

**Handbook for the
Graduate Training Program in Clinical Psychology**

Department of Psychological Sciences Case Western Reserve University

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TABLE OF CONTENTS

	Page
Purpose and use of this handbook	5
Program overview	6
Program philosophy and training model	6
Program goals and objectives	7
Overview of program sequence	8
Overview of program requirements	8
Minimum levels of acceptable achievement	8
Residency requirements	9
Exceptions to program requirements and policies	9
Checklist of program requirements	10-11
Admissions	12
Application and admissions process	12
Financial support	13
Student diversity	13
Accommodations for students with disabilities	13
Graduate work done elsewhere	13
Evaluation of student progress	14
Faculty reviews of student progress	14
Practicum and field placement evaluations	14
Research Evaluation	14-16
Annual milestone updates	17
Access to student records	17
Student feedback to faculty	18
Coursework	19
Program procedures around registration	19
Documenting progress and coursework	19
Mini-courses	19
Typical schedules for each year of the program	20-21
Graduate Studies procedures and policies	22
Continuity of registration	22
Planned Program of Study	22
Tip sheets for Graduate Studies requirements	22
Full-time student status	22
Full-time status and loan deferment during internship	23
Tuition waivers	23
Fellowship courses	23
Research training	24
Clerkship	24
Master's thesis (M.A.)	25-26
Dissertation	26-27
Use of archival data for a Master's thesis or dissertation	27
Summer defense of a dissertation	27-28

Clinical training	29
Psychotherapy seminars and practica	29-31
Field placements	31-32
Legal issues around clinical supervision	32
Supervisee registration forms	32
Notification of trainee status to clients	32
Legal responsibilities of supervisors	33
Professional liability insurance	33
Recordkeeping for licensure	33
CWRU Psychology Clinic	33
Practicum and field placement evaluations	34
Continuing therapy after a practicum or placement ends	34
Extramural clinical and educational activities	35
Training in teaching	36
Specialty qualifying exams and case presentation	37
Review paper special exam	37-41
Teaching a one-credit specialty course	42-45
Clinical case presentation	46-50
Form to document special exam plans and completion	51
Advancement to candidacy for the Ph.D.	52
Assessment of internship readiness	53-54
Internship	55
Internship application process	55
Procedures during internship	56
Commencement and graduation	57
Commencement exercises	57
Graduation / conferral of the Ph.D.	58
Completion of Ph.D. requirements vs. conferral of Ph.D. degree	58
Professional development	59
Professional organizations and conferences	59
Publishing and presenting your work	59
Sources of research funding	59
Small research grants for innovations in clinical psychology	59-60
Awards for excellence in clinical psychology	60-62
Employment	62
E-mail as a means of communication within the program	62
Attendance at colloquia and case presentations	62
Preparation of theses, dissertations, and course papers	63

Professional relationships in the program	64
Academic advising and mentoring	64
Primary research advisor	64
Auxiliary clinical advisor	64
Director of clinical training	65
Class morale officer	65
Student ombudsperson	65
Peer mentor	66
Faculty/student relationships	66
Dating students in classes where you have a teaching role	67
Sexual harassment	67
Problems during graduate training	68
Remediation procedures	68-69
Personal problems and psychotherapy	70
Serious problems that interfere with clinical work or program progress	70-71
Academic probation, suspension, and separation	71
Due process and grievance procedures	72
Log of revisions to this handbook	73-75

PURPOSE AND USE OF THIS HANDBOOK

This handbook provides information on the rules and policies that guide the graduate training program in clinical psychology at [Case Western Reserve University \(CWRU\)](#). The program will be referred to simply as the “clinical program” throughout most of this handbook.

This handbook is an essential resource to guide you through your graduate studies. The handbook is designed to provide a detailed description of the program and how it operates within the larger context of the university and the profession; as such, it includes many rules and guidelines. As a student in the clinical program, it is your responsibility to read, understand, and follow the rules in this handbook. Please familiarize yourself with the contents of this handbook and use them as your primary source of information about the program. If you have any questions after consulting the handbook, please talk with your primary research advisor or the director of clinical training (DCT).

The rules and guidelines in this handbook are designed to establish clear and consistent policies within the clinical program. However, there is some flexibility. If rules change during your time as a graduate student, you have the option to remain under the old rules that were in place when you joined the program, or you can switch to the new rules. (When you start the program, you should save a copy of the current handbook, as it will change from year to year.)

All rules, policies, and regulations should be applied equally to all students. However, sometimes rules require exceptions, which will be evaluated by the clinical faculty.

This handbook contains rules and regulations from four primary sources:

1. Clinical training program regulations. These are the rules that guide CWRU’s graduate program in clinical psychology. This handbook is the primary source for these rules.
2. CWRU School of Graduate Studies. These rules pertain to all graduate programs offered at CWRU, and they supersede the program (and department) regulations. Please see the [Graduate Studies website](#) and the [Graduate Studies Handbook](#).
3. Ohio State Board of Psychology. The state of Ohio has many laws pertaining to the practice of psychology ([see website](#)). Violations of these laws will be grounds for dismissal from the program.
4. American Psychological Association (APA). The [APA Code of Ethics](#) pertains to all faculty and students involved with the clinical program. Violations of these ethical standards can be grounds for dismissal from the program. Please visit the websites for APA’s [Ethical Principles of Psychologists and Code of Conduct](#) and [Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations](#).

The development of appropriate standards of professional conduct is an integral part of graduate education and training. Becoming familiar with these standards is an ongoing process that occurs through various courses and supervised experiences. Please review these policies now. Enrolling in our program commits you to behave in a manner consistent with these principles, the law, and [CWRU’s standards of academic integrity](#). Ignorance of a rule is not an acceptable excuse.

PROGRAM OVERVIEW

Program Philosophy and Training Model

The graduate training program in clinical psychology at CWRU offers doctoral education and training that prepares students for the science and practice of psychology. The program has been continuously accredited* by the American Psychological Association since February 1, 1948. The clinical program prepares students to integrate the science and practice of clinical psychology, to be effective teachers, to provide empirically-supported treatments, and to contribute to the development of the science and profession of psychology. CWRU provides strong training in general aspects of clinical psychology. We strive for a balance in faculty and graduate students who want to work with adults versus those who want to work with children or families.

Since its inception, the clinical psychology program at Case Western Reserve University has been based on the scientist-practitioner model as articulated at the Boulder Conference. This perspective emphasizes the integration of professional and scientific activities in clinical psychology, giving equal emphasis to the roles of both investigator and practitioner in training and professional identity. We aim to provide a common core of knowledge, methods and philosophy that will be shared by students who pursue applied and scientific careers. We believe that clinical psychology, in its ideal form, is based on cross-fertilization of the science and practice of psychology. In our view, the continued development of professional psychology depends on contributions from the application of scientific methods; also, in a complementary way, important questions for systematic study often emerge from clinical observations.

Our aim is that our graduates will approach professional practice with a scientific attitude. At one level, this scientific attitude means using systematic observation, hypothesis building, and cautious judgment in clinical work. More directly, we also strive to prepare students to draw from established theoretical frameworks, research findings, and empirically-validated strategies as they conceptualize cases, plan treatment, and administer interventions. We also aim to prepare our students to be clinically informed in their conduct of research. When students design research studies, our goal is to have them draw from their own clinical work and from conceptual frameworks and findings from clinical psychology as they develop hypotheses and consider the clinical applications of their work. In terms of research, we aim to prepare students not only to conduct empirical research but also to write integrative review papers. Because we also value skills in teaching, another goal is to prepare students to teach their own courses and present their research and clinical work to professional audiences.

Students are encouraged to become familiar with a range of clinical populations. Training includes exposure to cognitive-behavioral and other theoretical approaches to therapy. Students can also learn about work with couples and families. Additional perspectives may be provided by supervisors during field placements.

*For information on APA accreditation, see [this website](#) or contact the Office of Program Consultation and Accreditation, American Psychological Association, 750 1st Street, NE, Washington, DC 20002. (202) 336-5979; apaaccred@apa.org.

Program Goals and Objectives

The clinical program is designed to provide students with a strong base in the skills of psychological science and practice. As part of our APA accreditation process, the faculty have developed a list of training goals and objectives. These goals and objectives are implemented through academic coursework, course-based practicum experiences, research projects, three types of specialty exams, and supervised field placements. The table below provides a list of program goals and objectives as assessed in the most recent self-study of the program (Spring 2014).

Goal 1: To provide students with a broad knowledge base of the science of psychology.
Objective 1A: Students will gain broad-based knowledge in the field of psychology, including domains not specifically related to clinical psychology.
Objective 1B: Students will gain in-depth knowledge of topics related specifically to clinical psychology, including empirically validated treatments.
Goal 2: To provide students with a strong, entry-level foundation of skills needed for the professional practice of clinical psychology.
Objective 2A: Students will develop entry-level skills in clinical assessment.
Objective 2B: Students will develop entry-level skills in psychological intervention.
Goal 3: To provide students with a strong, entry-level foundation in research and writing skills relevant to the professional practice of psychology.
Objective 3A: Students will be able to understand and use research methods and statistical techniques commonly used in psychology.
Objective 3B: Students will be able to conduct their own research studies using research methods from psychology.
Objective 3C: Students will gain skills in the areas of literature review and integrative writing.
Goal 4: To provide students with a strong, entry-level foundation of skills needed to teach courses and deliver professional presentations in the field of psychology.
Objective 4A: Students will develop entry-level abilities to design and teach their own courses.
Objective 4B: Students will develop entry-level abilities to describe their clinical work and research to professional audiences.

Overview of Program Sequence

Our training is organized in a sequential model. Students gain a solid, graduate-level academic foundation in the first several years of the program, including courses in data analysis and broad and general aspects of psychology. They also receive training in clinical skills such as interviewing and assessment. Students become involved with research during their first year in the program. **Over the course of the Program, starting in the first year, students are expected to work on research in their labs for an average of 20 hours a week.** Over time, the training becomes more complex and builds upon the earlier material and skills.

During Year 1, students develop knowledge of psychopathology, psychological assessment, and research methods. Although Year 1 places a strong emphasis on academic coursework, students are also exposed to clinical service through training in assessment and interviewing skills. By the end of Year 1, students are expected to develop a topic for their Master's thesis.

During Year 2, students complete supervised field placements that emphasize skills in psychological assessment. Students also begin formal training in psychotherapy and continue taking courses. They continue to develop research skills through work on the Master's thesis. Students also begin learning about teaching skills by serving as a teaching assistant and taking a course focused on teaching.

During Year 3, students will complete most coursework and will work on their special exams. Decisions about advancement to candidacy will be based on the results of the special exams (usually in the summer after Year 3). Students will also continue supervised field placements, which will be focused on intervention skills in Years 3 and 4.

During later years, students will complete any remaining coursework, continue field placements, and work on dissertations and preparations for internship.

Overview of Program Requirements

During your graduate training, you will be expected to complete coursework in three domains: foundations of scientific inquiry, psychology as an academic discipline of study, and psychology as an applied profession of practice. You will also be expected to complete training in the teaching of psychology and to successfully complete other milestone projects: a Master's thesis, special qualifying exams, a clinical case presentation, a dissertation, and a pre-doctoral internship. You should keep a copy of the Checklist of Program Requirements (see next page) and update it regularly to check your progress. A copy will be kept in your student file as well. For most parts of the checklist, it is fine to fill in the month or the semester rather than a specific date. However, specific dates are needed for the dissertation defense and the date that your committee approved your final dissertation (after any revisions).

Minimal Levels of Acceptable Achievement

In evaluating whether students are progressing adequately through the program, the faculty will evaluate progress toward the program requirements listed on the following checklist. In terms of evaluating student competencies that are in line with our program goals and objectives, faculty will use the following criteria: First, students must complete all required courses with grades of B or higher or P for pass/fail courses. Second, students must successfully pass all milestone projects (Master's, specialty qualifying exams, case presentation, and dissertation) as well as the pre-doctoral internship. Third, clinical supervisor's evaluations of student performance will be consulted to assess competencies related to clinical work.

Residency Requirements

Graduate students enrolled in the clinical program are expected to remain active in the program, devoting full-time to their graduate training for a minimum of three academic years, and with at least two of these years spent on campus while residing in the Cleveland area. These residency rules apply even when students join our program with a Master's degree already earned from another university.

Exceptions to Requirements and Policies

Exceptions to program policies may be made for good cause upon timely request by a student. If you wish to petition for an exemption to a clinical program policy, you should discuss your plan with your primary research advisor and prepare a written request to submit to the DCT. Requests for exceptions to departmental requirements must be made through the department chair. It is advisable, although not required, to have the written support of your advisor and DCT for such requests. Waivers of Graduate Studies regulations may be made only by the Dean's office.

Written requests should flow from you to your primary research advisor, then to the DCT, department chair, and eventually to the Dean.

**CWRU Graduate Program in Clinical Psychology
Checklist of Program Requirements**

Student Name: _____

Required Courses: Psychology as a Discipline of Study

Completion Date	Course	Credits	Frequency	Title
	PSCL 402 OR PSCL 404	3	one of these is offered every 2 years	Cognition and Information Processing OR Learning Theory
	PSCL 403	3	every year	Physiological Foundations of Behavior
	PSCL 407	3	every year	Research Design & Quantitative Analysis I
	PSCL 408	3	every year	Research Design & Quantitative Analysis II
	PSCL 409	3	every 2 years	Advanced Social Psychology
	PSCL 410	3	every year	Developmental Psychology
	PSCL 412	3	every 2 years	Measurement of Behavior
	PSCL 418	3	every 2 years	History and Systems of Psychology

Required Courses: Psychology as a Profession of Practice

Completion Date	Course	Credits	Frequency	Title
	PSCL 424	3	every year	Clinical Interviewing
	PSCL 425	3	every year	Methods of Assessment I
	PSCL 429	1	every year	Practicum in Assessment I
	PSCL 426	3	every year	Methods of Assessment II
	PSCL 430	1	every year	Practicum in Assessment II
	PSCL 524	3	every year	Advanced Psychopathology
	PSCL 531a	2	every year	Seminar in Intervention I: CBT
	PSCL 529a	1	every year	Practicum in Intervention I: CBT
	PSCL 532a	2	every year	Seminar in Intervention II: CBT
	PSCL 530a	1	every year	Practicum in Intervention II: CBT
	PSCL534	3	every year	Advanced Psychotherapy
	PSCL 510	3	every 2 years	Psychology and Diversity
	PSCL 525	3	every 2 years	Ethical & Professional Issues
	PSCL 431	0	-	Supervised Field Placement Year 2
	PSCL 539	0	-	Supervised Field Placement Year 3
	PSCL 540	0	-	Supervised Field Placement Year 4
	PSCL 451	1 each	-	Total of at least three mini-courses
	PSCL 451	1	every 2 years	Special Topics: Clinical Supervision*
	PSCL 451	1	every 2 years	Special Topics: Consultation*

* Required for students admitted in Fall 2014 and later. Highly recommended for all other students.

As of fall semester 2016, optional for child students.

Teaching Skills in Psychology

Completion Date	Course	Credits	Frequency	Title
	UNIV 400a	0	every year	Professional Development for Graduate TAs
	PSCL 453	1	every year	Teaching of Psychology
	-	-	-	Teaching assistant experience

Program Milestones

Completion Date	Course	Credits	Frequency	Title
	-	-	-	Research clerkship completed
	-	-	-	IRB certification (CITI/CREC training)
	PSCL 651	6-7	-	M.A. defense held
	PSCL 651	6-7	-	M.A. approved by committee
	PSCL 651	6-7	-	M.A. approved by Graduate Studies
	-	-	-	Special exam: Review paper
	-	-	-	Special exam: Teach a 1-credit course
	-	-	-	Clinical case presentation***
	-	-	-	Advancement to candidacy approved
	PSCL 701	-	-	Dissertation proposal approved
****	PSCL 701	-	-	Dissertation defense held
****	PSCL 701	18	-	Final approval of dissertation by committee
	PSCL 701	18	-	Dissertation approved by Graduate Studies
	-	-	-	Final approval to apply for internship
	PSCL 700	0	-	Internship completed
	-	-	-	Graduation from CWRU (Ph.D. conferred)

** New rules only (students admitted in Fall 2011 or later)

*** New rules: oral presentation only; old rules: presentation and paper; paper is a special exam

**** Most dates in these tables can be general (month or semester), but please give specific dates for the dissertation defense and the approval of your final dissertation, including all revisions, by your committee.

Are you on the child track? Yes No

Additional Requirements for Child-Track Students

Completion Date	Course	Credits	Frequency	Title
	PSCL 444	3	every 2 years	Developmental Psychopathology
	PSCL 535	2	every 2 years	Child & Family Intervention I
	PSCL 537	1	every 2 years	Child & Family Case Seminar I
	PSCL 536	2	every 2 years	Child & Family Intervention II
	PSCL 538	1	every 2 years	Child & Family Case Seminar II

ADMISSIONS

Application and Admissions Process

Detailed information about the application and admissions process can be found in the [“Before You Apply”](#) and [“How to Apply”](#) sections of the program website. To be admitted, students are required to have completed a bachelor's degree, preferably in psychology. We typically do not admit applicants who obtained undergraduate degrees in fields far removed from psychology; however, exceptions may be made if an applicant has completed at least 18 hours of psychology coursework and has obtained research and clinical experiences comparable to those of other applicants, along with solid GRE Psychology scores.

Students with Master's degrees in psychology are also welcome to apply. For students who already have a Master's degree in Clinical Psychology, transfer credits are assessed once an applicant is accepted and enrolled. A Master's degree from another program may meet some of the requirements of our Ph.D. program. There is no guarantee, however, that the courses taken at another college or university will transfer, and a thesis completed elsewhere may not meet the requirements of our program. If you have your Master's degree in a field other than Clinical Psychology, you must receive your Master's (M.A.) degree through our program before you receive your Ph.D.

The following materials are considered in admissions decisions: GRE scores, undergraduate degree and GPA, research and clinical experience, letters of recommendation, statement of purpose, and writing samples. Although exceptions are sometimes made, the preferred minimum GPA is 3.25. Preferred minimum GRE scores are 160 (Verbal), 148 (Quantitative), and 600 (Psychology Advanced Test, required for those who do not hold a bachelor's or Master's degree in psychology).

Much of clinical psychology is dependent upon strong verbal skills to guide the academic writing and spoken dialogue that underlie psychology research and the provision of psychological services. Therefore, strong proficiency in the English language is expected. The university requires the Test of English as a Foreign Language (TOEFL) in cases where English is a second language for the applicant. Preferred minimum scores are 90 for the TOEFL iBT and 577 for the TOEFL PBT.

