, Ph.D., Professor (University of Western Ontario, 1966). Mental imagery

Mary Anne Siderits, Ph.D., Assistant Professor (tenured) (University of Michigan). Gender; the psychology of religion; children's issues

Lucas Torres, Ph.D., Assistant Professor (Purdue University, 2004). Mental health disparities and psychological difficulties experienced by members of underrepresented groups; resources and risk factors that impact psychological well-being

Amy Vaughan Van Hecke, Ph.D., Assistant Professor (University of Miami), developmental psychology; typical and atypical social development in infants and children; brain activity and social behavior in infants

Michael Wierzbicki, Ph.D., Associate Professor and Department Chairperson (Indiana University, 1980). Depression; personality assessment; psychotherapy outcome

Adjunct Faculty, Assistant Faculty, Visiting Assistant Faculty

Brad Grunnert, Ph.D., Medical College of Wisconsin

Thomas Hammeke, Ph.D., Medical College of Wisconsin

Kimberly Norden Ignatowski, Ph.D.

Mark Rusch, Ph.D., Medical College of Wisconsin

Sara Swanson, Ph.D., Medical College of Wisconsin

Michael Zebrowski, Ph.D., Marquette University Counseling Center

Department of Psychology Staff

Sherri Lex, Administrative Assistant, Department of Psychology

Patricia Johnson, Administrative Assistant, Department of Psychology and Center for Psychological Services; Clinical Psychology Program Administrative Assistant

Overview of the Program

The Doctoral Program in Clinical Psychology offers courses and training leading to the Doctor of Philosophy (Ph.D.). The Program started in 1994 and was granted American Psychological Association (APA) accreditation in 2000, and was reaccruited in 2003 and then again in 2007. The next accreditation evaluation by APA will occur in 2010. Through academic year (AY) 2009-10, the Program has admitted 116 students; at the beginning of AY2009-2010, there were 48 students distributed across all phases of study (from first-year students to interns).

Program Philosophy and Goals

The Program is designed according to the APA guidelines to train scientist-professionals. Faculty have committed to the idea that the professional practice of psychology is grounded on the science of psychology, and the science of psychology is optimally established by the information and experience of the practice of psychology. Research and clinical skills, and especially their integration, are emphasized throughout students' study. The Program is designed so that students' skills develop in sequential and cumulative fashion that increases in complexity.

Doctoral Program Requirements

The Program curriculum requires 84 credit hours. Requirements include coursework, supervised clinical practica, a master's thesis, the Doctoral Qualifying Examination, the doctoral dissertation, and a 12-month predoctoral internship. Subsequent sections of this *Handbook* delineate these requirements.

Competencies

The Program is designed to train students to basic competency in areas identified as essential for the professional practice of psychology by the American Psychological Association. The Program is intentionally designed so that, at its completion, the graduate will demonstrate the following competencies:

1. Reflective Practice/Self-Assessment: The graduate practices within the boundaries of competencies; demonstrates commitment to lifelong learning; engages with scholarship; is capable of critical thinking; demonstrates a commitment to the development of the profession; is capable of self-assessment and self-care; and, behaves professionally.
2. Scientific Methods: The graduate demonstrates a respect for scientifically derived knowledge; understands research and research methodology; and, understands biological bases of behavior, cognitive-affective bases of behavior, and lifespan human development
3. Relationships: The graduate demonstrates capacity to relate effectively and meaningfully with individuals, groups, and/or communities, including members of other healthcare disciplines.
4. Individual/Cultural Diversity: The graduate demonstrates awareness and sensitivity in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics.
5. Ethical/Legal Standards: The graduate understands and applies ethical concepts and awareness of legal issues regarding professional activities individuals, groups, and organizations. Advocating for the profession.
6. Interdisciplinary Systems: The graduate demonstrates professional and competent cooperation with colleagues and peers in related disciplines.
7. Psychological Evaluations: The graduate demonstrates competence in assessment, diagnosis and conceptualization—both oral and written—of problems and issues of individuals, groups, and/or organizations. Competence includes utilizing formal assessment measures (e.g., tests).
8. Psychological Interventions: The graduate demonstrates competence in understanding, planning,

implementing and evaluating interventions designed to alleviate suffering and to promote health and well-being.

9. Consultation: The graduate demonstrates the ability to provide expert guidance or professional assistance in response to a client's needs or goals, including other healthcare professionals or others involved in human services (e.g., teachers).
10. Research/Evaluation: The graduate understand and independently generates research that contributes to the scientific knowledge base and/or evaluates the effectiveness of various professional activities.
11. Supervision: The graduate demonstrates competence in the supervision and training of professionals.

Evaluation of Students

At the end of Fall and Spring semesters, all areas of students' performance (coursework, assistantships, clinical work, professional and ethical behavior, progress on projects) are evaluated by faculty and supervisors. The Graduate Committee oversees these evaluations, following which a summary letter from the Director of Clinical Training (DCT) is sent to students. First-year and second-year students will receive a formal evaluation letter after each semester, whereas students in their third-year and beyond will receive an evaluation letter at least once per year. Letters will be kept on file, and students may submit a written response to the evaluation letter, if they so desire.

When students apply for permission to apply for internship (see *Guidelines for Internships* section), they will be formally evaluated, by the Graduate Committee, with regard to their level of competence in the areas identified as essential for the independent practice of professional psychology.

Finally, students performance on internship is also evaluated. Internships either complete their own ratings forms, which are sent to the Program, or are asked to complete rating forms provided by the Program.

Program Governance

The Program is part of the Department of Psychology. The department is governed according to and business is conducted under the guidelines of a department constitution. The *Department Chairperson* has final authority within the Department on all matters, including all matters pertinent to the Program.

The *DCT* (also referred to as the Director of Graduate Studies) is responsible for advising students regarding coursework required, progress through the program (e.g., any courses not yet completed), helping coordinate practicum placements, overseeing the evaluation of students, overseeing faculty approval of internship applications, and maintaining student academic and training files.

The *Graduate Committee* consists of the DCT, three or four faculty members elected by the departmental faculty, and two graduate students elected by their peers. The committee is responsible for reviewing applications for admission, admission and financial aid recommendations, reviewing and revising (if appropriate) course and Program content, and evaluating student performance. The graduate student representatives participate in all recommendations and deliberations and, between the two of them, are allowed to cast one vote in deliberations. Student representatives are not allowed to participate in discussions directly connected with admissions or the evaluation of students.

Advising

During the first semester of study, the Director of Clinical Training (DCT) is the Program Advisor. He/She is responsible for orienting first-year students to the Program. During the second semester of the first year, perhaps in consultation with the DCT, students should select a Program Advisor with whom to begin working on Master's research. The DCT will remain available for concerns and questions throughout the student's tenure in the Program.

The Program Advisor will help the student negotiate Program requirements, including coursework. He or she oversees research projects (the master's, DQE and dissertation) and offers counsel and assistance in

course selection and career planning. The Program Advisor is the individual to see first about course selection each semester. He or she, along with the DCT, reviews a student's progress in the Program.

Students are not obligated to work with any particular faculty member. Most students enter the Program with the intention of working with a particular person, but it is not uncommon for students to change advisors.

The DCT and the program administrator keep student files updated. For your information, the form in student files entitled *Graduate Student Progress Checklist* is shown in the appendix. The form is used by the DCT as a quick-and-easy way to determine what requirements have been met by students.

Forms to be Completed Over the Course of Study

In order to track students' progress, the Program and the Graduate School both maintain files for all students. Any form filed with the Graduate School must usually be signed by the DCT or the department chairperson, and a copy of the form is kept in the Program's student file. Students are strongly advised to make copies of all these forms—whether submitted to the Graduate School or to the Program—for their own records.

Graduate School forms can be downloaded from <http://www.marquette.edu/grad/forms/index.shtml>. Forms required by the Program can be obtained from the Program administrative assistant (Trish Johnson). A comprehensive list of forms can be found in the Appendix.

Program Philosophy Regarding Human Dignity and Diversity

The Program endorses Marquette University's Statement on Human Dignity and Diversity, which follows.

As a Catholic, Jesuit university, Marquette recognizes and cherishes the dignity of each individual regardless of age, culture, faith, ethnicity, race, gender, sexual orientation, language, disability or social class. Precisely because Catholicism at its best seeks to be inclusive, we are open to all who share our mission and seek the truth about God and the world. Through our admissions and employment policies and practices, our curricular and co-curricular offerings, and our welcoming and caring campus environment, Marquette seeks to become a more diverse and inclusive academic community dedicated to the promotion of justice.

Our commitment to a diverse university community derives from our desire to achieve excellence by promoting a culture of learning, appreciation and understanding. Each member of the Marquette community is charged to treat everyone with care and respect, and is likewise encouraged to value and treasure differences.

Information Resources

In addition to this handbook, students can find information in the *Graduate Bulletin*, which is provided by the Graduate School. The department maintains a website (www.marquette.edu/psyc) with detailed information about the Program, and the Graduate School also has a website (www.grad.mu.edu) that includes many of the forms that students must complete over the course of study at Marquette. The Chairperson, DCT, members of the Graduate Committee, and faculty in the department are available to answer questions about the Program and about the field of psychology (or can direct you to resources that can answer questions!). The Graduate School and the College of Arts and Science have personnel available to answer questions or address concerns.

Financial Assistance

Financial aid to doctoral students is available from the Graduate School and consists of assistantships, scholarships, and fellowships. In academic year 2006-2007, the Department of Psychology had 11 teaching assistantships (TAs) and research assistantships (RAs) to distribute to students. The Department usually distributes TAs and RAs among first, second and third year students. The Department also has a limited number of tuition credits that it distributes, and the Graduate School awards some tuition remission scholarships (e.g., Dissertation Scholarships) and several fellowships (e.g., the Arthur J. Schmidt Fellowship, the Raynor Fellowship, minority fellowships). For example, in academic year 2006-2007, one student held a paid position as director of the Preparing Future Faculty (PFF) program, one student had been awarded the Schmidt Fellowship by the Graduate School, and several students were partially supported by research grants to faculty. Other financial resources, such as loans and work-study opportunities, are also available. For example, qualified graduate students have independently taught courses as Instructors.

Each year, students seeking aid must apply in writing to the Graduate School by the deadline specified in the *Graduate Bulletin*. The financial aid office at the Graduate School can offer advice and guidance regarding obtaining other aid.

The Program is a member of the Council of University Directors of Clinical Programs (CUDCP) and adheres to the Council of Graduate Schools Resolution on Offers and Acceptances, which reads as follows:

Acceptance of an offer of financial aid (such as a graduate scholarship, fellowship, traineeship, or assistantship) for the next academic year by an actual or prospective graduate student completes an agreement which both student and graduate school expect to honor. In those instances in which the student accepts the offer before April 15, and subsequently desires to withdraw, the student may submit in writing a resignation of the appointment at any time through April 15. However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which the commitment has been made. Similarly, an offer by an institution after April 15 is conditional on presentation by the student of the written release from any previously accepted offer. It is further agreed by the institutions and organization subscribing to the above Resolution that a copy of this Resolution should accompany every scholarship, fellowship, traineeship and assistantship offer.

