

HANDBOOK FOR DOCTORAL CLINICAL PSYCHOLOGY STUDENTS

**MARQUETTE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY**

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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. Note that students are expected to understand and adhere to the requirements of the program, department, college and university as documented in this handbook and the Graduate School Bulletin.

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% 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 12,000 students are enrolled at Marquette with about 3,600 of them in graduate programs. The Graduate School administers over 50 doctoral, master's and various 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.

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. ITS also provides some free software downloads.

Marquette University Administrators and Offices (as of November 1, 2016)

Executive Officers

Michael R. Lovell, Ph.D.
President

Daniel J. Myers, Ph.D.
Provost

Richard Holz, Ph.D.
Dean, College of Arts and Sciences

Graduate School

Douglas Woods, Ph.D.
Vice Provost for Graduate & Professional Studies and
Dean of the Graduate School

Jeanne Hossenlopp, Ph.D.
Vice Provost for Research

Dr. Carrienne Hayslett
Associate Dean of the Graduate School

Mr. Carl Wainscott
Assistant Dean of the Graduate School

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 has both undergraduate and graduate programs. The department takes pride in having nationally recognized scholars. 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. 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. (Northwestern University, 1994). Life span personality development; narrative psychology; meaning making; cultural psychology; generativity; personal ideology; sexuality and gender

Alyson Gerdes, Ph.D. (Purdue University, 2004). Evidence-based, culturally-appropriate clinical practices for childhood ADHD; Latino mental health disparities; parent-child and peer relationships in children and teens with ADHD

Nakia Gordon, Ph.D. (Bowling Green State University, 2002). Understanding how emotions impact the way individuals navigate their worlds

John Grych, Ph.D. (University of Illinois, 1991). Physical and sexual aggression in adolescent romantic relationships; family violence

Stephen Guastello, Ph.D. (Illinois Institute of Technology, 1982). Nonlinear dynamics (chaos, complexity, and catastrophe models) as they affect work organizations; human factors engineering; creative processes

James Hoelzle, Ph.D. (University of Toledo, 2008). Neuropsychological and personality assessment; integration of clinical measures and theory; stability of disorders; secondary-gain issues

Simon Howard, Ph.D. (Tufts University, 2016). Social psychology; social psychological underpinnings of racial disparities; individual and institutional manifestations of racial bias

Tiffany Kodak, Ph.D. (Louisiana State University, 2006). Early intervention; skill acquisition for children and adolescents with autism spectrum disorder; verbal behavior; treatment integrity; conditional discrimination training; early literacy

Astrida Kaugars, Ph.D. (Case Western Reserve University, 2001). Pediatric psychology; family adjustment and emotional development in pediatric populations; parent-child relationships

Brooke Magnus, Ph.D. (University of North Carolina at Chapel Hill, 2016). Psychometrics; item response theory; assessment of behavioral and health outcomes; questionnaire and scale development

Kristy Nielson, Ph.D. (Southern Illinois University-Carbondale, 1993). Memory & cognition; aging and dementia; neuropsychology; cognitive neuroscience; fMRI, EEG/evoked potentials

Debra Oswald, Ph.D. (St. Louis University, 2001). Social psychology; social stigmatization; interpersonal relationships; gender role stereotypes

Anthony Porcelli, Ph.D. (Rutgers University, 2009). The influence of stress on decision making, risk taking, and memory; cognitive neuroscience, social and affective neuroscience; neuroeconomics; fMRI

Stephen Saunders, Ph.D. (Northwestern University, 1990). Mental health services system; process and outcome of psychotherapy; spirituality in mental health service; help-seeking behavior and therapeutic alliance

Jeffrey Tiger, Ph.D. (University of Kansas, 2006). Behavior analysis, assessment and treatment of problem behavior, translation from laboratory to practice, developmental disabilities.

Lucas Torres, Ph.D. (Purdue University, 2004). Mental health disparities; multicultural psychology; acculturation; race-related stressors; coping; Latinos

Amy Vaughan Van Hecke, Ph.D. (University of Miami). Typical and atypical development in infants and children, autism, cognitive neuroscience, EEG.

Michael Wierzbicki, Ph.D. (Indiana University, 1980). Depression; empirical examination of clinical methods

Douglas Woods, Ph.D. (Western Michigan University, 1999). Understanding, developing treatments for, and disseminating behavioral interventions for children and adults with Tourette Syndrome; Trichotillomania and other OCD-spectrum disorders

Department of Psychology Staff

Shanna Horne, Office Assistant, Department of Psychology

Brittany Hatchett, Administrative Assistant, Center for Psychological Services

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. The program has successfully maintained accreditation since that time. The next accreditation evaluation by APA will occur in 2017.

Contact information about the Commission on Accreditation (CoA) of the APA:
Office of Program Consultation and Accreditation □
750 First Street, NE □
Washington, DC 20002-4242
Phone: 202-336-5979 TDD/TTY: 202-336-6123 □
Fax: 202-336-5978 Email: apaaccred@apa.org

Through academic year (AY) 2015-16, the Program has admitted 160 students, and 84 have been granted their doctoral degree. At the beginning of AY2015-2016, there were 45 students distributed across all phases of study (from first-year students to interns).

Program Philosophy and Aims

The Program is designed according to the APA guidelines to train health service psychologists through the scientist-practitioner training model. 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. Clinical training focuses on developing student competencies in providing ethical, culturally-sensitive, and skillful assessments, interventions, and consultations within diverse populations, settings, and agencies. Clinical training begins with coursework, continues with practical experience supervised by Program faculty through at least year four of the student's residency in the program, and progresses to community-based externships that usually begin in students' third year. Research training focuses on developing competencies in formulating and solving problems using experimental and quasi-experimental methods. Research training includes coursework in design and analytic strategies; the completion of a master's thesis, doctoral qualifying examination, and doctoral dissertation; and explicit encouragement that students present at research conferences and participate in preparing and submitting manuscripts for publication.

Consistent with the APA Commission on Accreditation (CoA), the Program defines "health service psychology" as the integration of psychological science and practice in order to facilitate human development and functioning. Health service psychology includes the generation and provision of knowledge and practices that encompass a wide range of professional activities relevant to health promotion, prevention, consultation, assessment, and treatment for psychological and other health-related disorders. The Program strives to prepare graduates to work in diverse settings with diverse populations.

The Program explicitly endorses the following aims:

- To produce health service psychologists who have developed a broad foundation and understanding of the knowledge base in psychology especially as it applies to health service psychology. This includes understanding the biological bases of behavior, the cognitive-affective bases of behavior, social bases of behavior, personality, and human development across the lifespan.
- To produce health service psychologists who have developed an extensive knowledge base and high-level skills needed to make significant research contributions to the empirical and theoretical literatures of health service psychology.

- To produce health service psychologists who are skilled clinicians who understand and apply empirically-supported techniques of assessment, intervention, consultation and supervision. Graduates will be capable of developing effective working relationships with individuals, groups, and/or communities, as well as multidisciplinary teams within a variety of clinical settings.
- To produce health service psychologists who have an appreciation of and knowledge about the relevance of ethnic, racial, age, gender, cultural, and individual diversity and how these issues apply to both scientific research and clinical practice.
- To produce health service psychologists who have an appreciation of and expertise in applying ethical, professional and legal principles that relate to both scientific research and clinical practice, including an appreciation of the fact that the development of knowledge and skills is a career-long process.

Doctoral Program Requirements

The Program curriculum requires 81 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. Competency includes selecting, utilizing, and interpreting validated assessment measures to support clinical diagnoses.
8. Psychological Interventions: The graduate demonstrates competence in understanding, planning, implementing and evaluating evidence-based interventions that have been shown 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 understands 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.

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 *Director of Clinical Training* (most frequently referred to as the “DCT” but also the “Director of Graduate Studies”) is responsible for, among other things, advising students regarding coursework required, progress through the program, 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, two or three faculty members elected by the departmental faculty, and two non-voting graduate students elected by their peers. The committee is responsible for, among other things, reviewing applications for admission, admission and financial aid recommendations, reviewing and revising (if appropriate) course and Program content, and evaluating student performance. Student representatives are not allowed to participate in discussions directly connected with admissions or the evaluation of students.

