

# Clinical Program

## Handbook for Graduate Students

(Appendix A2 to the Department Handbook)

Academic Year 2024/2025

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Clinical Manual “BOX Companion” for more details and examples:

<https://uofi.box.com/s/grpsq882e8rda5pn0lahsiwlkrzb35qn>

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## 1. Mission Statement

The UIC Department of Psychology offers an APA-accredited doctoral program in clinical psychology. The mission of the Clinical Psychology Program is to educate innovative research-oriented scholars. Following the Boulder Model “scientist-practitioner” approach to training, we emphasize the integration of research and clinical work to produce leading researchers who will advance theory, research, and application in the areas of assessment, intervention, etiology, and prevention of psychological and health-related problems. Within this context, practicum training provides experiences that enable students to learn evidence-based assessment and treatment approaches, as well as strategies for the prevention of behavioral problems and the promotion of health. Our educational philosophy emphasizes a scientific and socially responsible approach to clinical psychology, including sensitivity to ethical issues as well as gender, ethnic, and cultural diversity. Our goal is to train students for careers in academic and research settings; we do not aim to train students for careers in private practice or full-time service delivery.

The Clinical program has maintained its APA accreditation continuously since 1974. You may contact the Committee on Accreditation here:

Office of Program Consultation and Accreditation American Psychological Association  
750 First Street, N.E.  
Washington, DC 20002-4242  
(202) 336-5979

## 2. Program Overview

**A. Learning Goals and Objectives.** Our program learning goals and objectives are to ensure that our students leave with competency in all areas required for the professional practice of Clinical Psychology. As designated by APA, these include 10 areas of Discipline Specific Knowledge (History and Systems, Affective Aspects of Behavior, Biological Aspects of Behavior, Cognitive Aspects of Behavior, Developmental Aspects of Behavior, Social Aspects of Behavior, Advanced Integrative Knowledge in Scientific Psychology, Research Methods, Statistical Analysis, and Psychometrics) and 9 Profession-Wide Competencies (Research, Ethical and Legal standards, Individual and cultural diversity, Professional values, attitudes and behaviors, Communication and interpersonal skills, Assessment, Intervention, Supervision, and Consultation and interprofessional/interdisciplinary skills). Below we outline the interlocking research training, clinical training, and coursework we use to achieve these goals and objectives.

**B. Program length.** Our training program is designed so students can complete all requirements in five years (four in residence at UIC, with the fifth on internship). However,

often students elect a fifth year in residence at UIC to continue publishing and gain specialized practicum experiences, giving a typical total time to completion of six years.

**C. Training model.** Our program uses an intensive individual mentorship model, with each student's individual training plan overseen by a primary Research Advisor. Most research advisors are from within the Psychology Department, but others can be Clinical Psychologists directing research programs in other settings in the university, such as the Psychiatry Department.

**Academic Advisor role.** Students whose primary Research Advisor is outside the Clinical Program (e.g. Psychiatry or another program in the department) will also have an Academic Advisor within the Clinical Program. The Academic Advisor helps the student navigate program requirements and ensures their work is consistent with program norms. Students needing an Academic Advisor should consult with their Research Advisor on which core clinical faculty member to ask to be their Academic Advisor, and should notify the DCT when they have identified a faculty member willing to serve in that role. Students should identify an Academic Advisor within their first year of the program. The DCT will serve in the Academic Advisor role for students in their first year before an Academic Advisor is identified. If students are having difficulty identifying an Academic Advisor, they should consult the DCT. Students should regularly update their Academic Advisor on their progress and plans, meeting at a minimum at the beginning and end of each academic year. For more information on advising, change of advisors and the role of the Academic Advisor on committees, please see the Department Manual, Section 3.

### 3. Research Training

**A. Research Training General Expectations.** Students are expected to spend ~8-10 hours per week on research training while in residence, including over summer semesters (represented by registration for research credits in PSCH 591, 598, 596 and 599 throughout training). At the beginning of each year, students should agree with their Research Advisor on hours, involvement, and research goals for the year. Formally setting aside research time is critical, as your most important research training takes place outside the classroom. Coursework provides foundational skills in research methods and statistics, but the lab is where you learn the specialized methods needed to conduct impactful research in your area.

Students complete three milestone research projects (Masters, Prelim and Dissertation). Typically at least one is expected to involve original data collection. Original data collection does not necessarily mean conducting a completely new study, but students must demonstrate that they have been sufficiently involved in data collection to gain mastery over the data collection techniques used in their research field. Exceptions can be made for students addressing questions that require large or unique samples, or who are training for research specialties where original data collection is not the norm. Completion of these milestones is

one part of research training, but your training will likely also require assisting with projects conducted by your advisor or other lab members. This allows students to gain experience in technical skills, project management, supervision, and other research competencies not encountered in the time-limited projects feasible for graduate milestones. Although the milestone projects are the primary requirements for research training, we strongly encourage students interested in a research career to also develop a strategic plan with their research mentor for regular submissions to conferences, journals and grants. Research positions are extremely competitive, so completing only the minimum requirements will not be sufficient.

**B. Paid Research Assistantships.** At some point during graduate school you may have a paid research assistantship with your mentor or another faculty member. Expectations and hours for these positions are separate from your research training. RAs follow the same overall expectations for hours and pay as teaching assistantships (<https://hr.uic.edu/hr-staff-managers/compensation/minima-for-graduate-appointments/>). Students employed as RAs should come to a mutual agreement with their research mentor on hours and expectations for their RA, separate from their training.

**C. Overview of Research Training Milestones.** Below is a summary of milestones, but see the Department Handbook and "Timeline to PhD" below for more detail.

**Year 1: Propose Master's Thesis.** In the first year, students work closely with their advisors to develop a proposal (represented by registration for Research Apprenticeship hours in PSCH 591). The Master's should demonstrate foundational ability to pose a question and execute an analysis to answer that question. Thus, it may be a secondary data analysis, or more closely allied with an ongoing project in your advisor's lab. At the end of Spring Semester, students should meet with their advisors to complete the First Year Progress Report and submit the completed form to the Graduate Coordinator by the last day of instruction (see Department Handbook, "6. First-Year Research Apprenticeship" for details). In most cases, students' progress report is their masters' thesis proposal draft or final proposal document. Students in the Clinical Program do not complete a first-year project, so the First Year Progress Report should reflect progress made toward the Master's. Students are generally expected to propose by the end of Spring Semester Year 1, although this is an internal deadline with no petition required for extension. As you approach your proposal, please consult the Department Handbook, "7. Master's Research and Thesis" for information about the timeline and paperwork.

**Year 2: Conduct and Defend Master's Thesis.** After proposing, students should register for Master's thesis credits (PSCH 598) while completing their thesis. Students should complete and defend the thesis by the end of Spring Semester Year 2. Please consult the Department Handbook, "7. Master's Research and Thesis" in the Fall Semester for information about timeline and paperwork for defending. Because receiving your Master's involves graduating with a degree, paperwork must be started early the semester of the defense. If you are not able to defend by end of Spring Semester, you must file for a one-year extension (Department Handbook, "7. Master's Research and Thesis"). You must also have successfully defended your

thesis to go on a clinical externship in Year 3 (see "Clinical Training Milestones" below). However, note that for these requirements, we consider date of your successful defense, not your technical date of graduation with the Master's. Note, students are required to present their completed Master's in Current Topics to gain additional experience with presentation, but this can be done in Year 3.

**Year 3: Preliminary Exam.** After defending the Master's, students should register for research credits in Independent Research (PSCH 596) while completing the Prelim. The Prelim is designed both to assess the skills needed for successful completion of a Clinical Psychology Ph.D., and to be career enhancing. Thus, students independently prepare a Prelim Portfolio consisting of: 1. An original first-authored paper completed largely independently. The paper may be a systematic literature review, an empirical project, or a federal grant application (e.g., NIH NRSA) proposing an independent research question and that has been primarily written by the applicant. The paper must be deemed "publishable" or "reviewable" (for grants) by the committee (papers do not need to be actually published or receive a score in review, but must be considered acceptable by our faculty of highly experienced reviewers). 2. A sample assessment report; 3. A sample treatment plan; 4. The student's CV. Faculty wholistically review the Prelim Portfolio to determine if the student is prepared to advance to candidacy. Preliminary requirements vary significantly by Program, so please see "Preliminary Exam and Portfolio" in this manual for detailed information on the process and content of the Clinical Prelim. Students should complete the Prelim by Spring Semester of Year 3, or one year from defense of the Master's. If you have not passed by then, you must file for a one-year extension (Department Handbook, "8. Preliminary Examination"). Further, a minimum of one year must elapse after passing the Prelim before the defense of the Dissertation.

**Years 4 and optionally 5: Dissertation.** Once the student passes the prelim they should register for research credits in Dissertation Research (PSCH 599) while completing the dissertation. The dissertation is expected to reflect greater independent thinking and execution than either the Master's or Prelim. Time to completion varies by student, but students must have successfully proposed their dissertation by Sept 30 of the year that they apply for internship. The faculty also strongly suggests that data collection be completed before students leave for internships, if not the actual defense. Dissertation timing and paperwork is complex, so please see both "Timing of Dissertation Defense" in this manual and the Department Manual "8. Doctoral Research and Dissertation" for details.

## 4. Clinical Training

**A. Clinical Training General Expectations.** Expected hours varies by year. In Year 1, students are expected to spend ~ 0-6 hours per week; Year 2, 0-12 hours per week; and Year 3, 6-12 hours per week on clinical practicums while in OAPS. Clinical training follows a sequence of acquiring foundational skills under close supervision in our in-house clinic, the Office of Applied Psychological Services (OAPS), followed by more advanced and specialized work on outside

externships. Due to university policy for employees working with clients, ALL students entering the UIC Clinical Program must agree to and pass a background check.