The admissions process involves several steps. From late December through early January, the clinical faculty review all submitted application materials. Several clinical faculty members review each application and rate the applicant's strengths and weaknesses. Next, applications are discussed during a closed meeting of the clinical faculty, and the top applicants (usually between 25 and 30) are invited for interviews. During interviews, applicants meet with several faculty members as well as many of our current graduate students. After all interviews have been completed and ratings have been tallied, the core clinical faculty meet to review and discuss each of the interviewed applicants. Finally, the top set of applicants (usually 5) will be offered admission into the program. We usually strive for a balance in our program, with approximately half of our students interested in working with adults and the other half interested in working with children, adolescents, or their families.

In almost all cases, the applicant's primary research advisor is determined during the admissions process. We strive to ensure a strong match between the applicant and at least one full-time member of the core clinical faculty. Typically the primary research advisor is a member of the core clinical faculty. However, in some cases, graduate students will be admitted to the clinical program by a primary research advisor who is not part of the core clinical faculty. In such situations, which need to be approved by the core clinical faculty, the student will also be assigned an auxiliary clinical advisor from the core clinical faculty. The student is expected to meet with the auxiliary clinical advisor on a regular basis (approximately once per month) so that the advisor can stay updated on the student's progress and plans and provide additional guidance related to the clinical program.

Financial Support

Students are usually guaranteed four years of tuition waivers if they remain in good academic standing. Sometimes additional waivers can be granted for Years 5 or 6 (usually for PSCL 701, Dissertation) if they are budgeted and requested in advance. In recent years the program has also been able to provide four years of stipend support for admitted students. [CWRU's Financial Aid Office](#) can provide additional information about financial aid options, including [student loans](#).

Student Diversity

Faculty and students in the clinical program are deeply committed to fostering a positive climate for diversity. We wish to create a welcoming environment for all individuals, including those from underrepresented backgrounds. This includes individuals of differing ages, ethnic/cultural groups, racial groups, gender identities, physical abilities, religious affiliations or beliefs, sexual orientations, and/or socioeconomic statuses. Individuals from diverse backgrounds are encouraged to apply to our program. In addition, course curricula, program seminars and placements are developed with awareness of and sensitivity to the importance of cultural and individual diversity in the training of professional psychologists. The program also has a diversity committee and remains attentive to issues of recruitment and retention of diverse graduate students and faculty.

Accommodations for Students with Disabilities

The clinical program, the department, and the university are committed to providing all students with opportunities to participate fully in the educational programs that we offer. We recognize that students with disabilities may need additional assistance or accommodations in order to achieve this goal. At CWRU, [Educational Services for Students \(ESS\)](#) oversees services for students with disabilities. Students should contact ESS for further information and help in determining any accommodations for which they are eligible. If you are aware of a need for accommodations when you enter the program, please discuss this with the DCT so that timely arrangements can be made.

Graduate Work Done Elsewhere

In general, the department does not transfer credits from other universities. However, a student who has taken graduate courses in psychology at another accredited university may request that prior courses be compared to one of our current offerings and evaluated for similar form and content. The student should submit a copy of the course syllabus and reading list to the faculty member who teaches the similar course in our department. With the instructor's consent, and subsequent approval of the department chair, the student is considered to have fulfilled that particular course requirement. Such approval is more likely to be granted for non-clinical courses than for clinical courses.

EVALUATION OF STUDENT PROGRESS

Faculty Reviews of Student Progress

The core clinical faculty conduct a mid-year review of student progress (during the winter) as well as an annual review of student progress (at the end of spring semester). During the review process, the clinical faculty try to review all aspects of the student's academic, clinical, and teaching performance as well as overall professional development. The faculty include input from research advisors, auxiliary clinical advisors (where appropriate), committee members, advisors of special exams, instructors, and field placement and practicum supervisors. Clinical competence and demeanor, as well as academic work, are considered relevant to the evaluations, along with compliance with clinical and scientific standards of ethical conduct.

Practicum and Field Placement Evaluations

Students are evaluated by their clinical supervisors at the conclusion of each semester. Students are required to deliver the CWRU Practicum Evaluation Form or the CWRU Placement Evaluation Form to their supervisor each semester. These evaluation forms are available in the [forms](#) area of the clinical program website. Ideally these forms will be reviewed at the start of the placement or practicum experience, so that both the student and the supervisor know the domains of assessment that will be evaluated. It is the student's responsibility to return the completed form to the department assistant in time for the evaluation meeting (typically by the last day of classes in a given semester). Supervisors are expected to discuss their evaluations with students. The evaluation form should be signed by both the student and the supervisor, and strengths and weaknesses should be discussed candidly.

After a student's first year, feedback from the mid-year review is typically informal and is often provided through the primary research advisor (and, where appropriate, the auxiliary clinical advisor). All students will receive written feedback from the annual review. This feedback is more formal and includes suggestions for ensuring satisfactory progress through the clinical program.

If a clinical student earns a final grade in any graduate course that is not considered adequate at the graduate level (i.e., final grade of C or lower), the clinical faculty will recommend a plan to overcome the deficiency. The plan may involve registering for the course a second time, taking a similar course in a different department, or registering for PSCL 601: Special Problems or PSCL 497: Graduate Independent Study, whereby an individualized course of study could be implemented. (Please note that if additional tuition waivers are needed to cover courses for remediation purposes, the department will not cover these costs.) The remediation plan should be completed within one academic year, with possible exceptions depending on the scheduling of certain specialty courses. If remediation is not completed in a successful and timely manner, the student will be placed on probation and may be removed from the program.

Research Evaluations

In both the fall and spring semesters, students are evaluated by their advisors for research productivity and skill. Students are to take responsibility for getting the Research Advisee Evaluation Form (see below) each semester of the year. Students and faculty should discuss these evaluations and develop clear goals together.

Research Advisee Evaluation Form

Graduate Training Program in Clinical Psychology, Case Western Reserve University

Student Name:

Semester/Dates of Training:

Student's Year in Program:

Advisor name:

Research goals for this period:

	N/A	1	2	3	4	5
	Does not apply	far below expected level	somewhat below expected level	at expected level (competent)	somewhat above expected level	far above expected level
RESEARCH SKILLS						
Literature search						
Development of appropriate research questions/hypotheses						
Study design						
Study implementation						
Data analysis						
Ability to work with collaborators						
Other area(s):						
OVERALL RATING:						

Comments:

	N/A	1	2	3	4	5
	Does not apply	far below expected level	somewhat below expected level	at expected level (competent)	somewhat above expected level	far above expected level
WRITING & PRESENTATION SKILLS						
Ability to describe and integrate relevant literature						
Clear communication of research questions/hypotheses						
Flow and structure of writing						
Ability to communicate findings clearly and accurately in writing						
Attention to detail (e.g., grammar and punctuation)						
Presentation skills						
Other area(s):						
OVERALL RATING:						

Comments:

	N/A	1	2	3	4	5
	Does	far	somewhat	at expected	somewhat	far

	not apply	below expected level	below expected level	level (competent)	above expected level	above expected level
RESPONSE TO ADVISING						
Use of advising time						
Communication with advisor						
Responsiveness to guidance/ feedback						
Other area(s):						
OVERALL RATING:						

Comments:

	N/A	1	2	3	4	5
	Does not apply	far below expected level	somewhat below expected level	at expected level (competent)	somewhat above expected level	far above expected level
PROFESSIONAL BEHAVIOR						
Research ethics						
Responsibility						
Autonomy/being proactive						
Time management						
Progress toward agreed-upon goals						
Attention to detail						
Professional appearance & attire (e.g., in clinical or school settings)						
Communication & interpersonal behavior (e.g., with peers, faculty, research assistants, professionals)						
Openness to learning						
Leadership and service						
Other area(s):						
OVERALL RATING:						

Comments:

Trainee's main strengths and assets:

Trainee's main areas for improvement (e.g., productivity, responsivity, self-care, emotional stability):

Advisor's signature: _____

Date:

Trainee's signature: _____

Date:

Annual Milestone Updates

The program tracks progress of students through an annual milestone update (which will be electronic starting in Spring 2014) to be submitted to the DCT annually in the spring. This electronic form will be

similar to the checklist of requirements listed in this handbook, but it will be abbreviated so as to be tailored for students in each year of the program. The checklist in this handbook should provide you with a convenient way to review program requirements and expectations. You should retain a copy of the checklist for your own records as you move through the program.

Most students complete the program in six years.

Access to Student Records

The Family Educational Rights and Privacy Act of 1974 (FERPA) deals with the subject of access to educational records, and it requires institutions to establish policies which set for the procedure by which these records are stored or inspected. University policies related to FERPA are described on the [Registrar's website](#).

STUDENT FEEDBACK TO FACULTY

You are encouraged to provide feedback to your instructors, advisors, clinical supervisors, and other faculty who you interact with as part of the program. If you encounter any problems with these individuals that cannot be resolved in a direct and simple manner, please feel free to share your concerns with the DCT, the ombudsperson, your cohort's morale officer, the department chair, or any faculty member of your choosing. When discussing these issues with a faculty member, please inform him or her about the extent of confidentiality that is needed to protect your interests.

You are also encouraged to evaluate your practica and field placements at the end of each year, using our Placement Evaluation Forms (see [forms](#) area of clinical program website). Your feedback can help supervisors improve their approach to supervision and can also help the clinical faculty to monitor the quality of clinical training.

Please feel free to share concerns and questions related to the program at clinical area meetings. You are welcome to attend these meetings regardless of whether you are currently serving as the representative for your cohort. The annual survey of clinical students and the suggestion box (located in Room 109) are also available to provide you with confidential opportunities to give feedback about the program. In addition, you will be invited to participate in an exit interview

COURSEWORK

Program Procedures around Registration

Students should consult with their advisors when planning course schedules. The DCT (via the department assistant) will release the electronic hold on registration after receipt and approval of your planned course schedule.

Documenting Progress and Coursework

The graduate curriculum strives to satisfy requirements established by CWRU's Department of Psychological Sciences and the [APA's Commission on Accreditation](#). State licensure boards often require a copy of your graduate transcript (and sometimes course syllabi) to determine whether you have met their educational requirements. Consequently, it is important that you keep a copy of all syllabi. The clinical training program cannot guarantee that the curriculum meets licensing requirements in all states, as there can be substantial variation by state.

It is each student's responsibility to maintain her/his own file with copies of important material relating to their graduate training. Although departmental staff will maintain student records, each student should keep copies of important forms and documents.

Mini-Courses

One-credit mini-courses (PSCL 451; Special Topics in Psychology) will be offered on various topics. Usually, one mini-course will be offered each semester. Students can suggest topics and speakers for future mini-courses. You are required to take at least 3 mini-courses, although you are welcome to take more if you request tuition waivers ahead of time. If you do not have tuition waivers budgeted to cover an optional mini-course, you may be able to take it as a fellowship course.

Starting with students admitted in Fall 2014, two mini-courses are required: (1) Clinical Psychology Supervision and (2) Consulting and Professional Development Strategies in Clinical Psychology. We aim to offer both courses every 2 years. Even if not formally required for students in your cohort, both courses are strongly encouraged for all students in the program.

The mini-course will be graded Pass / No Pass. Readings and small projects (e.g., a short presentation or paper) may be involved. Mini-courses typically meet for roughly 12 hours of class time (700 minutes), spread across the semester.

Typical Schedules for Each Year of the Program

Year 1, Fall Semester

	--	Research clerkship
PSCL 407	3	Research Design & Quantitative Analysis I
PSCL 424	3	Clinical Interviewing
PSCL 425	3	Methods of Assessment I (2 modules: adult and child cognitive)
PSCL 429	1	Practicum in Assessment I
PSCL 524	3	Advanced Psychopathology
PSCL 451	1	Special Topics in Psychology (mini-course; 3 required during program)
UNIV 400a	0	Professional Development for Graduate Teaching Assistants

Year 1, Spring Semester

	--	Research clerkship
PSCL 408	3	Research Design & Quantitative Analysis II
PSCL 426	3	Methods of Assessment II (3 modules on personality assessment: projective methods, objective methods, structured assessment with children and adults)
PSCL 430	1	Practicum in Assessment II
PSCL 451	1	Special Topics in Psychology (mini-course; 3 required during program)
PSCL xxx	3	Required core course or child-track course (often Developmental Psychology)
PSCL xxx	3	Required core course, child-track course, or elective

Year 2, Fall Semester

PSCL 651	3	Thesis M.A.
PSCL 431	0	Supervised Field Placement Year 2 (Assessment; 8 hours/week)
PSCL 451	1	Special Topics in Psychology (optional mini-course)
PSCL 531a	2	Seminar in Intervention I: Cognitive-Behavioral Psychotherapy
PSCL 529a	1	Practicum in Intervention I: Cognitive-Behavioral Psychotherapy
PSCL 453	1	Seminars in Psychology: Teaching of Psychology
PSCL xxx	3	Required core course, child-track course, or elective
PSCL xxx	3	Required core course, child-track course, or elective

Year 2, Spring Semester

PSCL 651	3	Thesis M.A.
PSCL 431	0	Supervised Field Placement Year 2 (Assessment; 8 hours/week)
PSCL 451	1	Special Topics in Psychology (mini-course; 3 required during program)
PSCL 532a	2	Seminar in Intervention II: Applications of Cognitive-Behavioral Therapy
PSCL 530a	1	Practicum in Intervention II: Applications of Cognitive-Behavioral Therapy
PSCL xxx	3	Required core course, child-track course, or elective
PSCL xxx	3	Required core course, child-track course, or elective
PSCL xxx	3	Required core course, child-track course, or elective

Year 3, Fall Semester

	--	Special qualifying exams
PSCL 539	0	Supervised Field Placement Year 3 (Intervention; 16 hours/week)
PSCL 451	1	Special Topics in Psychology (mini-course; 3 required during program)
PSCL xxx	3	Required core course, child-track course, or elective
PSCL xxx	3	Required core course, child-track course, or elective*

Year 3, Spring Semester

	-	Special qualifying exams
PSCL 539	0	Supervised Field Placement Year 3 (Intervention; 16 hours/week)
PSCL 451	1	Special Topics in Psychology (mini-course; 3 required during program)
PSCL534	3	Advanced Psychotherapy
PSCL xxx		Required core course, child-track course, or elective
PSCL xxx	3	Required core course, child-track course, or elective*
	3	

*Fill in with PSCL 497 (Graduate Independent Study) if needed to bring total to 9 credits

Year 4, Fall Semester

PSCL 701	6	Dissertation Ph.D. (up to 9 credits may be taken)
PSCL 540	0	Supervised Field Placement Year 4 (Intervention; 16 hours/week)
PSCL 451	1	Special Topics in Psychology (mini-course; 3 required during program)
PSCL xxx	3	Required core course, child-track course, or elective

Year 4, Spring Semester

PSCL 701	6	Dissertation Ph.D. (up to 9 credits may be taken)
PSCL 540	0	Supervised Field Placement Year 4 (Intervention; 16 hours/week)
PSCL 451	1	Special Topics in Psychology (optional mini-course)
PSCL xxx	3	Required core course or elective course

Year 5 (if still in residence)

PSCL 7001	1-30	Dissertation Ph.D. (if needed, either because dissertation is not complete or to maintain full time status for financial aid purposes; 18 credits of 701 are needed for graduation)
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Internship Year (Typically Year 5 or 6)

PSCL 700	0	Internship
PSCL 701	1	Dissertation Ph.D. (if needed, see explanation above)

GRADUATE STUDIES PROCEDURES AND POLICIES

The clinical program is governed by the guidelines of CWRU's [School of Graduate Studies](#). It is your responsibility to be familiar with these rules, policies, deadlines and administrative requirements. See the [Graduate Student Handbook](#) for details.

Continuity of Registration

Students must be registered in both fall and spring semesters. If a student fails to register and does not have an official leave of absence, which can be granted only by the Graduate Dean, the student is separated from the university. A separated student must reapply for admission. If the student is approved for readmission, then retroactive registration may be required for missed semesters.

Planned Program of Study

Graduate Studies requires that a Planned Program of Study (PPOS) be filed by the beginning of the second year of residence. ([See this link for details.](#)) You should review this plan with your primary research advisor late in the second semester of the first year. Separate PPOS forms are likely to be required for your Master's and your dissertation. They will be done on the Student Information System (SIS) and will need to be approved by your advisor. The PPOS form should be revised as needed so that it records what you actually did by the time you apply for the Master's and Ph.D. degrees. Graduate Studies checks the form against transcripts.

Tip Sheets for Graduate Studies Requirements

Because Graduate Studies requirements can be complex to navigate, the clinical program provides several "tip sheets" about Graduate Studies procedures in the [forms](#) area of the program website. There is one sheet for the M. A., one for the dissertation, and one for graduation. These tip sheets are designed to provide a brief summary of Graduate Studies procedures; however, information that comes directly from Graduate Studies (e.g., website, Graduate Studies handbook, direct communication with Graduate Studies staff) must be taken as the final authority on these details. If you notice errors on a tip sheet, please notify the DCT so that the information can be corrected.

Full-Time Student Status

Full-time status for students is very important because it allows access to financial aid loans and student health insurance. It will be important to monitor your scheduling plans from semester to semester to ensure that you can maintain full-time status.

The university administration considers full-time enrollment to be 9 credit hours each semester. However, there are several exceptions to this policy: Students who are registered for 1 credit of PSCL 651 (Thesis M.A.) or PSCL 701 (Dissertation) are considered full-time. If you are not registered for 651 or 751 and do not have enough courses to fill 9 credits, a good option is to take several credits of PSCL 497 (Graduate Independent Study) to bring your total to 9 credits.

Occasionally situations arise in which students are working on special qualifying exams but not taking any other courses. Rather than signing up for 9 credits of PSCL 497, students in this situation should usually take 1 credit of EXAM 700 (Special/Qualifier Exams) to maintain full-time status. Because EXAM 700 is taken alone rather than in conjunction with other courses, it is rare for students to sign up for this course. Students should not sign up for EXAM 700 simply because they are taking their special exams; based on our program requirements, you do not need to sign up for any courses in order to complete the special exams. Check with the DCT or the department assistant if you believe that EXAM 700 may be appropriate in your situation.