Advising and Mentoring

The DCT is the “Program Advisor” to students. He/She is responsible for discussing with students coursework and other program requirements, as well as concerns and questions. The DCT and the program administrator keep student files updated.

Students enter the program as part of a faculty member's lab. That faculty member is the student's “mentor.” It is expected that students will conduct their Master's research, at least, within the lab they joined upon matriculating into the Program.

Forms to be Completed Over the Course of Study

In order to track their 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 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 downloaded from http://www.marquette.edu/psyc/graduate_forms.shtml.

Program Philosophy Regarding Human Dignity and Diversity

The Program endorses the Departmental “Statement on Diversity” (see above) and Marquette University's Statement on Human Dignity and Diversity (found at <http://www.marquette.edu/diversity/about.php>).

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.

Sources and Distribution of Financial Aid

In academic year 2015-2016, the Department of Psychology was given 15 Graduate Assistantships (GAs) from the Graduate School in the form of teaching assistantships (TAs) and research assistantships (RAs) to distribute to students. The Department distributes the Graduate Assistantships in the form of TAs and RAs (or a combination) among first, second and third year students. It should be noted, as detailed in the section on TAs and RAs, that continued funding of a student is contingent upon satisfactory performance of duties.

In addition, the Department of Psychology uses adjunct faculty funds, provided by the university, to hire advanced graduate students as instructors. Qualified fourth-year graduate students (those who have completed their master's degree and have taken the "Teaching of Psychology" seminar) can independently teach courses as Instructors.

The Department also has a limited number of tuition credits that it distributes. In addition, 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). Finally, individual faculty might secure research grants that they use to fund students in their research labs.

It should be noted that funding can fluctuate from year to year and, as a result, the Program cannot guarantee that students will receive funding beyond the current year's offer. That said, the Program's support (i.e., number of GAs given by the Graduate School) has been consistent for about 20 years now, and the Program will always make every effort possible to secure and retain funding for students.

CUDCP Statement Regarding Offers of Financial 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

Polices 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* (<http://www.apa.org/ethics/code/>). 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

Marquette University requires that all employees, including research and teaching assistants, undergo online training on the topics of "Title IX" and "Preventing Unlawful Harassment." Specific information about training requirements will be sent via email by the Title IX Coordinator and HR, respectively. After completion of the training, students should print out and submit to the program assistant the certificates documenting that they successfully completed the training.

Training Required to Engage in Research

According to Marquette University and Program policy, in order for students to engage in research, they must complete human subjects research training through the Collaborative Institutional Training Initiative (CITI). In most cases, students in our program need to complete Learner Group 2: Social & Behavioral Research Investigators. More information about the training and how to register may be found here - <http://www.marquette.edu/orc/irb/training-education.shtml>. The actual training may be found here - <https://about.citiprogram.org/en/homepage/>. After completion of the training, students should print out and submit to the program assistant the certificate documenting that they successfully completed the training.

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 completed by MU's General Counsel. Consent forms are available from the program assistant. The Wisconsin website for Caregiver Background Checks is <https://www.dhs.wisconsin.gov/forms/f8/f82064.pdf>.

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 second 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.

Communication: Mailboxes and E-mail

Graduate student mailboxes are located in CPS.

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 (which can forward messages to other accounts.)

Policy Regarding Personal Websites, Blogs, Email, Email Signatures, and Other Public Statements

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 many internship programs report conducting web searches on applicants’ names before inviting applicants for interviews and before deciding to rank applicants in the match. In addition, 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). It is widely known that potential employers are conducting on-line searches of potential employees prior to interviews and job offers. Thus students are strongly encouraged to be aware with regard to how they present themselves to the public via postings to blogs, email signature lines and quotations reflecting personal philosophy, and even on answering machine messages.

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.

Policy on Academic Dishonesty

The Program follows the Academic Honesty Policy as detailed in the Graduate Student Bulletin (<http://bulletin.marquette.edu/grad/policiesofthegraduateschool/#academicmisconductpolicy>). Academic dishonesty includes but is not limited to cheating, plagiarism, and research misconduct. As directed by the university academic honesty policy, if a faculty member, instructor, TA or colleague has reason to suspect or receives notification of a student’s alleged academic misconduct, he or she must complete the Academic

Misconduct Report form and submit it to the Academic Integrity Council (AIC) Director. The subsequent university process is detailed on the website.

After review of evidence and either an expedited or full hearing, the AIC Director will send a letter to the student, the student's college/school office, and the Program summarizing the findings of the review and any consequent penalty that the AIC Director imposes.

Program-Specific Policy Regarding Academic Dishonesty

Regardless of the findings of the AIC, the Program will follow the following procedure for cases of suspected academic dishonesty.

A faculty member who suspects a student of academic dishonesty will alert the Graduate Committee about his or her concerns. If the student denies engaging in academic dishonesty, the Graduate Committee will evaluate and investigate the evidence and the situation. If there is insufficient evidence of academic dishonesty, then the Graduate Committee shall determine what steps to take in order to clarify this and future such incidents, such as consulting with the faculty member, consulting with the student, etc.

If the Graduate Committee concludes that academic dishonesty occurred, the incident will be reported to the Chair of the Department of Psychology and Dean of the Graduate School, and a letter of reprimand will be entered into the student's academic file. The Graduate Committee may also recommend one or more of the following actions:

- the student must redo the questionable work or examination
- the grade for the assignment/test be reduced (including down to zero points awarded)
- the student be administratively withdrawn (by the Graduate School) from the course
- the student be given a final grade of F for the course
- the student be dismissed from the Program

If a second act of academic dishonesty occurs, the Graduate Committee will recommend that the student be dismissed from the program.

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.

Policies on Abuse, Harassment and Discrimination

The Program adheres to the Marquette University Harassment Policy, which can be found online (<http://www.marquette.edu/osd/policies/harassment.shtml>). Marquette University, as a Catholic, Jesuit institution, insists that all human beings possess an inherent dignity and equality because they are made in the image and likeness of God. The university entirely and consistently disowns, as a matter of principle, any unlawful or wrongful discrimination against the rights of others. □ □

As the university is committed to maintaining an environment in which the dignity and worth of each member of its community is respected, it will not tolerate harassment of or by students, faculty, staff, and guests or visitors. 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 in some instances. □ □

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

Harassment is defined as verbal, written or physical conduct directed at a person or a group based on color, race, national origin, ethnicity, gender or sexual orientation where the offensive behavior is intimidating, hostile or demeaning, or could or does result in mental, emotional or physical discomfort, embarrassment, ridicule or harm. □ □

Harassment includes not only offensive behavior that interferes with a person's or group's well-being or development, but also such behaviors that interfere with one's employment or educational status or performance, or that create a hostile working, academic or social environment. It is a violation for a university person — student, faculty, staff, guest or visitor or anyone else acting at the instigation of a university person — to: □ □

1. Engage in any form of harassment whether intentional or unintentional on the campus or in the off-campus area. □ □
2. Retaliate against a person who has initiated an inquiry or complaint having to do with harassment. □ □

Information about harassment is available from the following offices: Student Development, Residence Life, Student Affairs, Campus Ministry, Counseling Center, Recreational Sports, Marquette University Medical Clinic, International Education and Marquette University Police Department (MUPD). The Office of Human Resources may be contacted for counseling and assistance relating to affirmative action issues.