**B. The Office of Applied Psychological Services (OAPS).** OAPS is the clinical training site for students in Years 1-3. The clinic serves a diverse population from the Chicago metropolitan area. Students receive clinical training in evidence-based approaches to assessment and treatment. Students are supervised by licensed clinical psychologists, and all student clinical interactions are videotaped for review by the assigned supervisor. Attempts are made to assign students cases that match their research and clinical interests, but this depends on the current client list. OAPS does not offer specialized tracks of training, but rather provides the solid foundation in intake, assessment and therapy that serves students well as they pursue advanced training in more specialized fields on externship, internship and post-doc.

The administrative structure of OAPS is discussed with students at the fall semester orientation. In general, the directors initiate and respond to referral sources to facilitate client flow, identify rich, educational opportunities for clinical work, provide direct clinical supervision and assure that all supervision at OAPS is of the highest quality. The clinic operates year-round and is typically only closed when the university is officially closed and on official holidays, with supervisory coverage available throughout the year. Some advanced graduate students are selected to serve as paid Clinic Assistants and help run the clinic, thus receiving valuable experience useful for entry to post-graduate administrative positions. An updated OAPS manual devoted to policies and procedures of OAPS is available from the OAPS directors. Please refer to that manual for more specific questions regarding the operation of OAPS outside of the program requirements.

**C. Externship.** Completing an external practicum or “externship” in Year 4 and optionally in Year 5 before applying to internship is highly recommended, although not required – students may also accrue hours through continuing to work in OAPS or through research experiences involving direct service and supervised by licensed clinical psychology faculty members.

**Selecting a site.** A variety of externships are available. To select a site, the most valuable source of information is advanced students who have worked there. A partial list of externship sites is provided in the Box Companion to this manual under “Externship”. These sites are ones which students have attended in the past or come recommended. If you are interested in other sites, notify the DCT, who will work with you to determine whether the site is acceptable. All sites must provide supervision by a Ph.D. psychologist, espouse evidenced-based practices, and provide adequate supervision (1-2 hours/week, must include some “live” supervision or review of recorded sessions). Students are also strongly advised to select sites that require no more than 12 hours/week. Students who would like complete externships requiring more than 12 hours/week should be up to date on all program requirements and prepared to explain how that clinical training is necessary for their career goals.

**Application process.**



1. Meet criteria to apply and go on externship. Students typically apply for externships in the fall semester. To apply, students must be in their third year of OAPS training or beyond, and if they have not yet defended their MA thesis, they must have an MA defense date set for December 15<sup>th</sup> or before. Students typically start their externships the following summer. To start externship, students must have successfully defended their master's thesis.

2. Submit your list of sites for approval. All students (3<sup>rd</sup> and 4<sup>th</sup> years) who want to go on externship must submit a list of the sites they are considering and the "Request to Apply for Externship Form" (see Appendix I) to the DCT by September 30. This form is reviewed by clinical faculty, and readiness for advancing to external practicum along with the fit of the site with the student's goals and progress will be discussed. The DCT will then notify students that they are approved to apply.

3. Apply to your sites. Students apply directly to each site. The application process and deadlines are site specific, but applications are typically due starting in November with interviews typically taking place in December through February. Most sites require a formal application, letters of reference, and an interview. At least one letter of recommendation should come from a supervisor at OAPS.

4. Accept an offer and complete paperwork. When you accept an externship, you must notify the DCT and the department staff member in charge of external agreements (currently Deborah Rogers) and provide contact information for the supervisor or director of that externship. Non-UIC externships will need to complete paperwork and a formal contractor agreement with UIC that will be sent to them by the department staff member. All externships will need to sign letter agreeing to provide adequate training and supervision that will be sent by the DCT. Specific sites may also have paperwork that UIC must complete – this should be sent to the DCT. This paperwork can take time to complete, so we suggest you do this immediately upon accepting and absolutely no later than one month prior to your start date.

While on practicum. Students in an outside practicum will be required to sign a release form allowing us to exchange information with the practicum supervisor regarding students' performance in the clinical program and the practicum. The DCT coordinates off-site practica, including requesting a semesterly evaluation of progress from each student's primary supervisor using the UIC Clinical Evaluation form; however, sites may choose to provide feedback on their own forms, at a minimum yearly. The DCT is also the point person for any problems you may have while on externship. Please get in touch if things are not going how they should be.

D. Malpractice Insurance and PSCH 584. Students MUST enroll in Psychology 584 every semester while in graduate school to ensure liability coverage for their clinical work. Typically, this means that students enroll continuously in this course from the first semester of the first year until they complete graduate studies. During the time that students are in OAPS, registration in PSCH 584 also represents time spent on service provision, supervision and in the weekly OAPS meeting (which is the listed time for the class on the UIC course schedule). While

on externship it reflects the time spent on clinical work there. All students doing an off-site practicum **must** continue to enroll in PSCH 584 so that liability coverage is assured.

A “pass” in PSCH 584 is contingent upon up-to-date record keeping (i.e. turning in clinical notes on time) and on clinical supervisors’ semesterly evaluations of students (see "Evaluation of Clinical Competence"). Being up-to-date in submitting notes is an important aspect of professional development. In many professional settings, other care providers will need to check your notes to know about the client’s behavior and state of mind to provide the most appropriate care for the client. Failure to provide notes on a timely basis can seriously undermine the appropriate care of your client. Supervisors in OAPS and at external sites will inform you of timelines for submitting all notes and reports, and following these timelines is required to pass PSCH 584.

**E. Tracking Clinical Hours.** Internship applications require that students report the number of hours of clinical training they accrued during graduate training in intensive detail, including information on type of hours, client demographics etc. Thus, it is **absolutely critical** that you track all clinical hours as they occur, rather than trying to reconstruct your experiences at the end of your training. We are currently piloting a department subscription that gives you access to Time2Track, a software that allows you to track your hours while integrating with the common application format for internships. Time2Track also allows your supervisors to view and verify your hours. All hours must be tracked in Time2Track within the same semester they occur. This includes both face-to-face hours, such as therapy, assessment, and supervision, and support hours, such as note or report writing.

**F. Overview of Clinical Training Milestones.** Below is a summary of milestones, but see the OAPS Manual and "Sample Timeline" below for more detail.

**Year 1: Intakes and beginning assessments.** Students start by shadowing advanced students on intake interviews in OAPS, then conducting intake interviews with support from more advanced students, then conducting them independently. Generally students are conducting intakes independently by the summer of Year 1, and from this point forward should expect to have regular set intake hours each semester, and to conduct 2-4 intakes per semester (including summer semester). By the end of Year 1 students also begin to conduct assessments in OAPS. Students are expected to complete 4-6 integrated assessments in total while in OAPS, primarily over Years 2 and 3. All students Years 1-3 also attend the 1hr OAPS meeting each week, which includes case presentations, special topics, etc.

**Year 2: Assessments and beginning therapy.** Students continue to do assessments and have assigned intake hours in OAPS (also mentoring Year 1 students), and at the end of fall (at supervisor discretion) or in the spring semester they begin to see their first therapy cases. Client load is gradually increased over Year 2 up to the expected full load of 4 therapy clients.

**Year 3: Full caseload in OAPS.** Students are expected to carry 4 therapy clients. They also continue to do assessments and have assigned intake hours in OAPS. Student should prepare

to apply for outside externships in the fall semester, including submitting the request form to the clinical faculty. By the end of Year 3 they should have completed their 4-6 expected integrated assessments.

**Years 4 and optionally 5: Externship.** A wide variety of practicum sites with specialty training (academic medical centers, VAs, specialty community and research clinics) are available to students in the fourth year and beyond.

**Year 5 or 6: Internship.** Students are expected to complete an APA-approved internship. (see the section below on "Internship" for details)

## 5. Coursework

**A. General Expectations for coursework.** Clinical students complete a required sequence of coursework that interlocks with and supports research and clinical training at every year. We have designed this coursework to allow you to acquire and demonstrate didactic achievement in all APA required areas of Discipline Specific Knowledge and Profession-Wide Competencies, while simultaneously minimizing the number of hours students must spend in class. This is critical to allow time for the experiential research and clinical training that is the heart of the PhD-level educational experience.

Coverage of some APA-required areas (History, Affect, Advanced Integrative Knowledge) is completely integrated and infused throughout our required core courses, with no separate courses required. For areas strongly represented in our core courses, but which we judged would benefit from presentation of additional foundational information (Cognitive Bases, Social Bases, Diversity), a semester-long graduate-level overview of the area is presented in our Clinical Program Seminar, which all students Years 1-3 attend (PSCH 579, "Current Topics in Clinical Psychology"). These overviews regularly alternate with our typical current topic and professional development semesters, such that all clinical psychology students receive the needed overviews by Year 3. All remaining areas we felt required the depth of a stand-alone class (e.g. Biological, Developmental), so students take a stand-alone course or courses to meet these requirements.

**B. Pre-Internship Coursework Portfolio.** To facilitate tracking of these various course requirements we now have students submit a pre-internship coursework portfolio (Appendix III) demonstrating how they have met all required areas prior to applying for internship. You must keep this pre-internship coursework portfolio up-to-date as you progress through the program, and submit the final version to the clinical faculty no later than Spring Semester of the year before you apply for internship, to allow remediation of any identified weaknesses before the DCT certifies you as ready to apply for internship. This coursework sequence and the pre-internship portfolio applies beginning with the incoming class of 2020. Students in earlier

classes may use these requirements, or may complete the requirements that were in place when they enrolled (refer to prior handbooks posted on the webpage for these).

Note, some licensing boards will review transcripts to ensure all required areas appear, and the titles of some courses may be ambiguous. **Thus, it is imperative that you save all course syllabi forever!**

**C. Receiving credit for alternate courses.** Students who wish to substitute another course (either one already completed during graduate-level training elsewhere, or a different course offered at UIC) for one of the required/approved options must present a full syllabus with a complete list of assignments, topics and readings to the clinical faculty, who will determine whether the course is an acceptable equivalent. If the course is one with practical elements (e.g. Assessment), students may also be required to do a skill check-off with faculty or present work products to receive credit.