Policies and Regulations

Policies and regulations to which students must adhere are set forth by the University, the Graduate School, the Department, and the Program. This section covers some but not all of the policies of the department and the Program. Policies and regulations specific to certain areas (e.g., assistantships) are detailed elsewhere in this *Handbook*. Other policies and regulations of Marquette University and the Graduate School are described in the *Graduate Bulletin*.

Ethical Issues in Academic and Professional Psychology

All students are expected to uphold the ethical principles set forth in the American Psychological Association's *Ethical Principles of Psychologists and Code of Conduct*. A copy of the principles is found in the appendix. The principles pertain to both academic and professional issues, and violation of them may lead to sanctions including dismissal from the Program.

MU Training Policy on Preventing Sexual Harassment

The Office of Human Resources at Marquette University requires that all employees, including research and teaching assistants, undergo online training on the topic "Preventing Sexual Harassment." As well, it is the policy of the Program that all graduate students undergo such training. After completion of the training, students should print out and submit to the program assistant the certificate documenting that they successfully completed the training.

Students can access this training at <http://training.newmedialearning.com/psh/marquette/>

Training Required to Engage in Research

According to Marquette University and Program policy, in order for students to engage in research, they must complete the *Human Participant Protections Education for Research Teams*, created by the National Institutes of Health (or NIH). The training is done online via a link at the Office of Research Compliance website (<http://www.marquette.edu/researchcompliance/human.htm>). Once you have completed this training, the ORC keeps your training record on file—you only need to send a copy of your training certificate after your initial completion. This training requirement applies to Marquette University faculty and student researchers.

Caregiver Background Checks

In accordance with the State of Wisconsin "Caregiver Law," all clinical students (as well as faculty) must have a criminal background check. These are usually completed by the MU Public Safety Department. Consent forms are available from the program assistant. There is a nominal fee for this background check. The Wisconsin website for Caregiver Background Checks is www.dhfs.state.wi.us/caregiver/index.htm.

Malpractice Insurance

Students engaged in clinical services (either through CPS or at an outside practica) are required to obtain malpractice insurance. Students should obtain insurance their first year of the program. Inexpensive insurance (about \$40 per year) is available from APA for student members (thus, students should belong to APA). Students must provide evidence of malpractice insurance coverage (i.e., the cover page of the policy) to the Program Administrative Assistant before they will be approved for clinical services.

Policies on Abuse, Harassment and Discrimination

It is the policy of both the Program and Marquette University that abuse, harassment, or discrimination related to age, culture, faith, ethnicity, race, gender, sexual orientation, language, disability or social class of or by the students, faculty, staff and guests or visitors, will not be tolerated. Such behavior of identified individuals or groups will be subject to appropriate action including, but not limited to education,

probation, suspension, or expulsion from the institution or the campus, and/or civil or criminal action.

The Program adheres to the Marquette University Sexual Harassment Policy (March 1999), which can be found online (www.marquette.edu/hr/handbook/sexharassment.html). That policy reads, in part:

Marquette University is committed to maintaining an environment in which the dignity of each member of its community is respected. Sexual harassment, by, or of, either sex is prohibited by faculty, administrators, staff, students or other individuals who may be present on Marquette's campus or in any other location for a Marquette-sponsored activity - to engage in any form of sexual harassment or to retaliate in any way against an individual who has initiated a sexual harassment complaint. The university maintains a 'zero-tolerance' stance toward sexual harassment and will address and investigate all complaints in a timely, comprehensive and equitable fashion. Violators of this policy will be subject to appropriate corrective and disciplinary action, up to and including separation or termination from the University. Academic and non-academic management and supervisory personnel, at all levels, are responsible for taking reasonable and necessary action to prevent sexual harassment. All members of the university community, faculty, administrators, staff, and students, are required to promptly report, pursuant to these policies and procedures, conduct that could be in violation of this policy.

Students who have complaints regarding harassment or discrimination are encouraged to follow the grievance procedures listed in the previous section. Students who do not wish to follow the grievance procedures listed above can seek the assistance of the Marquette University Office of Affirmative Action, located in East Hall, 185. The policy of the office is to encourage informal discussions to resolve the problem before a formal complaint is made. Complaints brought to this office will be handled in as confidential fashion as appropriate, will be investigated thoroughly, and resolutions will be recommended. A student may contact this office without fear of retaliation regarding his or her status at the university or within the Program. If a satisfactory resolution is not reached, the student may utilize a formal grievance procedure, as directed by the Office of Affirmative Action.

A copy of Marquette's policy regarding sexual harassment can be found in the appendix.

Communication: Mailboxes and E-mail

Graduate student mailboxes are located in the lounge of the department. Student clinicians also are assigned mailboxes in CPS for communication regarding CPS matters.

Official university policy is that e-mail is considered an "official means of communication with students." This means that anything sent to your Marquette e-mail address via e-Marq, the Marquette University email system, will be presumed to have been received by you. Thus, students cannot claim that they did not receive notifications sent by e-mail. Therefore, all Program students are *required* to have and use an email account through Marquette University. (E-Marq allows users to forward e-mail messages to other accounts.)

Policy Regarding Personal Websites, Blogs, Email, Email Signatures, and Answering Machine Messages

There are increasing numbers of negative episodes in training programs and at universities where graduate students have been negatively affected by material on websites, emails, and answering machine messages. Many have been documented. (Indeed, there are examples of emails from faculty and students getting published in newspapers that caused people harm.) Information that seems to be fun, informative, and candid could potentially cast the program and the student in a bad light. What might be seen as "private" self-disclosure—intended to indicate your perceptions of yourself among friends—is actually very public. This includes blogs, email signatures, phone message recordings, and personal pages in FaceBook and MySpace type of sites (and others).

CUDCP has provided guidelines related to the implications of trainee information on websites, email

signatures, and answering machine messages. CUDCP remarks, for example, that:

1. many internship programs report conduct web searches on applicants' names before inviting applicants for interviews and before deciding to rank applicants in the match;
2. clients often conduct similar web-based searches to uncover information about their therapists or potential therapists (CPS has evidence that, at least once, a client declined to return for therapy based on what was found);
3. potential employers are conducting on-line searches of potential employees prior to interviews and job offers;
4. postings to a variety of listservs or to web-logs (blogs) might reflect poorly on oneself and the program;
5. signature lines can be seen as a way of indicating your uniqueness and philosophy, but one is not in control of where the emails will ever end up and how they might affect how others view you as a professional (that is, quotations on personal philosophy quotations, religious beliefs, and political attitudes might have adverse reactions from other people);
6. answering machine messages might be intended to be entertaining and to express your individuality, but greetings on voicemail services and answering machines should be thoughtfully constructed to be appropriate and professional in demeanor and content.

Students are reminded that, if you identify yourself as graduate student in the Program, then we have some interest in how you portray yourself (this interest is reflected in other policies in the Program). For example, if you report doing something unethical or illegal, then the website may be used by the University or the Program to determine whether sanctions are required.

The Program advises that students (and faculty) approach all such disclosures very carefully. Students are advised to engage in "safe" web practices and be concerned now about professional demeanor and presentations.

Conducting Psychological Services Outside of the Program

The term "psychological services" refers to any of the functions in which psychologists or students training to be psychologists serve, with or without remuneration. Assessments and interventions conducted by students in the Program are considered a psychological service. The following regulations derive from the ethical principles and standards of practice of APA and the licensing/regulation laws of Wisconsin. Any work that is non-psychological in nature is outside the province of these regulations.

It is unethical to offer psychological services in any area unless one has had adequate didactic preparation and supervised experience. Students must always be supervised by a person competent in that particular area. The supervisor carries the ultimate responsibility for those services. While a student is enrolled in the Program, Marquette University provides malpractice insurance for students' work if and only if that work is being engaged in as part of degree requirements (e.g., practica and research under the supervision of a Marquette University faculty member).

Students might take jobs within the field of psychology other than approved externships and internships, but such activity has legal and ethical implications. Any work that students engage in outside of the Program's training auspices is *not* covered by the malpractice insurance of the university. In these instances, the employer or student should obtain malpractice insurance to cover the services performed by the student.

If a student is unclear about these regulations, please consult with the DCT. Students who intend to seek work in psychology are *strongly* encouraged to discuss the proposed arrangement with the DCT.

Academic Probation

This section reviews the Graduate School's policy regarding academic probation. Further information can be found in the *Graduate Bulletin*.

1. A Clinical Psychology Program student is in "Good Standing" with respect to the Graduate School if the student's cumulative grade point average is at least 3.00.
2. A student will be issued a warning by the Graduate School if his or her grade point average for any enrollment period is less than 3.00 but the overall grade point average is at least 3.00.
3. A student will be placed on academic probation by the Graduate School if his or her cumulative grade point average falls below 3.00, or if the student receives a grade of F or U. The student is placed on academic probation for the following academic semester.

Academic probation is removed when the conditions of Good Standing are restored.

At the discretion of the Program, a student who earns at least a 3.00 the following semester but who has a cumulative grade point average below 3.00 may be granted an additional semester on academic probation.

Academic Dismissal

Students on academic probation who fail to earn at least a 3.00 grade point average the following semester or who fail to achieve a cumulative 3.00 grade point average while on a second academic probationary period will be dismissed from the university. Dismissal may be appealed through the following mechanism, established by the Department of Psychology.

Appealing Academic Dismissal

A student may appeal dismissal from the Program directly to the Graduate Committee. Appeals must be made no later than the end of the enrollment period (academic semester) following the student's last enrollment period prior to dismissal. The student should submit to both the Graduate Committee a written statement outlining in sufficient detail the reasons for appealing the dismissal. The Graduate Committee will review the appeal and recommend to the Graduate Student that either (1) the student be readmitted immediately under conditions of academic probation and any other conditions set forth by the department, (2) that the student be readmitted the following semester under conditions of academic probation and any other conditions set forth by the department, or (3) that the student's appeal be denied. The Graduate Committee's recommendation will be the final action taken within the department.

Dismissed students may apply for readmission through the normal admission process directly to the Graduate School.

Student Concerns and Grievances

Policy and Procedures for Student Concerns and Grievances

The Program expects faculty and students to observe high standards of professional conduct and ethical behavior in graduate education and in the supervision of graduate students' research, clinical training, and teaching. In a large and heterogeneous community, however, problems may arise. Thus the Program provides students various avenues for addressing and resolving disagreements with supervisors, instructors, professors, or other members of the Program or university community. These avenues include both informal and formal grievance procedures. It is the policy of the Program that no student will be retaliated against for filing a grievance. This policy does not apply in cases of academic misconduct or breaches of professional integrity in research and publication which are covered in the Graduate School Bulletin.

A grievance may arise when a graduate student believes that his or her status as a graduate student, or his or her university appointment based on student status, has been adversely affected by incorrect or inappropriate decision or behavior. Examples include but are not limited to:

- inappropriate application of Program, department or university policy;
- being required to engage in excessive effort on assistantships;
- being improperly terminated from a student-based university appointment;
- being required to meet unreasonable requirements for a graduate degree that extend the normal requirements established by the Program and are inconsistent with the scholarly standards in the discipline;
- being the target of professional misconduct by a supervisor or other faculty or staff member;
- being the subject of inappropriate withholding of opportunities for training or professional development .