The right of confidentiality for any party involved in a harassment incident, including the complainant and the charged, will be respected insofar as it does not interfere with the university's obligation to investigate allegations of misconduct and to take corrective action where appropriate. □ □

Racial Harassment □ □

Racial harassment is defined as verbal, written or physical conduct — either a single incident or a persistent pattern of behavior — directed at a person or a group based on one's color, race, national origin or ethnicity, where the offensive behavior is intimidating, hostile or demeaning, or could or does result in mental, emotional or physical discomfort, embarrassment, ridicule or harm. □ □

Harassment on the Basis of Sexual Orientation □ □

Harassment on the basis of sexual orientation is defined as any verbal, written or physical conduct directed at a person or a group based on sexual orientation or perceived sexual orientation where the

offensive behavior is intimidating, hostile or demeaning or could or does result in mental, emotional or physical discomfort, embarrassment, ridicule or harm.

Sexual Harassment

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 state and federal law. It is a violation of the university sexual harassment policy for anyone — faculty, 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, staff and students are required to promptly report, pursuant to these policies and procedures, conduct that could be in violation of this policy.

Sexual harassment is defined, within the workplace for employees and/or within the academic and/or residential experience for students, as any unwelcome sexual advances, demands, requests for sexual favors, innuendoes or any other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or educational experience;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual;
3. Such conduct is sufficiently severe and pervasive so as to alter the conditions of, or have the purpose or effect of substantially interfering with, an individual’s work or academic performance by creating an intimidating, hostile or offensive working or educational environment.

Harassment does not include verbal expressions or written material that is relevant and appropriately related to course subject matter or curriculum, and this policy shall not abridge academic freedom. Bona fide consensual relationships likewise shall not be considered harassment under the intent of this policy.

The university will:

1. Respond to every formal complaint of sexual harassment reported;
2. Take action to provide remedies when sexual harassment is discovered;
3. Impose appropriate sanctions on offenders in a case-by-case manner; and
4. Protect the privacy of all those involved in sexual harassment complaints to the extent it is possible.

Reporting Suspected Sexual Harassment

Any employee or student with a sexual harassment concern or question, before filing a formal complaint, may contact the Department of Human Resources affirmative action officer for counsel and assistance. Any individual, employee or student who believes that he/she may have experienced sexual harassment or who believes that he/ she has observed sexual harassment taking place must report this information immediately to one of the following reporting officials:

1. The affirmative action officer

2. The director of human resources and employee benefits ☐☐
3. The dean of students ☐☐
4. The vice provost ☐☐
5. The Department of Public Safety ☐☐
6. The complainant's supervisor, when the supervisor is not the accused

Reports/complaints received in any of these offices in which the accused is an employee (faculty, administrator, staff or student employee) must, in turn, be immediately reported to the Department of Human Resources affirmative action officer. ☐☐

Reports/complaints received by any of these offices in which the accused is a student (other than students accused in their capacity as employees) must, in turn, be immediately reported to the dean of student development, who will process such complaints pursuant to the procedures set forth in the university policies and procedures. Reports/complainants in which the accused is neither a Marquette employee nor student (e.g., vendors, visitors, etc.) shall be processed consistent with any other complaint by notifying one of the six reporting officials above, although the university reserves the right to alter or modify the procedures outlined below, in its sole discretion, in order to effectively handle these complaints. ☐☐

Copies of all sexual harassment complaints shall be forwarded immediately upon receipt by the Department of Human Resources or the dean of students to the senior vice president or provost or his/her designee. The director of human resources and employee benefits (in cases where the accused is an administrator, member of the support staff or student employee) or the vice provost (in cases where the accused is a faculty member) shall also be immediately notified by the Department of Human Resources affirmative action officer that a complaint has been received. ☐☐

For additional information about the investigation and resolution of sexual harassment complaints, please contact the affirmative action officer in the Department of Human Resources or the dean of students. The university's complete policy on harassment can be viewed at <http://www.marquette.edu/hr/documents/SexualHarassmentPolicyFeb2007.pdf>.

Procedures

The Office of Human Resources may be contacted for counseling and assistance relating to affirmative action issues. Anyone with a question or concern about harassment is encouraged to contact one of the above offices for counsel and assistance. Harassment complaints about a student should be filed with the Office of Student Development. Harassment complaints about an employee (including a student employee) should be filed with the employee's immediate supervisor. If the complaint is with the immediate supervisor, the employee should contact the supervisor's immediate superior. A complaint about a guest or visitor should be called to the attention of the host or the supervisor of the area or event where the concern has arisen.

Any student or employee may also contact the affirmative action officer for counseling and assistance. ☐☐

Program students who have complaints regarding harassment or discrimination related to the program or department are encouraged to follow the grievance procedures described in a subsequent section. Students who do not wish to follow the grievance procedures can seek the assistance of the Graduate School, Student Affairs, or the 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.

Policy on Professional Competence and Impairment

The faculty of the Clinical Psychology Program have multiple responsibilities, including the responsibility to protect the public from professionals who are not competent and to maintain the standards of the profession. Therefore, the Clinical Psychology Program at Marquette University has defined the foundational and functional competencies that students must acquire in order to obtain permission to proceed to further training (e.g., start seeing clients at CPS, attend externship) or to apply for internship. These are found on the website and in the Graduate Student Handbook. This *Policy on Professional Competence and Impairment* has been developed to guide students and the Program in cases where a student is having greater than usual difficulty developing such competencies or may be deemed incapable of developing such competencies.

Definitions

Professional competence refers to “the capability of critical thinking and analysis; the successful exercise of professional judgment in assessing a situation and making decisions about what to do or not do based on that assessment; and the ability to evaluate and modify one’s decisions, as appropriate, through reflective practice ... in accord with ethical principles, standards, guidelines, and values of the profession and require public verification” (Kaslow, 2004, p. 775). The Program’s scientist-practitioner training model rests upon the belief that clinicians must demonstrate competency in both scientific and clinical knowledge and skills. Competence with regard to *both* research and clinical practices is defined as the development of these professional skills: (a) critical thinking and professional judgment; (b) adequate knowledge and skillful behavior; (c) ability to understand and act in accordance with ethical and professional standards of behavior; and (d) the ability to modify one’s behavior as appropriate. Scientific competency in particular requires the acquisition of skills necessary to understand, integrate, apply and extend research-based knowledge. Clinical competency in particular concerns the ability to assess psychological phenomena accurately, to intervene effectively, and to adhere continually to the legal, ethical, and professional duties of the professional psychologist.

Impairment comprises interference in one’s capacity to develop professional competence due to one or more of the following problems: (a) an inability and/or unwillingness to acquire and integrate professional *standards* into one’s professional behavior; (b) an inability and/or unwillingness to acquire professional *skills* in order to reach an acceptable level of professional competency; and/or (c) an inability to control personal stress, psychological dysfunction, and/or excessive emotional reactions. It should be noted that a mental illness does not necessarily cause professional impairment.

Examples of behaviors that might suggest impairment and/or competency problems include but are not limited to:

- Provision of services beyond one’s scope of competence
- Conviction of a crime that directly bears upon the ability to continue training
- Insufficient and/or harmful application of psychological theory or practice
- Provision of direct clinical services despite being emotionally or mentally unfit to do so
- Impairments in functioning due to the direct or indirect effects of substance abuse or addictions
- Demonstration of unethical, illegal, or unprofessional conduct with patients, supervisors, peers, or instructors
- Significant deficiencies in clinical, academic, or professional judgment

Responsibility of the Program with Regard to Student Competence and Impairment

A faculty member of the department, a clinical supervisor, or another concerned person may bring to the attention of the Graduate Committee a concern about the competency of a student in the Program. The Graduate Committee acknowledges that it and all involved parties are obligated to respect the student’s rights to a thorough and objective review, as well as to self-representation of the facts in question. Details and correspondence about the issues under evaluation (such as a student’s emotional or behavioral

difficulty) will be kept in a confidential file in the office of the DCT. While evidence provided by other professionals will be germane to such decisions, the Graduate Committee reserves for itself the sole responsibility for determining a student's fitness for continuation in the Program.