**D. Overview of Didactics Sequence.** Note, this is a suggested sequence that will result in completing all requirements on time. At times the semester/year in which a course is offered or completed may vary depending on faculty availability, student enrollment, or student progress/interest. We will always ensure you receive required coursework at the appropriate time to support your research and clinical training. If you are considering substituting, delaying or adding courses, please consult your advisor and the DCT.

**Year 1:** Students complete a year-long, department-wide introductory seminar that socializes them to the discipline and considers issues of diversity in psychology, with an emphasis on interrogating the perspectives and experiences they bring to graduate school (PSCH 507, "Emerging Issues in Psychology"). Students also take their foundational course in clinical research methods and statistics (PSCH 595, "Methods and Measurements in Clinical Psychology"; PSCH 543, "Research Design and Analysis" and PSCH 545 "Advanced Design and Data Analysis II"). These courses explicitly support the Master's Thesis, using individualized assignments to build time for this major research task into the busy first year. Students also begin clinical didactics, which are fully integrated with the OAPS training sequence (PSCH 571, "Psychopathology", PSCH 581, "Interviewing", PSCH 582 "Practicum in Psychological Assessment, Part 1"). Finally, in Spring students take ethics and professional development to prepare them to see clients more independently, and to take on their new role as professional researchers in psychology who will conduct research in service of the public (PSCH 577, "Ethics and Professional Development") All students in Years 1-3 and all faculty also attend a year-long program-wide Current Topics seminar that helps build program cohesion and cross-year relationships. One semester each year consists of a broad overview of Social Psychology, Cognitive Psychology or Diversity in Psychology, on a rotating basis. This allows students to complete APA requirements in these topics over the first three years. The other semester consists of outside speakers, professional development topics not covered elsewhere, and opportunities for students to present their research.

### Fall Semester

Course #	Title	Credit Hrs
591	Research Apprenticeship (represents research hours)	2
595	Methods & Measures in Clinical Psych.	2
571	Psychopathology	3
581	Interviewing	2
579	Current Topics in Clinical Psych. 1 – alternating semesters are Cognitive/Social/Diversity Seminars	
584	Practicum for Clinical Trainees (represents practicum hours)	1
543	Research Design & Analysis	4
507	Emerging Research Issues Part 1	1
508	Colloquium on the Teaching of Psychology (if TAing PSCH 100)	1
		TOTAL (9 = Full time) 16-17

### Spring Semester

Course #	Title	Credit Hrs
591	Research Apprenticeship (represents research hours)	2
582	Practicum in Psych Assessment Part 1	4
577	Ethics and Professional Development	3
579	Current Topics in Clinical Psych. 1 – alternating semesters are Cognitive/Social/Diversity Seminars	
584	Practicum for Clinical Trainees (represents practicum hours)	1
545	Advanced Research Design & Analysis II	3
541	Intro to Computing in Psych (combines w. 545 for credit hrs)	1
507	Emerging Research Issues Part 2	1
		TOTAL (9 = Full time) 15

### Summer Semester

Course #	Title	Credit Hrs
598	MA Thesis (represents research hours)	3-6
584	Practicum for Clinical Trainees (represents practicum hours)	1-2
		TOTAL (5 = Full time) 5-8

Year 2: Students receive progressively more advanced instruction in assessment covering more specialized tests and topics, and are introduced to interventions, again as they prepare to take these on in OAPS. This is also the year in which students will either complete the more advanced research design course covering development of interventions, clinical trials, and other special topics in clinical psychology research (PSCH 575 Psychotherapy Theory and Research), or their APA requirement in lifespan development (PSCH 526, “Lifespan Development”), which are offered every other year on a rotating basis. In Year 2 students may begin to take advantage of more specialized courses/electives such as stats courses in multi-level modeling, SEM, etc., as applicable to their topics, particularly in spring when course load is lighter.

### Fall Semester

Course #	Title	Credit Hrs
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598	MA Thesis (represents research hours)	3
575	Psychotherapy Theory and Research (offered every other year)	3
<b>OR</b>		
526	Lifespan Development (offered every other year)	3
574	Psychological Interventions	3
582	Practicum in Psych Assessment Part 2	4
579	Current Topics in Clinical Psych.	1
	– alternating semesters are Cognitive/Social/Diversity Seminars	
584	Practicum for Clinical Trainees (represents practicum hours)	1-2
	TOTAL (9 = Full time)	15-16

Spring Semester

Course #	Title	Credit Hrs
598	MA Thesis (represents research hours)	3-6
579	Current Topics in Clinical Psych.	1
	– alternating semesters are Cognitive/Social/Diversity Seminars	
584	Practicum for Clinical Trainees (represents practicum hours)	2
	TOTAL (9 = Full time)	9

Summer Semester

Course #	Title	Credit Hrs
596	Independent Research (represents research hours)	3-6
584	Practicum for Clinical Trainees (represents practicum hours)	1-2
	TOTAL (5 = Full time)	5-8

**Year 3:** As students focus on putting their intervention skills into practice, they are supported by a year-long seminar in interventions (PSCH 583, "Practicum in Clinical Interventions") that builds on the basic interventions course by introducing more specialized techniques and additional therapeutic orientations, incorporating group presentation and supervision of students' actual ongoing therapy cases. The second semester of this course also addresses issues of supervision, consultation and interdisciplinary work. Students may also be finishing APA requirements that are addressed via stand-alone courses (e.g. lifespan development and biological bases), and take advanced electives specific to their research interests.

Fall Semester

Course #	Title	Credit Hrs
596	Independent Research (represents research hours)	2
575	Psychotherapy Theory and Research (offered every other year)	3
<b>OR</b>		
526	Lifespan Development (offered every other year)	3
583	Practicum in Clinical Intervention Part 1	4
579	Current Topics in Clinical Psych.	1
	– alternating semesters are Cognitive/Social/Diversity Seminars	

584	Practicum for Clinical Trainees (represents practicum hours)	2
	TOTAL (9 = Full time)	12

Spring Semester

Course #	Title	Credit Hrs
596	Independent Research (represents research hours)	3
564	Pharm. Bases of Behavior (offered every year)	3
<b>OR</b>		
	Other biological bases course	varies
583	Practicum in Clinical Intervention Part 2	1
579	Current Topics in Clinical Psych. – alternating semesters are Cognitive/Social/Diversity Seminars	1
584	Practicum for Clinical Trainees (represents practicum hours)	2
	TOTAL (9 = Full time)	11

Summer Semester

Course #	Title	Credit Hrs
598	Dissertation Research (represents research hours)	3-6
584	Practicum for Clinical Trainees (represents practicum hours)	1-2
	TOTAL (5 = Full time)	5-8

Years 4 and optionally 5: Students may continue to finish up APA requirements that are addressed via stand-alone courses, and take advanced electives specific to their research interests, but should primarily be focused on their advanced research (dissertation) and clinical (practica) work.

Fall Semester

Course #	Title	Credit Hrs
598	Dissertation Research (represents research hours)	4-10
584	Practicum for Clinical Trainees (represents practicum hours)	1-4
	TOTAL (9 = Full time)	9

Spring Semester

Course #	Title	Credit Hrs
598	Dissertation Research (represents research hours)	4-10
584	Practicum for Clinical Trainees (represents practicum hours)	1-4
	TOTAL (9 = Full time)	9

Summer Semester

Course #	Title	Credit Hrs
598	Dissertation Research (represents research hours)	3-6
584	Practicum for Clinical Trainees (represents practicum hours)	1-2
	TOTAL (5 = Full time)	5-8

On Internship: Because internship is a **pre-degree requirement** in Clinical Psychology, interns are still considered students at UIC and must register full-time until internship is finished (e.g. including the summer when internship starts and the summer it ends). Generally students do this using a combination of Dissertation Research (even if they have defended) and the Practicum for Clinical Trainees, as shown below:

All Semesters

Course #	Title	Credit Hrs
598	Dissertation Research (represents research hours)	3-10
584	Practicum for Clinical Trainees (represents practicum hours)	1-5
	TOTAL (5 = Full time Summer)	5
	TOTAL (9 = Full time Spring and Fall)	9

E. **Electives and Minors.** The clinical program generally discourages minors. In our experience of reviewing applicants for entry-level positions in psychology, minors aren't strongly considered. Professionally and educationally speaking you are generally better served by putting any additional time into publishing in your area of interest. However, if you have decided in consultation with your advisor that your career goals would be best served by completing a minor, you can find descriptions of them in Appendix B of the overall Department Handbook. In contrast, students often choose to complete a key elective or two that are critical to their research area, such as advanced stats classes. When in the sequence to take those is a decision between you and your advisor based on your research needs and schedule availability - you can also consult the DCT if your advisor is not as familiar with the schedule. Where appropriate, you can also apply to have an "elective" substitute for an APA requirement instead using the procedure on p. 11.

## 6. Teaching

A. **Teaching General Expectations.** As our program focuses on the development of individuals who will take on significant leadership roles in academic institutions, we believe that it is important that all students acquire teaching experience. During their enrollment in the graduate program, students are required to, at minimum do the equivalent of two 50% TA experiences. Generally students will do significantly more than this as part of their stipend arrangements (see "Assistantships" or something in the Department Manual for more information). Depending on the TAs selected and student interest, students may also complete PSCH 508 (Colloquium in Teaching in Psychology, required to TA PSCH 100), and/or PSCH 586/587 (Practicum in Teaching Psychology), a full year course that allows students to prepare and teach their own undergraduate psychology course. See "Teaching" in departmental handbook for more information. We encourage students to take an active hand in selecting the TAs they wish to complete – reach out to faculty members in advance of the semester to request consideration for specific TA positions rather than waiting for assignments.