Full-Time Status and Loan Deferment during Internship

Internship creates some special issues with full-time status. In terms of the university, students on internship are considered full-time even though they are enrolled only in a zero-credit course (PSCL 700: Internship). However, providers of student loans and other forms of financial aid may not recognize interns as having full-time status. Please see the Financial Aid Office website for information about deferment conditions of various types of loans (e.g., Stafford, Perkins). For some types of loans, students will be allowed to defer payment if they are on internship or if they can provide documentation of economic hardship. Another option is to reserve 2 of your 18 dissertation credits (PSCL 701) for the year that you are internship, so that you can take one credit each semester and maintain full-time status. Be sure to plan out your 18 credits of 701 with these issues in mind. If you go over 18 credits without prior approval from the department, it is likely that you will need to pay for the additional credits.

Tuition Waivers

Graduate students in the program are usually guaranteed four years of tuition waivers. Although not guaranteed, waivers may be available for Year 5 and even Year 6 (usually for the dissertation, PSCL 701), but it is crucial to budget for these in advance.

From the perspective of the university, student tuition waivers do carry a major financial cost, and they are an important part of our department's budgeting process each year. It is crucial for students to plan carefully regarding their use of tuition waivers during their years in the program. The department assistant needs to know well in advance how many waivers will be required by each student for the upcoming academic year. The more accurate you can be in terms of budgeting for your courses for the next year, the better. However, when questions exist about your schedule, it is safer to budget on the higher side, asking for more waivers, rather than under-budgeting. For example, if you are unsure about whether or when you will take a mini-course in the upcoming year, a good strategy would be to budget for a mini-course each semester. The department will return unused waivers to the College of Arts and Sciences, but it is unlikely that additional waivers will be granted later, after the department has already made its annual request for waivers.

If you register for at least 12 credits per semester, you can actually take up to 18 credits without incurring any additional fees for the program. The department will typically request 12 credits of waivers per student for Years 1 and 2. Students in Year 3 usually take at least 9 credits to maintain full-time status, unless they are registered for PSCL 651 or EXAM 700 (see section on Full-Time Student Status). Sometimes PSCL 497 (Graduate Independent Study) will be used to bring students up to 9 credits. Once students begin taking PSCL 701, then they no longer need to take 9 credits per semester unless these credits are needed to complete program requirements.

Tuition waivers are not available for the summer semester. If a situation arises in which you must be registered in the summer semester and are not eligible for a waiver of registration (see [Graduate Student Handbook](#) and [forms](#) page), you will be responsible for the cost of credits taken during the summer. Particularly in cases involving Master's and dissertation research, it is important to familiarize yourself with Graduate Studies deadlines early to avoid having to pay summer tuition.

Fellowship Courses

If you do not have tuition waivers budgeted to cover an optional course, you may be able to take it as a fellowship course. See the [Graduate Student Handbook](#) for the required form. Any student who has submitted a Planned Program of Study to Graduate Studies may request approval to take a fellowship course. This includes courses in other departments. The fellowship course option is almost always preferable to auditing a course, because tuition waivers may not be used to audit a course. However, the fellowship option applies only to elective courses, not to required courses.

RESEARCH TRAINING

Clerkship

1. The student will become familiar with the area of study, in terms of theory, research, and methodology, which is used in this area of psychology.
2. The student will learn basic skills related to data collection.
3. The student will develop basic competence in the statistical analysis and interpretation of research findings.
4. The clerkship will be arranged to facilitate the student's ideas and plans for a Master's thesis.

General Expectations for the Research Clerkship

The clerkship begins at the start of the fall semester of the first year. The clerkship often continues through the summer after Year 1 classes have been completed. However, the summer after Year 1 should allow for a transition whereby students begin to focus on their plans for the Master's thesis. For most empirical studies, the research project should culminate in a convention presentation and / or a journal article submission.

Students in Year 1 should plan to invest an average of eight hours per week on the clerkship and an average of 20 hours a week in their lab, with some weeks requiring more time while other weeks allow for less time. The actual number of hours may vary from week to week, depending on the status of the research project, the timing of graduate coursework and exams, and other demands on student time. The estimated eight hours per week includes time spent in research meetings, data collection, data analysis, and writing for the research project. However, the eight hours per week does not include time spent working on other related studies, including the Master's thesis. Most of the student's time should be spent working on the specific research study, not on general aspects of their faculty advisor's ongoing research.

Overlap between the Research Clerkship and Grant Funding

When students are supported by a training grant, they are required to devote a certain number of hours to the faculty member's ongoing research. Whenever possible, the grant-funded research should be integrated with the plans for the research clerkship. When this happens, the faculty advisor will often play a more active role in directing the topic and methodology used in the research clerkship. Also, depending on the requirements of the grant, funded students may need to devote more than eight hours per week to their research work. Any requirements of the training grant will take precedence over the rules of the research clerkship.

Activities Commonly Involved in the Research Clerkship

1. The student will participate in weekly research meetings with the faculty advisor.
2. Based on discussions with faculty advisor, the student will negotiate a realistic topic and develop a preliminary plan for a specific study that can be completed during Year 1.
3. The student will often observe or assist with data collection as part of a research team.
4. With guidance from the research advisor or other members of the research team, the student will build skills in statistical analysis and interpretation of research data.
5. The student will learn to interpret the findings from the analyses. With guidance from the faculty advisor, the student will write a Results section for the research study.
6. With guidance from the advisor, the student will submit a presentation or article describing the study. In most cases, the text will need to be critiqued and revised a number of times.

These are intended as basic guidelines to provide structure for students and faculty. There will be variation across clerkships. Students should consult their primary research advisor to clarify expectations and timelines.

Master's Thesis (M.A.)

The clinical program offers the Master's degree following Plan A only. According to Plan A, students must complete a research project for their thesis, followed by an oral defense of the project. The committee must agree unanimously that the student has passed the thesis examination.

The committee for the Master's thesis must consist of at least three University faculty, each of whom is a Ph.D. psychologist. In almost all cases, your primary research advisor will be the chair of your Master's committee. At least one committee member must belong to the core clinical faculty (i.e., those who hold their primary appointments in the clinical area of Psychological Sciences)." A proposal meeting is optional, but typical. However, students are encouraged to involve the committee in the planning of the thesis and not bring in the committee only at the time of the Master's thesis defense. Unless you get approval from your committee for an alternate timetable, you should plan to give your committee two weeks to read your document (proposal or thesis) before the meeting.

The Master's "tip sheet" may help you to navigate the M. A. requirements for Graduate Studies. (See [forms](#) section of clinical area website.)

You can e-mail or call Graduate Studies (as of 2017, Brandon Bowman is the contact) to generate a "Planned Program of Studies" for you for your Master's. This is an electronic form where you list all of your planned courses. You'll need a different one for the Ph.D. Your advisor will need to sign off on this form electronically on SIS.

Students must complete at least 6 credits of PSCL 651 to document work on the Master's thesis. Usually students register for 3 credits of PSCL 651 during fall of Year 2 and 3 credits during spring of Year 2. An ideal goal is to defend the Master's thesis in the spring semester of Year 2; however, because spring deadlines are very early, this option will not be possible for all students. (See section below on summer defenses of theses and dissertations.) Finishing the Master's before fall semester starts will allow time to focus on special exams during year 3. Also, some field placements will only accept students who have completed the Master's degree.

A student will be placed on academic probation if the thesis is not successfully defended by the end of the spring semester of year 3; academic probation may also occur if the M.A. is not defended by the fall of third year (based on a vote of the clinical faculty).

2016 update: Historically, there has been a Graduate Studies rule that students need to be registered for at least 1 credit of 651 in the semester in which the thesis is submitted. Otherwise you need to file a Waiver of Registration (often needed for summer defenses; see below). **However Graduate Studies no longer requires students to sign up in 651 in order to finish the thesis, assuming that 6 credits of 651 have been completed.** Ideally you will be able to defend during spring semester of your 2nd year. Note that the **deadlines for spring "graduation" are extremely early**, about a month before the semester actually ends. See the Graduate Studies calendar for details.

Summer defense: You can defend in the summer after 2nd year without registering for any credits, as long as you already have your six 651 credits completed. In this situation, doublecheck the timing of your one-credit course (for the teaching specialty exam) with Heath. There may be problems getting your course listed on SIS if you don't have the M.A. in hand yet, as you need to have the M.A. to teach courses at CWRU.

As a student, you are responsible for assuring that all documentation certifying completion of the Master's and advancement to candidacy is received by Graduate Studies before the university's deadlines. Spring deadlines, in particular, are very early (often first week of April). Please consult the [Graduate Studies calendar](#) for these deadlines.

Even if you are continuing toward your Ph.D., you still need to apply to Graduate Studies to "graduate" with your Master's, so that your degree can be conferred. After you have successfully

defended your thesis, you will also need to complete additional Graduate Studies paperwork in order to process the degree and diploma. Required forms can be found on the Graduate Studies website at [this link](#). You will also need to format your Master's and upload it in the Graduate Studies format for [electronic theses and dissertations](#).

Dissertation - Proposal and Committee

Before beginning to collect dissertation data, you must present to a faculty committee a detailed dissertation prospectus that summarizes all aspects of the research plan. The written prospectus must be approved by the dissertation committee. According to the Graduate Studies Handbook (as of 2015), "The chair of the committee must be a Case Western Reserve University tenured or tenure-track faculty member in the student's program." The chair of your dissertation committee is usually your primary research advisor, but you may need to have a different dissertation chair if your research advisor does not fit these criteria. As of 2015, the Graduate Studies Handbook reads, "Any tenured or tenure-track Case faculty member, and any full-time Case faculty member whose primary duties include research who is authorized to serve on a Ph.D. dissertation committee by the school or college through which they are affiliated with the university, may serve on a Ph.D. dissertation committee." At least two members of the dissertation committee must have a PhD in psychology. A third member of your committee must be a full-time member of the Department of Psychological Sciences. A fourth member is the "outside" member whose primary appointment is outside the Department of Psychological Sciences but who holds a faculty appointment with the university. This "outside" person represents the university at large and could be from another academic department on campus (e.g. Sociology, Anthropology) or could be a member of our department's associated faculty with a primary appointment in the medical school. (Please note that most adjuncts for our department (e.g. many clinical supervisors) cannot serve in the role of the fourth committee member, because their appointments are within our department. It is acceptable to invite an additional (fifth) member onto the committee as well, if desired. The department assistant should be consulted about the eligibility of outside members. It is the student's responsibility to invite committee members, with consultation from the primary research advisor.

When the research has been completed, the dissertation research will be evaluated by the same dissertation committee members. The defense needs to be scheduled several weeks in advance through Graduate Studies. In many cases, the "outside" committee member may not become active with the research project until time for the final defense.

Unless you get approval from your committee for an alternate timetable, you should plan to give your committee two weeks to read your document (proposal or dissertation) before the meeting.

Registration and Credits for Doctoral Dissertation Research (PSCL 701)

The Dissertation "tip sheet" may help you to navigate the dissertation requirements related to Graduate Studies. (See [forms](#) section of clinical area website.)

According to Graduate Studies, the minimum credit requirements for the Ph.D. include 36 hours of graduate-level courses and 18 hours of dissertation credits (PSCL 701). Once you begin to register for 701 credits, you must continue to register for PSCL 701 for at least one credit each semester (fall and spring). Failure to meet this continuous registration requirement can cause major problems later when you apply for graduation. Students can register for 1-9 credits of PSCL 701 each semester. Students may not enroll in 701 prior to advancing to candidacy for the Ph.D. except under unusual circumstances, which require a petition to Graduate Studies (see [Graduate Student Handbook](#) for description and petition form). Typically, students will begin to register for 701 shortly after they advance to candidacy. Regardless of when you begin to register for 701, however, advancement to candidacy does start a "five-year clock" by Graduate Studies; see details below. (For more logistical details related to the dissertation, please see these sections: Tuition Waivers and Summer Defenses of a Master's Thesis or Dissertation.)

Decisions about advancement to candidacy will usually be made during the summer before Year 4.

Students will typically register for 6 credits of 701 per semester starting in Year 4, with 2 or 3 credits per semester during the 5th year. Although you are allowed to register for up to 9 credits of 701 per semester, this is rare. Check with the department assistant or DCT to work out the best strategy in your situation.

Your dissertation defense needs to be scheduled in advance through Graduate Studies, typically at least three weeks in advance. (See form.) Once your dissertation is completed, you will need to complete several signature forms for the department and additional forms for Graduate Studies. Graduate Studies has a [packet of electronic forms](#) related to the dissertation that you can download.

Performance Requirements for PSCL 701

You should aim to defend your dissertation prospectus by the end of your 4th year in the program, and it must be successfully defended before you will receive formal approval to apply for internship. The complete dissertation should also be defended (and Graduate Studies paperwork filed) by the completion of 18 hours of PSCL 701. It is the students' responsibility to maintain close communication with the research advisor, the DCT, and Graduate Studies about ongoing progress with the dissertation and any problems that arise with progress, registration, etc. Failure to meet performance requirements will result in a grade of U for PSCL 701 in a given semester.

Five-Year "Clock" for Dissertation Completion

Upon advancement to candidacy, you have five years to complete all Ph.D. requirements, including its successful defense and submission of the final dissertation copy to Graduate Studies. The five-year "clock" is a Graduate Studies policy. It is not interrupted for leaves of absence or for the clinical internship. The clock starts on the first day of the semester in which advancement to candidacy occurs. Requests for extensions must be initiated through a petition to Graduate Studies by the student. However, extensions are not guaranteed; they may be denied by the department, the College of Arts and Sciences, or Graduate Studies.

Use of Archival Data for a Master's Thesis or Dissertation

You may choose to use archival data for either your M.A. or dissertation project, but not both.

Summer Defense of a Dissertation

The department does not have tuition waivers available for the summer months. Registration for dissertation credits is usually not required during the summer semester. However, Graduate Studies rules state that you need to be registered in the semester in which you complete your dissertation. Because deadlines for graduation are very early in spring semester (often the first week in April; see [Graduate Studies calendar](#)), students often need to hold defenses or finish revisions in the summer.

If you are unable to submit all of your completed materials by the spring deadline, you have several choices:

First, you may choose to complete your dissertation (including defense, revisions, and submissions of all materials to Graduate Studies) before the drop/add deadline for the summer semester (usually the first week of June). In this case, you need to complete a waiver of registration form for the summer semester to avoid being charged tuition. (See [Graduate Studies forms](#).) Be sure to schedule your defense early enough to complete your revisions and paperwork (not just the defense) before the Graduate Studies deadline.

Second, you may choose to complete your dissertation (including defense, revisions, and submission of all materials to Graduate Studies) after the drop/add deadline for the summer semester (usually the first week of June) but before the fall semester starts. In these situations Graduate Studies will allow you to cover their requirements by registering for 1 credit of dissertation in the fall semester. Your degree will not actually be conferred until the following January if you take this option, but it will save you from having to pay summer tuition. Make sure that you have a tuition waiver budgeted for the fall semester if you plan to use this option, though; otherwise you will still be facing an out-of-pocket

expense.

Third, if you definitely need to have your Ph.D. conferred in the summer months but cannot complete your dissertation (including all revisions and Graduate Studies paperwork) by the drop/add deadline, you may need to register for 1 credit of 701 (dissertation) for the summer semester. In this case, you'll need to register within the drop/add period, and you will need to pay tuition for this 1 credit.

CLINICAL TRAINING

Students in the clinical program learn about psychological assessment and psychotherapy through classroom training and supervised clinical experience. Students begin developing skills in clinical interviewing and assessment during their first year. An essential component of our program is our emphasis on psychotherapy, including a strong emphasis on empirically validated treatments. We offer 1 year-long psychotherapy practicum in cognitive-behavioral therapy and a year-long seminar and case conference in child and family therapy. All of these courses combine classroom education with supervised clinical experience. We also offer a semester long course covering a range of psychotherapeutic approaches. Students also complete several year-long field placements focused on assessment and intervention. A wide range of settings, patient populations, and intervention styles for practicum and pre- internship placements are available in the Cleveland area.

As of fall 2016, Child students will be expected to begin seeing a child or adolescent client through the Departmental Clinic (can be through CBT) during their second year and are highly encouraged to continue to see at least one child or adolescent client for their third and fourth years in the program. The goal of this is to ensure that child students are gaining adequate training in working with child and adolescent clients, including enough face-to-face individual therapy hours, training in working with a broad array of child and adolescent psychological symptoms, and the experience of having worked with supervisors. Although child students will see child and adolescent clients through their clinical placements, the setting, medium of therapy (family, group, individual), and types of psychopathology addressed through these experiences often vary quite a bit. Seeing cases through the Departmental Clinic throughout child students' training in our program ensures that students are adequately prepared to apply for internship. Additionally, due to greater ratio of supervision to face-to-face client hours when seeing cases through our Departmental Clinic, this experience is invaluable to beginning therapists.

Psychotherapy Seminars and Practica

There are two theoretically-based psychotherapy seminars and one with a practicum: Cognitive-Behavioral Psychotherapy. Students are required to complete the seminar and practica. Registration for one term of any one practicum is not permitted.

The therapy practica is time intensive. Students should review their schedules in their entirety and evaluate their planned schedule in light of the requirements of the practicum. As a general principle, students are expected to accept clients/patients as assigned by the practicum faculty. Referrals to students are made on the basis of the student's readiness and the clinical needs of clients. The following is a description provided by the practicum instructor.

Cognitive-Behavioral Therapy (CBT) Seminar and Practicum

1. Description of the CBT Practicum

Participation in the CBT practicum involves three different elements:

First, the class meets as a group two hours each week. The first hour includes a didactic presentation of information relevant to CBT, supplemented by readings that are usually available via electronic journals. The second hour often includes a case presentation given by one of the practicum students. During fall semester, the practicum covers many different techniques related to CBT (e.g., relaxation training, social skills training, stress inoculation training). This information is typically presented in lecture format. During spring semester, the group meetings cover CBT as applied to different types of problems (e.g., anxiety disorders, depression, disorders of childhood). These meetings will be arranged as a series of faculty, practicum supervisor and guest presentations.

Second, students carry at least one client through the practicum, typically providing therapy on a weekly basis. Depending on the student's level of proficiency and the treatment needs, a student may

be expected to carry up to three clients concurrently. Some placements for this practicum involve doing group treatment.

Third, students meet with a CBT Supervisor on an individual basis one hour each week. Students are often observed, either directly through co-therapy or one-way mirror, or indirectly, through audiotape recordings. Students will be expected to document the services provided by writing weekly process notes and typing intake, follow-up, and discharge summaries.