The Process of Evaluation by the Graduate Committee

The process of evaluation will proceed as follows:

1. The DCT or some other representative of the Graduate Committee will inform the student that a concern about his or her competence have been formally communicated to the Graduate Committee.
2. The student will be allowed two weeks to respond to the stated concern, either in writing or by appearing before the committee or both. The student has the right to bring a mediator (such as another student or faculty member) to the meeting.
3. The Graduate Committee will conduct a comprehensive review of the evidence and circumstances. The formal evaluation may consist, though is not limited to, any of the following:
 - Opinions from the academic faculty, training faculty, and/or professional consultants to the faculty
 - Evidence of the student's willingness to accept responsibility regarding the concern and to engage in meaningful remediation
 - Consideration of the extent to which continued enrollment places unreasonable or excessive demands upon other students, faculty, and the staff of involved training sites
 - An assessment of the student's ability to function as a trainee in direct contact with clinical populations
 - If one is engaged by the student, a review of opinions submitted on behalf of the student by her or his professional consultant
4. After a review of preliminary information, the Graduate Committee will render a recommendation. A report of the findings may or may not be entered into the student's program file, as deemed appropriate by the Graduate Committee.
 - The Graduate Committee may conclude that the concern about the student's competency are not persuasive or credible, and will therefore recommend that the student be allowed to continue in the Program as previously.
 - The Graduate Committee may conclude that the concern about the student's competency are credible, and will make appropriate recommendations to remediate the concerns while attempting to balance the Program's responsibility to the student, the general public, and the profession of psychology. The Graduate Committee may:
 - (1) recommend a remediation plan (see #6), or
 - (2) recommend to the Department Chair and the Graduate School that the student be dismissed from the Program
5. The student will be allowed four weeks to respond to the identified concerns and the committee's recommendation. He or she may request a reconsideration hearing before the Graduate Committee. The Graduate Committee will consider the request, but it is not required to grant the request.
6. If the recommendation is for a remediation plan, it will be provided in writing to the student and will need to be signed by the student, with the understanding that if the plan is not followed, the student may be dismissed from the Program. It should also be understood that a remediation plan does not guarantee that the student will become or return to competence, such that dismissal from the Program may still ensue. Recommendations may include, but are not limited to, any of the following:

- (1) Allow the student to continue in the Program on either a part- or full-time basis according to a remediation plan developed, implemented, and monitored by the DCT.
 - (2) Allow the student to continue in the Program on either a part- or full-time basis, with a remediation plan, and refer the student for psychological assessment. The student is responsible for any costs incurred in the required assessment. The psychologist conducting the assessment should have no personal or professional connection to the Program. The student will be asked to provide the Program with a copy of the assessment report.
 - (3) Allow the student to continue in the Program on either a part- or full-time basis, with a remediation plan, and refer the student to appropriate professional intervention. The student is responsible for any costs incurred in the required intervention. The professional should have no personal or professional connection to the Program.
 - (4) Place the student on a required leave of absence while undergoing required psychological assessment. The student will be asked to provide the Program with a copy of the assessment report.
 - (5) Place the student on a required leave of absence while undergoing required professional intervention.
7. If the student undergoes a psychological assessment and the report is sent to the Program, the Graduate Committee will meet to review the report. Subsequently, the student may be asked to (1) obtain professional intervention while continuing in the Program on either a part- or full-time basis; (2) take a leave of absence in order to attempt to improve/resolve the problem; or (3) resign from the Program.
 8. At the end of the agreed upon time of leave and/or other specified progress evaluation, the Graduate Committee will meet to decide if the student met the criteria of the remediation plan, including recommendations or requirements for either evaluation or intervention. To determine the student's fitness to remain in the Program, the Graduate Committee may ask the student to authorize the Graduate Committee to obtain any and all records relating to the alleged mental and/or physical condition, including that individual's personal medical, psychiatric and/or psychological records.
 9. If, at any point, during the process, the student fails to comply with any of the requirements of the evaluation, rehabilitation or remediation, the student may be dismissed from the Program.
 10. The student may elect to resign from the Program without submitting to the remediation plan or its requirements (e.g., for leave of absence, psychological assessment, and/or intervention). In such a case, the student would be informed in writing that re-admittance to the Program at any future time is not an option. A copy of that letter would be placed in the student's file. The student would be designated as having resigned from the Program while not in good standing.

Formative and Summative Evaluations of Students

In order to achieve the training goals, the Program conducts formative evaluations of students to provide clear and explicit feedback about their performance, including strengths and areas for further growth. As part of its ongoing mission to improve training, the Program also conducts summative evaluations of students who apply to be given permission to apply for internship.

Both formative and summative evaluations are described in this section.

Formative Evaluations

Formative evaluations of students begin immediately and occur throughout the students' tenure in the program. Feedback about performance is essential to learning. In addition, formative evaluations enable the Program to identify and generate remediation plans for students that may be struggling to maintain minimal expectations. They enable the Program to determine whether a student is eligible to proceed to the next level of training.

Informal Formative Evaluations

Ideally, formative evaluations occur nearly continuously for students. That is, faculty and clinical supervisors will hopefully provide regular, continuous feedback to students about their academic, graduate assistant, research and clinical performance in order to improve it. Given this, students are strongly encouraged to seek formative feedback from faculty and clinical supervisors. Students are encouraged to request regular, one on one meetings with supervisors to discuss the quality of their previous and current work as well as ideas and plans for improving it in the future.

Formal Formative Evaluations

More formal formative evaluations of students encompass an end-of-semester review of all areas of students' performance (coursework, assistantships, clinical work, professional and ethical behavior, progress on projects) by the students themselves, their faculty mentor, and their various clinical, research, assistantship and academic supervisors. The Graduate Committee oversees these evaluations. First-year and second-year students are evaluated after each semester, whereas students in their third-year and beyond are evaluated at least once per year. All evaluations are kept on file in the student's record.

Course, research, assistantship and clinical supervisors all submit evaluations (e.g., Supervisor Rating of Research Assistant form, the Supervisor Rating of Teaching Assistant form, and the Practicum Student Evaluation Form) of all students they have supervised that semester or year (the forms used are detailed in the various other sections of this handbook).

Based on these, the student meets with his or her mentor to complete the "Annual Student Review Form" (even if the review happens each semester), available at www.marquette.edu/psyc/graduate_forms.shtml.

The first part of the form is completed by the student and details what coursework (including grades) was completed, progress on research requirements (e.g., thesis), what clinical training was completed, and what research or teaching assistantships were completed. Subsequently, the faculty will meet to review the students, and the student's mentor will take notes solicit information about your performance from other faculty members who have had you in class, supervised your work as an RA or TA, or supervised you in a clinical setting. He/She will complete the appropriate parts of the Review Form. After the review meeting, the mentor and student will meet again to review feedback obtained.

Remediation Plans Based on Formative Evaluations

Occasionally, a student's performance will be unsatisfactory such that it does not meet the minimal expectations of the Program. In these cases, the DCT will write a letter to the student documenting deficiencies and a remediation plan.

Summative Evaluations

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.

The summative evaluation comprises two aspects, which are described in detail in a following section (*Guidelines for Internship*).

Portfolio Review

Students seeking permission to apply for internships will submit a portfolio to the DCT containing: a recently completed Annual Student Review Form; their academic transcript (unofficial is acceptable); a Curriculum Vitae; the abstract and faculty rating sheets of the master's thesis; the abstract of their DQE and associated faculty ratings sheets; their dissertation proposal or plan; documentation of their accumulated clinical hours; and all evaluation forms completed by both external and Program (CPS) clinical supervisors.

The portfolio will be reviewed and evaluated by the Graduate Committee, using the rating sheet "Core Competencies of Clinical Psychology." If the review of the portfolio indicates that the student meets or exceeds expectations in all competencies, the student will then take the *Clinical Competency Examination*.

Clinical Competency Examination

A student's clinical competency will be evaluated through examination of the portfolio (previous section) and through the *Clinical Competency Examination*. Students will be presented a summary of a clinical case that might be encountered at an outpatient facility, such as CPS. The student is given 30 minutes to review the case and then make a case formulation presentation to faculty. Following that, the faculty examiners will ask questions about the case. The faculty will determine the sufficiency of the presentation and answers in determining whether the student passes the examination.