## 7. Preliminary Exam and Portfolio

**A. Preliminary Exam General Expectations.** The Clinical Preliminary Examination consists of the submission of a “portfolio” which includes the following four pieces of information: (1) a research paper or significant grant proposal written primarily by the student, (2) a comprehensive assessment report, (3) a clinical treatment plan, and (4) the student’s CV. Each component is described in more detail below. The entire Clinical Faculty evaluates this portfolio in addition to reviewing the student’s overall progress in the program. Based on the comprehensive evaluation and submitted portfolio, the Faculty will decide whether to require remediation or advance the student to doctoral candidacy. Importantly, note that as per department policy, all preliminary exams must be submitted within one year of defending the Master’s thesis. The Preliminary Exam has two functions, outlined below. First, the prelim’s research project serves as a pivotal demonstration of your capability for independent scholarly work. It is designed to showcase your ability to conduct rigorous and thorough research autonomously, emphasizing independence as a fundamental skill in academic and professional endeavors. The research project can (and will most likely be) done collaboratively with others, but you are expected to show how you were a leader on the project. This includes the expectation of less input from your advisor, particularly after the proposal stage. Second, the Preliminary Exam serves as an opportunity for faculty to assess your progress and proficiency in research and clinical skills and determine whether you are ready to advance to doctoral candidacy. The preliminary project is a final “test” in which the student needs to comprehensively demonstrate that they have the skills needed to advance to the PhD stage. This ensures students are appropriately prepared for advanced stages of their academic journey.

**B. The Preliminary Exam Paper.** The research paper may be a data-based empirical article, a literature review or the research portion of a significant grant proposal (e.g. F31/NRSA, NSF GRFP). This paper should not be a minor variation of the Master’s thesis, but may be part of a program of research. The paper should demonstrate the student’s independent ability to synthesize and evaluate the literature and, if an empirical paper, analyze, interpret, and present data. The student’s faculty advisor(s) can give the student feedback on the proposal idea and address specific questions that arise during the process of writing the paper, but the student must be the first and primary author of the research paper. Students may in some cases opt to submit work previously conducted outside of their major milestones, including papers that are published or in the process of publication that have a larger authorship team, or grants which include a training committee or other contributors. In this case the student must submit a cover page detailing their contributions vs. those of other authors that demonstrates the paper is substantively their own work, and this statement must be confirmed by their advisor during review of the prelim. Because one important function of the prelim is to provide students with an opportunity to publish a paper or submit a grant, the final paper must be submitted in a format ready for submission to a peer-reviewed journal or edited volume, or for submission to the selected grant mechanism. If the paper is a literature review, students should consult

relevant journals (e.g., *Clinical Psychology Review*, *Psychological Bulletin*) for formatting directions.

**C. The comprehensive assessment report and clinical treatment plan.** These elements are meant to demonstrate the student's clinical skills and competency. They should be taken from clinical cases the student has seen while in graduate school at UIC (i.e., either at OAPS, an externship, or as part of a research experience). The assessment report should demonstrate the student's ability to conceptualize a case, select appropriate tests, interpret test results, integrate information from interviews, tests, and observations, and provide appropriate recommendations. The treatment plan should include a case conceptualization, any relevant current or past DSM-5 diagnoses, and appropriate evidence-based treatments for the client. The student's clinical supervisor may supervise the writing of the assessment report and treatment plan, but similar to the research paper, the student should be the primary author of these documents. The student's clinical supervisor for each of these documents must approve the submission of the document to verify that the student was the primary author.

**D. The CV.** The Preliminary examination also consists of a comprehensive evaluation of the student's entire academic and clinical performance to date, from entrance to the program to the completion of the Preliminary exam, by the entire Clinical Faculty. To facilitate this, all students must submit an up-to-date CV.

#### **E. Prelim Procedures.**

**Research Paper Proposal.** Generally, the student should submit a 3-5 page, single spaced proposal for the research paper to all members of the Clinical Faculty via email. If the paper is a literature review, the proposal should include the following elements: a brief summary of what is known about the field, a description of what we need to know, and a description of how the review will move the field forward. The paper needs to present a conceptual synthesis, integration, or framework of the literature, and not just a subjective review. If the project is an empirical study, the proposal should include a brief introduction including hypotheses (two pages), a description of the study design, measures, and participants (two pages), and an overview of the data analyses. All proposals should address the paper's relation to the student's Master's thesis, future potential research/career interests, and a time line for completion of the project. As the research paper must be completed within one year of defending the Master's thesis this timeline should reflect one to two semesters to completion. In some cases, such as when submitting previously conducted work, the student may, with the concurrence of their primary Research Advisor, elect to skip the proposal and proceed directly to submitting the full prelim portfolio. This is undertaken **at the student's own risk**, as there is no guarantee the faculty will find the completed work acceptable, and the student may be forced to re-do the prelim paper if it is not.

**Proposal Review.** Members of the Clinical Faculty will discuss the research proposal and decide whether to accept the proposal as submitted, reject the proposal as inconsistent with

the Faculty's Preliminary expectations, or require changes that satisfy proposal requirements. Then, the Director of Clinical Training (DCT) will appoint an Oversight Committee consisting of three members of the Clinical Faculty and notify the student of the Faculty's decision regarding the research proposal. If the proposal is rejected or requires changes, the student may be asked to submit a revised proposal and/or it may be recommended that the student work with the appointed Oversight Committee to address the issues raised by the Faculty. If a resubmission of the proposal is requested, a feedback letter from the DCT will be provided to the student.

**Department Paperwork.** When the student receives notification from the DCT that the proposal has been accepted, the student should see the Department Manual, "8. Preliminary Examination", for information on paperwork and procedures.

**Prelim Timeline.** The student has one year from the date of successfully defending his/her Master's thesis defense to pass his/her preliminary exam. Students should allow appropriate time (at least two weeks) for the Oversight Committee to review the prelim portfolio and the Faculty to meet before the one-year deadline. It should be noted that the clinical faculty are not obligated to meet during the summer months. Students should thus plan to submit their prelim proposals and prelim portfolios during the academic school year.

**Submission of Prelim Portfolio.** Students should submit the four components of the preliminary portfolio (consisting of a first authored research paper based on the approved proposal, a comprehensive assessment report, a treatment plan, and current CV) to the entire faculty via email. When submitting the portfolio, all correspondence with the Faculty (or DCT) pertaining to the approval of the research paper should be attached, along with the required paperwork.

**Evaluation of Prelim Portfolio.** The Clinical Faculty will convene to receive the comments of the Oversight Committee regarding the research paper, the assessment report and treatment plan, and to discuss the student's CV and overall progress in the program (including academic and clinical performance). The DCT will provide the student with written feedback regarding the Faculty's decision. The 3-member Oversight Committee and two additional members of the Clinical Faculty will sign official documents for the Graduate College.

## 8. Internship

**A. Internship General Expectations.** To successfully complete the requirements of the Clinical PhD, an internship is required. UIC does not require students to complete an internship to receive the PhD in Psychology, but only students who have successfully completed the requirements of the Clinical Program, including an internship, can claim they have graduated from an approved clinical program. Students who graduate without an internship get a PhD in General Psychology from UIC, but cannot claim to have a clinical degree.

We strongly urge students to only consider APA-accredited internships. This provides evidence of quality. Further, many states require an APA-accredited internship for licensure, and most academic clinical positions require an APA-accredited internship.

**B. Internship Application Process.** APA-approved internships are typically obtained through the Association of Psychology Postdoctoral and Internship Centers (APPIC). The department provides a number of supports and scheduled events to prepare you for internship:

1. Suggested departmental timeline for internship applications is in the “Internship” folder of the BOX Companion:  
<https://uofi.box.com/s/s91tzkmlh0acqzkl5vt1utg88fpputc>
2. Prior interns’ essays, interview questions encountered and site lists in the “Internship” folder of the BOX Companion:  
<https://uofi.box.com/s/s91tzkmlh0acqzkl5vt1utg88fpputc>
3. May before application - Meeting between internship applicants and outgoing interns for peer-to-peer support, facilitated by DCT
4. May before application – “What to expect when you are applying for intership” informational talk, hosted by DCT or other designated faculty member
5. Summer before application – Option for 2 self-organized meetings of applicants and DCT for questions and support as you work on your site lists and essays
6. September before application – Full faculty review of site lists
7. September before application – Meeting with DCT about DCT role and hour signoffs
8. Anytime throughout process – Faculty review of essays, cover letters, mock interviews. We don’t formally require faculty reviews but we recommend you get feedback on each of these components from at least your research advisor and one clinical supervisor in your sub-specialty of interest. If your research advisor is not a clinical psychologist we would add at least one more reviewer. All faculty expect and are willing to do reviews of internship materials and mock interviews, ask any of us!

**Qualifications and Hours.** To apply for internship you must have an approved dissertation proposal by September 30 of the year in which you intend to submit the application. Absolutely no exceptions to this deadline will be made.

The number of clinical hours our students accrue prior to internship is quite variable, but typically falls within a range of 600– 1400 total hours with 450 – 800 direct contact hours. The Council of University Directors of Clinical Psychology Programs recommends a minimum of 450 face-to-face hours of assessment/intervention and at least 150 hours of supervision. You are required to keep a running count of your clinical activities from the beginning of your first year. Bear in mind that you can count clinical activities, even if they do not occur in the context of OAPS or a Practicum, **provided they are appropriately supervised by a licensed clinical psychologist**. For example, some students receive supervision of clinical work in the context of research. As per Illinois law ([225 ILCS 15/3] [from Ch. 111, par. 5353]), all psychologists who do supervision must be licensed.