Formal Complaints and Grievances

The Program encourages resolution of grievances on an informal basis whenever possible. Informal discussion often resolves issues or results in solutions more readily than formal procedures. Students are therefore strongly encouraged to take as a first step a discussion of the issue with their supervisor, the instructor, the professor, or the Program member with whom a dispute or disagreement exists. Subsequent to that, students are encouraged to meet with the DCT, the chairperson, or a professor in the department to seek resolution of the issue.

In the event that such informal discussions do not resolve the issue to the satisfaction of the student, students may file a formal grievance. The following steps should be followed to file the grievance.

First, the student should first take the complaint to the DCT or the Chairperson. The initial complaint may be made verbally in person, but the complaint must also be made formally, in writing. Complaints should indicate in what way the student felt he or she was treated unfairly. The DCT or the Chairperson must reply, in writing, to the complaint within five working days from the receipt of the written complaint.

Next, if no mutually satisfactory settlement of the complaint is reached, the student may request that the Graduate Committee address the complaint. The student should submit to both the Graduate Committee and the Department Chairperson a written statement of the complaint. The Graduate Committee will review the statement, consult the Chairperson and any other persons relevant to the complaint, and interview the student. Any member of the Graduate Committee listed as a relevant party to the complaint shall not participate in the review or discussion of the complaint. Following the review, the Graduate Committee will issue a recommendation to the Chairperson regarding a resolution of the complaint. The Chairperson will communicate to the student the Graduate Committee's recommendation. The Graduate

Committee's recommendation and the discussion between the Chairperson and the student will be the final action taken within the department.

Finally, if the student is not satisfied with the decision of the department, he or she may then file a grievance with the Graduate School. The final responsibility to resolve student grievances rests with the Graduate School Dean (the Vice Provost for Research and Graduate Programs) advised by the Board of Graduate Studies.

Coursework

Program Curriculum

To obtain a Ph.D., the Program curriculum requires 84 credit hours over at least four or, more typically, five years of full-time study.

The *clinical courses* include two psychopathology courses (PSYC 8420 and 8401), which cover descriptions and studies of the mental illnesses in children and adults. Students develop competency and proficiency in psychological assessment of children adults in PSYC 8301 and 8302. Students are introduced to interviewing and intervention techniques used by psychologists in PSYC 8321, 8322 and 8332. Students will take another intervention course (group, family, couples, child and adolescent, e.g., PSYC 8340, 8341) as an elective. Students must enroll in two semesters (six hours) of practicum (PSYC 8965). Three other courses concerning professional skills are required: a course on professional ethics and legal issues (PSYC 8201), a course covering multicultural and diversity issues (PSYC 8202), and a course on supervisory and consultation strategies and techniques (PSYC 8360).

Research and statistics are covered in three consecutive courses (PSYC 8101, 8102 and 8125). Other required *substantive* courses include *history and theoretical foundations* of psychology (PSYC 8511), *developmental* psychology (PSYC 8630), *social* psychology (PSYC 8660), *foundations of human cognition* (PSYC 8740), *personality* (PSYC 8525), and *biological bases of behavior* (PSYC 8780). Finally, students may take another elective. With special permission of the graduate dean, who always grants it, students can substitute 3 of the 12 credits required for dissertation for another elective. The course may be offered by the Department of Psychology or by other University departments (if approved by the Department Chair), such as psychopharmacology or neuropsychology (e.g., PSYC 8745, 8787). The second elective can also be another treatment elective course.

Students sign up for at least six Master's thesis credits (PSYC 6999), which is required for conducting a thesis, but they also must sign up for thesis credit for as long as they are working on the thesis. They also sign up for twelve doctoral dissertation (PSYC 8999) credits, although they can substitute 3 of those credits for another class (see previous paragraph). After completing these credits, students may be required to sign up for (and pay for) "continuous enrollment," in order to continue to work on their dissertations.

Students are required to enroll each semester in Department Colloquium (PSYC 8952) for 0 credits. At colloquia, invited speakers from the faculty and from outside the University give presentations on their research and professional work. Regular attendance is required.

In the first (Professional Practice Seminar) and second (Advanced Professional Practice Seminar) years of the program, there will be informal luncheons every other week, led by a faculty member. These seminars are intended to facilitate and ease the transition to graduate study, and to help students develop their identify as a professional psychologist. They provide an opportunity for students to ask questions and to meet, informally, with their peers and a faculty member to discuss potential concerns and issues.

As previously noted, students must take 6 credits of practicum (PSYC 8965) over the course of study. Each semester, students should enroll in PSYC 8965, however, which will sometimes entail enrolling in 0 credits of PSYC 8965. In this way, students' transcripts will properly reflect that they are in practicum each and every semester.

The department offers a no-credit seminar "Teaching of Psychology" (PSYC 8955). Students interested in careers in teaching and students interested in teaching (as an advanced student) for the department are strongly encouraged to take the seminar.

Typical Sequence of Courses

The following page displays a typical sequence of courses for doctoral students.

Fall	Spring
<u>Year One</u>	
8101 Statistics & Design 1 (3 credits) 8420 Child Psychopathology (3) 8301 Psychological Assessment 1 (Child) (3) 8201 Ethics (3) 8965 Practicum (0) 8952 Colloquium (0) Professional Practice Seminar <div style="text-align: right;">12 credits</div>	8102 Statistics & Design 2 (3) 8401 Abnormal Psychology (Adult) (3) 8302 Psychological Assessment 2 (Adult) (3) 8125 Advanced Research Methods (3) 8965 Practicum (0) 8952 Colloquium (0) Professional Practice Seminar <div style="text-align: right;">12 credits</div>
<u>Year Two</u>	
8321 Clinical Interviewing (3) 8525 Personality or 8511 History (3) 8660 Social or 8740 Cognitive (3) 6999 Master's Thesis (2) 8965 Practicum (1) 8952 Colloquium (0) Advanced Professional Practice Seminar <div style="text-align: right;">12 credits</div>	8322 Theories of Therapy I (3) 8332 Theories of Therapy II (3) 8630 Developmental or 8780 Physiology (3) 6999 Master's Thesis (2) 8965 Practicum (1) 8952 Colloquium (0) Advanced Professional Practice Seminar <div style="text-align: right;">12 credits</div>
<u>Year Three</u>	
302 Multicultural Issues (3) 8525 Personality or 8511 History (3) 8660 Social or 8740 Cognitive (3) 6999 Master's Thesis (2) 8965 Practicum (1) 8952 Colloquium (0) <div style="text-align: right;">12 credits</div>	### Treatment Elective (3) 8630 Developmental or 8780 Physiology (3) [6999 Master's Thesis (1) if necessary] 8965 Practicum (1) 8952 Colloquium (0) <div style="text-align: right;">7 or 8 credits</div>
<u>Year Four</u>	
8999 Dissertation (6) 8360 Consultation/Supervision* (0-3) 8965 Practicum (1) 8952 Colloquium (0) <div style="text-align: right;">7-10 credits</div>	8999 Dissertation (6) 8360 Consultation/Supervision (0-3) 8965 Practicum (1) 8952 Colloquium (0) <div style="text-align: right;">7-10 credits</div>
<u>Year Five plus</u>	
8965 Practicum (1) Continuous enrollment (0)	8965 Practicum (1) Continuous enrollment (0)

*PSYC 8360 is a year-long course; it is usually taken for 1-2 credits per semester for 3 credits total.

Grade Appeals

A student may appeal a final grade in any course if the student believes that his/her performance was evaluated differently from the performance of other students or differently than course expectations as outlined in the syllabus. Any grade appeal must be made no later than the calendar date officially scheduled by Marquette University for the removal of X and I grades for the semester in question. To

appeal a grade, the student should first contact the instructor to discuss the grade assigned and may request that his/her performance be reevaluated. Results of this review will be reported to the student within two weeks of the first contact.

If the student is not satisfied with the reevaluation, the student can initiate a formal appeal to the Graduate Committee, meeting the deadline noted previously. The student should submit to both the Graduate Committee and the Department Chairperson a written statement outlining in sufficient detail the reasons for appealing the assigned grade. The statement should specify in what way(s) the student feels his or her performance was (1) evaluated differently from the performance of other students in the course, and/or (2) evaluated differently than the stated grading policy in the syllabus. The Graduate Committee will provide the instructor a copy of the student's statement.

The Graduate Committee will determine—via review of the statement and consultation with the instructor and/or student (if warranted)—whether or not there might be any basis for the assertion that the student's performance was evaluated differently from the performance of other students in the course or differently than the stated grading policy in the syllabus that might warrant a grade change. If the instructor is a member of the Graduate Committee, he or she will not participate in the review or discussion of the appeal under consideration. Following the review, the Graduate Committee will recommend to the student and instructor that either (1) the grade stand as assigned, as there is no evidence that the student was graded inconsistently with the other students or contrary to syllabus policies, or (2) that the student's work be reevaluated and the grade assignment reconsidered in light of the Graduate Committee's findings, including a recommendation regarding the direction in which the findings suggest the change be made. The Graduate Committee's recommendation will be provided to the Instructor, Student, and Department Chairperson. The Graduate committee will make a recommendation within 30 days of receiving the written appeal.

The instructor's final decision, given upon considering the Graduate Committee's recommendation, will normally be reported within two weeks of the Graduate Committee's recommendation. The Instructor can choose to maintain or change the grade. The Department Chairperson, Student, and Graduate Committee will be informed of the instructor's final decision. The instructor's final decision will be the final action taken within the department.

If the student is not satisfied with the decision of the department, an appeal can be submitted to the Graduate School. The Graduate School will not consider appeals until procedures at the department level have been exhausted. The final responsibility to resolve student appeals rests with the Graduate School Dean (the Vice Provost for Research and Graduate Programs) advised by the Board of Graduate Studies. Appeals to the Graduate School must be made in writing within 30 days of notification of the action being appealed. The appeal must be specific and substantial for the dean to appoint a committee to hear the appeal. During an appeal, the student must maintain graduate status.

Courses

A comprehensive list of course numbers and associated courses is shown on the following page. Memorize it and amaze your colleagues at the next departmental gathering!