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 another 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.

Student Advocate

As outlined above, faculty and those with administrative roles in the department are available to help you address concerns or problems. However, because there may be circumstances where students have concerns or complaints they are reluctant to share with their mentor or others in official administrative roles, the department identifies one faculty member outside of the department to be a Student Advocate. The Student Advocate is available to help problem-solve and access resources; they will hold your identity and details of your concern in confidence to the extent they are able under Marquette's policies, the ethical guidelines of our profession, and state and federal law. This individual is selected by the DCT. The current Student Advocate is Dr. Lynne Knobloch-Fedders in Counselor Education and Counseling Psychology. Her email address is lynne.knobloch-fedders@mu.edu, and her office number is 414-288-5708.

Record of Complaints and Grievances

In accordance with the CoA's *Guidelines and Principles for Accreditation*, Implementing Regulation C-6, if there is a formal complaint or grievance against the Program or individuals associated with the Program, the Program will keep a record of the complaint or grievance, until at least that time that the Commission on Accreditation can review the complaint or grievance during its accreditation site visit. The Program will maintain a log of complaints and grievances, which will include: the date of the complaint/grievance; the issue or issues of the complaint/grievance; the action taken by the Chairperson and/or Graduate Committee and/or the Graduate School. The log will identify neither the complainant nor the person against whom the complaint/grievance was filed.

Coursework

Program Curriculum

To obtain a Ph.D., the Program curriculum requires 81 credit hours over at least four or, more typically, five years of full-time study.

Minimum Grade Required

Students must obtain a minimum grade of “B-” to successfully complete any course. If a student does not obtain at least “B-”, the student will need to re-take the course or a course that covers substantially identical material that has been approved beforehand for such purpose by the Graduate Committee.

Note that some coursework cannot be taken unless a pre-requisite course has been passed (i.e., Advanced Statistics 2 unless Advanced Statistics 1 is passed). Note also that students will not be allowed to begin certain experiential clinical training (i.e., practica) unless they have demonstrated competency by successfully completing relevant coursework.

Clinical Courses

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 and 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 Courses

Research and statistics are covered in three consecutive courses (PSYC 8101, 8102 and 8125).

Discipline-Specific Knowledge

Other required *substantive* courses include *developmental* psychology (PSYC 8630), *social* psychology (PSYC 8660), *foundations of human cognition* (PSYC 8740), *personality* (PSYC 8525), and *biological bases of behavior* (PSYC 8780). Note that “history and systems” of psychology is infused throughout other coursework.

Finally, students may take another elective. With special permission of the graduate dean, 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.

Other Required Course Enrollments

Students must take at least 6 Master's thesis credits (PSYC 6999). They should take these credits in the Fall and Spring semesters of their second year.

Students also take 12 doctoral dissertation (PSYC 8999) credits, but 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 1-2 times/month, led by the DCT. These seminars are intended to facilitate and ease the transition to graduate study, and to help students develop their identity 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, which will sometimes entail enrolling in 0 credits. 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 teaching as a 4th year student for the department are required to take the seminar in their third year.

Grade Appeals

A student may appeal a final grade 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 the Graduate Committee 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 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.

Typical Sequence of Courses

This page displays a typical sequence of courses for doctoral students, but changes are inevitable since courses cannot always be offered at the same time year after year (e.g., due to faculty sabbaticals). A comprehensive list of course numbers and associated courses can be found in the Graduate Bulletin.

	FALL	SPRING
1Y (24 credits)	8101 Advanced Statistics 1 8201 Ethics & Professional Issues 8301 Psych Assessment 1 (Child) 8420 Principles of Child Psychopathology 8965 Practicum (0) 8952 Colloquium (0) 8953 Professional practice seminar (0) 12 credits	8102 Advanced Statistics 2 8125 Advanced Research Methods 8302 Psych Assessment 2 (Adult) 8401 Abnormal Psychology 8965 Practicum (0) 8952 Colloquium (0) 8953 Professional practice seminar (0) 12 credits
2Y (24 credits)	8321 Clinical Interviewing 8322 Theories of Psychotherapy 1 8660 Social OR 8740 Cognitive 6999 Master's Thesis (2-3) 8965 Practicum (0-3) 8952 Colloquium (0) 8954 Advanced prof practice seminar (0) 12 credits	8332 Theories of Psychotherapy 2 8525 Personality (OR 3Y) 8630 Developmental OR 8780 Biological Bases 6999 Master's Thesis (2-3) 8965 Practicum (0-3) 8952 Colloquium (0) 8954 Advanced prof practice seminar (0) 12 credits
3Y (18 credits)	8202 Multicultural Issues 8660 Social OR 8740 Cognitive 6999 Master's Thesis (2) <i>if needed</i> 8965 Practicum (0-3) 8952 Colloquium (0) 8955 Teaching of Psychology (0) 9 credits	Elective 8525 Personality (OR 2Y) 8630 Developmental OR 8780 Biological Bases 8965 Practicum (0-3) 8952 Colloquium (0) 8955 Teaching of Psychology (0) 9 credits
4Y (15 credits)	8360 Consul/Superv Strategies (0-3) 8999 Dissertation (6) 8965 Practicum (0) 8952 Colloquium (0) 6-9 credits	8360 Consul/Superv Strategies (0-3) 8999 Dissertation (6) 8965 Practicum (0) 8952 Colloquium (0) 6-9 credits
5Y/6Y etc. (0 credits)	8965 Practicum (0) 8952 Colloquium (0) Continuous enrollment (requires fee) 0 credits	8965 Practicum (0) 8952 Colloquium (0) Continuous enrollment (requires fee) 0 credits

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.

Advice for Doing Well as an RA and TA

Students working as an RA or TA for a faculty member or members are strongly encouraged to be in regular, at least weekly contact with their supervisor about what they have been doing, what they will be doing, and what the faculty member would like done, as well as about any problems or difficulties encountered and any feedback about performance.

Evaluation of Quality of Work

The quality of the work conducted by graduate research and teaching assistants will be evaluated by supervising faculty using these forms -

<http://www.marquette.edu/psyc/documents/SupervisorRatingofResearchAssistant.pdf> and

<http://www.marquette.edu/psyc/documents/SupervisorRatingofTeachingAssistant.pdf>.

Withdrawal of Graduate Assistantship Due to Poor Performance

As noted in their letter of acceptance to the Program (i.e., “This level of support [as a Graduate Assistant] will be provided for at least your first two years of study, *contingent* upon satisfactory performance of both your academic work and assistantship responsibilities”), students should be aware that unacceptably poor performance might result in the withdrawal of their Graduate Assistantship. It is expected and required that the student would be notified of unsatisfactory, insufficient, or unacceptable performance by the supervisor during the semester of the poor performance, including explicit guidance and advice for improving performance to a satisfactory level, so that the student can remediate the problem if possible. In the event that feedback about poor performance was given and documented and poor performance continues, however, the DCT and the Graduate Committee will consider whether the assistantship should be withdrawn.

Clinical Training

Clinical Coursework

First-year students are trained in *assessment* skills in a required two-course sequence. PSYC 8301 focuses on the assessment of children; training to administer and interpret intellectual and achievement tests and self-, parent-, and teacher-report measures for children; and the integration of test data in writing psychological evaluations. PSYC 8302 focuses on the assessment of adults; training to administer and interpret cognitive and personality tests for adults; 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 8321 introduces clinical interviewing skills. PSYC 8322 covers theories and methods of psychotherapy with an emphasis on Interpersonal Therapy and other modalities. PSYC 8332 covers theories and methods of psychotherapy with an emphasis on Cognitive Behavioral Therapy. Students also often 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 practicum.

Three courses are required in professional, ethical and cultural *issues*. PSYC 8201 covers issues related to the delivery of professional services and to ethical issues in the practice of psychology. PSYC 8202 covers multicultural and diversity issues and challenges that must be addressed by clinicians. PSYC 8360 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 are assigned to a CPS supervision group to observe. They also complete coursework in preparation for clinical work.