Selecting a Program. **It is the match between your experiences and goals and those of the particular internship site that help you match with the internship of your choice**, not number of hours. Over the years, our students have been very successful in obtaining their top choices, likely because they are mindful to apply to sites that share the values of our Program. In addition, although there are many excellent internship sites in Chicago, applying nationally is the best strategy for assuring a match. You can find a list of available internships here: <https://membership.appic.org/directory/search>. We strongly suggest running the list of programs you plan to apply to by at least your primary research advisor, and potentially also a clinical supervisor or other trusted faculty.

Required materials. Internship programs associated with APPIC use a core set of identical forms and essays, while some add additional forms as well. These are:

*Standard forms* on nature and amount of clinical activity, which includes supervision. The APPIC web site has the forms for downloading and we suggest you familiarize yourself now with the forms to aid you in how to organize the counting of your clinical experiences as you progress through the program:  
<https://www.appic.org/Portals/0/downloads/AAP/AAP%20CAS%20Sample%20PDF.pdf>  
<https://www.appic.org/Portals/0/downloads/AAP/T2T%20Sample%20PDF.pdf>

*Cover letter and essays* on standard topics. We also suggest running these by at least your primary advisor and potentially a clinical supervisor or other trusted faculty.  
[https://help.liaisonedu.com/AAP/Applicant\\_Help\\_Center/Filling\\_Out\\_Your\\_AAP\\_Application/AAP\\_Program\\_Materials/AAP\\_Program\\_Materials](https://help.liaisonedu.com/AAP/Applicant_Help_Center/Filling_Out_Your_AAP_Application/AAP_Program_Materials/AAP_Program_Materials)

*Work samples* including a case report or evaluation may be requested by some sites also. It is a good idea to seek permission from clients while you are seeing them to use materials in this way, and it is essential to remove all identifying information from reports you submit to internship sites. You do not need permission from your clients to discuss your clinical experiences during a placement interview:  
<https://www.appic.org/Internships/AAP-APPIC-Application-for-Psychology-Internships/AAP-Supplemental-Materials-Policy>

C. Timing of Dissertation Defense, Internship and Graduation. Completion of the clinical internship is a required aspect of predoctoral training, thus, your formal graduation from UIC must occur after the end date of your internship. Internships typically start near the beginning of July, and end near the end of June on the following year.

You may, however, defend your dissertation at any time before or during your internship. Indeed, the faculty suggest you have the dissertation written before starting your internship so that you can devote exclusive attention to the clinical training provided by the internship. You will submit the necessary paperwork with the Graduate College taking into account that you cannot officially complete the graduate program until after the end of your internship.

If you would like to walk in the Spring Commencement of the year that you are on internship, you will need to fill out the online Intent to Graduate Form during the first two weeks of the spring semester. LAS will send out information regarding the ceremony to the students who completed this online form – if you don't fill out this form you will not be eligible to participate in the ceremony. The paperwork for dissertation and graduation is extensive, please consult the Departmental Manual early and often and allow 2-3 weeks advance notice to the Graduate Coordinator.

**D. Registration during internship.** Because internship is a pre-degree requirement for clinical psychology, students must still be enrolled at UIC throughout internship, meaning a full-time course load the Beginning Summer, Fall, Spring and Ending Summer of your internship (see the Coursework section for what class numbers to use). We know this means that students are paying fees during internship, but this is a function of how internship works across all clinical psychology programs, and unfortunately not something we can change within UIC. We've determined that the cheapest option for students on internship is **free-standing Board of Trustee (BOT) Waivers**. These free-standing waivers require that students register full-time, then the waiver covers the Tuition, Tuition Differential, Service Fee, Health Service Fee, AFMFA Fee, and Library Fee, so you are responsible for similar fees to when you have a TA/RA waiver. You receive all regular registration benefits – the UIC gym, library access, etc. You may be able to opt out of some fees (for example if you have proof of health insurance through your internship). You will be automatically enrolled by the DCT/DGS for a BOT waiver for the Fall/Spring/Ending Summer semester of your internship (the Starting Summer semester of your internship is covered by your waiver from the prior Spring). You will be notified about your BOT Waiver by the Director of Graduate Studies, generally in the Starting Summer of your internship, and do not need to do any additional paperwork to get it.

#### E. Things to do before you leave for internship

- Return your keys to the staff member responsible for key checkout (currently Deborah Rogers). Your keys are numbered and signed out to you – you must return your keys to the responsible staff member! If you are going to be in Chicago and think you will be on campus for lab meetings, etc. you can hold onto your keys in agreement with your research mentor.
- Make sure all therapy/testing files are complete and closed on Titanium (see OAPS Manual)
- Clean out your desk or workspace
- Talk to Departmental Administrative Assistant and let them know that you will be leaving and ask them to take your mailbox out of the room.
- Check your UIC ID to make sure it won't expire while you are out on internship.
- Log into your MyUIC account and make sure your contact information is up to date.

## 7. Getting and Giving Feedback and Evaluations

**A. Getting Feedback Throughout Training.** Throughout your training you will get regular feedback from research mentors, supervisors and teachers through supervision, in meetings, and on drafts. Making the mental switch from benchmarking yourself based on regular graded assignments to more continuous, individualized feedback can be challenging. This is particularly true in clinical work, as the type of feedback needed to become an effective clinician is often touches on more personal aspects of presentation and interaction than a typical written assignment (see APA statement on Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs, below). Treat this interim feedback seriously – if a draft is marked up, try to figure out why the changes are and what you can generalize from them, or if you don't understand, ask your supervisor. In other words, rather than just "accepting all changes" after your supervisor or research mentor makes edits, study what these changes are and how you can learn from this going forward. We know it can also be tricky to separate out what's developmentally expected learning from when you are struggling or behind – generally faculty will let you know if something is on track or not, but if you're not sure, please ask! Last, the faculty operates as a training team, meaning that we pool insights and information about how you're doing across classes, clinical and research work to try to figure out how best to help you hit your goals and identify any problems before they get too large. Don't be surprised if your advisor is talking with your supervisor or vice versa – this is part of an integrated training environment and doesn't mean you're doing badly or that people are "talking about you behind your back".

**B. Formal Evaluations of Students.** Every year, the Clinical Program evaluates all students with respect to their research productivity and contributions, clinical work and coursework. See sections below for details on how each area is evaluated, what minimum requirements are in each area, and how students are involved in the evaluative process in each area. In accordance with the APA policy on the "Evaluation of Student Competency (SOA standard II.D)," faculty and supervisors also evaluate students' competence in areas other than, and in addition to, coursework, seminars, scholarship, prelims, and program requirements. See section on "Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs" for a rationale and description of these other aspects that may also be evaluated. The Director of Clinical Training, in conjunction with all clinical faculty members, writes and sends a feedback letter and evaluation form describing the results of all areas of evaluation to each student annually.

**Evaluation of Research Competence.** You will be evaluated and receive written feedback from your primary Research Advisor on research competence annually, at the end of each Spring Semester. This evaluation will use the Annual Student Review Form. Your feedback on this form should be reviewed with you by your advisor each year as part of an interactive discussion of strengths and weaknesses. **A score of 2 ("Slightly below expectation") or above is the minimum requirement in all areas.** If you do not meet these criteria, we will initiate a remediation plan (see below) to address the issue.

Evaluation of Clinical Competence. You will be evaluated and receive written feedback from your primary clinical supervisor on clinical competencies at least annually at the end of each Spring Semester, and while in OAPS, typically semesterly. While in OAPS you will be evaluated using the UIC Clinical Evaluation form. This form should be reviewed with you by your supervisor as part of an interactive discussion of strengths and weaknesses. **On the UIC Clinical Evaluation Form you must be no more than a semester behind on the provided behavioral anchors to be considered to meet minimum requirement in all areas.** If you do not meet these criteria, we will initiate a remediation plan (see below) to address the issue. Although we encourage external practica to also use this same form, they may choose to use their own forms and minimum requirements, which we will use when evaluating your progress.

Evaluation of Didactics and the Pre-Internship Coursework Portfolio. We have selected effective ways for students to demonstrate achievement in each Discipline Specific Knowledge and Profession-Wide Competence. However, these ways of demonstrating didactic learning vary from area to area and may also vary from student to student depending on course selections. Thus, to facilitate tracking we require students to submit a pre-internship portfolio form (Appendix III) demonstrating how they have met all didactic goals prior to applying for internship. You must keep this pre-internship portfolio form up-to-date as you progress through the program. Your primary Research Advisor will review your progress with you annually, at the end of each Spring Semester. Requirements for each area are briefly described below:

For areas completely integrated and infused throughout our already-required core courses (History, Affect, Advanced Integrative Knowledge), students must submit work products (papers, presentations) that demonstrate graduate-level achievement in that area. Detailed requirements for work products can be found in the pre-internship portfolio form.

For areas strongly represented in our core courses, but which we judged would benefit from presentation of additional foundational information (Cognitive Bases, Social Bases, Diversity), a semester-long graduate-level overview of the area is presented in PSCH 579, "Current Topics in Clinical Psychology". Minimum achievement is a grade of Pass in that semester.

Finally, for all other areas requiring stand-alone courses (e.g. Biological, Developmental, all others) **minimum achievement in these areas are a grade of B or above or Pass in that class.** For areas where more than one course is acceptable, options are listed in the pre-internship portfolio form.

These requirements and the pre-internship portfolio apply beginning with the incoming class of 2020. Students in earlier classes may choose to use these requirements, or may complete the requirements that were in place when they enrolled (refer to prior handbooks posted on the webpage for these).



Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs<sup>1</sup>. Students and trainees in professional psychology programs (at the doctoral, internship, or postdoctoral level) should know—prior to program entry, and at the outset of training—that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

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<sup>1</sup> This statement was developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC) (<http://www.apa.org/ed/graduate/cctc.html>) and approved by the CCTC on March 25, 2004. Impetus for this statement arose from the need, identified by a number of CCTC members, that programs in professional psychology needed to clarify for themselves and their student-trainees that the comprehensive academic evaluation of student-trainee competence includes the evaluation of intrapersonal, interpersonal, and professional development and functioning. Because this crucial aspect of academic competency had not heretofore been well addressed by the profession of psychology, CCTC approved the establishment of a "Student Competence Task Force" to examine these issues and develop proposed language. This statement was developed during 2003 and 2004 by a 17-member task force comprised of representatives from the various CCTC training councils. Individuals with particular knowledge of scholarship related to the evaluation of competency as well as relevant ethical and legal expertise were represented on this task force. The initial draft of this statement was developed by the task force and distributed to all of the training councils represented on CCTC. Feedback was subsequently received from multiple perspectives and constituencies (e.g., student, doctoral, internship), and incorporated into this statement, which was edited a final time by the task force and distributed to the CCTC for discussion. This document was approved by consensus at the 3/25/04 meeting of the CCTC with the following clarifications: (a) training councils or programs that adopt this "model policy" do so on a voluntary basis (i.e., it is not a "mandated" policy from CCTC); (b) should a training council or program choose to adopt this "model policy" in whole or in part, an opportunity should be provided to student-trainees to consent to this policy prior to entering a training program; (c) student-trainees should know that information relevant to the evaluation of competence as specified in this statement may not be privileged information between the student-trainee and the program and/or appropriate representatives of the program.

As such, within a developmental framework, and with due regard to the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems). This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes. Although the purpose of this policy is to inform students and trainees that evaluation will occur in these areas, it should also be emphasized that a program's evaluation processes and content should typically include: (a) information regarding evaluation processes and standards (e.g., procedures should be consistent and content verifiable); (b) information regarding the primary purpose of evaluation (e.g., to facilitate student or trainee development; to enhance self-awareness, self-reflection, and self-assessment; to emphasize strengths as well as areas for improvement; to assist in the development of remediation plans when necessary); (c) more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings); and (d) opportunities for remediation, provided that faculty, training staff, or supervisors conclude that satisfactory remediation is possible for a given student-trainee. Finally, the criteria, methods, and processes through which student-trainees will be evaluated should be clearly specified in a program's handbook, which should also include information regarding due process policies and procedures (e.g., including, but not limited to, review of a program's evaluation processes and decisions).

**C. Remediation Procedures.** If a student does not meet minimum achievement in any of the areas above at any time during the program, the DCT, the student's primary Research Advisor and/or primary clinical supervisor, along with any other involved faculty members (e.g. Academic Advisor, instructor of the class, etc.) will meet with the student to produce a remediation plan. Plans are highly individual but must include additional activities, supervision

and evaluation directed at remediating the area of weakness, along with a defined and reasonable timeline, and criteria for completing the remediation successfully. Only after a remediation plan has been unsuccessfully attempted will faculty consider other options, such as counseling the student to exit with the Master's, considering completing a PhD in General rather than Clinical Psychology, or leaving the program to pursue other interests. Please see Departmental Handbook, Section 11.C Probation and Dismissal, for more information on conditions under which students could be dismissed from the program.

**D. Letters of Recommendation.** Faculty recognize that the process of requesting confidential letters of recommendation can be stressful, and that students are sometimes anxious about what goes in these letters. We can't share the exact contents of letters with students, as non-confidential letters are not taken as seriously by recipients. However, our program has a "no surprises" policy -- student letters can't contain any negative evaluative information or characterizations of the student that are not in the student's prior evaluations from that faculty member. In other words, you can look at your evaluations from a faculty member and know the contents of your letter will be at least as positive as those evaluations (and generally more positive, as faculty don't usually share feedback that is intended for student learning in recommendation letters). We also have a process to review specific letters without sharing the contents with the student. If a student has concerns, the student can make a request to the DCT (or aDCT if the concern is with the DCT), to have a second faculty member (i.e. aside from the letter writer) review the letter. The DCT or aDCT will arrange for that second faculty member to get both the letter from the letter writer and the student's prior evaluations. Please note, if a faculty member was found to be misrepresenting students in recommendation letters this would constitute a serious violation of APA and professional ethics, and they would no longer be able to train students in our program.

**D. Giving Feedback to Faculty or the Program.** We recognize the power differential between faculty and students can make it hard to give feedback, but we still encourage you to try to resolve any issues directly. This is a valuable skill as you will continue to navigate power differentials throughout your careers. However, this advice applies only if it is safe and comfortable for you to do so – for example, you don't have to directly confront someone who is harassing you to have your complaints taken seriously. There are many formal and informal ways to give feedback and to get help in giving feedback, many of which are listed in the document "Where to go for help" in the Box Companion. Our primary formal feedback mechanism within the program is the DCT/Cohort meetings that happen at the end of each Spring Semester. We selected cohort meetings over strictly anonymous feedback because anonymous feedback often lacks key context needed to make effective changes and doesn't allow for follow-up questions. However, cohort meetings also allow some collective "cover" or coordination in raising issues so that no one person has to be the squeaky wheel. The DCT collects all the feedback from these meetings and responds to the major points at the beginning of Fall semester.

**Anonymity in feedback.** We understand students may feel more comfortable bringing an issue to a different faculty member, rather than the person with whom they are having an

issue, especially when that person is in a relative position of power. However, we want students to understand limits of confidentiality, anonymity and change in these conversations. This statement applies across the program in research-, supervisor-, and teacher-student meetings.

1. There are some situations where behavior is so egregious we are ethically or legally required to report it to the program or to the university (e.g. abusive behavior, sexual harassment). In these situations, faculty will inform the student about their requirement to report and what the next steps will be.
2. If the situation does not meet this level, faculty will explicitly ask the student if they want them to raise the issue with the other member of the program or with the entire program faculty if appropriate or if they just need to talk it through/vent.
3. If the student does not want the issue raised with the other person/the program, no further action will be taken, and the student should not expect a change. Sometimes people just need to vent, and that's also important, but that can't be expected to produce change in the behavior of others or the program.
4. If the student does want the issue raised with the other person or the program, the student and faculty member will discuss how the issue should be raised and the limits to anonymity that will apply. Typically, it is not possible to create meaningful change while keeping the incident or student fully anonymous, and that should be acknowledged in these conversations. This is because general reminders about issues usually have little impact on individual behavior. Generally, the only way to create meaningful change is to directly address the behavior with the individual or the program, using specific examples.

## 7. Sample Timeline to PhD in Clinical Psychology

Below is a sample timeline for coursework and milestones that results in all program requirements being met in 4-5 years with internship in the 5<sup>th</sup> or 6<sup>th</sup> year. We suggest consulting this timeline regularly. However, this is not intended to be rigid – DO NOT PANIC if a course is not offered in the "correct" semester, or clients are not available exactly on schedule. There is time to make things up. Instead consult with your advisor and supervisors to make a plan that fits your needs.

YEAR 1	Research	Clinical	Classwork			Teaching
			Course #	Title	Credit Hrs	
Year 1 Fall	- Develop MA idea - Write MA Proposal	- Observe intakes	591	Research Apprenticeship (represents research hours)	2	At least 50% TA
			595	Methods & Measures in Clinical Psych.	2	
			571	Psychopathology	3	
			581	Interviewing	2	
			579	Current Topics in Clinical Psych. (Soc./Cog./Diversity/Current Topics)	1	
			584	Practicum for Clinical Trainees (represents practicum hours)	1	
			543	Research Design & Analysis	4	
			507	Emerging Research Issues Part 1	1	
			508	Colloquium on the Teaching of Psychology (only if TAing PSCH 100)	1	
			<b>TOTAL (9 = Full time)</b>	<b>16-17</b>		
Year 1 Spring	- Form MA Committee - Propose MA	- Conduct intakes shadowed by older student	591	Research Apprenticeship (represents research hours)	2	At least 50% TA
			577	Ethics and Professional Development	3	
			582	Practicum in Psych Assessment Part 1	4	
			579	Current Topics in Clinical Psych. (Soc./Cog./Diversity/Current Topics)	1	
			584	Practicum for Clinical Trainees (represents practicum hours)	1	
			545	Advanced Research Design & Analysis II	3	
			541	Intro to Computing in Psych (combined w. 545 for credit hr reasons)	1	
			507	Emerging Research Issues Part 2	1	
			<b>TOTAL (9 = Full time)</b>	<b>15</b>		
Year 1 Summer	- Obtain IRB Approval - Start MA Research	- Conduct independent intakes - Start assessments	598	MA Thesis (represents research hours)	3-6	
			584	Practicum for Clinical Trainees (represents practicum hours)	1-2	
			<b>TOTAL (5 = Full time)</b>	<b>5-8</b>		

YEAR 2	Research	Clinical	Classwork			Teaching
			Course #	Title	Credit Hrs	
Year 2 Fall	-Conduct MA Research - Analyze and Write MA Defense	- Conduct assessments - Start to mentor intakes - May begin to see therapy cases	598	MA Thesis (represents research hours)	3	
			575	Psychotherapy Theory and Research	3	
				<b>OR</b>	<b>OR</b>	
			526	Lifespan Development (rotating)	3	
			574	Psychological Interventions	3	
			582	Practicum in Psych Assessment Part 2	4	
			579	Current Topics in Clinical Psych. (Soc./Cog./Diversity/Current Topics)	1	
584	Practicum for Clinical Trainees (represents practicum hours)	1-2				
			<b>TOTAL (9 = Full time)</b>	<b>15-16</b>		
Year 2 Spring	- Defend MA - Develop Prelim Idea	- Begin to see therapy cases -Continue assessments -Conduct intakes	598	MA Thesis (represents research hours)	3	
			579	Current Topics in Clinical Psych. (Soc./Cog./Diversity/Current Topics)	1	
			584	Practicum for Clinical Trainees (represents practicum hours)	2	
			<b>TOTAL (9 = Full time)</b>	<b>9</b>		
Year 2 Summer	- Write Prelim Proposal - Obtain IRB Approval	- Full therapy caseload of 4 clients/week - Continue assessments - Conduct intakes	596	Independent Research (represents research hours)	3-6	
			584	Practicum for Clinical Trainees (represents practicum hours)	1-2	
			<b>TOTAL (5 = Full time)</b>	<b>5-8</b>		