Course Number	Course Title
PSYC 8511	History and Theoretical Foundations of Psychology
PSYC 8630	Advanced Developmental Psychology
PSYC 8665	Industrial Psychology and Organizational Development
PSYC 8668	Personnel Selection
PSYC 8660	Advanced Social Psychology
PSYC 8740	Foundations and Processes of Human Cognition
PSYC 8101	Advanced Statistics and Design 1
PSYC 8102	Advanced Statistics and Design 2
PSYC 8125	Advanced Research Methods (formerly titled Advanced Statistics and Design 3)
PSYC 8525	Advanced Personality Psychology
PSYC 8780	Biological Bases of Behavior (formerly titled Physiological Psychology)
PSYC 8401	Abnormal Psychology
PSYC 8420	Principles of Child Psychopathology and Intervention
PSYC 8301	Psychological Assessment 1
PSYC 8302	Psychological Assessment 2
PSYC 8321	Clinical Interviewing
PSYC 8322	Theories of Psychotherapy 1
PSYC 8332	Theories of Psychotherapy 2
PSYC 8340	Theories of Psychotherapy 3
PSYC 8341	Family Therapy
PSYC 8995	Independent Study in Psychology
PSYC 8952	Colloquium in Psychology
PSYC 8931	Topics in General Psychology
PSYC 6999	Master's Thesis
PSYC 8201	Ethics and Professional Issues in Clinical Psychology
PSYC 8202	Multicultural Issues in Clinical Psychology
PSYC 8787	Psychopharmacology
PSYC 8745	Introduction to Neuropsychological Assessment
PSYC 8965	Advanced Practicum in Clinical Psychology
PSYC 8360	Consultation and Supervision Strategies
PSYC 8955	Seminar in Teaching of Psychology
PSYC 8986	Internship in Clinical Psychology
PSYC 8932	Advanced Topics in Clinical Psychology
PSYC 8999	Doctoral Dissertation
PSYC 9984	Master's Comprehensive Exam Preparation: Less than Half-Time
PSYC 9985	Master's Comprehensive Exam Preparation: Half-Time
PSYC 9986	Master's Comprehensive Exam Preparation: Full-Time
PSYC 9987	Doctoral Comprehensive Exam Preparation: Less than Half-Time
PSYC 9988	Doctoral Comprehensive Exam Preparation: Half-Time
PSYC 9989	Doctoral Comprehensive Exam Preparation: Full-Time
PSYC 9970	Graduate Standing Continuation: Less than Half-Time
PSYC 9975	Graduate Assistant Teaching: Full-Time
PSYC 9976	Graduate Assistant Research: Full-Time
PSYC 9994	Thesis Continuation: Less than Half-Time
PSYC 9995	Thesis Continuation: Half-Time
PSYC 9996	Thesis Continuation: Full-Time
PSYC 9991	Professional Project Continuation: Less than Half-Time
PSYC 9992	Professional Project Continuation: Half-Time
PSYC 9993	Professional Project Continuation: Full-Time
PSYC 9997	Doctoral Dissertation Continuation: Less than Half-Time
PSYC 9998	Doctoral Dissertation Continuation: Half-Time
PSYC 9999	Doctoral Dissertation Continuation: Full-Time

Research and Teaching Assistantships

Departmental Policy on Assistantship Duties and Responsibilities

Among other duties, TAs assist with undergraduate courses that are either particularly large or that have particularly heavy work loads (e.g., General Psychology, Abnormal Psychology, the statistics and research methods courses). TAs lead discussion sections, prepare, proctor and grade exams, and read and grade papers. Among other duties, RAs help faculty members conduct research, including literature searches, running experiments, and statistical analyses.

Each full-time research assistant (RA) and teaching assistant (TA) is expected to work 20 hours per week for nine months. Students on half assistantships are expected to work 10 hours per week during this same period, and so forth. Work begins the Monday before the first week of classes at the beginning of the Fall Semester and ending on the Friday of the week after the week of final exams the subsequent year. The faculty supervisor may require a careful recording and accounting of time.

Students with full time assistantships must request permission from the Dean of the Graduate School if they want to obtain outside employment. However, such permission is rarely granted.

Both TAs and RAs should take into consideration the fact that during certain weeks the work may be heavier than average and thus may require more than 20 hours (or 10 hours for half assistantships). However, this can be compensated by a correspondingly lower load during another week. TAs or RAs who believe that they are putting in more than an average of 20 hours (or 10 hours) per week should discuss their concerns with their faculty supervisor. If the student believes it is necessary to take this issue to the DCT or to the Chairperson of the Department of Psychology, it is recommended that the student maintain a daily schedule over an extended period (not less than one month) to validate their claims.

Both TAs and RAs are employees of the University, and as such, are subject to the laws and regulations with which the University binds all its employees. For example, as employees, TAs and RAs must observe the university's policies on sexual harassment, including completing the online training course regarding "Preventing Sexual Harassment" available at the website of the office of Human Resources. See section on Policies and Procedures.

All TAs and RAs should feel free to discuss any questions of interpretation of the foregoing policy or any other related problems that may arise in the discharge of their duties with the Department Chairperson.

Teaching Assistants

Since TAs are responsible for assisting in the instructional work of various courses, their responsibilities will usually end at the end of the week following the final examination period in a particular semester. Before leaving campus, TAs must obtain the permission of their faculty supervisor and leave the address where they can be reached if needed. The assumption that, when there are no classes, the TA is "on vacation" is not accurate.

Research Assistants

Since research work is carried on regardless of whether classes are being held - and sometimes especially when there are no classes - a full RA is expected to work 20 hours per week (half RA for 10 hours per week) for the full nine months whether or not classes are in session. The only off days an RA has are those on which the University offices are closed (see the holidays for the University staff). If RAs wish to leave campus during the intersession period, etc., they must make up the hours either before departure or after their return. In any case, such arrangements must be made with the faculty members involved before leaving the campus.

Evaluation of Quality of Work

The quality of the work conducted by graduate research and teaching assistants will be evaluated by supervising faculty using the form found in the appendix.

Clinical Training

Clinical Coursework

First-year students are trained in *assessment* skills in a required two-course sequence. PSYC 240 addresses the theory of assessment and principles of measurement; theories of intelligence; and training to administer and interpret intellectual and cognitive tests. PSYC 241 addresses interviewing skills; training to administer and interpret tests of personality and psychopathology; and the integration of test data in writing psychological evaluations. Second-year students conduct evaluations at CPS, and third-year students usually gain further training and experience in assessments at an external practicum site.

Psychological *interventions* are covered in a required three-course sequence. PSYC 250 introduces students to basic issues of psychotherapy and basic therapeutic skills. PSYC 251 covers theories and methods of psychotherapy. PSYC 252 covers specific interventions. Students also take an elective in psychological interventions. Third-year students see therapy clients at the CPS, and fourth year students usually attend a therapy-based external practica.

Three courses are required in professional, ethical and cultural *issues*. PSYC 301 covers issues related to the delivery of professional services and to ethical issues in the practice of psychology. PSYC 302 covers multicultural and diversity issues and challenges that must be addressed by clinicians. PSYC 354 covers supervision and consultation models and strategies.

Clinical Training

The Program has a progressive training model with respect to clinical skills. Over the course of the Program, students obtain progressively more intense and complex training experiences.

First year students attend clinical teams and take coursework in preparation for clinical work. Part of the PSYC250 course, which is usually taught in Spring semester of the first year, is training in the administration of the Mini International Psychiatric Interview (MINI), which is a structured psychiatric interview that determines whether clients meet criteria for DSM-based disorders. After being sufficiently trained in the administration of the MINI, first year students may conduct MINI interviews for other students seeing clients at CPS.

Second year students will continue to conduct MINI interviews at CPS, but will also have completed coursework in assessment (PSYC240 and 241). Thus, second year students will see clients at CPS for purpose of evaluation. In spring of the second year, students will complete the therapy course sequence. During that semester, second year students may be allowed to start seeing CPS clients for psychotherapy.

In the third and fourth years of training, doctoral students enroll in advanced practica courses and obtain clinical experience primarily at external practicum placements (sometimes referred to as "externships") under the supervision of on-site licensed psychologists. Third and fourth year students are expected to continue to see clients, for both assessment and psychotherapy, at CPS.

Clinical Teams

All students participate in clinical supervision *teams* consisting of a faculty supervisor and students from different years of the Program. A clinical faculty member, who is a licensed psychologist, supervises each team. Teams comprise students from each year of training. Teams meet weekly and discuss cases seen in CPS.

The Center for Psychological Services

All students are expected to provide services (both assessments and therapy) at the Center for Psychological Services (CPS), the mental health clinic run by the Department of Psychology.

External Practicum Sites

As a general rule, third-year students attend assessment-focused practicum sites, whereas fourth-year

students attend therapy-focused practicum sites. Arrangements for practica are usually finalized in the Spring semester prior to the year when the practicum will be attended.

Students who desire to attend an external practicum site must complete and submit to the DCT the *Request to Attend Externship/Practicum* form, included in the appendix. The form must be discussed with and signed by the student's current clinical supervisor.

In consultation with the DCT, students determine whether they are ready to attend practicum and select potential practicum sites, based on prior experience and current training goals, early in the Spring semester. Once a site has been selected, with the approval of the DCT, students should contact the site about possible training opportunities. Sites must agree to provide a minimum of 8 hours of training per week, including at least one hour of individual (face-to-face) supervision. Students are not to agree to more than 20 hours per week of training. If the site and the student agree to the practicum training, the DCT will forward a Clinical Affiliation Agreement to the practicum training director. The agreement must be signed prior to the student beginning the practicum.

Requirements of Sites

The doctoral Program requires that site supervisors be doctoral-level licensed psychologists. Students and supervisors must meet weekly, for at least one hour, for face-to-face supervision. The DCT will visit the training site at least once during the practicum experience.

Most practicum sites require practicum students to document attendance at a blood-borne pathogens seminar, either at the University or at their site, prior to the beginning of the practicum. Some practicum sites, especially health facilities, may require these for placement.

CPS Caseload Policy

The Graduate Committee implemented a CPS caseload policy because of concerns expressed by students and faculty related to how many clients students are expected to have in their caseloads. Students sometimes have concerns that they are being asked to see too many clients, whereas faculty have expressed concern that students are unwilling to take additional clients. This policy should clarify these questions and provide a mechanism for resolving student-faculty disagreements.

Evaluations

With the approval of their group supervisor (in consultation with the instructors of PSYC240 and 241), first year students can take evaluation cases starting Spring semester. First year students should not have more than one active evaluation case at any time. After completion of MINI training, first year students should make themselves available to conduct MINIs for other students in their clinical supervision group (and perhaps other groups as well). First-year students should strive to conduct as many MINIs as possible.

Second and third year students are expected to conduct a total of five evaluations per year. It is expected that evaluations will take no more than 2 months from start to finish (i.e., intake to completed report), so that students should never have more than two active at any time.

Fourth year students and beyond are expected to conduct at least 4 evaluations per year (or about one every 2 months). It is expected that evaluations will take no more than 2 months from start to finish (i.e., intake to completed report), so that students should never have more than one active at any time.

Psychotherapy

With the approval of their group supervisor (in consultation with the instructors of PSYC250, 251 and 252), second year students can take therapy cases starting in the Spring semester. Second year students should strive to have 2 active therapy cases (meaning they conduct 2 therapy sessions per week). Second year students seeing psychotherapy clients are expected to obtain one hour of individual supervision per week.

Starting in their third year, all students are expected to have 3-5 active therapy cases at any moment (meaning they conduct 3-5 therapy sessions per week).

Practicum Hours

Students should obtain an adequate amount of practicum hours to make themselves competitive when applying for internships. For example, some internship sites desire that trainees be able to bill for the clinical services they provide. In the state of Wisconsin, clinical trainees can bill for services if they have accumulated over 3,000 hours of experience. As a general rule, one can start counting training hours after the coursework equivalent of a master's degree is obtained. For doctoral students, this entails 36 hours of coursework.