Beginning in their second year, all clinical students are expected to provide services at the Center for Psychological Services (CPS), the mental health clinic run by the Department of Psychology. Assuming successful completion of assessment coursework in the previous year, 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. At the end of that semester, second year students may be allowed to start seeing CPS clients for psychotherapy (i.e., over summer between years two and three). In the third and fourth years of training, doctoral students obtain clinical experience both at CPS and at external practicum placements (sometimes referred to as "externships") under the supervision of on-site licensed psychologists.

The Center for Psychological Services

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.

CPS caseload expectations for clinical students are as follows.

Regarding evaluations, all 2Y students are to have one or two evaluation cases open at any given time. All other more advanced students are expected to conduct at least one evaluation each semester. (Students may elect to take more evaluation cases. Please note that an evaluation is considered a completed report; that is, started but not completed interviews or testing are not counted.)

Regarding interventions, 2Y students are not to take therapy cases until they have completed Spring semester coursework, meaning the two classes on psychotherapy techniques. (An exception may be made

for students that enter the program with a master's degree.) All other more advanced students are expected to conduct at least 3 hours of intervention in any given week. Note that this might entail a caseload larger than 3 clients if, for example, a client only comes in once per month.

External Practicum Sites

A general guideline, but not a hard-and-fast rule, is that 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

(<http://www.marquette.edu/psyc/documents/2017PracticumPlacementRequest.pdf>). The form must be discussed with and signed by the student's current clinical supervisor and research mentor.

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 can contact the site about possible training opportunities.

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 conduct regular site visits at the training sites.

A binder is maintained with a list of possible practica sites, contact and application information, and summary of experience. The binder is kept in CPS.

Documenting Practicum 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. Students are required to keep track of their practicum hours using a proprietary software program called "Time2Track."

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"

(<http://www.marquette.edu/psyc/documents/2017PracticumStudentEvalform.pdf>), 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.

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 this form -

<http://www.marquette.edu/psyc/documents/2017PracticumStudentEvalform.pdf>. 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 -

<http://www.marquette.edu/psyc/documents/ExternalSiteEvalsby.students.pdf>

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 - <http://www.marquette.edu/psyc/documents/ExternalSiteEvalsby.students.pdf> and <http://www.marquette.edu/psyc/documents/CPSSupervisor.evalby.students.pdf>. These forms are returned to the DCT, who may share them with the supervisor or the site coordinator.

Clinical Faculty Mentors for Students in Experimental Faculty Labs

Some students in the program have faculty research mentors who are not clinical psychologists. As a result, their mentor might not have sufficient information about clinical training, career paths as a clinical psychologist, or other clinically-related issues to provide adequate mentoring in that regard. The program clinical faculty have agreed to serve as informal “clinical mentor” to any student in this situation.

The clinical mentor and student would meet each semester or as needed or requested by the student. They would review clinically-related career interests, clinical training to date, and potential problematic “gaps” in training that might weaken applications for internship. They might formulate plans or goals for filling them. This might involve reviewing Time-2-Track information, which includes number of hours, patient variables (including age, ethnicity/race, sexual orientation, etc.), presenting problems, and evaluations and treatments conducted.

If a student has a clinical psychologist as their primary mentor, such mentorship will probably be mostly or only done with them. That said, occasionally seeking another clinical faculty member’s opinion can be a very good idea.

Students wishing to be matched up with a clinical mentor should discuss their with their primary mentor. Students should then send a request to the DCT. If the student has a specific clinical psychologist faculty member in mind, indicate that in the request. If necessary, the DCT may discuss the issue with the Graduate Committee and will check with the clinical psychology faculty regarding their availability to be a clinical mentor.

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 available 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.

Documenting Patient Contact

Timeline for documenting patient contact

The Center for Psychological Services uses an electronic medical record system called Titanium. Documentation of contact with patients must be completed within two business days of that contact. "Business days" do not include weekends and holidays. For example, if a patient is seen Friday 9 am, then the completed note must be in Titanium by Tuesday 9 am. This rule applies to the original completed note, not to any supervisor-requested revisions.

Task Lists

Titanium shows "tasks" that are incomplete, such as progress notes. Task list audits are conducted on the 1st and 15th of every month. Task lists are printed for each student and distributed to clinical faculty supervisors. The task lists will be co-signed by supervisor and student, and they will be put into students' files. Any indication of overdue notes will be marked "Warning" by the faculty supervisor. Three warnings within one semester will result in referral of the student to the Graduate Committee in which the supervisor

highlights the concerns that are specific to the student's professional, ethical, or legal competency. The student can and may be put on probation by the Graduate Committee.

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.

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 met.

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.

Graduate School Requirements

These steps are summarized from the Graduate Bulletin.

1. 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). Application should be completed before beginning work on the Master's Thesis.
2. Students must submit an outline for the proposed project to the Graduate School and to the Program (for their file) using the "Thesis and Professional Project Outline Form." The outline should be completed after obtaining approval, via committee meeting, from a Master's Committee. It should list the committee members. The outline must be approved by the student's research mentor, the department chairperson, and the vice provost for research and dean of the Graduate School. Master's thesis and professional project outline forms are available online at www.marquette.edu/grad/forms_index.shtml.
3. Student should obtain 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.
4. 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 (www.marquette.edu/grad/forms_index.shtml). 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.
5. The Graduate School requires that students successfully complete a comprehensive examination in order to receive a Master's Degree (via oral defense of the project to the master's committee). 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

1. Students in the doctoral program must successfully obtain a Master's Degree before pursuing work on their doctoral dissertation.
2. In order to receive a Master's Degree, students must complete a minimum of 36 credit hours of course work beyond the baccalaureate degree, including six hours of Master's thesis enrollment (PSYC 6999). The master's thesis entails an original study.
3. Master's thesis committees will comprise at least three departmental faculty of any rank, but the adviser or chairperson shall be a tenure-track (assistant, associate or full) professor. If the committee includes one or more non-Marquette member, those members will be in addition to the three from the department.

4. Students must obtain approval of their Master's thesis proposal. The proposal should include a literature review, a statement of the problem or hypotheses, and a detailed description of the proposed method. Committees may also require additional information, such as preliminary analyses (for example, if using archival data), power analyses, and a section describing proposed statistical analyses. The thesis committee must meet to approve the proposal. The meeting should produce a signed agreement between the student and the committee establishing the requisite steps for successful completion of the project.
5. Students satisfy the Graduate School requirement of a Master's Comprehensive Examination via oral defense of the project to the master's committee.
6. Students must submit to the Graduate School and to the Program (for their file) a copy of the thesis approval form (www.marquette.edu/grad/documents/MastersThesisEssayPPPubApprovalForm.pdf).

Deadlines

Students must complete their Master's degree work by the end of their third year. This enables them to begin work on their DQE, as well as other research projects and products (i.e., presentations and publications). Also, because third-year students begin off-campus externship placements (which typically require at least 10 hours per week), completing the Master's Thesis during or after the third year becomes even more difficult. Externships must be arranged in the Spring semester prior to their commencement in either Summer or Fall. Many require a formal application. All require approval of the Graduate Committee via the Associate DCT.

The following rules apply to the master's thesis and degree.

1. The Master's Degree requirements must be completed before students seek approval of the DQE proposal.
2. In order for students to be approved for an off-campus externship in their fourth year, they must have successfully defended their Master's Thesis by January 25 of Spring Semester in their third year. (Note that this does not preclude attending externship at the Center for Psychological Services in their fourth year.)
3. 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." A student may remain on Program Probation for one year only. 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. (See the Handbook section entitled Graduate Student Progress Through the Program for more details.)

Doctoral Qualifying Examination (DQE)

The DQE is a literature review 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. After the student has passed the DQE, he or she becomes a "doctoral candidate" and begins formal work on the dissertation.

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 DQE. Students begin their DQE after they have completed their master's degree.