YEAR 3	Research	Clinical	Classwork			Teaching
			Course #	Title	Credit Hrs	
Year 3 Fall	- Propose Prelim - Conduct Prelim Research - Present MA in Current Topics	- Full therapy caseload - May conduct assessments - Submit externship request	596	Independent Research (represents research hours)	2	
			577	Ethics and Professional Development	3	
				<b>OR</b>	<b>OR</b>	
			526	Lifespan Development (rotating)	3	
			583	Practicum in Clinical Intervention Part 1	4	
			579	Current Topics in Clinical Psych. (Soc./Cog./Diversity/Current Topics)	1	
584	Practicum for Clinical Trainees (represents practicum hours)	2				
			<b>TOTAL (9 = Full time)</b>	<b>9</b>		
Year 3 Spring	- Conduct Prelim Research - Defend Prelim - Present MA in Current Topics (if not already done)	- Full therapy caseload - May conduct assessments - Mentor intakes - Interview for externships	596	Independent Research (represents research hours)	3	
			564	Pharm. Bases of Behavior or other Biological Bases Course	3	
			583	Practicum in Clinical Intervention Part 2	1	
			579	Current Topics in Clinical Psych. (Soc./Cog./Diversity/Current Topics)	2	
			584	Practicum for Clinical Trainees (represents practicum hours)	2	
				<b>TOTAL (9 = Full time)</b>	<b>11</b>	
			<i>If applying for internship also submit pre-internship portfolio</i>			
Year 3 Summer	- Develop PhD Idea - Obtain IRB Approval	- Start externship  <i>If applying for internship Year 4 also prep internship materials</i>	599	Dissertation Research (represents research hours)	3-6	
			584	Practicum for Clinical Trainees (represents practicum hours)	1-2	
				<b>TOTAL (5 = Full time)</b>	<b>5-8</b>	

YEAR 4	Research	Clinical	Classwork			Teaching
			Course #	Title	Credit Hrs	
Year 4 Fall	- Propose PhD  <i>If applying for internship must be by Sept. 30</i>	- On first externship - Submit 2 <sup>nd</sup> externship application (if desired)  <i>If applying for internship also</i> - Submit internship applications - Internship Interviews	599 584	Dissertation Research (represents research hours) Practicum for Clinical Trainees (represents practicum hours) <b>TOTAL (9 = Full time)</b>	4-10 1-4 <b>9</b>	
Year 4 Spring	- Conduct PhD Research	- On first externship - Interview for 2nd externship (if desired)	599 584	Dissertation Research (represents research hours) Practicum for Clinical Trainees (represents practicum hours) <b>TOTAL (9 = Full time)</b>  - Submit pre-internship portfolio if not submitted already	4-10 1-4 <b>9</b>	
Year 4 Summer	- Conduct PhD Research	- May start 2 <sup>nd</sup> externship - Prep internship materials if applying Year 5 <i>OR on internship if applied/accepted</i>	599 584	Dissertation Research (represents research hours) Practicum for Clinical Trainees (represents practicum hours) <b>TOTAL (5 = Full time)</b> <i>OR See "Registration during internship" for options</i>	3-6 1-2 <b>5-8</b>	

YEAR 5	Research	Clinical	Classwork			Teaching
			Course #	Title	Credit Hrs	
Year 5 Fall	- Analyse and write PhD Defense	- On second externship - Submit internship applications	599 584	Dissertation Research (represents research hours) Practicum for Clinical Trainees (represents practicum hours) <b>TOTAL (9 = Full time)</b>	4-10 1-4 <b>9</b>	
Year 5 Spring	- Defend PhD	- On second externship	599 584	Dissertation Research (represents research hours) Practicum for Clinical Trainees (represents practicum hours) <b>TOTAL (9 = Full time)</b>	4-10 1-4 <b>9</b>	



Year 5 Summer	- On internship	- On internship	599 584	Dissertation Research (represents research hours) Practicum for Clinical Trainees (represents practicum hours) <b>TOTAL (5 = Full time)</b>	3-6 1-2 <b>5</b>	
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<b>YEAR 6</b>	<b>Research</b>	<b>Clinical</b>	<b>Classwork</b>			<b>Teaching</b>
Year 6 Fall	- On internship	- On internship	599 584	Dissertation Research (represents research hours) Practicum for Clinical Trainees (represents practicum hours) <b>TOTAL (9 = Full time)</b>	4-10 1-4 <b>9</b>	
Year 6 Spring	- On internship	- On internship	599 584	Dissertation Research (represents research hours) Practicum for Clinical Trainees (represents practicum hours) <b>TOTAL (9 = Full time)</b>	4-10 1-4 <b>9</b>	
Year 6 Summer	- On internship	- On internship	599 584	Dissertation Research (represents research hours) Practicum for Clinical Trainees (represents practicum hours) <b>TOTAL (9 = Full time)</b>	4-10 1-4 <b>9</b>	

## 8. Other Policies

**A. Social Networking Policy.** Social networking opportunities have become increasingly common in our private and professional lives. Given that social networking is by its nature public and highly visible, clinicians must consider the impact of this information on their professional communication and image. The UIC Clinical Program has an interest in how clinicians present themselves professionally. Therefore, the Program has developed the following policy for all clinical students. In this policy, you will find two parts: first, what you should know about social networking; and second, the Program's rules and guidelines for social networking.

**What you should know.** Many students have personal websites; Facebook, Twitter, and Linked-In pages; blogs; email signature lines and status messages (i.e., G-chat); and voicemail messages that are entertaining and reflect their personal preferences and personalities. However, these electronic media may be accessed or used in ways that extend beyond their original intent. What may seem to be fun, informative, and candid might actually put the student and, by extension, the UIC Clinical Psychology program, UIC, and/or the profession in a bad light.

The Council of University Directors of Clinical Psychology (CUDCP) has shared information with member programs concerning the potential implications of information clinical graduate students share in various electronic modalities. This information includes the following:

- Some internship programs conduct web searches on applicants' names before inviting applicants for interviews and before deciding to rank applicants in the match.
- Clients may conduct web-based searches on trainees' names and find information about therapists (and may decline to come to clinics based on what they find).
- Employers sometimes conduct on-line searches of potential employees prior to interviews and job offers.
- Legal authorities are looking at websites for evidence of illegal activities. Some prima facie evidence may be gained from websites such as photographs, but text may also alert authorities to investigate further.
- A student's postings on a variety of listservs (psychology or otherwise) might reflect poorly on the student and the student's program.
- Although signature lines are ways of indicating your uniqueness and philosophy, one is not in control of where the emails will end up and might affect how others view you as a professional. Quotations on personal philosophy, religious beliefs, and political attitudes might cause unanticipated adverse reactions from other people.
- Greetings on answering machines and voicemail messages that might be entertaining to your peers, express your individuality, and might be indications of your sense of humor may also not portray you in a positive professional manner. If you ever use your cell phone or

home telephone for professional purposes (research, teaching, or clinical activities), be sure your greeting is appropriate and professional in demeanor and content.

[UIC Clinical Program Rules and Guidelines](#). The following rules and guidelines apply to all students in the Clinical Program. If questions emerge about specific situations and/or rules, please consult a DCT, OAPS director, or Clinic Assistant. Students are strongly advised to do the following:

- Block clients, students, research participants, and other professional contacts from seeing email status messages (i.e., G-chat) and personal photographs.
- Conduct periodic Google searches on yourself to find out what information can be accessed about you on the Internet.
- Remove nonacademic or nonprofessional electronic signatures from emails sent to clients, students, research participants, and other professional contacts. Use your UIC email address to contact clients and others for UIC and OAPS-related business.
- Set website privacy settings to highest privacy settings available (i.e., “Friends only”) on Facebook, Twitter, and other social networking websites. Monitor these privacy settings periodically to ensure that privacy settings previously selected remain intact.
- Make sure that voicemail greetings to which professional contacts have access remain professional.
- Never become a “friend” of a therapy or testing client online, thereby enabling them to access personal information about you.

## B. Policies Around Licensure

[For students who previously engaged in fee-for-service clinical activity](#). If before entering UIC’s Program you were engaged in fee-for-service clinical activity, you **may not** continue to offer services while training in the program. Ethical and legal considerations preclude students from maintaining an independent practice, even if licensed to do so (e.g., Certified Alcohol Counselor, Social Worker, Marriage and Family Counselor, etc.). If you think your situation is unique (e.g., management consultant), please discuss it with your advisor.

[Program statement on adequacy of preparation for licensure](#). The clinical program offers an APA-accredited graduate-level education in Clinical Psychology. Although this is a key component of licensure in all states, states vary **considerably** in their individual requirements outside of this. It is impossible for any one Program to meet the changing requirements of 50 licensing boards. We do provide training that is acceptable to Illinois’ board, and for most states, the primary differences between our training and their licensing requirements is requirements for education in specific state policies and laws. However, if you plan to seek licensure in another State, it is your responsibility to apprise yourself of that State’s requirements and ensure you bring them up with your advisor to incorporate into your individual training plan.