Documenting Hours

It is very important that students keep detailed and accurate records of all hours spent in clinical activities. Such documentation is essential when applying for internships and applying for licensure. A practicum hour is a clock hour. Total hours are calculated by adding individual hours.

Document *everything* so that when you apply for internships you will have a detailed record of your clinical training. The appendix contains a four-page document, called "Recording Practicum Hours," which includes an instruction sheet and three forms. The forms are directly related to a Microsoft Excel spreadsheet (called "Practicum Hours Documentation") to be used for keeping track of hours, which can be downloaded from the department website. The spreadsheet is designed to provide information necessary for completing internship applications, that is, to match the APPIC application form. A copy of the APPIC application form, which all internship applicants complete and which shows what APPIC sites require be reported, can be downloaded at the APPIC website: <http://www.appic.org/>. Students should complete these forms (or the spreadsheet) regularly, so that their hours can be reported accurately.

What Counts as an Hour?

A practicum "hour" is defined as time spent in direct or indirect clinical service to clients or patients. There are several types of practicum hours.

Direct Services: This includes time spent in direct, face to face contact with clients while conducting evaluations or therapy or observing others' clinical work.

Supervision: Time spent either giving or receiving supervision is counted. Supervision is defined as discussions of the psychological services rendered by the student, including individual (one-to-one) supervision, group supervision, peer supervision, and providing supervision to others.

Indirect Services: This include time spent gathering or processing information about the client while not in the actual presence of the client. Examples of such activities include: scoring or interpreting tests, writing reports, process notes, or progress notes (medical record documentation), reviewing notes or tapes, planning interventions, consulting with others (not including supervision, which is counted separately), conducting presentations (such as in case conference), and attending department colloquia and case conferences.

Verification of Hours

At the end of each semester of an externship experience, students must submit to their clinical supervisor the "Extern Evaluation Form," which will include information completed by the student including statements regarding the number of practicum hours completed by the student. By signing that form, the supervisor will be verifying that experience. The form can be found in the appendix.

At the end of each semester, total practicum hours earned should be documented in your student file. Students should submit to the DCT a spreadsheet showing the hours spent in various clinical activities with various clients. The spreadsheet is printed from the Microsoft Excel spreadsheet called "Practicum Hours Documentation," which is available from the Program.

Background Checks and Malpractice Insurance

See section on Policies and Regulations.

HIPAA and HIPAA Training

Students at the Center for Psychological Services (CPS) and external practicum sites must be trained to comply with the Health Insurance Portability and Accountability Act (HIPAA) of 1996. HIPAA Applies to “Covered Entities” including CPS. HIPAA rules cover electronic healthcare-related transactions, the privacy and security of healthcare information, and administrative rules.

The "Privacy Rule" went into effect in April, 2003. HIPAA regulates the use or disclosure of Protected Health Information (PHI). PHI is health and demographic information that is created or received by a health care provider, health plan, employer, or health care clearinghouse; and relates to the past, present, or future physical or mental health condition of an individual, or the provision of health care to an individual, or payment for the provision of health care to an individual.

HIPAA created rules regarding the disclosure of PHI. There are permitted uses and disclosures of PHI. To be specific, covered entities are permitted to use and disclose PHI to another entity for “TPO” (treatment, payment, and health care operations). Health care operation include: quality assessment, peer review and credentialing, underwriting [etc.] associated with an insurance contract, medical review, business planning and development, or business management. HIPAA mandates the disclosure of PHI for certain purposes such as: health oversight activities, judicial and administrative proceedings, law enforcement purposes, and organ donation. Consent is not required for disclosing PHI for TPO or mandated situations. All other uses or disclosures outside of TPO require an authorization (patient consent).

HIPAA rules assert that entities (such as CPS and most externship and internship sites) must: (1) provide information to patients about their privacy rights and how their information can be used; (2) adopt clear privacy policies and procedures; (3) train employees, including student clinicians; (4) designate a privacy officer; and (5) secure patient records containing individually identifiable health information. CPS does all of these things, as detailed in the Center for Psychological Services Policy and Procedures Manual.

Feedback and Evaluation of Clinical Work

In order to provide feedback to clinical students, the quality of the clinical work conducted by students will be evaluated each semester by supervising faculty using the form found in the appendix. The form allows recommendations for improvement. The form is to be first completed by the student, who indicates the place, the usual patient population, and the number of hours of worked throughout the semester. When the supervisor signs the form, he or she is verifying the number of hours and work conducted as reported by the student in the first part. The second part of the form is completed by the supervisor, who may choose to review it with the student.

At the end of the practicum, students also evaluate their practicum experience using the forms found in the appendix.

Practicum Sites

The following is a list of possible practica sites.

Assessment Sites

Froedtert Hospital Adult Neuropsychology Laboratory
Froedtert Hospital Child Neuropsychology Laboratory
Froedtert Hospital Plastic Surgery/Hand Clinic
Neuropsychology Service Waukesha Memorial Hospital

Therapy Sites (assessment training may be available)

Marquette University Counseling Center	Children's Service Society
Cornerstone Counseling Services Inc.	Outagamie County Health and Human Services
Lutheran Social Services	Rogers Memorial Hosp OCD Unit
St. Charles Youth & Family Services	Cardinal Stritch (counseling center)
St. Luke's Hospital (Milwaukee)	Milwaukee School of Engineering
St. Luke's Hospital (Racine)	UW-M Career Development Center
Veterans' Affairs Medical Center	Children's Hospital
St. Francis Children's Center	Children's Service Society-Racine
The Counseling Center of Milwaukee	Childynamics
Milwaukee Women's Center	Mental Health Center of Dane County
Christian Family Counseling	Milwaukee Psychiatric Hospital
Counseling & Wellness Center	St. Mary's Hospital Behavioral Medicine
Family Services of Milwaukee	

Student Evaluations of Supervisors and Sites

As part of our commitment to quality training experiences for students, at the end of each practicum year (usually at the end of spring semester), students who engaged in clinical work under supervision are asked to rate both their supervisor and their externship site. There are two forms for doing this, which are shown in the appendix: the Confidential Evaluation of Supervisor (completed by student externs) and the Extern Evaluation of External Practicum Site and Supervision. These forms are returned to the DCT, who may share them with the supervisor or the site coordinator.

Licensure

Each state has guidelines for licensure as a psychologist, clinical psychologist, therapist, counselor, and so forth. In Wisconsin, there are minimal hours of clinical experience required for licensure or certification. More information can be obtained from the Wisconsin Licensing Board (Licensing Board/applications: 608-266-2112)

Licensure as a Psychologist

This is the license required for a person who performs, under s. 455.04(1), Wis. Stats. [Chapter 455 of the Wisconsin Statutes], to any person, for a fee, a psychological service involving the application of principles, methods and procedures of understanding, predicting and influencing behavior, such as the principles pertaining to learning, perception, motivation, thinking, emotions and interpersonal relationships; the methods and procedures of interviewing; counseling, psychotherapy, psychoanalysis and biofeedback; and the methods and procedures of constructing, administering and interpreting tests of mental abilities, aptitudes, interests, attitudes, personality characteristics, emotion and motivation. Chapters 455 of the 1999-2000 Wisconsin Statutes is included in the appendix.

This license requires a doctoral degree. Not including internship, 1500 post-doctoral supervised hours are required for licensure. These can only be counted after the granting of the degree. This license is regulated and managed by the Psychology Licensing Board.

Licensure as a Professional Counselor

This license as a professional counselor (LPC) is required for a person to perform the following services, as defined by the state: "counseling through various means of applying a combination of human development, rehabilitation and either psychosocial or psychotherapeutic principles, procedures or services that integrate a wellness, pathology and multicultural model of human behavior in order to assist an individual, couple, family, group of individuals, organization, institution or community to achieve mental, emotional, physical, social, moral, educational, spiritual, vocational or career development and adjustment

through the life span of the individual, couple, family, group of individuals, organization, institution or community."

This license requires at least a master's degree, including at least 42 credit hours of coursework. The licensure requires 3,000 hours of supervised experience after the master's degree is obtained. Chapter 457 of the 1999-2000 Wisconsin Statutes is included in the appendix. This license is regulated and managed by the Licensing Board of Social Workers, Marriage and Family Therapists and Professional Counselors.

Some former doctoral students find that an LPC is useful for the interim between obtaining the doctorate and attaining licensure as a psychologist. To be specific, it may be easier to obtain a post-doctoral position if one has an LPC, as that may allow reimbursement for counseling services.

Important notice: In March, 2005, the licensing board declared that all hours to be applied to the LPC application must be obtained while holding a "Training License" for the LPC. The training license is usually automatically granted to any person holding a master's degree in counseling or a related field.

The Center for Psychological Services

The Center for Psychological Services (CPS) is the primary on-site training facility for students in the Program. CPS is staffed by clinical psychology faculty, who are licensed psychologists, and by graduate students in the Program, who are supervised by clinical psychology faculty. CPS is dedicated to providing affordable and effective mental health care to the general Marquette community (i.e., the university and its environs), including evaluations of psychological and educational problems, and the treatment of many psychological problems such as depression, panic and anxiety disorders, family problems, and school-related problems. CPS is open to faculty, staff, and students of Marquette University, and to residents of the Greater Milwaukee Area. The primary criteria for acceptance as a client of CPS is whether CPS can provide adequate, competent, and appropriate services given the needs of the client. If CPS cannot offer or provide the necessary services, CPS provides referrals to outside agencies.

Policy and Procedures Manual

The Center for Psychological Services (CPS) *Policy and Procedures Manual* documents the policies and procedures followed in the professional practice of psychological assessment and treatment. The *Manual* is given to all students. Students in the Program are part of the clinical staff of CPS and are to be familiar with and uphold policies and procedures detailed in the *Manual*. This section is a brief overview of CPS and its policies.

Student Training at CPS

Program students see clients at CPS under the supervision of Program faculty. Clinical teams consisting of a faculty supervisor and other clinical students meet weekly to discuss cases seen at CPS.

Ethical and Professional Standards

CPS adheres strictly to the professional and ethical standards articulated by APA. Any compromise or violation of the policies of CPS or the ethical principles and code of conduct espoused by APA will be considered an extremely serious matter and may, at the discretion of the DCT or the Director of CPS, result in the clinician being placed on probationary status at CPS. Clinicians on probationary status cannot see clients.

CPS's mission is to increase understanding of psychological problems and their treatment, and that mission includes research. CPS maintains ethical and professional standards in the conduct of research. CPS obtains Marquette University Institutional Review Board (IRB) approval of the research procedures followed at the clinic.

HIPAA

CPS strictly adheres to the rules and regulations stipulated in the Health Insurance Portability and Accountability Act of 1996. Students are required to be trained in the rules and implementation procedures regarding HIPAA before seeing clients at CPS. See section on Clinical Training.