2. Evaluation of Students

a. *Seminar Performance*

Over the course of the two semesters, students will be expected to demonstrate their knowledge, understanding, and skill in CBT. Typically, this is done through the application of CBT when working with clients supervised through the practicum. However, students registering for only the didactic portion of the practicum will be expected to demonstrate their knowledge and skill through some other means. This can include an integrative review paper due at the end of each semester, but other options will be considered.

b. *Practicum Performance*

Students will be evaluated for their performance in five domains of professional conduct:

- i. Knowledge and Information: Students will be expected to develop a comprehensive knowledge base regarding the cognitive-behavioral approach to therapy. The development of this knowledge base will initially rely on the packet of readings provided through the seminar portion of the training. However, students will be expected to identify additional readings relevant to the clinical services they are providing.
- ii. Generic Clinical Skills: Basic interviewing skills are necessary to establish an adequate therapeutic relationship with any client. The cognitive-behavioral approach does not neglect the importance of therapeutic relationship factors. Instead, they are assumed to be essential prerequisites before proceeding to the cognitive-behavioral elements of a treatment plan.
- iii. Orientation-Specific Skills: Students will be expected to develop skills in those behaviors related to the use of behavioral approaches in assessment and treatment. These issues will be the primary focus of the training.
- iv. Clinical Judgment: Students will be expected to learn the many complex issues when applying knowledge and skills to a particular client. Students will be expected to develop skills in case conceptualization and treatment planning. Also, problem-solving in crisis situations will be discussed as the situation arises. Familiarity with the relevant legal and ethical guidelines will be necessary to ensure adequate functioning.
- v. Interpersonal Attributes: Students will be expected to display adequate levels of professional demeanor in all aspects of clinical work. This involves appearance and attire, professional manner (punctuality, composure, confidence), and emotional maturity.

Child and Family Seminar and Case Conference

Students on the child track must take the year-long seminar and case conference in Child and Family Intervention. The case conference may be taken only by students who are taking a child/family placement. Because the courses are offered every 2 years, students should expect to take the seminar in either their second or third year. Students who have completed the case conference and who have subsequent child placements can participate in the case conference without re-enrolling. Registration in these courses by students not in the child track will depend on needs and goals of the student.

Field Placements

Field placements focus on assessment in Year 2 and broaden to include intervention and other clinical skills in Years 3 and 4. The Year 2 placement is an extension of the assessment practicum, with an emphasis on observation, interviewing, test selection and administration, interpretation of results, and report writing. You will be expected to work at the placement site for approximately 8 hours per week. Year 3 and Year 4 intervention placements are scheduled for approximately 16 hours per week. A field placement is not required in the fifth year. We do, however, encourage students to remain active in clinical training during the fifth year, to the extent permitted by their commitment to dissertation research.

Students' first psychotherapy cases will generally be within their initial practicum (usually CBT), not their second-year placement. In some settings, however, assessments may become tied to short-term consultation or therapy. This may be arranged with supervisors as long as the emphasis of the experiences remains oriented toward assessment rather than development of a therapy caseload.

Setting up Field Placements

Field placements for students in years 2, 3, and 4 of the program are arranged in consultation with the field placement coordinators. Placement sites include a wide range of settings, such as hospitals, residential centers, and outpatient clinics. Students will be matched with sites based on factors such as site availability and frequency of use, the student's level of experience, student preferences, and the evaluation of the placement coordinator in determining the best match. In order to provide sufficient breadth of clinical experience, most students have placements at different sites each year. A list of recent placements may be found on our [web site](#).

Discussions about upcoming placements may begin late in the fall semester or early in the spring semester. Once spring semester has started, feel free to contact the placement coordinator to begin the process. Some placement sites require interviews, and you may need to interview at multiple sites during the spring semester. Some placement assignments for fall can be made early in the spring semester (e.g., February or early March); however, due to the complexities of coordinating with multiple sites, the process may extend into late March or early April in some cases.

If a student identifies a possible placement or field experience that is currently not used by the program, s/he should discuss with the field placement coordinator the possibility of the program exploring a new affiliation. Students should not seek placement or field activity sites without prior discussion with their advisor and the placement coordinator.

In Year 5 students will not register for a placement course, but many will continue to seek clinical experience. Students should plan to work more independently to determine what field placement sites would be best for them in Year 5. However, their efforts to secure a placement must still be coordinated with the placement coordinators, and they must not interfere with the placement needs of second, third, or fourth year students. Students in Year 5 must also continue to turn in evaluation forms from their placement supervisors at the end of each semester.

Expectations for Field Placements

Students in Years 2 through 4 must register for the appropriate field placement course (zero credits) each semester. Failure to do this can cause major hassles later. Be sure to sign up before the drop/add period ends, within the first two weeks of classes. You should plan to be at your site for the entire academic year; mid-year changes in placement sites are very uncommon.

At the start of each placement, you should meet with your supervisor to complete the [Supervisee Registration Form](#) for the [Ohio State Board of Psychology](#) (see next section on legal issues) and the appropriate placement guidelines form (assessment or intervention; see [forms](#) area of clinical website). The placement guidelines form is designed to help clarify your expectations—and those of your supervisor—regarding your placement experience. The form may be tailored as needed depending on the site. Some sites may also have their own similar forms. Once this form is completed and signed, keep one copy for your records and submit another copy to the department assistant for

your file.

Legal Issues around Clinical Supervision

Many legal issues arise when providing psychological services. (See the [Ohio Psychology Law](#).) The emphasis here will be on legal issues surrounding your status as a trainee in psychology. As a trainee who does not hold a license in psychology, you may not refer to yourself as a psychologist, and all of your clinical activities need to take place under the supervision of a psychologist who is licensed in the state of Ohio. For a complete description of the rules, please consult [Ohio Administrative Code Rules 4732-13](#). You are responsible for knowing and complying with all regulations relevant to your role as a supervisee. It is also important to familiarize yourself with the legal responsibilities of your supervisor, as will be described below.

Supervisee Registration Forms

All students must complete a [Supervisee Registration Form](#) for each supervisor-supervisee relationship as required by the [Ohio State Board of Psychology](#). It is important to do this at the very start of the supervisory relationship, before you become involved in any direct contact with clients. You and the supervisor should both keep a copy of the form for your records before returning the form to the Board. Some sites will also require you to register with the Board as a Psychology Assistant. This requires having successfully defended the M. A. thesis.

Notification of Trainee Status to Clients

Students are required to provide their clients with written documentation that the student is a psychology trainee (or psychology assistant) under the supervision of a licensed mental health provider. Agency procedures for handling this requirement may vary. Students should review the procedures with their clinical supervisors.

Legal Responsibilities of Supervisors

Although you have certain legal responsibilities as a supervisee, it is also important to know the legal responsibilities of your supervisor. For example, supervisors must inform you about the types of work that are expected of you. They must have direct knowledge of each of your cases and keep appropriate case records. They may not sexually harass or have sexual contact with supervisees. Supervisors may not use the supervisory position to exploit trainees for financial gain or with excessive work demands, and they must ensure that others at their site do not do so.

The law also requires that supervisors schedule no less than 5% of weekly training time for face-to-face supervision. Our program, however, requires that field placement supervisors provide at least one hour of clinical supervision for each eight hours of field placement and that practicum supervisors provide no less than one hour of supervision for every three cases (assuming one hour a week of therapy with each case). Often, then, supervision in practica is hour-for-hour.

Professional Liability Insurance

At present, the university does offer some liability coverage for students who are enrolled in practicum or placement courses; however, students must also have their own professional liability coverage in order to have clinical contact with clients through practica or placements. Professional liability insurance for students is offered through the American Psychological Association Insurance Trust. Information on insurance is available by contacting the American Psychological Association at <http://www.apa.org/>. Students are encouraged to obtain the highest amount of coverage offered. Insurance is also available to student members of the Association for Psychological Science.

Recordkeeping for Licensure

The Board of Examiners of Psychologists of each state establishes their requirements for licensure eligibility. Some states require specific courses that must appear on the graduate transcript. If such courses do not appear on a transcript by title, the applicant for licensure is required to document that you completed another course with similar content. If that is not possible, the Board may not allow the

applicant to take the licensing examination. The documentation is typically in the form of a course syllabus. Sometimes a letter from the faculty member who taught the course can be substituted. It is wise to retain all syllabi from your graduate courses in case state licensure boards want to verify the format and content of any course.

Although licensure requirements vary by state, it will be very helpful to you later if you do careful record keeping now regarding all of your field placements and practica. For each supervised clinical experience that you have during the program, you should keep records of the name and contact information for the supervisor(s) [phone, e-mail, address of site], the dates of the supervised experience, the number of hours per week at the site, and the hours spent per week on specific activities. For example, you should be tracking face-to-face client contact, supervision, didactics, record keeping, and other major activities at the site. You should also keep precise totals of the exact number of hours spent on specific therapeutic activities (e.g., assessment; individual therapy; group therapy; therapy with adults vs. children or adolescents or couples). In some states, depending on licensing requirements, you may need to track down your former supervisors years later for signatures to verify your experience; and you will probably need to tabulate and document your hours in several different ways. The better your recordkeeping now, the easier your job will be later.

There are programs available to help track your clinical hours. At the present time, for example, MyPsychTrack is a free program that you may find helpful in tracking your hours. Many students use either MyPsychTrack or Time2Track.

CWRU Psychology Clinic

The CWRU Psychology Training Clinic has its own set of policies and procedures. Please be familiar with these guidelines if you will be seeing clients through our clinic. For details, contact the clinic coordinator or visit the clinic [website](#). All graduate students seeing clients through the clinic are expected to conform to the APA Ethical Principles and Psychologists' Code of Conduct and the current Ohio Psychology Law: Rules governing psychologists and school psychologists.

Practicum and Field Placement Evaluations

Students are evaluated by their practicum supervisor at the conclusion of each semester. Copies of the forms are available on the [forms](#) section of the clinical program website. Evaluation forms should be given to practicum and field placement supervisors at the start of supervision so that both you and the supervisor are familiar with the domains of assessment. It is your responsibility to return completed, signed field placement evaluations by the last day of classes each semester. You will need to go over the evaluation with your supervisor before submitting it to the department. Both of you will need to sign the form. Forms should be returned to the department assistant.

Continuing Therapy after a Practicum or Placement Ends

When students in the program see clients as part of their practicum training, there are two major responsibilities that must always be considered. The first responsibility is to the client being served. The needs, vulnerability, and concerns of the client must always be kept foremost in the mind of the student. The second responsibility is to the educational goals of the student, often focused on the client-therapist interaction, and developing the skills of the student in working with clinical populations.

No student may see a client without appropriate supervision. In the vast majority of cases, supervision should be provided by a licensed psychologist, either a member of the core clinical faculty or a licensed psychologist in the community who has been designated by the clinical training program. There may be occasional situations in which supervision is provided by a therapist who is not yet licensed (e.g., a post-doc; an advanced graduate student); in this case the supervisor must be receiving direct supervision from a licensed psychologist. If there are plans for supervision to be done by someone other than a licensed psychologist, the placement coordinator or practicum instructor must approve of this arrangement in advance.

At times students wish to continue providing clinical services beyond the end of spring semester. The

student should make a request of the core clinical faculty, usually via an e-mail to the DCT and the placement/practicum coordinator, about any clinical services that are expected to extend beyond spring semester. The request should include assurance of meeting these four criteria:

- A. The time required for the therapy and supervision should not replace time commitments to another practicum or placement or infringe on time commitments of the supervisor for working with another student.
- B. The client should continue to be seen at the original site.
- C. The supervisor must continue to provide regular evaluations of the student.
- D. The student agrees to follow the policy about Incomplete grades (see next paragraph).

Once you are no longer registered for a practicum or placement course, the university's liability coverage will not extend to you. As mentioned earlier, students need to ensure that they have their own liability coverage; however, it is in your best interest to be protected under the university's coverage as well. To maintain this university-level coverage, and also to assure continuity of administrative and academic supervision, the student must remain enrolled in the practicum (or placement) for as long as s/he is seeing the client(s). During this time a grade of Incomplete (I) will be maintained on the student's record until the therapy is completed. Upon termination with the client(s), the instructor for the course will replace the Incomplete (I) grade with a final grade. If possible, resolve these Incomplete grades with your course instructors before you apply for internship; otherwise both you and the DCT will need to write an explanation of the Incomplete grade on your internship application materials.

Note that students in psychotherapy practica and field placement must have liability insurance. Students must first be student members of the **American Psychological Association** or the **American Psychological Society**, through whom low-cost liability insurance may be obtained.

Extramural Clinical and Educational Activities

Many students are interested in augmenting their academic training by participating in clinical opportunities outside of the clinical program requirements. Cleveland has a strong psychological community that offers diverse clinical experiences to students. These settings may expose students to a broad spectrum of client populations. Your faculty advisor or clinical placement coordinator may be able to provide advice about the suitability of additional training opportunities that may be appropriate for your career goals, your academic progress through the program, and your level of training.

Any student wishing to engage in a clinical training activity that involves the provision of clinical services outside the Department of Psychological Sciences should inform their primary research advisor as well as the DCT. You may not represent yourself as a graduate student in the clinical program unless the clinical faculty have received written notification of planned participation in the activity and have approved of the plan.

TRAINING IN TEACHING

Preliminary Training in Teaching

As part of your initial orientation to graduate school, you will be expected to complete UNIV 400 (Professional Development for Graduate Teaching Assistants). If multiple versions of UNIV 400 are offered, 400A is the most common choice. This brief course helps prepare you for your later role as a teaching assistant in the department. During Year 2 students are expected to complete PSCL 453 (Seminars in Psychology: Teaching of Psychology), which is a semester-long, 1-credit course on teaching skills, styles, and strategies.

Teaching Assistant Position

All students serve as teaching assistants (TAs) for one semester in the second year of residence. The department chair should be consulted in the spring of your first year to see what courses are available for the following year. All teaching assignments are made by the department chair (not by the DCT). General requirements for TAs include: 1) attending the majority of class meetings; 2) assisting with grading; 3) being available to students through office hours (no less than 1 hour per week); and 4) preparing and delivering a minimum of two class lectures.

Teaching a One-Credit Specialty Course

As part of the special qualifying exams (see later section), all clinical students are required to demonstrate competency as college-level instructors by successfully teaching a one-credit specialty course in psychology. The course usually meets for one 50-minute session each week. Enrollment is often limited to 8-12 undergraduate students. Graduate student instructors are expected to have successfully completed the 1-credit course, Seminars in Psychology: Teaching of Psychology (PSCL 453) prior to teaching a specialty course.

Teaching Undergraduate Courses

Additional teaching opportunities may be available for students who are interested in academic careers and who have performed well while they were teaching their one-credit specialty course. These additional teaching opportunities are at the discretion of the department chair and are based on departmental needs and the availability of funding for stipend support.

Teaching at the Graduate Level

Advanced clinical students may also develop experience in supervision by serving as assessment supervisors as part of the graduate assessment practicum. There is usually a stipend for this training experience.

SPECIALTY QUALIFYING EXAMS AND CASE PRESENTATION

Qualifying exams are part of the doctoral qualification process established by the university. The clinical program requires all students to complete two specialty qualifying examinations, usually referred to simply as the “special exams.” These exams highlight the importance of two domains that are important to the work of clinical psychologists: scholarly activity and teaching. The aim of the qualifying exams is to ensure your readiness to assume increasing independence in these areas.

There are two special exams focusing on scholarly writing (review paper) and teaching (teaching a one-credit specialty course).

These special exams must be completed before a student is advanced to candidacy. The special exams should take place during a one-year period. Typically, the special exams will be a major focus during Year 3. They should be completed before the start of the fall semester of Year 4. If and when both special exams are passed, you may request advancement to candidacy. This should happen before fall semester starts so that you can start to register for dissertation credits (PSCL 701) in the fall.

You will need to select two Psychological Sciences faculty members to serve as advisors for two of the special exams: one for the review paper and a different one for teaching the specialty course. At least one of these individuals must be from the core clinical faculty, including Dr. Short.

You should plan the special exams in close consultation with your primary research advisor. Preliminary approval of topics will be required before you can begin working on the special exams. Early in the fall semester of Year 3, you will need to submit a plan for completion of the special exams to your primary research advisor as well as the DCT. The plan includes a brief summary of each special exam, including the format, topic, faculty advisor, and estimated semester to complete each exam. (Simply print, complete, and submit the form at the end of this section of the handbook on Specials.) Once approved, submit a copy to the department assistant for your file. As each special exam is completed, you will need to retrieve the form from the department assistant and get the signature of the appropriate faculty member. The DCT, or another faculty member designated by the DCT, can sign as the faculty member responsible for the written exam on coursework.

Review Paper Special Exam; Aims, Topic Choice, and Process

One of your special qualifying exams involves writing a scholarly review paper on a topic that is relevant to clinical psychology. The aim is to provide you with the experience of writing a thorough, thoughtful and integrative review of the published literature in an area that is relevant to your main professional interests. The paper should focus on the integration of research and clinical perspectives, reviewing both theoretical papers and empirical studies. If the review paper is related to your dissertation topic, it is expected to: (a) be conceptually broader than the specific empirical questions you will focus on in your dissertation, (b) include a different angle on the topic that is not easily studied in an empirical manner (e.g., ethical issues, long-term course of a disorder, etiology of psychopathology), or (c) entail a theoretical integration of research and practice.

The specific topic of the review should be chosen in consultation with your clinical faculty advisor, who in many (but not all) cases will be supervising this special exam. The topic area should be sufficiently focused so that it can be handled within the constraints of a review paper. Many topics have extensive literatures numbering hundreds of articles. Your review paper should be focused in order to keep the review of literature a manageable task.

The review paper should strive to make a unique contribution to the field. If previous reviews of the topic exist, your paper should extend knowledge beyond previous reviews, perhaps by proposing a unique conceptual view, providing a critical slant on a topic, or performing a meta-analysis. The paper should conclude with a summary of your innovative ideas on the topic or your views on the theoretical, methodological, or clinical implications derived from your review. It may help to highlight your ideas by

including a figure or table that summarizes the key points of your article. In general, your text should emphasize the integration or critical evaluation of prior work in the area, instead of simply reviewing what others have already said. Please do not conclude with empty platitudes such as “findings remain equivocal” and “additional research is needed.” You might recommend strategies that could help to overcome methodological or theoretical problems that you encountered during your review of the literature.

Here are several articles that may assist you in writing review papers:

Bem, D. J. (1995). Writing a literature review article for Psychological Bulletin. *Psychological Bulletin*, 118, 172-177.

Overholser, J.C. (2008). Advancing the field of psychotherapy through innovation and integration in scholarly works. *Journal of Contemporary Psychotherapy*, 38, 97-104.

Overholser, J. C. (2011). Reading, writing, and reviewing: Recommendations for scholarly manuscripts at the graduate and professional level. *Journal of Contemporary Psychotherapy*, 41, 115-122.