## 9. Resources for Students

**A. Disability Services.** The Clinical Program recognizes that graduate students with disabilities may need additional support in graduate school. Some students may need additional resources, accommodations and modifications to curricula, program expectations (i.e. timelines), classroom, office and lab space, and program related equipment. Many of these needs can be accommodated through the UIC Office of Disability Services, however, some specialized accommodations (e.g., modification of clinic resources) are handled through the department. Although the program will make every effort possible to accommodate the diverse needs of students, it remains the student's responsibility to communicate these needs to the department. We recommend that students with special needs or disabilities meet with the Director of Clinical Training, the Director of Graduate Studies, and their academic advisor early in their first semester in order to work collaboratively to develop an individualized plan in which the student can make adequate academic progress. Graduate students with disabilities may seek additional academic support and resources from the UIC Office of Disability Services: Office of Disability Services (M/C 321), 1200 West Harrison Street (1190 SSB), Chicago, IL 60607; 312 413-2183; Voice 312 413-0123; TTY 312 413-7781

**B. Mental Health.** We encourage students to seek mental health services whenever needed. We recognize that students may have some concerns about getting services through Campus Care, which covers services primarily at UIHealth where students may also apply for externships. Students should know that individuals not directly involved in their care, such as supervisors, are absolutely not allowed to access their medical records – indeed there are serious penalties for such unauthorized access. However, we recognize this may not cover all concerns, and thus we provide an updated list of referrals for psychologists and psychiatrists with sliding scale fees or who provide discounted services for Clinical Psychology trainees to students in the Box Companion to this manual:  
<https://uofi.box.com/s/grpsq882e8rda5pn0lahsiwlkrzb35qn>.

**C. Additional sources of information about graduate studies in psychology at UIC.** In addition to this handbook, which is specific to the Clinical Program, there are several other sources of essential information. Do not rely solely on this *Handbook* to learn about the Graduate program. The most important source of information is the *Handbook for Graduate Study in Psychology*. It contains virtually everything you need to know about Department policies, procedures, deadlines, facilities, course requirements and funding. It also includes information regarding Due Process Policy (under Student Disciplinary Procedures) and Grievance Procedures. If you have a question about the graduate program, the odds are that the answer is in this document. Updates to the *Handbook for Graduate Study in Psychology* can be found at the Department's web site: <https://psch.uic.edu/>, under Academics/Graduate Program/Handbooks and Documents. This includes the Psychology Department's Grievance Procedures.

The Department also maintains a listserv ("Psychall"), which includes all faculty and graduate students. Important announcements are communicated through the listserv. Another

important source of information is the Graduate College website, available at: <http://grad.uic.edu/>. The website includes information about scholarships, travel awards, courses available in various Departments, and includes important information about Graduate College guidelines and policies. There is also a *Student Orientation Week Handbook* that everyone receives during the week of orientation, just before the first semester of Year 1. This document includes useful information from the specific (where to get office keys, a campus ID, etc.) to the general (fitness and sports facilities, tours of Chicago, and so on). Finally, the Clinical Program maintains a web page that lists Program faculty, their areas of research, and representative publications. These pages are accessible via the Department web site (see above link) under Research/Clinical.

## APPENDIX I – Request to apply for Externship

### REQUEST TO APPLY FOR AN EXTERNSHIP

Name: \_\_\_\_\_

Advisor: \_\_\_\_\_

Year in Program: \_\_\_\_\_

1. Have you successfully defended your MA thesis? Yes No
2. If you haven't defended your thesis, what is your expected date of completion?  
\_\_\_\_\_
3. Do you have any incomplete or deferred grades in the program? Yes No  
If yes, please explain
4. Are you participating in clinical activities outside of the externship (e.g., paid positions, research assistantships with significant clinical components)? If "yes", please give details
5. Below please list the externship sites that interest you. For each site, include the following information:
  - a. Name of site:
  - b. Hours/week required:
  - c. Hours of supervision/week:
  - d. Degree of supervisors (Ph.D., Psy.D. [note: all supervisors must be licensed]):
  - e. Therapeutic approaches:

## APPENDIX II – Pre-Internship Coursework Portfolio

Student Name: \_\_\_\_\_

<b>History</b>	
Attach 3 work products (papers, presentations) from any class or milestone that demonstrate graduate level knowledge in history Product 1 Title: _____ Grade: ____ Product 2 Title: _____ Grade: ____ Product 3 Title: _____ Grade: ____	<b>To Pass:</b> - Grade of B or above or pass on each product at the time <b>AND</b> - Determination by three clinical faculty members that the products together demonstrate graduate-level knowledge in history

<b>Affective Bases of Behavior</b>	
Attach 3 work products (papers, presentations) from any class or milestone that demonstrate graduate level knowledge in affect Product 1 Title: _____ Grade: ____ Product 2 Title: _____ Grade: ____ Product 3 Title: _____ Grade: ____	<b>To Pass:</b> - Grade of B or above or pass on each product at the time <b>AND</b> - Determination by three clinical faculty members that the products together demonstrate graduate-level knowledge in affect

<b>Biological Bases of Behavior</b>	
Completion of one of: PSCH 564, "Behavioral Psychopharmacology: Pharmacological Bases of Behavior" ____ NEUS 403, "Human Neuroanatomy" ____ PSCH 485, "Neuroscience II" ____ PSCH 565, "Advanced Cognitive Neuroscience" ____ or other appropriate course with prior approval by the clinical faculty Course: _____	<b>To Pass:</b> - Grade of B or above in course

<b>Cognitive Bases of Behavior</b>	
PSCH 579, "Current Topics in Clinical Psychology: Cognitive Psychology Overview" ____ <b>OR if entering program prior to 2020 completion of one of:</b> PSCH 453/553, "Cognitive Psychology of Memory and Attention" ____ PSCH 455/555, "Cognitive Psychology of Thinking" ____ PSCH 457/557, "Cognitive Psychology of Skill and Knowledge Acquisition" ____ or other appropriate course with prior approval by the clinical faculty Course: _____	<b>To Pass:</b> - Grade of Pass or B or above in course

<b>Developmental Bases of Behavior</b>	
PSCH 526, "Lifespan Development" _____	<b>To Pass:</b> - Grade of Pass or B or above in course

<b>Social Aspects of Behavior</b>	
PSCH 579, "Current Topics in Clinical Psychology: Social Psychology Overview" _____ <b>OR if entering program prior to 2020 completion of one of:</b> PSCH 512, "Attitudes and Social Cognition" _____ or other appropriate course with prior approval by the clinical faculty Course: _____	<b>To Pass:</b> - Grade of Pass or B or above in course

<b>Advanced Integrative Knowledge</b>	
Submit one paper from any class, milestone or other work conducted while in the program that demonstrates Advanced Integrative Knowledge, along with a cover page describing how it meets APA requirements for Advanced Integrative Knowledge, described below.	<b>To Pass:</b> - Determination by three clinical faculty members that the product demonstrates advanced integrative knowledge
<u>APA's definition of <i>Advanced Integrative Knowledge in Scientific Psychology</i>.</u> Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas, including graduate-level scientific knowledge that entails integration of multiple basic discipline-specific content areas ... i.e., integration of at least two of: affective, biological, cognitive, social, or developmental aspects of behavior).	

In addition, students must complete the following, which together address all other APA required areas – in each the requirement to pass is a grade of Pass, or a B or above.

### Department Course Requirements

- \_\_\_ PSCH 507 Emerging Research Issues (1 hr fall, 1 hour spring)
- \_\_\_ PSCH 543 Research Design and Analysis (4 hrs fall)
- \_\_\_ PSCH 545 Advanced Research Design and Analysis II (3 hrs, Spring)
- \_\_\_ PSCH 541 Introduction to Computing in Psychology (1 hr, spring)
- \_\_\_ PSCH 591 Research Apprenticeship (2 hrs fall, 2 hours spring)
- \_\_\_ PSCH 598 Thesis Research (3 hours, fall, 3 hrs spring)
- \_\_\_ PSCH 599 Dissertation Research (12 hrs)

### Program Course Requirements

- \_\_\_ PSCH 581 Practicum in Interviewing (2 hrs)
- \_\_\_ PSCH 571 Psychopathology (3 hrs)
- \_\_\_ PSCH 574 Techniques of Psychological Interventions (3 hrs)
- \_\_\_ PSCH 575 Psychotherapy Theory and Research (3 hrs)



- \_\_\_ PSCH 577 Ethics & Professional Development (3 hrs)
- \_\_\_ PSCH 579 Current Topics in Clinical Psychology (6 semesters, 1hr each)
- \_\_\_ PSCH 582 Practicum in Psychological Assessment (2 semesters, 2 hrs each)
- \_\_\_ PSCH 583 Practicum in Clinical Interventions (2 semesters, 3 hrs each)
- \_\_\_ PSCH 584 Practicum for Clinical Trainees on Assessment, Intervention and Research (every semester that clinical work is being conducted, at least 1 hr, including summers)
- \_\_\_ PSCH 595 Research Methods in Clinical Psychology (2 hrs)

The following pre-internship portfolio review committee certifies that these coursework requirements have been met:

Typed Name	Signature	Date
Typed Name	Signature	Date
Typed Name	Signature	Date

## Appendix III. Minimum Program Requirements for Graduation

### Research Requirements

- Committee-approved MA Thesis
- Graduate College--Approved MA Degree
- Present MA in Current Topics
- Committee-approved Preliminary Examination
- Graduate College--Admission to Candidacy
- Committee-approved Ph.D. Proposal
- Committee-approved Ph.D. Dissertation
- Graduate College--Approved Ph.D. Degree
- All Research evaluations at minimum requirements, or successful remediation

### Clinical Requirements

- 3 Year Practicum in OAPS
  - 4 integrated assessments in OAPS
  - Held full caseload of 4 therapy clients in OAPS
- Externship (optional but strongly suggested)
- All Clinical evaluations at minimum requirements, or successful remediation
- APA-accredited Internship

### Teaching Requirements

- Two semesters 50% TA (or equivalent)

### Coursework

- All coursework as described in the Pre-Internship Coursework Portfolio complete at minimum levels of achievement, or successful remediation
- Committee-Approved Pre-Internship Coursework Portfolio.