First Year Research

It is extremely desirable for students to establish a research relationship with a faculty member as soon as possible so that work on the Master's thesis is not delayed. First year students are strongly encouraged to establish such a relationship by the end of the Fall semester of their first year. It is expected that the student and research supervisor will have discussed master's thesis ideas by the end of the first year, and that this will be reported at the end-of-semester reviews (in December and May) by the research supervisor.

Master's Degree Requirements

Clinical students obtain a Master's Degree while pursuing their doctoral degree. This section covers requirements of the Graduate School and the Department of Psychology. Both sets of requirements must be fulfilled.

Graduate School Requirements

(These requirements are summarized from the *Graduate Bulletin*.)

To pursue the Master's Degree, *students must apply to the Master's Degree Program* through the Graduate School in addition to maintaining status as a Doctoral Program Student. Application is *pro forma* (that is, the application will never be denied), but it also must be approved before beginning work on the Master's Thesis.

After obtaining approval from a Master's Committee, students must submit an outline for the proposed project to the Graduate School and to the DCT (for their Program file) using the "Thesis and Professional Project Outline Form."

Student projects need approval of Marquette's Institutional Review Board (IRB) even if the research has received such approval under a faculty member submission and even if the data are archival.

The original and two copies of the completed project must be submitted to the university. "Thesis and Professional Project Directives" for submitting the thesis must be followed. They are available from the Graduate School website. These directives are highly specific, and the Graduate School will not accept a master's thesis unless it is written in exact accordance with the directives.

The Graduate School requires that students successfully complete a comprehensive examination in order to receive a Master's Degree. Successful completion of the examination must be documented on the appropriate form (found at www.grad.marquette.edu/forms), which must be submitted to the Graduate School with the thesis.

Department of Psychology Requirements

In order to begin work on their master's project, students must have completed their first-year project. In order to receive a Master's Degree, students must complete a minimum of 36 credit hours of course work beyond the baccalaureate degree. *None* of the 36 credit hours are fulfilled through thesis enrollment (PSYC 299). Students will pursue the Graduate School Plan B "Master's Degree Without Thesis" by doing a "Professional Project," which will be similar to a thesis.

Students must convene a Master's Committee of at least three faculty members to oversee the project. Students must obtain prior approval of the thesis topic from the committee.

Students satisfy the Graduate School requirement of a Master's Comprehensive Examination via oral defense of the project to the master's committee.

Students should submit a bound copy of the completed professional project to the Department.

While there is no formal deadline for completion of the master's project, the Master's Degree requirements must be completed before students seek approval of the DQE proposal.

Doctoral Qualifying Examination (DQE)

When to Write the DQE

Most students will begin work on doctoral requirements in the third or fourth year. Doctoral work is initiated with the Doctoral Qualifying Examination (DQE). Students begin their DQE after they have completed their master's degree. According to Graduate School policy, a student must complete the DQE by the end of the semester occurring one year following approval of the DQE topic. Students who do not complete the DQE in time will be considered to have failed it. Once a student has passed the DQE, he or she becomes a "doctoral candidate."

What is the DQE?

The DQE is an exploration of the student's understanding of a particular topic in the field of psychology. The DQE is typically related directly to the topic of interest that the student intends to investigate in his or her dissertation project. Most students use the approved DQE as a major part of both their dissertation proposal and the completed thesis.

Proposal

Work on the DQE is initiated by writing the proposal. Work on the proposal is conducted with the advisor. The student and advisor should select a topic of interest to the student. They will identify and invite at least two DQE committee members ("examiners"), which will number at least 3 including the advisor. Three committee members must be full-time faculty members of the Department of Psychology of Marquette University. Full-time faculty members in other departments at Marquette and psychologists at local institutions may serve as *additional* committee members. While a student may have additional readers, any reader not associated with Marquette University must be formally approved by the Graduate School; to be specific, the Department must submit a recent curriculum vitae for that member to the Graduate School for approval.

In consultation with the chairperson, students shall prepare and submit to examiners a formal (approximately 10 pages) proposal of the DQE that should summarize and highlight the areas to be covered in the exam. The following three aspects of the topic are to be covered in the DQE and should therefore be discussed in the proposal: clinical (including psychopathology, psychotherapy, etc.), non-clinical (including social, cognitive, neuropsychological, developmental, personality, etc.), and methodology.

After reading the DQE, committee members complete the *DQE Proposal Feedback Form*.

The DQE committee must meet to modify or revise the proposal as needed. The meeting ends with a clear expectation, on the part of the student, regarding what shall be covered by the DQE. The DQE committee shall sign the form *Proposal for Doctoral Qualifying Examination*, noting any changes to the proposal. A copy of the form and the proposal should be submitted to the DCT for the student's file.

Writing

The DQE should not exceed 50 pages text (not including references, appendices, tables or figures). The student is expected to take a maximum of 6 months to complete the DQE. If the DQE is not completed within 6 months of the proposal meeting, the first attempt will be declared a "failure."

The student is expected to write the DQE *independently* from the DQE chairperson or committee. The student may consult with the chairperson or members if necessary, but the work should be independent. The student may submit a draft of the DQE to the chairperson for review and feedback, prior to submitting the DQE to the readers. The chairperson may use the feedback form to provide suggestions and guidance to the student.

Submission

The DQE submission to all committee members should include the the *Doctoral Qualifying Examination Feedback Form*, which is a Program form to be completed by all examiners. The chairperson or advisor should also be given two other forms: the form entitled *Doctoral Qualifying Examination Evaluation*, which is a form required by the Graduate School, to be signed by all examiners; the *Chairperson's Report* form, also required by the Graduate School, to be completed by the chairperson.

Evaluation

Students should expect examiners will require 2-4 weeks to read the DQE. According to the Graduate School, if a student fails the DQE attempts twice, he or she shall be dismissed from the university.

Examiners will rate the DQE in terms of:

- readability and writing fluency;
- comprehensiveness of coverage of the literature (including comprehensiveness and completeness of references)
- coverage of all three areas (clinical, cognate, methodology);
- organization and presentation;
- independent scholarship (including integration, synthesis and critique of material, originality, and development of ideas)

The evaluation will include the DQE Feedback Form, given to the advisor by the examiners. The DQE will be rated:

<input type="checkbox"/> Pass (No revisions necessary)
<input type="checkbox"/> Pass pending revisions
<input type="checkbox"/> Revised manuscript to <i>chairperson</i> only
<input type="checkbox"/> Revised manuscript to DQE <i>committee</i>
<input type="checkbox"/> Fail

The First Attempt

If the DQE passes pending revisions, the student will be allowed 3 months to resubmit it. The paperwork cannot be submitted to the Graduate School until the resubmission has been completed.

If the essay is not passed unanimously, the student has failed the first attempt. If the first attempt fails, the student has two options.

- (1) The student can maintain the same committee and topic. The chairperson will consult with the examiners to determine whether the committee should reconvene to discuss the second attempt, including needed revisions to the DQE.

The student will have 6 months to revise and resubmit the DQE, otherwise the second attempt will be declared a “failure.”

- (2) Under extraordinary circumstances, if the student feels that the DQE was not evaluated fairly, the student can formally request of the DCT that a new committee be formed and a new topic be proposed. The DCT will consult with the chairperson and perhaps the committee to determine whether this should be approved.

If this is approved, the student will be allowed to construct a new committee and gain approval of

a new topic. The student shall follow the same procedure as the first attempt and will be allowed the same amount of time as the first attempt. The first attempt of the DQE is still considered a failure, however.

The Second Attempt (if necessary)

If the DQE is not passed unanimously, the student has failed the second attempt. According to the Graduate School, the student will not be given another opportunity to pass it.

If the DQE passes pending revisions, the student will be allowed 3 months to resubmit it. The paperwork cannot be submitted to the Graduate School until the resubmission has been completed.

Paperwork

If the DQE passes, the student must submit to the Graduate School and to the DCT (for the student's file) the Graduate School forms entitled *Doctoral Qualifying Examination Evaluation* (completed by all examiners, including the chairperson) and the *Doctoral Qualifying Examination Committee Chairperson's Summary*, which can be downloaded from the Graduate School website.

Tips for Writing a Good DQE Essay

The following excerpts are taken from Bem, D.J. (1995). Writing a review article for Psychological Bulletin. *Psychological Bulletin*, 118, 172-177.

Reviewing Previous Work

"One of the tasks most frequently encountered in writing a Bulletin review is summarizing the methods and results of previous studies. The Publication Manual (APA, 1994) warns writers not to let the goal of brevity mislead them into writing a statement intelligible only to the specialist.

"If you take a dim view of previous research or earlier articles in the domain you reviewed, feel free to criticize and complain as strongly as you feel is commensurate with the incompetence you have uncovered. But criticize the work, not the investigators or authors. Ad verbum not ad hominem (attack the words not the author).

"Most reviews end with a consideration of questions that remain unanswered along with suggestions for the kinds of research that would help to answer them. Common, but dull. Why not strive to end your review with broad general conclusions--or a final grand restatement of your take-home message--rather than precious details of interest only to specialists?"

Integrate the Material

"Integrative reviews or research syntheses focus on empirical studies and seek to summarize past research by drawing overall conclusions from many separate investigations that address related or identical hypotheses. A research synthesis typically presents the authors' assessments of (a) the state of knowledge concerning the relations of interest, (b) critical assessments of the strengths and weaknesses in past research, and (c) important issues that research has left unresolved, thereby directing future research so it can yield a maximum amount of new information. Both cumulative and historical approaches (i.e., ones that organize a research literature by highlighting temporally unfolding developments in a field) can be used. Integrative research reviews that develop connections between areas of research are particularly valuable.

"Sternberg (1991) writes that "literature reviews are often frustrating because they offer neither a point of view nor a take-home message. One is left with a somewhat undigested scattering of facts but little with which to put them together. . . . [you] need to make a point, not simply to summarize all the points everyone else has made. (1991, p. 3)"

Clarity

"The first step toward clarity is to write simply and directly. A review tells a straightforward tale of a circumscribed question in want of an answer. Obey Strunk and White's (1979) famous dictum, "omit needless words," and extend it to needless concepts, topics, anecdotes, asides, and footnotes. If a point is tangential to your argument, remove it.

"The second step toward clarity is to organize the manuscript so that it tells a coherent story. A review is more difficult to organize than an empirical report. The Publication Manual (APA, 1994) says: "The components of review articles, unlike the sections of reports of empirical studies, are arranged by relationship rather than by chronology" (p. 5). There are many organizing strategies, and there is no one right way to write a review. As noted earlier, a coherent review emerges from a coherent conceptual structuring of the domain being reviewed."

"Avoid metacomments. Expository prose fails its mission if it diverts the reader's attention to itself and away from the topic; the process of writing should be invisible to the reader. The prose itself should direct the flow of the narrative without requiring you to play tour guide. Don't say, "now that the three theories of emotion have been discussed, we can turn to the empirical work on each of them. We begin with the psychoanalytic account of affect. . . ." Instead, move directly from your discussion of the theories into the review of the evidence with a simple transition sentence such as, "each of these three theories has been tested empirically. Thus, the psychoanalytic account of affect has received support in studies that. . . ." Any other guideposts needed can be supplied by using informative headings and by following the advice on repetition and parallel construction given in the next section."