Please see these guidelines as well:

<http://www.sbirc.ed.ac.uk/documents/advice%20on%20how%20to%20write%20a%20systematic%20review.pdf>

<http://www.cebma.org/wp-content/uploads/pettigrew-roberts-sr-in-the-soc-sc.pdf>

In general, the final paper should be between 30 to 50 pages in length, including title page, abstract, main body of the text, references, tables, and figures (if any). Although the exact length may depend upon the nature of the review paper, the final product is expected to provide a comprehensive and detailed review of the literature. You should expect that this paper will require much more effort than a typical paper for a graduate seminar.

Specific criteria should be described that were used in selecting the articles that you used. Information about inclusion/exclusion criteria for the review paper as well as an indication of how many articles that yielded and why articles ended up being excluded after that search should also be included. If your review paper is to pass, you are to critically analyze, not just summarize the literature.

Timeframe

In many cases a good strategy may be to start the review paper during the summer after Year 2 (if the Master's is completed) or early in the fall of Year 3, with the aim of submitting the paper between January and March of the following semester. An alternate strategy would be to focus on teaching the specialty course in one semester (fall or spring) and focus on the review paper during the other semester. An ideal goal would be to complete the review paper, along with any revisions, by late spring of Year 3. If you are unable to finish your review paper during the spring semester, you need to submit it to faculty by the end of May. You will need time to prepare for the multiple-choice specialty exam, which will be held at the end of June or start of July. Faculty also need time to review your paper—a process which may be slower during the summer months. Once the faculty have returned your paper to you, you will have one month to complete any revisions. The faculty need time to read your revisions and make a final decision before fall semester. Exceptions to this one-month rule may be made in unusual circumstances but will require approval from the special advisor and the DCT. (E-mail is acceptable.) Documentation of the approved extension should be recorded in your file. Remember that you will need to be advanced to candidacy before you can start to register for dissertation credits, and you should start to register for these in fall of Year 4.

Role of the Advisor

Because this review paper is an examination, it is not a collaborative project. The faculty member who

agrees to supervise a special exam review paper agrees to review the paper at two preliminary stages: 1) initial selection of topic and 2) preliminary outline for the text. Following the advisor's review of your preliminary outline, you will need to write the review paper independently.

The review paper advisor and two (anonymous, randomly selected) members of the core clinical faculty will conduct the formal review described below.

Formal Evaluation

The evaluation will be conducted by a committee consisting of your review paper advisor (who may or may not be a core clinical faculty member) and two members of the core clinical faculty. Note that the two additional evaluators will not be chosen directly by the student or by the review paper advisor; instead, members of the core clinical faculty will be assigned in random order by the DCT or another faculty or staff member designated by the DCT. Assignment will be based on a random list, taking into account each faculty member's availability in a given semester and the number of other review papers they have been assigned.

You should submit your completed paper to your review paper advisor, who will then distribute copies to the two additional evaluators. Evaluators will have up to three weeks to complete their reviews, which will then be sent to the review paper advisor (not directly to the student). A blind review process will be used. Your name will be removed from the title sheet. The two additional evaluators will not be informed of your name, and you will not be informed of their names.

The paper will be rated based on the criteria listed on the next page. You should not see the actual forms that the reviewers complete; instead, the review paper advisor will compile the ratings and comments and return them to you with a decision letter (accept, revise/resubmit, reject), paralleling the process used at most scholarly journals.

- "Accept" indicates that you have passed the review paper special exam. You are encouraged to submit your paper for publication and/or presentation, which is likely to require additional effort. The review paper advisor is likely to make suggestions about how to improve your paper for publication, based on reviewer feedback. Your review paper advisor may work with you to revise the text for submission.
- "Reject" indicates that you have failed the review paper special exam.
- "Revise and Resubmit" indicates that there are problems or suggestions that are seen as sufficiently important to require a revision. You will have the opportunity to complete one revision addressing the concerns. You will have one month to make all changes and submit the revised manuscript to the review paper advisor. You must also include a response letter that describes how you have responded to each concern. The review paper advisor and evaluators will then review the revised paper and response letter and determine whether the revision is acceptable. If they decide that the revision is not acceptable, the student will be considered to have failed the exam. Rejection following revision will usually reflect a faculty decision that the student failed to suitably respond to concerns raised about the initial paper.

If you receive a "Reject" decision on the exam, you will be allowed to go through the exam process one more time. In such cases, you will be expected to work with a new review paper advisor and will be expected to write a review that is distinct from the previous attempt. Students failing the examination twice will not be allowed to advance to candidacy and will be removed from the clinical training program. (Please note that this is an extreme situation that we expect to arise only in rare circumstances.)

REVIEW PAPER EVALUATION FORM

Graduate Training Program in Clinical Psychology, Case Western Reserve University

Paper Title: _____

Reviewer Date: _____

Reviewer Number: _____

	N/A	1	2	3	4	5
	Does not apply	far below expected level	somewhat below expected level	at expected level (competent)	somewhat above expected level	far above expected level
IMPORTANCE & CONTEXT						
Conveys importance of topic						
Provides a compelling argument						
Clarifies how the review paper adds to the						
OVERALL RATING:						

Comments:

	N/A	1	2	3	4	5
	Does not apply	far below expected level	somewhat below expected level	at expected level (competent)	somewhat above expected level	far above expected level
CONTENT						
Specifies and justifies criteria for inclusion/exclusion						
Provides a thorough, up-to-date review of published						
Reviews studies at the appropriate level of detail						
Provides a thorough, accurate reference list						
OVERALL RATING:						

Comments:

	N/A	1	2	3	4	5
	Does not apply	far below expected level	somewhat below expected level	at expected level (competent)	somewhat above expected level	far above expected level
INTEGRATION						
Includes opposing views						
Integrates diverse ideas						
Presents new insights/ideas						
OVERALL RATING:						

Comments:

	N/A	1	2	3	4	5
	Does not apply	far below expected level	somewhat below expected level	at expected level (competent)	somewhat above expected level	far above expected level
CONCLUSIONS						
States conclusions in a clear, direct way						
Clarifies relevance of conclusions to theory, research,						
Draws appropriate conclusions that do not go beyond the data						
OVERALL RATING:						

Comments:

	N/A	1	2	3	4	5
	Does not apply	far below expected level	somewhat below expected level	at expected level (competent)	somewhat above expected level	far above expected level
STYLE						
Uses APA style correctly						
Cites primary sources where appropriate						
Shows proper use of grammar, spelling,						
Provides a coherent, logical flow of ideas						
OVERALL RATING:						

Comments:

Recommendation: _____ Accept without revisions _____ Revise and resubmit
 _____ Reject Overall reviewer comments:

Teaching a One-Credit Specialty Course

Teaching skills are important for many professional careers in psychology. Many of our alumni go on to careers that include teaching graduate or undergraduate courses. As such, one of our specialty exams focuses on teaching a one-credit specialty course for undergraduates.

The requirement of teaching a specialty course may be filled only after completing the course PSCL 453: Seminars in Psychology: Teaching of Psychology (usually during Year 2). Some of the initial steps described below will be included as part of this course.

- 1. Identify a course topic.** You should begin by identifying an appropriate topic within the broad domain of clinical psychology. The topic of your specialty course begins to mark areas of psychology in which you hope to develop specialization and expertise. If possible, try to choose a topic that would interest undergraduate students but has not been covered in other courses.
- 2. Seek approval of the topic from the department chair and the DCT.** This should happen during the Teaching of Psychology course.
- 3. Plan the syllabus.** Your syllabus should include details regarding the content of the course, the grading policies, and your office hours. A draft syllabus will be developed during the Teaching of Psychology course.
- 4. Find a teaching advisor for your specialty course.** You should identify your teaching advisor while you are still taking the Teaching of Psychology course. This can be any faculty member in Psychological Sciences, but make sure that the faculty member feels comfortable overseeing a course in your topic area and that s/he will be available during the year that you plan to teach the course. (You may not know yet which semester you'll be teaching the course.)
- 5. Let the department chair know what you want to offer your specialty course.** The schedule of planned classes is often sent to the university registrar more than six months in advance. When you begin to make preliminary plans for teaching a specialty course, please consult with the department chair at least six months prior to the start of the course. The course may be scheduled according to your plans, but note that only a few specialty courses are offered each semester. An important detail: **You must have your Master's defended** before the department chair will be able to request that your course be listed in SIS.
- 6. Make sure that you are ready to teach your specialty course in your assigned semester.** Course cancellations can have a negative impact on many people: graduate students, faculty and especially the undergraduates. Such cancellations subvert the idea of there being one system within which all of us (graduate students and faculty) have to plan our activities.
- 7. Revise your syllabus in collaboration with your teaching advisor.** Once you have developed a draft syllabus but before you actually offer the course, review the syllabus with your teaching advisor. S/he should evaluate your syllabus, give suggestions, answer questions, and talk with you about your overall strategy for the course. The best strategy is to review the syllabus with your teaching advisor early on, when it is still in draft form; however, it is crucial that you review the syllabus with your teaching advisor at least one week prior to the start of classes, before you post it on Blackboard or distribute it to students.
- 8. Prepare your lecture notes.** Your lecture notes will guide your class sessions. It can be helpful to include (a) substantive material relevant to the topic, (b) discussion questions to stimulate a dialogue during the class meeting, and (c) examples to help clarify any interesting or confusing aspects of the material. You should plan to submit your class notes for at least one lecture, to be reviewed by your specialty course advisor. If possible, submit your notes at least one week prior to the class meeting, preferably early in the semester.
- 9. Observation of classroom behavior.** At least once during the semester, your teaching advisor

should attend the class meeting and observe your performance as an instructor. You can negotiate with your teaching advisor which class session will be observed. In some cases it may be useful for the teaching advisor to attend your course twice: once near the start of the semester and again much later in the semester; however, this second visit to your class is not required unless your teaching advisor chooses to require it.

10. Grading policies. You can establish your own grading policies, in consultation with your teaching advisor. Final grades can be based on class participation, exams(s), and/or small projects. Please keep in mind that students are registered for only 1 credit for the specialty course, so requirements should remain modest.

11. Progress through the semester. Your teaching advisor should remain available throughout the semester, for support and guidance via meetings, e-mail, or telephone calls. It is common for students to encounter teaching dilemmas, such as student tardiness, absenteeism, or disruptive behavior in the class. Your teaching advisor should be your first resource for managing any issues that might arise.

12. Course evaluations. There are at least three methods that can be used to evaluate the course. First, it is often helpful to ask the undergraduate students to complete an informal evaluation of the course at the time of mid-term exams. This feedback from students can help you determine whether you are covering the material at a comfortable pace and holding their attention during class. Second, at the end of the semester, students will be asked to complete an on-line course evaluation. Third, after the semester has been completed, you should meet with your teaching advisor to review the course evaluations and process the goals of the teaching special exam.

The teaching advisor will be expected to complete the rating form on the next page and use it to give you detailed feedback on all aspects of your experience teaching the specialty course. You should keep a copy of this form and also submit one to the department assistant for your student file.

CWRU Special Examinations Competency Ratings Teaching a One-Credit Specialty Course

Student Name: _____ Topic of the Course: _____
Course was taught during ____ fall ____ spring semester _____(year)

Please note that many criteria are rated below. Items should be rated

* = outstanding and beyond our expectations

+ = very good

0 = adequate and the level we expect for most graduate students, or

- = deficient and below our standards for acceptable teaching skill.

Not all criteria can be displayed during the supervision of a specialty course. Other items may serve as an ideal for which instructors can strive to develop additional competency.

Course Syllabus:

- _____ Syllabus includes an organized sequence of topics
- _____ Syllabus includes an appropriate selection of readings
- _____ Goals for the course are clear and explicit
- _____ Syllabus includes a detailed description of grading policies
- _____ Course requirements (readings, papers, exams) appear realistic
- _____ Course strives to integrate the science and practice of psychology

Sample Lecture Notes:

- _____ Lecture notes appear organized and scholarly
- _____ Course material relies on current scholarly information
- _____ Important landmark studies are mentioned, if relevant to class goals
- _____ Relevant research studies are cited
- _____ Several examples are included to clarify the material
- _____ Thoughtful questions are included to stimulate discussion

General Issues related to Teaching:

- _____ Instructor demonstrates adequate background knowledge
- _____ Instructor demonstrates clear communication skills
- _____ Instructor appeared aware of potential ethical issues
- _____ Instructor appeared sensitive to issues of diversity
- _____ Instructor seems capable of self-evaluation
- _____ Instructor shows signs of innovation and creativity in teaching methods

Classroom Performance:

- _____ Instructor arrived on time, and appeared prepared to meet with students
- _____ Instructor displayed a professional attire and demeanor
- _____ Instructor seemed familiar with the students (names, interests, etc)
- _____ Lecture was presented in an organized manner
- _____ Lecture material was based in scholarly resources
- _____ Classroom participation was encouraged by discussion questions
- _____ Instructor appeared confident (voice was audible throughout the classroom)
- _____ Instructor provided useful and interesting examples
- _____ Critical thinking was encouraged through discussion
- _____ Instructor responded to all questions
- _____ Instructor appeared interested in the material
- _____ Class session ended on time, with time left for final questions

Grading and Grading Policies:

- _____ Grading criteria are described in a clear and explicit manner
- _____ Grading policies seem fair and unbiased
- _____ Grading policies were written in a thoughtful manner
- _____ Grading was based on appropriate exams or essays
- _____ Instructor appropriately managed requests for special consideration Notable strengths:

Suggested areas for ongoing professional development:

The signature below indicates that the student has performed adequately on all components of the teaching special exam.

Name of teaching exam advisor (printed) Signature of teaching exam advisor Date of approval

Clinical Case Presentation

As part of the evaluation of readiness for internship, all students are required to give an oral case presentation. The goal is to help you conceptualize and present clinical material in a scholarly manner and thereby sharpen your conceptualization and communication skills. It will also be important to be able to consider your case from different clinical or theoretical perspectives.

Before you present a case, obtain the client's written consent to release information for educational purposes. The case may be a current case or one that has already been completed.

Faculty Guidance and Case Selection

To help you work on your case presentation, you can enlist the aid of two people. First, your clinical supervisor will oversee and monitor the clinical services you provide. Your case may be selected from a psychotherapy practicum or a clinical field placement, and your clinical supervisor should help to guide your assessment, conceptualization, and intervention. Second, you should select a member of the core clinical faculty to serve as the case presentation advisor. The case presentation advisor could also be the clinical supervisor for the case. This advisor can help you to select an appropriate case and can help to guide the development of your presentation. The case presentation advisor should also gather the evaluation forms from the other faculty after the meeting, go over the results with you, and complete the competency-based form for your case presentation (see second form at end of this section.)

Because the case presentation is intended to be a learning experience for you and the other students, you are encouraged to present a case that you found especially interesting or challenging, one that facilitated your learning in some way. This might be a case where something went wrong or where, given the chance, you might have made some different choices as a therapist. The case presentation should be viewed as an opportunity to consider alternative intervention strategies that might have better fit a particular client's strengths, resources, or adaptive capabilities. It may be helpful to remind yourself that the success of treatment is only partly dependent on the therapist's behaviors, and many challenging clients resist or oppose effective treatment. The success of your intervention is not relevant to your success on the case presentation.

Scheduling the Oral Presentation

The oral presentation provides important information about your general clinical skills, and it plays a role in the faculty's evaluation of your readiness for internship. Therefore, you should plan to do your case presentation before you request permission from the clinical committee to apply for internship. You will need to successfully complete the presentation before you will be granted final approval to apply. Students typically present their cases during the 4th year in the program, so they can apply for internship during their 5th year in the program. It is important for your case presentation advisor to be present at the oral presentation, so please check with him/her when scheduling. It may also be helpful to invite your clinical supervisor to attend. If your clinical supervisor attends the presentation, s/he may wish to comment briefly on the case at the end of your presentation. If you wish, you can also invite other members of our training community (e.g., field placement supervisors, experimental faculty).

Content and Structure

Here are some guidelines about topics to cover in your summary:

- (a) Client's presenting problems and background information (Demographic information should be kept to a minimum in order to protect client confidentiality.)
- (b) Case conceptualization, including intake assessment and provisional diagnosis
- (c) Treatment plan that guided your approach
- (d) Course of treatment
- (e) Outcome, with brief summary of any outcome measures that were used
- (f) Your thoughts about mechanisms of change and obstacles to change
- (g) Take-home lessons that were learned through the clinical work

See the detailed evaluation form at the end of this section for additional guidance on what to cover.

Your oral presentation should include two main components: your semi-formal presentation followed by a brief question-and-answer session. You should aim to give a brief, encapsulated overview and then be prepared to discuss the case with faculty and fellow students. Your presentation should run for at least 30 minutes, but students are allowed up to 45 minutes to present more challenging cases before stopping to solicit questions. We hope that students can learn to be concise and only present the important aspects of the case. You should not rely extensively on notes during your presentation. You are allowed one page for an outline of topics to be covered. Slides are not used. Handouts are optional. Feel free to use a handout if it would be helpful in illustrating important aspects of the treatment process (e.g., charts showing changes in outcome measures; key references that may be helpful to other students)

Evaluation Forms

Please bring copies of the brief feedback form (the first form at the end of this section) to the meeting for distribution to the faculty. Your oral presentation will be evaluated in terms of your ability to conceptualize and present the case, including the lessons you have learned, and your ability to answer questions effectively. At the end of your oral presentation, you will be evaluated by all faculty who are present at the meeting. They should turn in their evaluation forms to your case presentation advisor. Sometime shortly after your presentation, you will receive feedback through your case presentation advisor.

Your presentation should also be evaluated using the more thorough form to be completed by your case presentation advisor. (See the second form at the end of this section.) This form provides additional structure for the evaluation in terms of clinical competencies and will help the faculty to evaluate your readiness to apply for internship. Keep a copy and submit a copy one to the department assistant for your file.