For students to apply for internship in the following Fall semester, they must submit to their DQE committee members the final draft of the DQE by May 15.

DQE Committee

The DQE process is overseen by a committee of at least three faculty members, including the advisor. The DQE committee will normally also be the dissertation committee.

While there can be more than three committee members, at least three must be full-time faculty members of the Department of Psychology at Marquette University. Full-time faculty members in other departments at Marquette and psychologists at local institutions may serve as *additional* committee members. 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.

Proposal

Work on the DQE is initiated by writing the proposal. In consultation with the DQE chairperson, students shall prepare and submit to the DQE committee a formal proposal for the DQE. The proposal should include:

- A problem statement or abstract (250 words maximum)
- A proposed methodology or approach for identifying the literature (250 words maximum)
- A one-page outline (preliminary) of the DQE
- A bibliography is not needed

The DQE committee typically meets with the student to modify or revise the proposal as needed, but this is not required.

After reading the DQE or after the proposal review meeting (if there is one), all committee members complete the *DQE Proposal Feedback Form*, which indicates either (1) approval of the DQE proposal as submitted, (2) approval with changes that were discussed, or (3) lack of approval. The forms and the DQE proposal should be put into the student's file. (However, they do not need to be forwarded to the Graduate School.)

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."

While writing the DQE, it is permitted that the student consult with the DQE chairperson and/or committee members; however, the student is responsible for the actual writing.

Evaluation

The DQE submission to all committee members should include the *DQE Rating Form*, which will be completed by all committee members. Students should expect examiners will require 2-4 weeks to read the DQE. Examiners will rate the DQE in terms of:

- organization and presentation
- readability/writing fluency
- quality of the methodology used to conduct the literature review
- integration/synthesis of literature
- critique of literature
- scholarship/contribution to literature

Please see the qualitative descriptions for each below.

Readers will rate the DQE as follows as “Pass (No revisions necessary)”, “Pass pending revisions” (and the manuscript will need to be revised and resubmitted either to the chairperson only or to the entire DQE committee), and “Fail”.

The First Attempt

If the DQE passes pending revisions, the student will be allowed 3 months to resubmit it.

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 request 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.

Paperwork

If the DQE passes, the student must submit to the Graduate School and to the DCT (for their 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*. These can be downloaded from the Graduate School website.

Qualitative Descriptions

Organization and presentation

- | | | |
|---|--------------|---|
| 1 | Expert | Ideas are arranged logically and are clearly linked to each other. |
| 3 | Proficient | Most ideas are arranged logically and are usually clearly linked to each other. |
| 5 | Unacceptable | Ideas are not logically organized and often fail to make sense together. |

Readability/writing fluency

- | | | |
|---|--------------|--|
| 1 | Expert | Sentences are well-phrased, vary in length and structure, and flow smoothly from one to another. |
| 3 | Proficient | Sentences are well-phrased, and most vary in length and structure. The flow from sentence to sentence is generally smooth. |
| 5 | Unacceptable | Sentences are difficult to follow and do not flow smoothly from one to another. Errors in sentence structure are frequent. |

Quality of methodology used to conduct the literature review

- | | | |
|---|--------------|---|
| 1 | Expert | Methodology used is clearly stated and is comprehensive, thorough, and objective. |
| 3 | Proficient | Methodology used is clearly stated. Most relevant databases were identified. Search terms used capture the focus of the review. |
| 5 | Unacceptable | The description of the methodology is unclear. Relevant databases and key search terms were not used. |

Integration/synthesis of literature

- | | | |
|---|--------------|---|
| 1 | Expert | Concepts are fully integrated and include student's own insights. Conclusions show analysis and synthesis of ideas. |
| 3 | Proficient | Most concepts are fully integrated and include student's own insights. Conclusions show some analysis and synthesis of ideas. |
| 5 | Unacceptable | Little, to no, integration of concepts and student's own insights. Conclusions do not show analysis or synthesis of ideas. |

Critique of literature

- | | | |
|---|--------------|--|
| 1 | Expert | Issues related to and specific limitations of the literature are identified, clearly articulated, and organized around major themes. |
| 3 | Proficient | A summary and synopsis of the literature is provided with most issues and limitations being identified and articulated. |
| 5 | Unacceptable | Issues and limitations of the literature are not identified or clearly articulated. |

Scholarship/contribution to literature

- | | | |
|---|--------------|---|
| 1 | Expert | The review makes a timely and rather unique contribution to the literature and is likely to have a major impact on the field. |
| 3 | Proficient | The review contributes to the literature and is likely to have some impact on the field. |
| 5 | Unacceptable | The review does not contribute to the literature and is unlikely to impact the field. |

Please note that a student must achieve a 3 (proficient) or better in every category to pass, but revisions may still be required.

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 will not be entitled to a refund of tuition for these credits if they should subsequently drop out of or are withdrawn from the Program.

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

If data collection is part of the project, students must obtain approval of the dissertation proposal prior to beginning it. 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.

IRB 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.

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

The dissertation must be prepared according to the “Dissertation Directives” (<http://www.marquette.edu/grad/documents/DissertationDirectives11.pdf>), published by Marquette University. The final and approved dissertation must be submitted electronically to ProQuest’s ETD Administrator

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.

Internships

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 calendar year, usually less than halfway through the year-long internship.

Internship start dates vary from July to September. Materials for application to internship programs are generally due in November and December of the prior year, and "Match" day is in February.

Internship Eligibility

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.

Students are eligible to apply for internship if and only if they have met the following criteria:

Completed MS thesis

Completed all coursework or has a practical, approved plan to complete it prior to internship

Making sufficient progress toward program research requirements

- Regarding the DQE, for students to apply for internship in the following Fall semester, they must submit to their DQE committee members the final draft of the DQE by May 15
- Successfully defend the dissertation proposal by October 15

Deemed competent in relevant areas by the Graduate Committee, via formal examination of the student's portfolio (see below)

Successfully completed the *Clinical Competency Examination* (see below)

Student is up-to-date on all paperwork at the Center for Psychological Services, including progress notes and evaluation reports.

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. Two weeks prior to the scheduled *Clinical Competency Examination* (see below), the student must submit to the program administrative assistant 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) A recently completed *Annual Student Review Form*.
 - (c) 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.
 - (d) Curriculum Vitae
 - (e) Abstract and faculty rating sheets of the M.S. essay, project or thesis

- (f) 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.
- (g) 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).
- (h) The form *Documentation of Clinical Hours*. This form documents practicum experiences, including sites, supervisors, and hours accumulated.
- (i) All *Practicum Student Evaluation Forms* 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.

The portfolio will be reviewed and evaluated by two members of the Graduate Committee, using the rating sheet “Core Competencies of Clinical Psychology” (www.marquette.edu/psyc/documents/CompetenciesRatingForm.pdf). If the review of the portfolio indicates that the student meets or exceeds expectations in all competencies, the student will then take the *Clinical Competency Examination*.

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 exam will be administered by two clinical faculty, who will be randomly selected. The student's research mentor may not serve on the committee.

Students 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 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
- a brief discussion of any potential ethical issues anticipated.
- a brief discussion of any potential multicultural issues anticipated.

Following that, the faculty examiners will ask questions about the case.

The committee will determine the sufficiency of the presentation and answers in determining whether the student passes the examination or not using the Clinical Exam Rubric (http://www.marquette.edu/psyc/documents/ClinicalexamRubric_HECKDSM5UPDATE.pdf). Both faculty must vote to pass the student for him or her to obtain permission to apply for internship.

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).

APA-Accredited Internships

Students in the Program are expected to seek an APA-accredited clinical internship. The Association of Professional Psychology Internship Centers (APPIC) annually publishes a directory (available in the

Department) that lists APA-accredited and non-APA-accredited 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.

Non-APA-Accredited Internships

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-accredited 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 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 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 student's performance during the internship. At the end of the internship, the DCT will verify that the student completed 2,000 hours of internship training.