Presentation

"Your manuscript should conform to the prescribed format of the Publication Manual (APA, 1994). Even experienced writers should probably check this revision for recent changes in formatting style, new information on formatting with word processors, and instructions for submitting final versions of manuscripts on computer disk for electronic typesetting. In addition to describing the mechanics of preparing a manuscript for APA journals, the Publication Manual (APA, 1994) also has a chapter on the expression of ideas, including writing style, grammar, and avoiding language bias. Sternberg (1993) has also written an article on how to write for psychological journals (see also Bem, 1987)."

The Writing and Rewriting Process

"For many writers revising a manuscript is unmitigated agony. Even proofreading is painful. And so they don't. So relieved to get a draft done, they run it through the spell checker--some don't even do that--and then send it off.

"Rewriting is difficult for several reasons. First, it is difficult to edit your own writing. You will not notice ambiguities and explanatory gaps because you know what you meant to say; you understand the omitted steps. One strategy for overcoming this difficulty is to lay your manuscript aside for awhile and then return to it later when it has become less familiar. Sometimes it helps to read it aloud. But there is no substitute for practicing the art of taking the role of the nonspecialist reader, for learning to role-play grandma. As you read, ask yourself, "Have I been told yet what this concept means? Has the logic of this step been demonstrated? Would I know at this point what the dependent variables of this study were?" This is precisely the skill of the good lecturer in Psychology 101, the ability to anticipate the audience's level of understanding at each point in the presentation. Good writing is good teaching.

"Rewriting is difficult because it requires a high degree of compulsiveness and attention to detail. The probability of writing a sentence perfectly the first time is vanishingly small, and good writers rewrite nearly every sentence of a manuscript in the course of polishing successive drafts. But even good writers differ from one another in their approach to the first draft. Some spend a long time carefully choosing each word and reshaping each sentence and paragraph as they go. Others pound out a rough draft quickly and then go back for extensive revision. Although I personally prefer the former method, I think it wastes time.

Most writers should probably get the first draft done as quickly as possible without agonizing over stylistic niceties. Once it is done, however, compulsiveness and attention to detail become the required virtues.

"Finally, rewriting is difficult because it usually means restructuring. Sometimes it is necessary to discard whole sections of a manuscript, add new ones, and then totally reorganize the manuscript just to iron out a bump in the logic of the argument. Don't get so attached to your first draft that you are unwilling to tear it apart and rebuild it. A badly constructed manuscript cannot be salvaged by changing words, inverting sentences, and shuffling paragraphs."

Doctoral Dissertation

Requirements

The doctoral dissertation, obviously, is a significant portion of a student's graduate studies. The dissertation must represent an *original research contribution* and, accordingly, must demonstrate both high attainment and ability to do independent research.

A dissertation committee cannot be formed and the dissertation proposal cannot be approved unless the student has completed the Doctoral Qualifying Examination.

Students must register for a *total of 12* dissertation credits. Students cannot enroll for dissertation credits until the semester when they will begin work on their dissertation proposal. This semester might overlap with final work on the DQE. According to the *Graduate Bulletin*, students must submit the *Outline for Dissertation* form within the first term that dissertation credits are taken. (The Graduate School has not always enforced this rule, but this is the stated policy.) It is also Graduate School policy that students who enroll in and pay for dissertation credits before actually beginning work on their project (i.e., before the proposal has been approved) will not be entitled to a refund of tuition for these credits if they should subsequently drop out of or be withdrawn from their Programs.

The Dissertation Committee

Dissertation committees will comprise *at least three departmental faculty* including the dissertation adviser or chairperson. (The *Graduate Bulletin* states that the committee must have five or more members; the Program has approval for only three.) If the committee includes one or more non-Marquette member, those members will be in addition to the three from the department. Those members' recent curriculum vitae must be submitted to the Graduate School with the *Outline for Dissertation* form.

In addition to meetings with the chairperson, students should meet with all committee members early in the planning stages of the dissertation so that all members, including the student, are clear about direction of the project.

Obtaining Formal Approval of the Topic

You must obtain approval of the dissertation proposal prior to beginning the actual research. It is a violation of Program and university policy to begin data collection prior to formal approval of the proposal. The proposal should include, at the least, a comprehensive literature review, a statement of hypotheses, and a detailed description of the proposed method. Committees may also require preliminary analyses (of archival data), power analyses, and a section describing proposed statistical analyses.

The dissertation committee must meet to approve the proposal. The meeting will produce an agreement between the student and the committee establishing the requisite steps for successful completion of the project.

The *Outline for Dissertation* form, including the names of committee members and the chairperson of the student's dissertation committee, must be submitted to the Graduate School and to the DCT. The *Graduate Bulletin* lists deadlines for submission of outlines.

Research Approval

You must seek and obtain approval of your proposed research project(s) from the Marquette University IRB. If you are planning a dissertation with a population affiliated with an institution or agency other than Marquette, you will need to obtain approval for use of human subjects from that institution's human subjects review committee in addition to approval from MU's IRB. Always allow ample time for such approvals.

Research Resources

The Department of Psychology has some laboratory space available on the fifth floor of the Schroeder Complex. Rooms for group administrations also can be reserved in other University buildings by scheduling them with the Assistant Registrar in Marquette Hall. In the past, the Graduate Dean has made small amounts of financial assistance available to support research by graduate students. Typically these funds are restricted to the purchase of equipment or supplies necessary for the completion of a dissertation. Other funding resources may be available through grants or fellowships for graduate student research.

Public Defense of the Dissertation

The public defense of the dissertation is conducted after the submits the dissertation. The Dean of the Graduate School appoints an examining committee (usually including the dissertation committee). The examination is primarily a defense of the dissertation, but may also include material relevant to the general field in which the dissertation is written, with particular attention to recent and significant developments.

The candidate and adviser select a date, during weekday working hours and avoiding public or religious holidays, for the public defense of the dissertation.

To graduate the same semester the defense is made, it must be held before the deadline listed in the Academic Calendar. Candidates prepare the *Announcement of Public Defense of the Dissertation Form* (instructions are included in the *Doctoral Dissertation Directives*), which can be downloaded from the Graduate School website. All committee members must sign this form, indicating agreement to the date of the defense. At least four weeks prior to the scheduled date for the defense, the student must submit a copy of the *Dissertation Defense Program* (instructions included in the *Doctoral Dissertation Directives*) to the Graduate School. The submission must be accompanied by the signed *Announcement of Public Defense of the Dissertation Form*.

The Final Product

Students should submit to the Graduate School three copies that conform *exactly* to the university's dissertation directives, which includes the *Dissertation Approval Form* can be downloaded from the Graduate School website. Provided no changes are needed, you will be notified by the Graduate School that your dissertation has been approved. This process, from submission of the "perfect" copies to receipt of notification from the Graduate School, usually takes about three weeks.

Students are also required to submit a clean, bond-paper copy of the completed dissertation to the Department of Psychology. The department will have these bound for display.

Other Information about the Dissertation

If the research involves a conflict of interest on the part of the student or any committee member, it must be declared at the time the outline is submitted. The student retains copyright privileges to the content of the dissertation, but the dissertation paper is considered the property of Marquette University and may be made available to the public via bound or microfilm copy at the library.

Guidelines for Internships

Scheduling the Internship

The Program *strongly* encourages completing the dissertation prior to internship. Interns seldom make progress on their dissertation because of the heavy demands of training, and students find it extremely difficult to return to the dissertation after the year-long hiatus. Students who have completed their internships but not their dissertations automatically become categorized as ABD ("all but dissertation"), which activates certain expectations, requirements and deadlines (see section on Formal Policy on ABDs). Finally, many students desire post-doctoral appointments, which are essentially a requirement for those pursuing research, academic or neuropsychology careers. Post-doctoral appointments are nearly impossible to obtain if the doctorate is not completed. Most post-doctoral applications are due around the end of the year, usually less than halfway through the year-long internship.

Internship Eligibility

Internships generally start in August or September. Materials for application to internship programs are generally due in November and December of the prior year; "match" day is in February.

Part 2 of the APPIC (Association of Psychology Postdoctoral and Internship Centers) Application for Psychology Internship (APPI) contains the *Academic Program's Verification of Internship Eligibility and Readiness*. On this document, the DCT is required to endorse an item that states: "The faculty agree that this student is ready to apply for internship. (Yes or No)". Therefore, to be deemed eligible to apply for internship, the student must obtain the approval of the full faculty.

Policy Regarding Readiness for Internship

Year-long predoctoral internships begin in Summer or Fall. Internship applications are due in November or December of the previous year. Part 2 of the APPIC (Association of Psychology Postdoctoral and Internship Centers) Application for Psychology Internship is the *Academic Program's Verification of Internship Eligibility and Readiness*. On this document, the DCT is required to endorse an item that states: "The faculty agree that this student is ready to apply for internship. (Yes or No)".

In order to obtain the endorsement, the student must be deemed eligible and ready by the full faculty. Eligibility and readiness will be determined during the spring end-of-semester evaluation of the year that he or she plans to apply for internship. The student must apply for consideration of eligibility by April 15 (see Procedure for Requesting Permission to Apply for Internship). Please note that this determination is being made at least a full year prior to the student actually attending the internship, and the faculty will take this consideration into account (i.e., the fact that the student will have additional training).

Eligibility and readiness will be determined by the following:

1. The student has completed the MS thesis.
2. The student has completed all coursework or there is a practical plan to complete it prior to internship.
3. The student is making sufficient progress toward program research requirements, especially the Doctoral Qualifying Examination and the dissertation.
 - At the evaluation, the student's research advisor will be asked to verify that the student has a feasible plan for finishing the research.
 - The student must successfully defend the dissertation proposal by October 15. (Thus, determination of readiness may be conditional on the successful defense of the dissertation proposal.)
4. The student is deemed competent in relevant areas by the Graduate Committee, via formal examination of the student's portfolio. The committee will review the student's coursework, progress on research, practica hours accumulated, and evaluations of clinical skills by supervisors.

The portfolio is “graded” via the *Competencies Rubric*. To qualify to go on internship, the student must meet all of these competencies at the "Meets Expectations" level or better.

5. The student has successfully completed the *Clinical Competency Examination*. (See attached.)
6. The student has obtained the endorsement of current clinical supervisors.
 - Students must have their *current* clinical supervisors (both external and Program) complete the *Practicum Student Evaluation Form*.
 - Supervisors also will complete a brief addendum stating that the student will likely be ready for internship by Summer or Fall of the subsequent year.