**Clinical Case Presentation
Brief Feedback Form**

Student Name: _____

Date: _____

Content of presentation (e.g., overall summary of case; assessment strategies and diagnostic decisions; description of treatment plan, course of treatment, outcomes, lessons learned)

Strengths:

Areas where presenter could improve:

Style of presentation (e.g., organization, pacing, nonverbal behavior)

Strengths:

Areas where presenter could improve:

Response to audience questions (e.g., appropriateness of answers, nondefensiveness, ability to think on one's feet)

Strengths:

Areas where presenter could improve:

Other comments:

**CWRU Clinical Case Presentation
Competency-Based Evaluation Form**

Student Name: _____ Date of Case Presentation: _____

Please rate each item on the following scale:

- = performance is below our standards, due to incomplete or erroneous information
- 0 = performance is adequate and at the level we expect of advanced students
- + = performance is above average and at the level of a pre-doctoral intern
- * = performance is outstanding and at the level of a seasoned clinician

A. Clinical Assessment

- ___ 1. Appropriate assessment methods and/or tools were selected
- ___ 2. Student appropriately uses, interprets, and integrates assessment data
- ___ 3. Assessment findings are used to help develop the plan for treatment
- ___ 4. Assessment included social class, ethnic background, and cultural factors
- ___ 5. A detailed description of the client's bio-psycho-social background is provided
- ___ 6. Diagnostic issues are presented in a clear manner

B. Case Formulation

- ___ 1. The case formulation is appropriately grounded in clinical data
- ___ 2. The treatment rationale is clear and well documented
- ___ 2. Student is aware of alternative formulations and limits to own formulation
- ___ 3. The formulation takes into account ethnic, cultural, and social class variables
- ___ 4. The case material is integrated with current research in the area
- ___ 5. The case material is grounded in a relevant theory

C. Intervention Strategy

- ___ 1. The intervention plan was clear and thorough
- ___ 2. Student integrated client preferences into treatment plan
- ___ 3. Treatment addressed time limits, family structure, community resources
- ___ 4. Student displayed an ability to modify treatment plan as needed
- ___ 5. Treatment plan included client's interpersonal style, cultural values, language skills
- ___ 6. The case material demonstrated mastery of the treatment approach used

D. Therapeutic Relationship

- ___ 1. Student established an atmosphere of trust and open communication
- ___ 2. Student demonstrates concern and respect in an empathic manner
- ___ 3. Student appears able to establish and maintain professional objectivity
- ___ 4. Cultural and ethnic factors were incorporated into treatment as appropriate
- ___ 5. Student seems aware of and respectful of boundary issues in treatment

E. Self-Assessment

- ___ 1. Student understands his/her own biases and personality style
- ___ 2. Able to reflect on own feelings, attitudes, and behavior related to treatment
- ___ 3. Student recognizes the limits of his/her own competence
- ___ 4. Student seems aware of the impact of own cultural background on treatment

F. Communication Skills during the oral presentation

- ___ 1. Student communicated in a calm and clear manner
- ___ 2. Student appears responsive to audience questions, dialogue, and feedback
- ___ 3. Student appears to manages anxiety in an appropriate manner
- ___ 4. Material was presented in a logical and well organized manner
- ___ 5. Questions were answered in a thoughtful and non-defensive manner
- ___ 6. Conclusions seemed thorough, thoughtful, and clinically useful

Additional Strengths:

Notable Weaknesses:

The signature(s) below indicate the student has performed adequately on all aspects of the case presentation.

Printed name of case presentation advisor (core clinical faculty member) _____

Signature of case presentation advisor _____ Date: _____

SPECIAL EXAM PLANS AND COMMITTEE MEMBERS (NEW RULES)

Student Name: _____

Date this plan was submitted: _____

SCHOLARLY REVIEW PAPER

Title: _____

Faculty Advisor for the Review Paper Exam: _____

To be completed during ___ Fall Semester ___ Spring Semester ___ Summer

Date Completed: _____

Faculty Signature indicating successful completion: _____

TEACHING A SPECIALTY COURSE

Title: _____

Faculty Advisor for the Specialty Course: _____

To be completed during ___ Fall Semester ___ Spring Semester ___ Summer

Date Completed: _____

Faculty Signature indicating successful completion: _____

ADVANCEMENT TO CANDIDACY FOR THE PH.D.

After successful completion of the special exams, a student may request advancement to candidacy. A student's request for advancement will be evaluated by all faculty members in the Department of Psychological Sciences. Approval indicates the faculty's confidence that the student is prepared to begin independent work on a dissertation. Advancement is based on a comprehensive evaluation of a student's development and performance in courses and research. Satisfactory defense of the Master's thesis, a GPA of 3.0 or better, and (under the new rules only) passing evaluations on both special exams are the minimum requirements for advancement to candidacy. Note that these are necessary but not sufficient criteria for advancement to candidacy, which is based on a vote by faculty in the Psychological Sciences Department.

To request advancement to candidacy, please inform the department assistant of your wish to be considered for advancement. The department assistant will poll the faculty. Faculty will be given five working days to respond. If no objections are raised to the student's advancement to candidacy, the student will be advanced. However, a full faculty meeting will be held to discuss the situation if even one faculty member objects because of inadequate academic or research performance or inadequate performance in any other area required by the clinical program. This meeting will have one of three possible outcomes: 1) advancement to candidacy; 2) a remedial program to correct problems within a period of one year, at the end of which a final meeting will be held to determine whether the student should be advanced to candidacy; or 3) a recommendation that the student be given a terminal Master's degree. The outcome of the meeting will be determined by a majority vote with absentee and proxy votes allowed.

As described earlier in the Dissertation section, advancement to candidacy will automatically start the five-year "clock" for dissertation completion. This is a Graduate Studies policy.

ASSESSMENT OF INTERNSHIP READINESS

As part of doctoral training in clinical psychology, students must complete one year of full-time training in a pre-doctoral internship that has been accredited by the American Psychological Association.

Your dissertation prospectus must be approved before you will be eligible to apply for internship. (As of 2016, the deadline is September 30.)

You will need to request permission for eligibility to apply for internship late in the spring semester, before the spring student evaluation meeting. As part of your end-of-year milestone update (which will be computer-based starting in Spring 2014), you will need to clarify that you are requesting permission to apply for internship. You will also need to provide an update on all of your major program milestones (e.g., coursework; Master's; special exams; case presentation; dissertation). The DCT and the clinical faculty will review your request during the spring evaluation meeting and will evaluate your readiness to apply for internship. You do not have to provide the faculty with any forms; however, the faculty may use a form similar to the one on the next page to evaluate your competencies across various domains relevant to preparation for internship.

If you have not completed one of the major milestones (e.g., special exams; case presentation; dissertation proposal) by the time of the spring meeting but are otherwise progressing well in the program, the clinical faculty may grant you provisional approval. Provisional approval indicates that you can begin making preliminary plans to apply for internship; however, final approval will not be granted until the fall semester, and then only if you have successfully passed the required milestones and met any other criteria spelled out as part of your provisional approval.

If you request permission to apply for internship earlier than usual (4th year instead of 5th year), then there will be a formal review procedure. You should submit to the clinical committee a CV and detailed description of placement and clinical activities. Interviews with several clinical faculty may also be useful.

CWRU Clinical Psychology Program Evaluation of Internship Readiness

Student Name: _____

Based on the student's performance in graduate courses, supervised clinical work, and clinical research, the core clinical faculty members believe the student has displayed an adequate level of competence in the following domains: (rated O = Outstanding, A = Acceptable, D = Deficient).

____ Interpersonal Relationships: The student has displayed an ability to communicate, collaborate, and negotiate with clients, colleagues, and supervisors. These skills include an adequate level of empathy, respect, and communication skill. The student has been able to establish and maintain an effective, mature, open and cooperative relationship with clients and supervisors. The student appears to understand the benefits of interdisciplinary collaboration in research and clinical service.

____ Psychological Assessment: The student has displayed an adequate level of knowledge and skill in the selection, administration, scoring, interpretation, and integration of a wide range of psychological measures, including objective scales, projective techniques, and interview-based assessment measures. The student has accumulated an adequate number of hours conducting various forms of psychological assessment.

____ Psychological Intervention: The student has displayed an adequate level of knowledge, skill, and experience in the delivery of psychological treatments and has attained a solid foundation for case conceptualization and treatment planning. The student has been able to work effectively with clients from diverse backgrounds. The student has accumulated an adequate number of hours in the direct provision of psychological treatments.

____ Application of Research in Clinical Settings: The student understands the issues that arise when applying research findings to a particular client. Also, the student has developed the skills necessary for understanding, designing, conducting, and evaluating research that is conducted in clinical settings.

____ Sensitivity to Cultural Diversity: The student has displayed an adequate level of sensitivity to diversity in its various forms and how these factors can influence psychological assessment as psychotherapy.

____ Legal and Ethical Behavior: The student is familiar with the relevant legal standards and ethical guidelines that regulate clinical work. The student consistently displays an awareness of the ethical, legal, and moral values that can impact the role of a clinical psychologist. The student consistently behaves in an ethical manner in research and clinical settings.

____ Adequate Breadth to Professional Background: The student has displayed a breadth of training across multiple systems (psychological theories, the role of biological factors, an appreciation for cultural and social factors), treatment modalities, client demographic factors, psychiatric diagnoses, and clinical services (psychological assessment, diagnosis, intervention, supervision, consultation).

The signature below reflects the approval and readiness for internship, based on the general consensus of the core clinical faculty, as discussed during a meeting of the clinical training program.

[DCT name]
Director of Clinical Training

Date of approval

INTERNSHIP

Application Process

The clinical training program participates in the Association of Psychology Postdoctoral and Internship Centers (APPIC) matching program. The application will be available on the [APPIC website](#) beginning in midsummer.

You are strongly encouraged to apply to a range of internship sites. It may be difficult to obtain a match with an APA-accredited internship if you apply to a small number of sites or restrict your search to a narrow geographic region. The internship application process has become very competitive in recent years. When deciding where and how many sites for which to apply, it is a good idea to seek advice from a variety of professionals including your primary research advisor, the DCT, your clinical supervisors, and members of the clinical faculty. We will also arrange an informal meeting in late spring or early summer so that the most recent group of internship applicants can share their experiences with students who are preparing to apply for internship.

You should set a meeting with the DCT in late August or early September to discuss your internship plans and the timeframe in which you plan to submit your applications (usually late October). If you received provisional approval to apply, you should be prepared to wait until the faculty resume regular meetings to learn whether final approval has been granted.

The DCT must verify certain aspects of your training after you have completed the form and submitted it to the APPIC site. The DCT will also write a brief letter (in the early or middle part of October) clarifying that you are approved to apply for internship. The DCT's letter will usually not be as long and detailed as your other recommendation letters; it is a more standardized letter that will have some tailored information describing your background, strengths, and interests. If a separate, more detailed letter is needed from the DCT (besides the one associated with the APPIC verification form), please request this additional letter from the DCT at least one month before your deadline.

It generally is useful to have one letter from your primary research advisor and a second from another member of the core clinical faculty who has a thorough understanding of your skills, strengths, and interests. You should also include one or two letters from placement supervisors.

Because of the competitive nature of the APPIC match process, it is possible that not all students will match in any given year. If you learn that you have not matched, you should plan to participate in Phase II of the match. You should also make plans to meet very soon (within one week) with your primary research advisor, your auxiliary clinical advisor (if applicable), and the DCT. Faculty will work with you to help develop a strategy for Phase II. If you do not match in Phase II, there may be additional options through the Post-Match Vacancy Service during the summer. If you do not secure an APA-accredited internship using any of these means, it will be important to have regular, ongoing meetings with your advisor(s) and the DCT. It is also important not to assume that you will be automatically approved to apply for internship the following year. There may be problems or areas that need to be addressed through additional coursework, supervised experience, or other avenues before the faculty can make an informed decision about whether and when you will be approved to re-apply for internship.

Procedures during Internship

When you are on internship, you must register for PSCL 700 (Internship) during both fall and spring semesters. PSCL 700 will be graded as Incomplete until the DCT receives notice from the internship director that the internship has been successfully completed.

PSCL 700 carries 0 credits, and there is no tuition fee. Because registration for PSCL 700 makes you a registered student, you must either purchase student health insurance or complete a waiver of insurance. As mentioned earlier, the fact that PSCL 700 is worth zero credits may cause some lenders or financial aid sources to see interns as not having full-time status. See earlier section on this topic (Full-Time Status and Loan Deferment during Internship). You may also plan to participate in CWRU's commencement exercises or apply for graduation while you are internship. See next section (Commencement and Graduation) for details.

It is important for your internship director to send a mid-year update to the DCT about your progress, preferably sometime between January and early March. E-mail is acceptable. Not all sites do these mid-year updates automatically, so you may need to request this update from your internship director. The DCT will also need to receive official notification from the internship director that you have successfully completed your internship. This notification is needed before any graduation paperwork can be processed by Graduate Studies.

All students must be familiar with the guidelines for internship established by APPIC. The DCT should be notified immediately of any violation of these rules by an internship program. If notified of a potential violation, the DCT will communicate with the student about the issue and will, if appropriate, issue an anonymous report to APPIC.

COMMENCEMENT AND GRADUATION

For help with Graduate Studies procedures around commencement and graduation, please see the tip sheet in the [forms](#) area of the clinical program website. Please see the CWRU School of Graduate Studies website for detailed graduation information, including an [electronic packet of forms](#) that you can download, as well as a [calendar](#) of important dates and deadlines.

It is important to be clear on the difference between commencement and graduation. Commencement refers to the May ceremony at the university, whereas graduation refers to the actual conferral of your Ph.D. degree.

Commencement Exercises

The university typically does allow students to participate in the spring commencement ceremonies (during internship) if there is a strong degree of certainty that all degree requirements, including the internship, will be completed by September 30. If you participate in commencement exercises before you graduate with your Ph.D., you will receive an envelope without a diploma. ([See APA rule.](#)) The diploma will not be given until your Ph.D. is conferred.

You will be allowed to march in the May graduation ceremonies, and receive a blank envelope instead of a diploma, if the following conditions are met:

1. You must register for the university's commencement exercises. ([See link.](#)) (Note that **this is different from applying for graduation**, which is done through the SIS system and needs to wait until the semester when your degree will actually conferred.)
2. All required graduate courses have been passed with a B or better.
3. All three special qualifying exams have been passed.
4. The doctoral dissertation has been defended successfully and revised as needed, with all revisions submitted to Graduate Studies.
5. The pre-doctoral internship is scheduled to be completed sometime between May 15 and September 30.
6. You have displayed adequate progress during the internship training, as evidenced by a satisfactory mid-year evaluation report from the internship site to the DCT. E-mail is acceptable. Please ask your internship director to send this report to the DCT by March 15. (In the event of any major problems on internship, the clinical faculty will need to evaluate the situation and decide whether you will be allowed to participate in May graduation ceremonies.)
7. Approval from the DCT
8. Approval from the CWRU Office of Graduate Studies

The DCT and department assistant need to provide Graduate Studies with the following information about each student who wishes to participate in commencement. **No later than March 15**, please send an e-mail to the DCT and department assistant with these pieces of information:

- 1) your dissertation defense date
- 2) date that all dissertation revisions were approved
- 3) name of your internship site
- 4) date that you will finish your internship

Graduation / conferral of the Ph.D.

You will not be eligible to graduate with a Ph.D. in clinical psychology until you have successfully completed a pre-doctoral internship that has been accredited by the American Psychological Association. ([See APA rule here.](#)) Certification for graduation will not be forwarded to Graduate Studies until the DCT receives notification from the internship site that your internship has been successfully completed. Assuming that all other degree requirements have been completed, and the internship is completed by July 31, you will be allowed to graduate in August at the summer (not spring) graduation ceremonies. If you complete your internship after July 31, the university will not confer your degree until the following January. You will also need to complete a Graduate Studies form to apply for graduation; see the Graduate Studies calendar for deadlines. (Again, please note that applying for graduation is different from registering for commencement. This is a common source of confusion and errors.)

Completion of Ph.D. Requirements vs. Conferral of Ph.D. Degree

There is an important difference between completing the Ph.D. requirements and having the degree of Ph.D. officially conferred by the university. The APA has stated (see link) that a student has earned his/her Ph.D. on the date that the following three criteria have been successfully completed: (1) all academic requirements established by the program have been completed, (2) the dissertation has been successfully defended and any revisions have been approved, and (3) the pre-doctoral internship has been successfully completed.

As soon as these three requirements have been satisfied, students can begin to use the title "Doctor," because they have gone through all steps required to earn the Ph.D. Once notified of the completion of 1-3 above, the DCT can provide a letter stating that the student has successfully completed all requirements for the Ph.D. The DCT will notify Graduate Studies that all requirements have been met for degree completion. The university registrar will record the dissertation defense date, the dissertation completion date, and the internship completion date on the official transcript.

In many cases a letter from the DCT, especially in combination with a transcript recording completion of the dissertation and internship, will be sufficient for a student to begin a post-doctoral fellowship and begin earning post-doctoral hours. However, these rules vary from state to state. The university is very strict about the dates of degree conferral: Internship completion after July 31 means that the Ph.D. will not be conferred until January. There have been some cases in which students could not pursue certain post-doctoral opportunities because sites insisted on degree conferral before post-doctoral work could begin.

PROFESSIONAL DEVELOPMENT

Professional Organizations and Conferences

The clinical program encourages students to attend academic and professional conferences. Students are encouraged to join the American Psychological Association (APA) and/or the American Psychological Society (APS) as student affiliates. Membership in these organizations provides access to graduate student advocacy and opportunities for research and clinical training. Also, students must be APA or APS members in order to purchase student liability insurance, a requirement beginning in your second year in the program. Students should also consider memberships in specialty organizations (e.g., Society for Research in Child Development, Gerontological Society of America, Association for Behavioral and Cognitive Therapies) and divisions of APA that are of interest to them. Student division memberships may not require membership in the parent organization.

Publishing and Presenting Your Work

You are strongly encouraged to submit papers for publication and to present your work at professional conferences. When you are involved in collaborative research projects, you should discuss data ownership and authorship decisions early in the project, so that each person is aware of his/her role. (Guidelines about authorship and authorship order are addressed in the APA Ethical Standards.) You and your research mentors and collaborators should publicly acknowledge one another's contributions at conferences and in written work.

Sources of Research Funding

There are many opportunities to seek support for graduate training in psychology. Funds range from awards to support specific research initiatives (e.g., the American Psychological Association's Dissertation Award) to grants to provide stipend and research support (e.g., NRSA awards). Students are encouraged to apply. The following is a listing of selected funding resources:

- APA Psychology Research Funding Bulletin APA Dissertation Research Awards American Association of University Women
- APA Division 20 (Adult Development and Aging)
- APA Division 36 (Psychology of Religion and Spirituality) APA Division 53 (Clinical Child and Adolescent)
- National Institutes of Health Funding Opportunities Ohio Department of Mental Health (Deadline varies) Sigma Xi (Deadlines in March and October)

Small Research Grants for Innovations in Clinical Psychology

Small grants may be available to support, encourage, and facilitate quality research in clinical psychology. The research must examine psychological issues in clinical samples. Up to \$500 can be requested per project. Please submit your proposal and budget to the director of clinical training. Funding for these grants will be based on availability of funds within the clinical program, and the amount available may vary considerably from year to year.