Multicultural Awareness and Professional Integration Program (MAPIP)

The goal of this program is to assist doctoral psychology graduate students in gaining additional knowledge of multicultural issues. This includes increased awareness of the multicultural psychology research, increased understanding of diverse groups and cultures, and self-reflection of how diversity awareness can be integrated into their professional careers.

Students should submit an application to the program (including their name, year in the program, anticipated date of completion of the program, and what they hope to achieve or gain by completing the program) to the Diversity Committee.

REQUIREMENTS FOR CERTIFICATE COMPLETION:

- 1) **Attend 6 Psychology Department Diversity Colloquia.**
- 2) **Attend 10 campus or community diversity events.** Events must be preapproved by MAPIP mentor.
- 3) **Reflections for each of the colloquia and events attended.** Each reflection should be 2-3 pages and include a thoughtful self-reflection of what you learned, found interesting, and how this new information can be integrated into your professional work (teaching, research, or clinical). Reflections should be written within 2 weeks of each event - on each reflection include date of event and date of reflection submission.
- 4) **Development of knowledge base regarding Diversity and Inclusion.** Students will have the opportunity to read, and reflect upon, seminal articles regarding diversity. Students should write a reflection paper (as described above) on two of the articles listed below. These will count toward the campus/community diversity events requirement. Students should discuss the articles with their MAPIP mentor to go beyond the content of the articles and instead discuss the new information learned, application of information to research or clinical work, and potential next steps. As these articles represent a foundation of knowledge, it is encouraged that students complete this requirement within the first year of MAPIP. The articles include:
 - Moradi, B., & Grzanka, P. R. (2017). Using intersectionality responsibly: Toward critical epistemology, structural analysis, and social justice activism. *Journal of counseling psychology, 64*(5), 500.
 - Nadal, K. L. (2017). "Let's get in formation": On becoming a psychologist-activist in the 21st Century. *American Psychologist, 72*, 935-946.
 - Neville, H. A., Awad, G. H., Brooks, J. E., Flores, M. P., & Bluemel, J. (2013). Color-blind racial ideology: Theory, training, and measurement implications in psychology. *American Psychologist, 68*(6), 455.
 - Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: implications for clinical practice. *American psychologist, 62*(4), 271.
- 5) **Demonstration of Competency to Integrate Diversity into Teaching.** Students will prepare and present a lecture (30 minute minimum) that integrates diversity issues. This lecture should be prepared for a class that they would likely be assigned to teach such as introductory psychology, abnormal psychology, personality, research methods etc. For example, one might present a lecture on gender issues in mental health diagnoses, ethnicity and educational issues, issues in conducting cross-cultural research etc. This lecture needs to be presented either as a guest lecture in an appropriate class (to be arranged with willing instructors) or as a presentation to a campus student group (such as Psi Chi, student organization on campus etc.) The professor of the class hosting the guest lecture, or organizer of the student event, should provide a short note that certifies the lecture was completed.
 - Students may chose to do an additional presentation to external organizations, such as high schools, community groups etc. This external presentation can count as 1 of the campus diversity events, but should be completed after having first presented on campus.

- 6) **Clinical Case Conceptualization.** A case conceptualization that demonstrates multicultural awareness and competency should be written for a current clinical case.
- 7) **Integrative Reflection Paper.** This paper is to be written after completing all of the event, lecture, and case conceptualization requirements. This paper should be an extensive self-reflection and address the following: What have you learned about yourself, about multicultural issues, and how is this new information integrated into your professional life? Specifically discuss implications for clinical work, research, and teaching.
- 8) **Multicultural Awareness Portfolio.** The Portfolio should be a 3-ring binder that includes sections for (a) the reflections for psychology colloquia, (b) reflections for external events, (c) lecture PowerPoint slides/notes, (d) clinical case conceptualization, and (3) final reflection paper. This should be submitted to the Diversity Committee.
- 9) **Final Exit Meeting.** A final meeting for a conversation with a faculty member of the Diversity Committee is required. This meeting occurs after the faculty member has had a chance to review the portfolio. This meeting will involve discussion of the materials in the portfolio and is intended to provide feedback to both the student and certificate program.

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. Note that "Program Probation" is not the same as "Academic Probation" from the perspective of the Graduate School. The Graduate School's policy on academic probation is reviewed in the section Policies and Procedures. (Students applying for internship do not need to report being on Program Probation on their APPIC application.)

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 DCT and 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 has elapsed, the DCT and Graduate Committee will recommend to the Dean of the Graduate School that the student be dropped from the Program. 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.
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) The DCT will not 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.

Marquette University Graduation and Commencement Policies

“Graduation” vs. “Public Celebrations”

“Graduation” is the *official awarding* of the degree by Marquette University.

May “Commencement Ceremony” and the December “Hooding Ceremony” are the *public celebrations* of the doctoral degree.

- Students apply to graduate via CheckMarq. Applications to graduate have deadlines.
- Both celebrations entail a “hooding ceremony,” wherein the doctoral graduate walks across the stage and has a doctoral hood placed around their neck by their mentor and one of the school administrators.
- When the university cancelled the December graduation ceremony, the Graduate School created a December “Hooding Ceremony.”
- Doctoral students that do not meet the deadline for the May Ceremony (see below) can either participate in the December Hooding Ceremony or wait until the following May Ceremony to be hooded.
- To apply for either the May Commencement Ceremony or the December Hooding Ceremony means that students apply for graduation. For example, students might apply to graduate in August, but they will indicate their intention to participate in the May Commencement Ceremony. (The deadline for this is fairly early, so that academic audits can occur, as well as the printing diplomas, graduation invitations and program booklets.)

Policy Regarding Doctoral Candidates

Graduation Dates

In addition to the three regular graduations in **May**, **August**, or **December** of each year, students in clinical psychology can graduate in September, October, January or February. Note the following requirements and deadlines.

- Last working day of **September**: For students who complete internship and dissertation submission (and apply for September graduation) by the last working day of August.
- Last working day of **October**: For students who complete internship and dissertation submission (and apply for October graduation) by the last working day of September.
- Last working day of **January**: For students who complete internship and dissertation submission (and apply for January graduation) by the last working day of December
- Last working day of **February**: For students who complete internship and dissertation submission (and apply for February graduation) by the last working day of January

Students who miss the deadlines for October or February graduation must wait until the following December or May to graduate.

May Commencement Ceremony

Students *who have completed all degree requirements* by the deadline specified for May graduation should apply to graduate in May and will participate in the May commencement hooding ceremony.

Students who *have not yet met all criteria* to graduate (i.e., coursework, dissertation submitted, and internship) may participate in May Commencement Ceremony if and only if:

1. They apply to graduate in August by the February 1 deadline, at which time they indicate their intention to participate in the May Commencement Ceremony.

2. They will have their dissertation completed by the April deadline (usually late April--see bulletin)
3. They will complete their internship by the last day of Summer Session 2 (usually late August), so that they will **graduate in August**

December Hooding Ceremony

Students who meet the deadline to graduate in September, October or December may participate in the December Hooding Ceremony. (Or they may wait to participate in the subsequent May Commencement Ceremony.)

Policy Regarding Master's Candidates

All clinical psychology students are admitted to the doctoral program. They obtain their MS degree during their studies. When students apply to graduate with a master's, they "stop out" of the program to do so, then they re-enter the program. (This is the necessary terminology for the sake of the Registrar and MU's computer system.)

Students should apply for graduation via CheckMarq (My Academics Page in student's self-service). Links for both the doctoral degree and the master's degree will show up, and students should select the Master's degree link and apply to graduate.

1. Students who have *completed all master's degree requirements by the deadline* specified by the Graduate School for May graduation should apply to graduate in May and participate in May commencement.
2. Students who *will have all degree requirements by the deadline specified for August or December* graduation may participate in the previous May commencement of the same year. (Or they can participate in May commencement the following calendar year.)

The students in #2 will be applying "off cycle," which means that they will apply to graduate in August or December but are planning to participate in May ceremony. They need to change the date accordingly in the "student service center" on CheckMarq.

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