Procedure for Requesting Permission to Apply for Internship

1. By April 15, students must inform the DCT of their intention to apply for internship that year (i.e., during the Fall of that year).
2. One week prior to the scheduled *Clinical Competency Examination* (see #3 below), the student must submit to the DCT a portfolio documenting their progress in the Program. It is recommended that the portfolio be presented in a three-ring binder, with easily identified subsections. The portfolio must contain the following:
 - (a) The *cover page* of the portfolio should be the form entitled *Request to Apply for Internship*
 - (b) Academic transcript (unofficial is acceptable)
 - If all required courses are not completed, please attach a statement of the plan to complete them prior to internship, which must be co-signed by the DCT.
 - (c) Curriculum Vitae
 - (d) Abstract and faculty rating sheets of the M.S. essay, project or thesis
 - (e) Abstract of DQE and faculty ratings sheets
 - If the DQE has not yet been completed, please submit a statement of the plan to finish the research, including dates, which must be co-signed by research mentor.
 - (f) Dissertation proposal or plan
 - If the dissertation proposal has already been approved, include the signed dissertation proposal form.
 - If the dissertation proposal has not yet been approved, submit a statement regarding the plan for finishing the research (i.e., when the proposal will be defended), which is co-signed by the student's research mentor. Since student must successfully defend the dissertation proposal by October 15, determination of readiness may be conditional (on the successful defense of the dissertation proposal).
 - (g) The form *Documentation of Clinical Hours*. This form documents practicum experiences, including sites, supervisors, and hours accumulated.
 - (h) Recent (previous two semesters) *Practicum Student Evaluation Form* completed by clinical supervisors (both external and Program).
 - The CPS clinical supervisor must be willing to state that the student will likely be ready for internship by Summer or Fall of the subsequent year.
3. If the portfolio is approved by the Graduate Committee, the student must schedule and pass the *Clinical Competency Examination*. The exam will be scheduled for the first Monday after the completion of Spring Semester (the day prior to grades being due).

The Clinical Competency Examination

Students must pass a Clinical Competency Examination before they will be determined ready to apply for internship. The exam will be oral, taken before a panel of three clinical faculty, who will be chosen randomly, prior to the spring evaluation of graduate students. The student's research mentor may not serve on their competency exam committee. Specific dates and times that students may sit for the examination will be sent to students after they have submitted the *Request to Apply for Internship*. The dates will be sufficiently in advance of the Spring evaluation.

For the examination, the student will be presented a summary of a clinical case that might be encountered at an outpatient facility, such as CPS. The summary may be one or two pages in length. The student will be given 20-30 minutes to review the case. The student will then present to the faculty a case formulation that should include: a diagnostic formulation or questions required to determine the appropriate diagnosis; a potential treatment plan, including the type of treatment proposed and the rationale for proposing it; and a brief discussion of any potential ethical issues anticipated. Following that, the faculty examiners will ask questions about the case. This portion of the exam will be videotaped. Both the student presentation and the questions should each last for 20-30 minutes.

The faculty will determine the sufficiency of the presentation and answers in determining whether the student passes the examination or not. At least two faculty must vote to pass.

Students may appeal a failing grade to the DCT. Students may request that other faculty review the examination. Students also may request that they be allowed to retake the examination. Re-examinations will be scheduled for the week prior to fall semester (late August).

Guidelines for Approval of Internships

Students in the Program are encouraged to seek an APA-approved clinical internship. Both APA-approved and non-approved internships exist, and, generally, there is a range of quality in each category. The Association of Professional Psychology Internship Centers (APPIC) annually publishes a directory (available in the Department) that lists APA-approved and non-APA internships. In addition, APA has published guidelines and principles for internship accreditation. Some non-APA internships may meet these standards but have chosen to not apply for accreditation for a variety of reasons.

The Program has devised a set of guidelines that serve as minimally acceptable standards for an internship. The essential features have been identified, as well as features that may be desirable but not absolutely necessary. Any student who wishes to apply to a non-APA-approved internship must provide documentation that the stipulated essential features are met in the prospective internship site before formal approval of the internship experience will be given.

Essential Features of an Internship

1. The internship must be clearly and formally identified as a training program in psychology.
2. The student must clearly be designated as a trainee, in contrast to designation as a staff or faculty member. The intern's tasks and duties must be primarily learning oriented (training takes precedence over service delivery and revenue generation).
3. The internship is an organized program, properly planned, structured, sequenced, and administered.
 - (a) Training is experiential (i.e., direct contact with service recipients).
 - (b) Training experiences have greater depth, breadth, duration, frequency, and intensity than practicum training.
 - (c) The internship establishes a contract with the trainee regarding the content of the training. The contract should specify a set of required training experiences (number of hours of direct patient contact, seminars, conferences, etc.), and a set of elective training experiences. The internship

should provide opportunities to demonstrate an intermediate to advanced level of professional psychological skill, ability, proficiency, competence, and knowledge in each of the following areas:

- (1) Theories and methods of assessment and diagnosis and effective intervention.
 - (2) Theories and/or methods of consultation, evaluation, and supervision.
 - (3) Strategies of scholarly inquiry.
 - (4) Issues of cultural and individual diversity that are relevant to all of the above.
 - (d) Supervision of the intern's activities is regularly scheduled and sufficient relative to the intern's professional responsibilities. The minimum supervision for a full-time intern is 4 hours per week, at least 2 hours of which will include individual supervision.
 - (e) The progress of the trainee is evaluated periodically (at least twice a year) so that the training can be modified if necessary.
 - (f) An end-of-year evaluation is made of the trainee's skill strengths and deficits as a clinical psychologist, and the summary report is sent to the Director of Clinical Training in the Department of Psychology at Marquette University.
4. The internship must have a licensed/certified doctoral psychologist (Ph.D. or Psy.D.) functioning as training director. (a) Intern training supervisors must be doctoral-level, licensed/certified psychologists with primary professional (clinical) responsibility for the cases on which they provide supervision. (b) The number of intern training supervisors must be sufficient (a minimum of two supervisors) to accomplish the internship's service delivery and supervision of training activities and goals.
 5. The internship must have trainees (pre-doctoral or post-doctoral) of sufficient number to ensure meaningful peer interaction, support and socialization.

Desirable Features of an Internship

1. The intern gains experience in a wide variety of treatment modalities (individual, group, marital, family, inpatient, outpatient).
2. The intern receives exposure to a variety of theoretical approaches to treatment (e.g., cognitive, behavioral, psychodynamic, interpersonal).
3. The intern receives some consultation with, and/or supervision by, other mental health professionals, in order to foster multidisciplinary perspectives.
4. Formal seminars and case conferences are components of the training year.
5. No more than 20% of the intern's time is devoted to testing/assessment.

Evaluation and Verification of the Internship

At the end of the internship, supervisors will evaluate students performance during the internship. At the end of the internship, the DCT will verify that the student completed 2,000 hours of internship training.

Graduate Student Progress Through Program

The Graduate Bulletin states that "Students must complete the requirements for a master's or doctoral degree within six years of the first term of registration in the program."

The American Psychological Association (APA) Committee on Accreditation of clinical programs explicitly expresses misgivings about programs that allow students to be in the program for longer than 7 years. The Committee on Accreditation, upon granting re-accreditation status to MU's clinical psychology doctoral program in 2003, required a formal statement of how the program will handle students who take excessively long periods of time to complete degree requirements.

Accordingly, the Department of Psychology Clinical Psychology Program formally adopts the following policies regarding students timely completion of the requirements. These policies specify conditions for Program Probation and ABD students. The Graduate School's policy on academic probation is reviewed in the section Policies and Procedures.

Program Probation

In order to make timely progress towards applying for internship prior to their seventh year, students are expected to complete their Master's degree work by the end of their third year at the latest.

1. Students who do not complete master's degree requirements by the end of the spring semester of their third year in the Program will automatically be placed on "Program Probation."
2. Any student placed on Program Probation can appeal to the Graduate Committee to have that status rescinded.
3. A student may remain on Program Probation for one year.
4. If the master's degree requirements are met within one year (by the end of the Spring semester of the student's fourth year in the Program), the student will return to status of "Good Standing" in the Program.
5. While on Program Probation:
 - (1) the student will not be allowed to register for additional courses (the student may register for "Continuous Enrollment");
 - (2) the student will not be allowed to attend externship training;
 - (3) the student is not eligible to receive financial aid.
6. Within two weeks of receiving notification that he or she has been placed on Program Probation, the student must schedule a meeting with the DCT to discuss the situation.
 - (1) The student will be expected to present a letter from their master's advisor regarding plans for completion of the master's work.
 - (2) The student is encouraged to prepare and submit a plan of remediation to address the situation.
7. After one year of probationary status, the student may be dropped from the Program via recommendation of the Graduate Committee to the Graduate School. The Graduate School Dean has the ultimate decision regarding dismissal.
8. Any student facing dismissal for reasons related to Program Probation can request a hearing with the Graduate Committee to appeal that dismissal. Appeals must be made within three months of the dismissal notification. To make the appeal, the student should submit to the Graduate Committee a written statement outlining in sufficient detail the reasons for appealing the dismissal.
 - (1) A student may appeal to the Graduate Committee to be allowed to remain in the doctoral Program.

If allowed to remain in the Program, the student will continue on Program Probation.

- (2) A student may appeal to the Graduate Committee to be allowed to complete the master's degree requirements, even though he or she has been dismissed from the doctoral Program. Students will need to meet the Graduate School's time requirements for completion of the master's degree.

ABDs

Students are categorized as an ABD ("all but dissertation") if they have not completed their dissertation and (1) they are in their seventh year or later or (2) they have completed their internship, regardless of their current year.

1. ABDs are expected to work to complete their dissertation as quickly as possible.
2. The Graduate School requires that ABDs be continuously enrolled, which requires the permission of the DCT or the Department chairperson.
3. In order for ABDs to obtain permission to be continuously enrolled from the DCT, the following stipulations must be met:
 - (1) Students must submit a contract, co-signed by the dissertation supervisor, specifying the completion dates of various stages of their dissertation.
 - (2) Neither the DCT nor the Department chairperson will sign the continuous enrollment sheet without first meeting with the student to discuss progress and plans.
4. Students can appeal to the Graduate Committee if they need an extension of their contract with the Program. The Graduate Committee will require that students attend a meeting to discuss their situation with the whole committee.
5. If the Graduate Committee will not extend the deadline, students may appeal to the Graduate School Dean.

Appendix

Forms to Submit to Graduate School (GS), DCT/Program (DCT) or Both (B)

Outline for Dissertation, Thesis, or Professional Project (B)
Master's Thesis Approval Form (B)
Master's Comprehensive Examination Report (B)
Proposal for Doctoral Qualifying Examination (DCT)
Doctoral Qualifying Examination Essay Feedback (DCT)
Doctoral Qualifying Examination Evaluation (B)
Doctoral Qualifying Examination Committee Chairperson's Summary (B)
Announcement for Public Defense of the Dissertation (GS)
Dissertation Approval Form (B)
Request to Attend Externship/Practicum (DCT)
Request to Apply for Internship (DCT)

Evaluation Forms

Graduate Student Evaluation Form (completed by supervisors)
Externship Practicum Student Evaluation: Supervisor Form (completed by clinical supervisors)
Extern Evaluation of Practicum Site (completed by student externs)
Confidential Evaluation of Supervisor (completed by student externs)

Graduate Student Progress Checklist

Recording Practicum Hours forms

Ethical Principles of Psychologists and Code of Conduct

Marquette University *Sexual Harassment Policy*

Chapter 455 of the Wisconsin Statutes

Chapter 457 of the Wisconsin Statutes