A. To be eligible to apply for a Small Research Grant, the student must meet these criteria:

1. The student is currently enrolled in the clinical program and is in good academic standing.
2. The funds will be used to support research for the Master's thesis or doctoral dissertation.
3. Other sources of funding have been solicited (e.g., Graduate Alumni Fund, advisor's research grant) but have been unavailable or insufficient to support the needs of the study.
4. The student agrees to complete the research in a timely manner. The completed study will be submitted for convention presentation and / or journal publication.
5. The project has been approved by the CWRU IRB and the site where data will be collected.

B. Submit a brief (2-page) proposal that describes the planned study.

1. Aims: What are the aims of the research? What do you hope to accomplish by conducting this

study? Does the study focus on improving psychological assessment, psychiatric diagnosis, or psychological treatment?

2. Focus: Why is this area important for clinical psychologists? What makes this a study in clinical psychology instead of other subfields in psychology or other health-care fields?
3. Participants: Who will participate in the research? Clarify that the research will be done with a clinical sample and describe the nature of the sample.
4. Measures: What psychological measures will be collected? Do these measures have sound psychometric properties? Would these measures be appropriate for clinical practice?
5. Procedures: What methodological or statistical controls will be used?

C. Submit a concise (1-page) budget detailing the planned expenditures.

You can request funds to support assorted expenses necessary to conduct the study, including: test materials, computer software, or payment to participants for participating in the research. Additional items may be appropriate for the budget. However, your budget should justify the need for each expense in order to collect the data and improve the quality of this particular study.

Abraham W. Wolf, Ph.D. Endowed Fund for Psychotherapy Research

Goal:

The Psychotherapy research grant is designed to support high quality research on topics related to psychotherapy process or psychotherapy outcome. Psychotherapy process refers to the series of interactions that occur within sessions between a trained psychotherapist and a client and these interactions are intended to facilitate change in the client's insight, emotion, and/or behavior. Psychotherapy outcome refers to the changes that are intended to occur between sessions, typically viewed as the beneficial effects that accumulate after a cluster of sessions conducted between a psychotherapist and a client.

Eligibility:

Both faculty and students affiliated with the CWRU Clinical Psychology Program will be eligible to apply for funds. Eligible faculty members include full-time members of the clinical faculty, members of the adjunct faculty, and field placement supervisors who are active with some aspect of the training through the clinical psychology program. Eligible students can include full-time graduate students enrolled in the graduate program in clinical psychology, and full-time undergraduate students working under the supervision of an eligible member of the clinical faculty.

Review Process:

Applications for funding will be reviewed on a rolling submission basis. Applicants can submit a brief proposal that outlines the goals and methodology used in their research project. Upon receipt, the director of the Psychotherapy Research Fund will organize a subcommittee to evaluate the merits of the design as well as the appropriateness of the budget. The evaluation committee can include at least two faculty members solicited from the clinical faculty, adjunct faculty, and / or field placement supervisors as deemed appropriate by the Psychotherapy Research grant coordinator. The evaluation subcommittee who serve as faculty reviewers will not be directly involved with the conduct or supervision of the proposed research.

Criteria:

Proposals will be reviewed on two dimensions. First, the quality of the research design will be examined in terms of the threats to internal and external validity. Projects are encouraged to examine issues relevant to psychotherapy process or outcome that may have direct implications for the practice of psychotherapy. The study can involve the assessment and treatment of clients seeking

services for mental health problems. The measures have evidence of reliability and validity, and the findings will have direct implications for the practice of psychotherapy. Projects should culminate in a research study of high quality that will be presented at a relevant professional conference (e.g., APA, Society for Psychotherapy Research (SPR), or Society for the Exploration of Psychotherapy Integration (SEPI) and several others). When completed, it is expected that funded projects will be submitted for possible publication in a relevant scholarly journal (e.g., Journal of Psychotherapy Integration, Psychotherapy, Journal of Clinical Psychology, and many others). Ideal projects will lay the foundation for additional studies along the same lines as the proposed research. Qualitative research projects must confront issues related to methodology and sample size. Second, the appropriateness of the budget will be evaluated in terms of the amount of funds requested and the need for financial support in order to complete the research study. Funds can be requested for up to \$2,500, and can be spent on testing materials, payment to participants, technical support, hourly wage for research assistant help, and possibly for travel to present the findings at a national or international conference.

Budgetary Issues:

The proposal should include a brief budget of requested funds. It may help to specify (a) what do you need?: the funds necessary to begin a new project and reach toward the basic goals of the project, and (b) what would you like?: the funds that would be helpful to complete all aspects of the proposed research. When reviewed, proposals can receive a decision of (1) funded, (2) partially funded, or (3) not funded.

If multiple proposals are submitted during the same fiscal year, either one proposal will be funded and others may be denied funding, or several proposals could receive partial support. Please include notice of other funds available or requested to support the research project. Approved funds should be spent within the fiscal year, but extensions are allowed. If the project lays the foundation for an ongoing research project, additional funding for the same project can be requested in a subsequent year.

Timing Issues:

The fiscal year begins July 1 each year (with the exception of summer 2017). When the first proposal is received, the program director will send an email notice to the members of the core clinical faculty, announcing a two-week deadline to submit proposals for competitive review. Thus, the funding will follow a floating deadline, but all members of the clinical faculty should be given fair notice of the deadline.

Any conference papers or journal article publications that derive from the funded research must acknowledge the grant as a source of funding and deliver a final copy of the paper to the funding coordinator. Questions or grant submissions can be directed to the funding coordinator, James Overholser via email at overholser@case.edu.

Note: These guidelines may be modified or updated as needed.
Version date: 08/25/2017

Awards for Excellence in Clinical Psychology

As part of the faculty's annual review of student progress, all students will be considered for these awards. However, the priority will go to 4th year students and it would be an exception that a less advanced student would receive an award. Members of the clinical faculty and current graduate students may nominate a student for one of the awards in an effort to recognize excellence in clinical research or clinical service. As part of the evaluation process, faculty members will discuss the award criteria. If appropriate, faculty members will vote on potential award recipients. In the case of a tied vote, the more advanced graduate student will be given a slight edge.

Usually, several awards will be delivered per academic year. We will try to provide different awards on different years, depending on the accomplishments that are observed.

Suggested criteria are described below. Not all criteria are required to be satisfied by any one person. However, the more criteria that are satisfied, the better the fit. Even if some of the criteria appear stringent, perhaps they can provide a model of excellence and goals for which to strive.

The Morris Parloff Award for an Outstanding Contribution to Clinical Research

- Completed and successfully defended Master's thesis or doctoral dissertation The study builds on or challenges the established theory in the area
- The study included a clinical sample (e.g., therapy clients; psychiatric or medical patients) The study focused on modifiable psychological processes
- Core of the study deals with the Psyche (mind and mental processes) The dependent measures could be used in clinical practice
- The sample size was adequate for an acceptable level of statistical power The data collection procedures were structured and reliable
- Appropriate inferential statistics were used to analyze the data Findings were interpreted with modesty and caution
- The findings have direct implications for clinical practice
- The final study has been submitted or accepted for publication

The Donald K. Freedheim Award for an Outstanding Contribution to Clinical Service

- Successful completion of a therapy placement or practicum
- The key client was provided at least ten sessions of psychological treatment The treatment was based on scholarly work in psychology
- The clinical work applies, extends, or challenges an established theory in the area The work confronted an important and difficult clinical problem
- The approach examined and extended ideas in the area of Psychological treatment The basic focus on treatment focused on the Psyche (mind and mental processes) The therapist implemented an ongoing psychological assessment
- Assessment measures documented changes over time in important symptoms The psychological treatment was described in a detailed and repeatable manner The case was presented as a special exam grand rounds presentation
- The case material has been submitted for possible publication

The Jane Kessler Award for Outstanding Clinical Teaching

- Student has served as a Teaching Assistant or course instructor Student developed a thorough and organized syllabus
- Student prepares exam questions that are fair but challenging Arrives on time and prepared for class meetings
- Ignites interest in the lecture material Actively solicits class discussion
- Stimulates a dialogue that includes multiple students Conveys warmth and respect for all students Establishes rapport with students as individuals Lecture includes facts, theories, and research findings Lecture includes examples, analogies, and anecdotes
- Lecture includes demonstrations, discussions, and classroom activities Lecture is delivered in a clear and organized manner
- Lecture is presented with energy and enthusiasm Facilitates an open dialogue to explore the material
- Able to keep class discussion focused on relevant material Course is aimed for important ideas, not trivial details Willing to confront sensitive topics and controversial issues Able to manage disruptions, problems, and complaints Motivates and inspires students to want to learn
- Open to feedback and responsive to criticism
- The course integrates the science and practice of psychology Student establishes self as the

leader, expert, and authority Student displays a calm professional demeanor

The Sarah Cain Spannagel Graduate Student Award for Meritorious Service to the Clinical Program

- Frequently volunteers to help with assorted chores in the department Frequently volunteers to help with clinical program social events Remains active and visible in the program even during advanced years Often helpful to members of the faculty as well as peers
- Serves as an ambassador for the program to people outside the department Serves as student class representative at least one year
- Brings a positive attitude and a positive energy to the clinical program Perceived by others as honest and mature without appearing obsequious
- Tends to communicate in a direct, assertive manner, without being disrespectful or abrasive Willing to confront problems when they arise with undergraduate students, graduate students, or faculty
- Tends to respond in a proactive way, not simply when asked or told to do something Consistently displays constructive efforts that extend beyond one's own personal interests but
- often seem to focus on improvements that could be beneficial to the training program as a whole Appears well connected with classmate peers
- Has developed a strong bond with several members of the core clinical faculty
- Has established strong working relationships with members of our broader professional community
- Has established self as a leader without becoming arrogant or overbearing toward others

Ethan Schafer Assessment Award

- Excellence in assessment
- Dedication to improving children's lives via addressing their learning needs
- Utilizes evidence based practice
- Displays professionalism and passion for work
- Shows deep concern and compassion for children and families work with

The Denny Drotar Award

In memory of Dr. Drotar's many contributions to our program and to the field of pediatric psychology, this award will recognize excellence in research related to pediatric psychology. Graduate students in clinical psychology can apply for this award.

Criteria are the following:

- Research Related to pediatric Psychology
- This could include research with a pediatric population OR research questions highly relevant to pediatric populations.
- Student is the lead investigator in the study (research project, masters, or dissertation).

A committee will be established to review applications.

Distinguished Alumni Award

- Successfully completed Ph.D. and internship in clinical psychology
- Has remained active in the field for at least 5 years since earning the Ph.D. Employed at a university, a hospital, or a mental health treatment center Professional work strives to integrate the scientist-practitioner ideals Remains active in clinical services and clinical supervision
- Remains productive with lecturing, writing, and publishing
- Demonstrates knowledge, skill, and interests in several areas of psychology Core of work deals with the Psyche (mind and mental processes)
- Much work involves patients with physical or mental illnesses Professional publications are read and cited by others
- Provides lectures at classes, conferences, and Continuing Education workshops Work has attained some level of recognition at the national level
- Willing to return to campus to deliver an award acceptance speech

Previous Winners of the Alumni Award include:

- Morris Parloff
- William Glasser

Employment

Aside from employment within the department (e.g., research grants, teaching), it is unusual for students to be employed during the school year. However, sometimes there are opportunities for short-term, relevant paid experience (e.g., proctoring examinations, supervised testing experience, supervision of parental visitation, interviewing). Students are expected to discuss accepting any additional responsibilities with their primary research advisor before accepting a new role. Because coursework is not required during the summer, students may seek employment within or outside the department during summer months.

E-Mail as a Means of Communication within the Program

E-mail is the primary means of communication for clinical program announcements and important updates. All students receive e-mail accounts upon entry to CWRU. It is good to develop a habit of

checking your e-mail at least once per day. If you plan to use an e-mail account other than your case.edu account, please ensure that your case.edu account forwards automatically to the account that you plan to use, so that you do not miss important e-mails from the department. If you are away for an extended period (e.g., for a conference, holiday, or vacation), please use an automatic message so that others know that you are away from your e-mail. Sometimes it will be practical to check e-mail while you are traveling; but if not, or if you will be on e-mail less often than usual, then it is especially important to use the "away" message.

Attendance at Colloquia and Case Presentations

Graduate training includes many informal learning opportunities provided by interaction among students and faculty. **Students are strongly encouraged to attend all clinical program activities, including case presentations and colloquia.** These presentations and group discussions are intended to expand and enrich your training experience. Your active participation is valued by the clinical faculty.

Preparation of Theses, Dissertations, and Course Papers

The university has [specific formatting requirements](#) for Master's theses and dissertations that must be followed. The current edition of the *Publication Manual of the American Psychological Association* must be used as a style guide for all other papers. All citations must be for material that was actually read. If only the abstract was read (i.e., in PSYCINFO or another database), the citation in the reference list must be to the database used, not the article itself. If the reference was not consulted at all, but encountered in a secondary source, you can only cite the secondary source.

PROFESSIONAL RELATIONSHIPS IN THE PROGRAM

We strive for collegial, mutually respectful relationships within our program and our department. To cultivate a positive atmosphere that is conducive to ongoing learning and development, faculty, students, and staff must all work together to maintain high levels of professionalism, integrity, and effective communication.

Academic Advising and Mentoring

In order to provide guidance and support for our graduate students, the program has established several different types of mentoring relationships.

Primary Research Advisor

Each clinical student has a primary research advisor who serves as faculty mentor and academic role model for the student, supervising the student's research and assisting with other academic decisions. The primary research advisor is typically assigned during the graduate admissions process, with the aim of ensuring a strong and clear match between faculty research and student interests. The primary research advisor, along with the rest of the core clinical faculty, will review your progress in the program at least twice each year.

Throughout your years in graduate school, your primary research advisor should provide ongoing professional mentorship to help guide your career. Your primary research advisor should play a central role in the conceptualization and design of your research projects, planning appropriate research methodology and data analysis strategies, dealing with ethical issues, general aspects of professional development, communication skills, and professional behavior in the field of clinical psychology. In some cases primary research advisors will also help to facilitate access to research participants, or they may provide access to data that have already been collected.

Students normally meet with their primary research advisor once each week to discuss research plans as well as other topics related to professional development. The primary research advisor can help students to plan their graduate education and provide guidance in course selection and career planning. The primary research advisor is the individual to see first about course selection each semester.

Typically, students will complete their research clerkship under the leadership of the primary research advisor. The primary research advisor will often continue to supervise your research as you move from your research clerkship to your Master's thesis and dissertation. However, at the completion of the clerkship and the Master's defense, the student is allowed to consider changing to a different faculty member as their primary research advisor.

Auxiliary Clinical Advisor

The primary research advisor is usually a member of the core clinical faculty. It is possible for a clinical student to have a member of the experimental psychology faculty or affiliated clinical faculty to serve as the primary research advisor; however, such arrangements are allowed only if approved by the core clinical faculty. In addition, a member of the core clinical faculty must be willing to serve as an auxiliary clinical advisor for the student.

When serving as an auxiliary clinical advisor, the core clinical faculty member agrees to assume responsibility for communication with the clinical program about the student and ongoing documentation of the student's progress. The auxiliary clinical advisor is also expected to work closely with the student and the primary research advisor to coordinate academic plans, provide mentoring and guidance, evaluate research plans, provide research consultation where appropriate, and ensure that research projects remain relevant to the field of clinical psychology. In most cases the student should meet about once per month with the auxiliary clinical advisor. Some of these meetings can be in conjunction with the primary research advisor, if desired. It may be useful to devise a written plan, signed by all three parties, outlining the responsibilities and expectations for each person.

This arrangement has worked well when there exists a strong collaborative relationship between a member of the core clinical faculty and a psychologist who belongs to the experimental faculty or adjunct clinical faculty. However, because of the nature of clinical training in an accredited program, the ultimate responsibility for the student's research and the student's professional development remains within the clinical training program.

Director of Clinical Training (DCT)

During the first year of graduate training, the DCT will try to ensure that all students have a consistent orientation to the program and a clear understanding of the rules, curriculum plan, and academic requirements of the program. Throughout your training, you are encouraged to consult with the DCT or any member of the faculty in order to seek information, support, or advice. The DCT encourages students to stop by or to correspond via e-mail or phone, should any issue or concern arise. The DCT will send you at least one evaluation letter per year (and two during your first year). Also, the DCT will provide a statement of endorsement that is included in your internship applications documenting your eligibility to apply for pre-doctoral internship. Please keep the DCT informed of your activities throughout your graduate training years.

Class Morale Officer

Each new cohort of students will be assigned to a class morale officer, a member of the core clinical faculty. The morale officer should meet with students in your cohort for supportive meetings and informal group discussions approximately once per semester. This plan allows students several opportunities to discuss the stress of graduate school, difficulties with coursework, etc. (Note, however, that some issues, particularly those involving sensitive interpersonal matters, might also be brought to the Ombudsperson instead of the morale officer; see below.) Please feel free to initiate individual or group meetings with your class morale officer.

If you entered in fall of this year: This is your morale officer:

2017	James Overholser
2016	Amy Przeworski
2015	Arin Connell
2014	Norah Feeny
2013	Sandy Russ
2012	Jim Overholser
2011	Julie Exline
2010	T.J. McCallum
2009	Amy Przeworski

Student Ombudsperson

The faculty recognize that it may be helpful to students to have an assuredly confidential and anonymous means of discussing concerns about the program and relations with faculty, supervisors, or other students. Students are encouraged to consult with the ombudsperson for advice about program-related issues when there is reluctance to discuss concerns with their primary research advisor and/or the DCT. The ombudsperson is the students' representative to the faculty. The ombudsperson can provide confidential communication between students and faculty and can serve as an advisor to the faculty at student progress review meetings.

The ombudsperson is typically a faculty member from the Experimental Psychology program who is not directly involved in the evaluation of clinical students' progress. The clinical training program has made arrangements for Professor Cleve Gilmore to serve as ombudsperson. Dr. Gilmore can be reached by telephone at (216) 368-2256 or via e-mail at gqcq@case.edu.

Peer Mentor

We have started a program for advanced students (third year and beyond) to help newer students with the many adjustments into graduate school. The DCT (or a person designated by the DCT) will

match each incoming student with an advanced student. We will try to make arrangements shortly before you move to town, in order to help with the transition into graduate school. This advanced student should be able to help provide support and guidance as you move through the program. When you become an advanced student, we will also ask that you help guide a new student.

In general, the older student should be available for questions as needed, although there do not need to be formal meetings. After matches have been made, students should take the lead in all arrangements. Some class groups arrange a group dinner as an informal meeting and orientation. It is best if the older student can initiate contact at least once a semester and check in with their younger student around finals and any other program milestones.

Faculty-Student Relationships

The APA Ethical Principles of Psychologists and Code of Conduct states: A multiple relationship occurs when a psychologist is in a professional role with a person and at the same time is in another role with the same person. A psychologist refrains from entering into a multiple relationship if the multiple relationship could reasonably be expected to impair the psychologist's objectivity, competence, or effectiveness in performing his or her functions as a psychologist, or otherwise risks exploitation or harm to the person with whom the professional relationship exists.

Ohio Psychology Law states: A psychologist ... shall not undertake or continue a professional relationship with a client, supervisee, or student when the objectivity or competency of the psychologist is or could reasonably be expected to be impaired or where the relationship with the client, supervisee or student is exploitative. A psychologist refrains from entering into or promising another personal, scientific, professional, or other relationship with such persons if it appears likely that such a relationship reasonably might impair the psychologist's objectivity or otherwise interfere with the psychologist effectively performing his/her functions as a psychologist or might harm or exploit the other party.

It is vital for members of the clinical faculty to respect their involvement with students at both the graduate and undergraduate levels. Faculty must strive to protect their educational roles as faculty members, teachers, and advisors. It is extremely important for faculty and students to avoid the obvious boundary violations involved in faculty-student psychotherapy, faculty-student romance, and faculty-student sexual encounters.

As stated above, romantic relationships between clinical students and faculty members represent a clear violation of program rules. If a student/faculty romantic relationship does arise, both parties should immediately report the situation to the DCT and the department chair, followed by the Associate Dean of the College of Arts & Sciences. These individuals will work to ensure that the situation is handled appropriately from the perspective of the clinical program, [APA rules](#), the department, and [university-level policies](#), with the welfare of students being of primary concern

Because of the problems that may arise through [dual relationships](#), immediate family members (e.g., spouses, children) of Psychological Sciences Department faculty will not be admitted to the clinical program. Beyond these basic criteria, the clinical faculty will decide on a case-by-case basis whether admission of certain students would be likely to create difficulties in terms of dual relationships.

In addition, the faculty strive to avoid subtle boundary violations that arise in [dual relationships](#) when students are hired for non-educational work (e.g., babysitting, house-sitting, home repairs, yard work, or other chores). Although these situations often begin in an apparently harmless manner, they could pose a risk to the student. Academic evaluation of the student could be artificially enhanced or unfairly impaired depending on the student's performance outside of the educational setting. The student is in a vulnerable situation due to the power differential, even after formal educational requirements have been completed. Even after a degree has been granted, students may need additional mentoring or recommendation letters; such letters could become biased in a positive or negative manner based on a student's role in these external activities. Alternatively, students who

choose not to become involved in these activities could be unfairly impeded in their progress.

Faculty must protect their educational roles as instructors, advisors, and mentors. Faculty should not engage in relationships that lack a clear focus on professional issues such as research, mentoring, teaching, or clinical supervision. Social activities should be open to entire groups of students, not individual relationships between an individual faculty member and a particular graduate student.

Dating Students in Classes Where You Have a Teaching Role

When you are serving as a teaching assistant, you are in a position of authority over the students. The university considers it inappropriate conduct for a teaching assistant or course instructor to have a dating relationship with one of his/her students. All graduate assistants are also expected to respect the rights and opinions of students and uphold the academic standards of the university.

Sexual Harassment

Please familiarize yourself with [APA policies](#) and [university policies](#) on sexual harassment. Note that a consensual relationship between persons of unequal status (power) is not a defense against subsequent charges of sexual harassment by the lower-status party. Unequal status is obvious in the student-faculty relationship, and it is likely to extend to graduate student-undergraduate student relationships.

PROBLEMS DURING GRADUATE TRAINING

Remediation Procedures

Minor problems are often resolved through informal mechanisms such as meetings with faculty or supervisors. More formal remediation efforts are likely when faculty see a problem as serious and/or when students appear to have difficulties across a number of areas (e.g., practicum and coursework), rather than one area (e.g., a specific placement). Major problems may require frequent meetings with a student's advisor(s) and/or the DCT. In cases of major problems, the faculty will work together to develop a remediation plan to help delimit the problems and help the student work toward their resolution. Once a remediation plan is developed, the student will need to meet with the DCT or the advisor(s) to discuss the plan prior to its implementation.

The remediation plan will aim to describe specific goals or changes that are needed and should provide guidance for possible strategies for reaching the goals. Ideally, the plan will include criteria for evaluating the effectiveness of the remediation plan and will establish a timeframe for the remediation process. Remediation options can include any mixture of the following strategies:

(a) **Training options** may include: (1) registering for PSCL 601 (Special Problems in Psychology) to document a plan for the student to independently study an ethical issue and write a review paper on a topic directly related to the student's problems, (2) requiring an additional course, even if a course must be repeated, (3) increasing the frequency or duration of meetings with clinical supervisors, (4) increasing the frequency of meetings with faculty mentors, and/or (5) obtaining additional supervised clinical experience.

(b) **Therapy options** may include recommendations that the student seek personal psychotherapy. The clinical faculty may be able to provide referrals to local counselors. All details of the therapy sessions will remain confidential.

(c) **Administrative options** may include: (1) probation from the clinical program, (2) a formal leave of absence from graduate training (see [Graduate Studies form](#)) whereby the student does not register for any courses for a period of one or two semesters, or (3) dismissal from the program, which is considered a last-resort option. In the case of a formal leave of absence, the student will be expected to provide a written summary to the clinical faculty, describing how the problems have been overcome, which needs to be approved by the core clinical faculty before the student will be allowed to return to courses and field placement activities.

When a serious problem is observed in relation to a student, members of the clinical faculty will meet to discuss the situation and review available information. The faculty will strive for fairness and due process in all decisions. The faculty will evaluate all evidence, provide detailed feedback to the student, and allow the student an opportunity to respond in writing. Students will be reviewed again, normally 6 months and 12 months later, to ensure that the remediation plan has been helpful and that the student has resumed adequate progress through the program.

Remediation Plan for Continued Graduate Training in Clinical Psychology

The following problems have been observed:

These problems are related to deficiencies in these expected competency benchmarks:

In order to remedy these deficiencies, the student will perform the following activities:

The following date is set for completion of the plan and re-evaluation of the situation:

If the remediation plan is deemed unsuccessful, the following consequences will occur:

I have reviewed the concerns about my performance and I have had an opportunity to discuss the proposed plan for remediation. My signature indicates that I understand the nature of the concerns and I agree to the plan. My comments below indicate any requested changes, exceptions, or special circumstances that I feel should be incorporated into the plan:

Student (printed name)

Student signature

Date

Director of Clinical Training
(printed name)

DCT signature

Date

Primary Research Advisor
(printed name)

Advisor signature

Date

Personal Problems and Psychotherapy

Students may wish to seek therapy during their graduate training. Engaging in psychotherapy is a common way of dealing with personal problems, managing stress, and clarifying expectations for oneself during graduate school. We encourage students to enter psychotherapy whenever it can be useful for professional development or personal growth.

CWRU's University Counseling Services (UCS) offers free psychotherapy services to students on a confidential basis. However, seeking therapy at UCS may create some issues with multiple roles, because some adult-track students may have field placements at UCS. Alternatively, students may seek a referral to a therapist in the community. As of Spring 2014, faculty are working to create a therapist referral list for students. Students are encouraged to review their individual insurance policies for information on billing and co-payments for psychotherapy services.

Serious Problems that Interfere with Clinical Work or Program Progress

By the time our students graduate with a doctoral degree in clinical psychology, they are expected to assume responsibility for the well-being of their own students, clients, and supervisees. Thus, it is important for the clinical program to evaluate students in terms of their moral character and psychological fitness, with the aim of ensuring that students will be ethical and effective in their clinical practice, research, teaching, and other aspects of their work as psychology trainees. Accordingly, one aim of the semi-annual evaluation process is to ensure that our students have sufficient development of their academic knowledge, clinical skills, research skills, moral character, and emotional stability to function in professional work settings. The foundation for our review of student progress can be found in the Competency Benchmarks for Professional Psychology (Fouad et al., 2009, TEPP, 3 (4, Supplement), S5-S26).

The clinical faculty agree to take a proactive stance toward problems of distress, impairment, or incompetence, because "turning a blind eye" to trainee problems risks endangering the public as well as the field of psychology. The following problems are sometimes identified in students, as observed in faculty interactions or reports from placement supervisors.

- (a) Students may display problems through poor academic performance, as shown through poor grades (C or below) in one or more graduate classes, incomplete work, and/or persistent difficulties completing coursework on time. Students may show poor performance on their special qualifying exams. They may also show deficiencies in their research skills, as seen in difficulties conceptualizing research methodology, understanding statistical analyses, or writing an empirical report or integrative literature review. These problems may result in a persistent lack of progress or a failure to pass on a major milestone project such as the Master's thesis, review paper special exam, or dissertation.
- (b) Students may show deficits in their clinical skills, as shown in the context of practicum courses, field placements, or role-played simulations. For example, they may show poor interpersonal skills, persistent problems in forming or maintaining therapeutic relationships, a lack of responsiveness to supervision, inadequate or late clinical documentation, or serious errors in assessment procedures or psychological report writing.
- (c) Students can display problems of personal character, as evidenced by signs of recurrent emotional instability, problems with personal boundaries, or persistent disturbances in interpersonal relationships, as well as any violation of [APA Ethical Standards](#) or [Ohio Psychology Law](#). Other problems include acts of dishonesty, poor judgment, consistently immature or unprofessional behavior, and/or a lack of sensitivity toward others. Evidence of participation in a felony crime will serve as reason for termination from the clinical program.
- (d) The student's performance in professional roles may be disrupted by problems of emotional distress or instability, as seen in significant bouts of depression or anxiety, signs of substance abuse, or other clinically significant psychiatric disorders. According to the [APA Ethics Code](#)

[\(section 2.06 \(b\)\)](#): “When psychologists become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance, and determine whether they should limit, suspend, or terminate their work-related duties.”

The faculty may use a variety of sources of information for evaluating student performance and identifying potential problems. The information may include: performance in graduate courses, performance on the Master’s and/or dissertation, performance on special exams, performance at clinical field placements, relationships with faculty supervisors, and relationships with student peers.

Faculty and students share a responsibility to take action if we believe that an individual’s personal problems may be harmful to clients. The appropriate action is to bring your concern to the attention of the person who you perceive as potentially causing harm. If that action does not result in a corrective response and you still perceive a risk, you should consult with a member of the faculty. Also, please try to recognize whether personal problems might be interfering with your own effectiveness. It is important to refrain from clinical activities if your performance is impaired and others could be harmed. As a trainee, a first step would be to discuss the possible impact of your personal problems with your clinical supervisor and/or program advisor. There are a variety of avenues to explore obtaining assistance with your personal problems. You can also consider taking a leave of absence from the program if extended time is needed.

If there is sufficient evidence suggesting a student’s impairment (e.g., due to an emotional, neuropsychological, or substance abuse condition), the faculty may: (a) require that the student enter treatment and restrict clinical activities until no longer impaired; (b) require that the student take a leave of absence until no longer impaired; or (c) require that the student discontinue the program.

Academic Probation, Suspension, and Separation

University-level rules about maintaining good academic standing focus on course grades and grade point averages, progress toward degree completion, and issues related to conduct and integrity. Please consult the [Graduate Student Handbook](#) from Graduate Studies for detailed information on university-level regulations regarding academic probation, suspension and termination.

Probation, suspension, and separation from the university and the clinical program are rare events. The semi-annual review of progress is designed to help both student and faculty identify potential problem areas early so that appropriate interventions may be made. The clinical faculty consider it a primary responsibility to assist students in their professional development. As discussed above in the Remediation section, faculty may require students to successfully complete additional academic and/or clinical training activities (e.g., courses, written work, practicum training, or supervision) before allowing students to progress through the program (e.g., advancement to candidacy; approval of a Master’s thesis or dissertation; approval to apply for internship).

Only in the case of extreme misbehavior or failed efforts at remediation will the notion of dismissal from the clinical program be explored. Often, dismissal will center on guiding the student to pursue other options for their education and career. As noted elsewhere (Kirtchner, 1992), “There is a specific ethical obligation not to graduate those who because of their incompetence or lack of ethical sensitivity would inflict harm on the consumers whom they have agreed to help” (p. 190).

Continued enrollment in the M.A. or Ph.D. training in psychology (outside of the clinical program) is a separate matter, governed by Graduate Studies regulations concerning GPA and advancement to candidacy. However, a student who is separated from the clinical program is not permitted to participate in clinical activities or clinical courses and will not be recommended for internship.

Decisions to separate a student from the clinical program and/or the university are subject to the university’s Graduate Student Grievance Procedures, which are described below.

Due Process and Grievance Procedures

As described earlier (Evaluation of Student Progress section), the core clinical faculty will provide all students with regular written feedback about their performance in the program. Should problems arise, the written feedback will provide suggested strategies to resolve the problems. Some cases will involve formal remediation plans. If faculty concerns are sufficiently serious that they could lead to decisions of probation, suspension, or separation from the program, you will be notified in writing of these possibilities, along with any action that you could take to avoid these outcomes.

Each student will receive feedback about program performance in multiple forms: course grades, evaluations from practicum and placement supervisors, letters from the DCT, and faculty decisions about major milestones such as the Master's thesis, special exams, dissertation, and internship readiness. As a student in our program, you always have the right to respond to this feedback. Informal conversations or meetings may be sufficient in many cases. However, in some cases it may be wise to put your concerns and responses in writing, which might take the form of an e-mail message or a more formal written document. You may wish to discuss the situation with the DCT, the graduate student ombudsperson, and/or the department chair to seek guidance about the most effective means to effectively communicate your response and any associated concerns.

As detailed in the prior paragraph and also in an earlier section (Student Feedback to Faculty), students have many avenues for raising complaints or concerns about the program. However, there may be situations in which a student would wish to file a formal grievance regarding the program. Procedures for filing a formal grievance are described on the [Graduate Studies website](#) and in the [Graduate Studies Handbook](#). Records of formal grievances are retained in the student's official file, maintained by the department assistant.

REVISION HISTORY FOR THIS HANDBOOK

Date	Who did revisions?	Primary revisions made
10/1/2013	Julie Exline	<ul style="list-style-type: none"> • update rules around new special exams • add “new rules” vs. “old rules” text throughout to distinguish between students admitted before Fall 2011 (old rules) or in Fall 2011 or later (new rules) • expand material on recommended recordkeeping for clinical hours • minor formatting and wording changes throughout document
4/4/2014	Julie Exline	<ul style="list-style-type: none"> • add cover page • add table of contents • add revision history log • reorganize topics within new categories from table of contents • add hyperlinks • add table of program goals and objectives • add section on minimum levels of acceptable achievement • change checklist of program requirements into tabular format that separates classroom-based courses from milestone projects • add frequency of courses to checklist • add new requirements around supervision and consultation mini-courses (required for all students admitted Fall 2014 or later) • update admissions material • add section on student feedback to faculty • update/shorten sections on typical schedules for each year of the program • mention new Graduate Studies tip sheets • update material on tuition waivers and full-time status • update material on Master’s and dissertation timelines and summer defenses • clarify policy on when dissertation proposal needs to be approved (recommended in Year 4; required before faculty will grant final approval for a student to apply for internship) • update material on Child & Family Intervention & Case Conference • expand material on placement coordination process and timeline • mention placement guideline forms • clarify procedures around special exams

		<ul style="list-style-type: none"> • add procedures to follow if a student does not match for internship • add section clarifying distinction between completion of degree requirements and conferral of Ph.D. degree • clarify procedures relevant to violations of student/faculty relationship policy • expand material on due process and grievance procedures • minor formatting and wording changes throughout document
6/18/2015	Julie Exline	<ul style="list-style-type: none"> • add revised guidelines and form for review paper specialty exam • delete “old rules” for special exams, case presentation • change material on core clinical faculty representation on M.A. committees (only one member must be core clinical faculty now, not two) • change material on whether it’s necessary to sign up for PSCL 651 in Year 3 if M.A. not complete yet • add material on Planned Program of Study for M.A. • update material on “outside members” (fourth members) for dissertation committees • add reminder to get M.A. and dissertation documents to committee two weeks before meeting
8/24/16	Norah Feeny	<ul style="list-style-type: none"> • remove all reference to course based multiple choice exam as a special exam • add detail re: review paper being systematic and add links for guidelines • add research evaluation form and description of process • add clarification that students should on average be doing research related work in their respective labs for approx. 20 hours a week • add Ethan Schafer assessment award • add that award priority should go to 4th year students and several students per year may be recognized • add child students supposed to be seeing cases starting 2nd year • add for all specials, masters committees, and dissertations Dr. Short is considered core clinical • For dissertations - at least 2 members must have PHD in psychology - no longer need 2 core clinical • add psychodynamic is now (as of fall 2016) optional for child students • add Amy Przeworski is 2016 entering class morale officer

		<ul style="list-style-type: none"> Clarify masters credits and summer defense: "You can defend in the summer without registering for any credits, as long as you already have your six 651 Credits completed. In this situation, doublecheck the timing of your one-credit course (for the teaching specialty exam) with Lee. There may be problems getting your course listed on SIS if you don't have the M.A. in hand yet, as you need to have the M.A. to teach courses at CWRU."
8/24/17	Norah Feeny	<ul style="list-style-type: none"> Remove all reference to psychoanalytic course and practicum, addition of PSCL 534 Add Denny Drotar award Add A. Wolf endowed research fund Clarify for masters committee – change from "The committee for the Master's thesis must consist of at least three psychologists, each of whom is a Ph.D. psychologist and a full-time faculty member of the Department of Psychological Sciences. In almost all cases, your primary research advisor will be the chair of your Master's committee. At least one committee member must belong to the core clinical faculty (i.e., those who hold their primary appointments in the clinical area of Psychological Sciences)." (page 25) to: <p>"The committee for the Master's thesis must consist of at least three University faculty, each of whom is a Ph.D. psychologist. In almost all cases, your primary research advisor will be the chair of your Master's committee. At least one committee member must belong to the core clinical faculty (i.e., those who hold their primary appointments in the clinical area of Psychological Sciences)."</p> If a student requests permission to apply for internship earlier than usual (4th year instead of 5th year), then there should be a formal review procedure. The student should submit to the clinical committee a CV and detailed description of placement and clinical activities. Interviews with several clinical faculty may also be useful. Ombudsman change – Cleve Gilmore is now our ombudsman